

# Ithaca College Response to the Common Data Set, 2018-19

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## A. GENERAL INFORMATION

### A1. Address Information

**Mailing Address:**

Ithaca College  
953 Danby Road, Ithaca, NY 14850-7002

**Main phone:** 607-274-3124

**WWW Home Page Address:** [www.ithaca.edu](http://www.ithaca.edu)

**Admission Phone Number:** 607-274-3124

**Admission Toll-free Number:** 800-429-4274

**Admission Office Mailing Address:**

Ithaca College  
Office of Admission  
953 Danby Road, Ithaca, NY 14850-7002

**Admission Fax Number:** 607-274-1900

**Admission E-mail Address:** [admission@ithaca.edu](mailto:admission@ithaca.edu)

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

- Public  
 Private (nonprofit)  
 Proprietary

### A3. Classify your undergraduate institution

- Coeducational college  
 Men's college  
 Women's college

### A4. Academic year calendar

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Semester | <input type="checkbox"/> 4-1-4                          |
| <input type="checkbox"/> Quarter             | <input type="checkbox"/> Continuous                     |
| <input type="checkbox"/> Trimester           | <input type="checkbox"/> Differs by program (describe): |
| <input type="checkbox"/> Other (describe):   |   |

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## A5. Degrees offered by your institution

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Certificate | <input type="checkbox"/> Postbachelor's certificate                         |
| <input type="checkbox"/> Diploma                | <input checked="" type="checkbox"/> Master's                                |
| <input type="checkbox"/> Associate              | <input type="checkbox"/> Post-master's certificate                          |
| <input type="checkbox"/> Transfer               | <input type="checkbox"/> Doctoral degree – research/scholarship             |
| <input type="checkbox"/> Terminal               | <input checked="" type="checkbox"/> Doctoral degree – professional practice |
| <input checked="" type="checkbox"/> Bachelor's  | <input type="checkbox"/> Doctoral degree - other                            |

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## NOTE

A small number of students did not report their gender. In compliance with federal reporting guidelines, which only allow students to be reported as "Men" or "Women," students who did not report their gender were allocated to one of these categories based on the proportion of men to women in their primary majors, as recommended by IPEDS.

## B. ENROLLMENT AND PERSISTENCE

### B1. Institutional Enrollment – Men and Women

Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2018. Note: report students formerly designated as "first professional" in the graduate cells.

	FULL-TIME		PART-TIME	
	Men	Women	Men	Women
<b>Undergraduates</b>				
Degree-seeking, first-time freshmen	738	928	0	0
Other first-year, degree-seeking	134	103	4	0
All other degree-seeking	1,688	2,394	47	36
<i>Total degree-seeking</i>	<i>2,560</i>	<i>3,425</i>	<i>51</i>	<i>36</i>
All other undergraduates enrolled in credit courses	3	3	4	19
<i>Total undergraduates</i>	<i>2,563</i>	<i>3,428</i>	<i>55</i>	<i>55</i>
<b>Graduate</b>				
Degree-seeking, first-time	52	168	9	3
All other degree-seeking	36	98	16	32
All other graduates enrolled in credit courses	0	0	1	1
<i>Total graduate</i>	<i>88</i>	<i>266</i>	<i>26</i>	<i>36</i>

Total all undergraduates: 6,101

Total all graduate: 416

GRAND TOTAL ALL STUDENTS: 6,517

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## 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, 2018. 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 multi-racial should be reported only under "Two or more races."

	<b>Degree-Seeking First-Time First- Year</b>	<b>Degree-Seeking Undergraduates (include first-time first-year)</b>	<b>Total Undergraduates (both degree- and non- degree-seeking)</b>
Nonresident aliens	41	113	117
Hispanic/Latino	175	536	539
Black or African American, non-Hispanic	93	347	348
White, non-Hispanic	1,193	4,420	4,435
American Indian or Alaska Native, non-Hispanic	2	8	8
Asian, non-Hispanic	68	236	237
Native Hawaiian or other Pacific Islander, non-Hispanic	2	3	4
Two or more races, non-Hispanic	63	204	204
Race and/or ethnicity unknown	29	205	209
<b>Total</b>	<b>1,666</b>	<b>6,072</b>	<b>6,101</b>

## Persistence

### B3. Number of degrees awarded by your institution from July 1, 2017, to June 30, 2018.

Certificate/diploma	
Associate degrees	
Bachelor's degrees	1,444
Postbachelor's certificates	
Master's degrees	188
Post-master's certificates	
Doctoral degrees - research/scholarship	
Doctoral degrees - professional practice	85
Doctoral degrees - other	

*For bachelor's and master's degrees, students with double or triple majors are counted twice or three times respectively. In terms of headcount, the total number of students graduating was 1,383 undergraduates, 273 graduates, and 0 certificate completers.*

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## Graduation Rates

The items in this section correspond to data elements collected by the IPEDS Web-based Data Collection System's Graduation Rate Survey (GRS). For complete instructions and definitions of data elements, see the IPEDS GRS Forms and Instructions for the 2018-19 Survey.

In the following section for bachelor's or equivalent programs, please disaggregate the fall 2011 and fall 2012 cohorts (formerly CDS B4-B11) into four groups:

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

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

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

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## For Bachelor's or Equivalent Programs

Please provide data for the fall 2012 cohort if available. If fall 2012 cohort data are not available, provide data for the fall 2011 cohort.

### Fall 2012 Cohort

	<b>Recipients of a Federal Pell Grant</b>	<b>Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant</b>	<b>Students who did not receive either a Pell Grant or a subsidized Stafford Loan</b>	<b>Total (sum of 3 columns to the left)</b>
A. Initial 2012 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students	302	720	558	1,580
B. Of the initial 2012 cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, or service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions	1	0	0	1
C. Final 2012 cohort, after adjusting for allowable exclusions	301	720	558	1,579
D. Of the initial 2012 cohort, how many completed the program in four years or less (by August 31, 2016)	195	533	410	1,138
E. Of the initial 2012 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2016 and by August 31, 2017)	20	42	29	91
F. Of the initial 2012 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2017 and by August 31, 2018)	3	4	6	13
G. Total graduating within six years (sum of lines D, E, and F)	218	579	445	1,242
H. Six-year graduation rate for 2012 cohort (G divided by C)	72.4%	80.4%	79.7%	78.7%

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## Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 2017 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: death, permanent disability, or 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 freshmen in fall 2017 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in fall 2018? 85.0%

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## NOTE

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## C. FIRST-TIME, FIRST-YEAR (FRESHMAN) ADMISSION

### Applications

#### C1. First-time, first-year (freshman) students

Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in fall 2018. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission.

Total first-time, first-year (freshman) men who applied:	6,257
Total first-time, first-year (freshman) women who applied:	9,021
Total first-time, first-year (freshman) men who were admitted:	4,180
Total first-time, first-year (freshman) women who were admitted:	6,292
Total full-time, first-time, first-year (freshman) men who enrolled:	738
Total part-time, first-time, first-year (freshman) men who enrolled:	0
Total full-time, first-time, first-year (freshman) women who enrolled:	928
Total part-time, first-time, first-year (freshman) women who enrolled:	0

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## 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 2018 admissions:

Number of qualified applicants offered a place on waiting list: 838

Number accepting a place on the waiting list: 308

Number of wait-listed students admitted: 96

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?

- Required
- Recommended
- Neither required nor recommended

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

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

	<b>Units required</b>	<b>Units recommended</b>
Total academic units	16	20
English	4	4
Mathematics	3	4
Science	3	4
Of these, units that must be lab		
Foreign language	2	3
Social studies	3	4
History		
Academic electives	1	1
Computer science		
Visual/performing arts		
Other ( <i>specify</i> )		

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## 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? No

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

	Very important	Important	Considered	Not considered
<b>Academic</b>				
Rigor of secondary school record	X			
Class rank			X	
Academic GPA	X			
Standardized test scores			X	
Application essay		X		
Recommendation		X		
<b>Nonacademic</b>				
Interview			X	
Extracurricular activities		X		
Talent/ability		X		
Character/personal qualities		X		
First generation			X	
Alumni/ae relation			X	
Geographical residence				X
State residency				X
Religious affiliation/commitment				X
Racial/ethnic status				X
Volunteer work			X	
Work experience			X	
Level of applicant's interest	X			

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## 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, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for **fall 2020**.

ADMISSION					
	Require	Recommend	Require for some	Considered if submitted	Not used
SAT or ACT				X	
ACT only					
SAT only					
SAT and SAT Subject Tests or ACT					
SAT Subject Tests				X	

B. If your institution will make use of the ACT in admission decisions for first-time, first-year, degree-seeking applicants for fall 2020, 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 you institution will make use of the SAT in admission decisions for first-time, first-year, degree-seeking applicants for fall 2020, 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 essay component; check all that apply.

	SAT essay	ACT essay
For admission		
For placement		
For advising		
In place of an application essay		
As a validity check on the application essay		
No college policy as of now	X	X
Not using essay component		

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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: February 1

Latest date by which SAT Subject Test scores must be received for fall-term admission: February 1

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):

Applicants have the option either to submit SAT/ACT scores as part of their admission file or withhold them from consideration. Only students who are home-schooled or who attend high schools that provide only descriptive report cards (rather than alphanumeric grades) are required to submit either SAT or ACT scores. Students who submit scores should have them sent directly from the testing agency.

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):

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## Freshman Profile

Provide percentages for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students** enrolled in fall 2018, 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 2018 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 Old SAT scores to New SAT scores using the College Board’s concordance tools and tables ([sat.org/concordance](http://sat.org/concordance)).

	<b>Percent</b>	<b>Number</b>
Submitting SAT scores		
Submitting ACT scores		

For each assessment listed below, report the score that represents the 25<sup>th</sup> percentile (the score that 25 percent of the freshman population scored at or below) and the 75<sup>th</sup> percentile score (the score that 25 percent scored at or above).

<b>Assessment</b>	<b>25th percentile</b>	<b>75th percentile</b>
SAT Evidence-Based Reading and Writing	590	670
SAT Math	570	668
ACT Composite	25	30
ACT Math	24	28
ACT English	24	33
ACT Writing	--	--

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

<b>Score Range</b>	<b>SAT Evidence-Based Reading and Writing</b>	<b>SAT Math</b>
700-800	16.2	12.8
600-699	57.8	45.7
500-599	24.5	39.5
400-499	1.5	2.0
300-399	0.0	0.0
200-299	0.0	0.0
<b>Total</b>	<b>100.0</b>	<b>100.0</b>

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Score Range	ACT Composite	ACT English	ACT Math
30-36	30.9	42.7	12.9
24-29	53.7	37.6	62.9
18-23	15.4	19.1	21.7
12-17	0.0	0.6	2.5
6-11	0.0	0.0	0.0
Below 6	0.0	0.0	0.0
Total	100.0	100.0	100.0

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

Percent in top 10th of high school graduating class	24.1
Percent in top quarter of high school graduating class	55.6
Percent in top half of high school graduating class	90.7
Percent in bottom half of high school graduating class	9.3
Percent in bottom quarter of high school graduating class	1.8
Percent of total first-time, first-year (freshman) students who submitted high school class rank	36.9

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

Percent who had GPA of 3.75 and higher	not available
Percent who had GPA between 3.50 and 3.74	not available
Percent who had GPA between 3.25 and 3.49	not available
Percent who had GPA between 3.00 and 3.24	not available
Percent who had GPA between 2.50 and 2.99	not available
Percent who had GPA between 2.00 and 2.49	not available
Percent who had GPA between 1.00 and 1.99	not available
Percent who had GPA below 1.00	not available

**C12.** Average high school GPA of all degree-seeking, first-time, first-year (freshman) students who submitted GPA: not available

Percent of total first-time, first-year (freshman) students who submitted high school GPA: not available

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## Admission Policies

### C13. Application fee

Does your institution have an application fee?  Yes  No

Amount of application fee: \$60.00

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

Free

Reduced

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): February 1

Priority date:

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

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

On a rolling basis beginning (date): November 15

By (date): April 15

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 2 weeks if notified thereafter

Other:

Deadline for housing deposit (MMDD): no housing deposit

Amount of housing deposit:

Refundable if student does not enroll?

Yes, in full

Yes, in part

No

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## **C18. Deferred admission**

Does your institution allow students to postpone enrollment after admission?

Yes    No

If yes, maximum period of postponement: 1 year

Approval for deferral is granted on a case by case basis.

## **C19. Early admission of high school students**

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

Yes    No

**C20. Common Application:** Question removed from CDS. (Initiated during 2006-2007 cycle.)

## **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: November 1

First or only early decision plan notification date: December 15

Other early decision plan closing date:

Other early decision plan notification date:

### **For the fall 2018 entering class:**

Number of early decision applications received by your institution: 147

Number of applicants admitted under early decision plan: 132

Please provide significant details about your early decision plan:

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### 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

Early action closing date: December 1

Early action notification date: February 1

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

Yes    No

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## D. TRANSFER ADMISSION

### Fall Applicants

D1. Does your institution enroll transfer students?  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 2018.

	Applicants	Admitted applicants	Enrolled applicants
Men	231	107	52
Women	245	124	35
Total	476	231	87

### 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? 9 credit hours

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

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

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**D6.** If a minimum high school grade point average is required of transfer applicants, specify (on a 4.0 scale): none

**D7.** If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale): 2.75 recommended

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

**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	Rolling admission
Fall	3/1	3/1	4/15	5/1	X (modified)
Winter					
Spring	11/1	11/1	12/1	12/15	X (modified)
Summer					

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

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

Limited transfer space available in the Cinema and Photography; Film, Photography, and Visual Arts; Physical Therapy; Occupational Therapy; and Athletic Training degree programs; as well as in all degree programs offered by the School of Music and the Department of Theatre Arts.

## Transfer Credit Policies

**D12.** Report the lowest grade earned for any course that may be transferred for credit: C- (1.7)

**D13.** Maximum number of credits or courses that may be transferred from a two-year institution: no maximum

**D14.** Maximum number of credits or courses that may be transferred from a four-year institution: no maximum

**D15.** Minimum number of credits that transfers must complete at your institution to earn an associate degree: not applicable

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

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

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## Military Service Transfer Credit Policies

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

American Council on Education (ACE)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
College Level Examination Program (CLEP)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
DANTES Subject Standardized Tests (DSST)	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

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

Number \_\_\_\_\_ Unit Type \_\_\_\_\_

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

Number \_\_\_\_\_ Unit Type \_\_\_\_\_

**D21.** Are the military/veteran credit transfer policies published on your website?  Yes  No

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

[www.ithaca.edu/registrar/transfer](http://www.ithaca.edu/registrar/transfer)

**D22.** Describe other military/veteran transfer credit policies unique to your institution:

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## E. ACADEMIC OFFERINGS AND POLICIES

### E1. Special study options

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

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

London Center (London, England), Los Angeles Program, ICNYC (New York City Program), opportunities to study in Washington, D.C., and over 50 countries around the world

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

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

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

# Ithaca College Response to the Common Data Set, 2018-19

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## F. STUDENT LIFE

**F1.** Percentages of first-time, first-year (freshman) degree-seeking students and degree-seeking undergraduates enrolled in fall 2018 who fit the following categories:

	First-time, first-year (freshman) students	Degree-seeking undergraduates
Percent who are from out of state <i>(exclude international/nonresident aliens from the numerator and denominator)</i>	54.9	55.1
Percent of men who join fraternities	0	1.0
Percent of women who join sororities	0	1.0
Percent who live in college-owned, -operated, or -affiliated housing	98.7	71.0
Percent who live off campus or commute	1.3	29.0
Percent of students age 25 and older	0.1	0.6
Average age of full-time students	18	20
Average age of all students <i>(full- and part-time)</i>	18	20

### F2. Activities offered

Identify those programs available at your institution.

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

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

Army ROTC is offered

- On campus  
 At cooperating institution (name): Cornell University

Naval ROTC is offered

- On campus  
 At cooperating institution (name):

Air Force ROTC is offered

- On campus  
 At cooperating institution (name): Cornell University

# Ithaca College Response to the Common Data Set, 2018-19

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## F4. Housing

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

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Coed dorms                     | <input checked="" type="checkbox"/> Special housing for disabled students |
| <input type="checkbox"/> Men's dorms                               | <input type="checkbox"/> Special housing for international students       |
| <input type="checkbox"/> Women's dorms                             | <input checked="" type="checkbox"/> Fraternity/sorority housing           |
| <input type="checkbox"/> Apartments for married students           | <input type="checkbox"/> Cooperative housing                              |
| <input checked="" type="checkbox"/> Apartments for single students | <input checked="" type="checkbox"/> Theme housing                         |
|  | <input type="checkbox"/> Wellness housing                                 |
| <input type="checkbox"/> Other housing options (specify):          |   |

# Ithaca College Response to the Common Data Set, 2018-19

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## G. ANNUAL EXPENSES

**G0.** Please provide the URL of your institution's net price calculator:

<https://ithaca.studentaidcalculator.com/survey.aspx>

**Provide 2019-2020 academic year costs of attendance for the following categories that are applicable to your institution.**

Check here if your institution's 2019-2020 academic year costs are not available at this time and provide an approximate date (i.e., month/day) when your institution's final 2019-20 academic year costs will be available:

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

List the typical tuition, required fees, and room and board for a full-time undergraduate student for the **FULL 2019-2020 academic year** (30 semester hours or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits). A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters 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).

<b>2019-20</b>		
	<b>FIRST-YEAR</b>	<b>UNDERGRADUATES</b>
Private institution tuition:	\$45,274	\$45,274
Public institution tuition		
In-district:	--	--
In-state (out-of-district):	--	--
Out-of-state:	--	--
Nonresident alien tuition:	\$45,274	\$45,274
<b>Required fees:</b>		
	0	0
<b>Room and board:</b>		
(on-campus)	\$15,856	\$15,856
Room only: (on-campus)	\$8,768	\$8,768
Board only: (on-campus meal plan)	\$7,088	\$7,088

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

Other:

# Ithaca College Response to the Common Data Set, 2018-19

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

**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?

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

<b>2019-20</b>			
	<b>Residents</b>	<b>Commuters (living at home)</b>	<b>Commuters (not living at home)</b>
Books and supplies:	\$1,200	\$1,200	\$1,200
Room only:			\$8,768
Board only:		\$4,384	\$7,088
Transportation:	0	\$1,429	0
Other expenses:	\$2,047	\$2,047	\$2,047

**G6.** Undergraduate per-credit-hour charges (tuition only):

<b>2019-20</b>	
Private institutions:	\$1,509
Public institutions	
In-district:	--
In-state (out-of-district):	--
Out-of-state:	--
Nonresident aliens:	\$1,509

# Ithaca College Response to the Common Data Set, 2018-19

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## H. FINANCIAL AID

### Aid Awarded to Enrolled Undergraduates

**H1.** Enter total dollar amounts **awarded** to full-time and less than full-time degree-seeking undergraduates (**using the same cohort reported in CDS Question B1, "total degree-seeking undergraduates"**) in the following categories. (Note: if the data being reported are final figures for the 2017-2018 academic year (see next item below), use the 2017-2018 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 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 academic year for which data are reported for items **H1, H2, H2A, and H6** below:

2018-2019 estimated    or     2017-2018 final

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

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

## Ithaca College Response to the Common Data Set, 2018-19

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	<b>Need-based</b> (Include non-need-based aid use to meet need.)	<b>Non-need-based</b> (Exclude non-need-based aid use to meet need.)
<b>Scholarships/Grants</b>		
Federal	\$7,174,282	\$914,595
State (i.e., all states, not only the state in which your institution is located)	\$3,490,959	\$184,204
Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers which are reported below)	\$104,663,567	\$29,742,473
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	\$2,345,842	\$1,501,265
<b>Total Scholarships/Grants</b>	<b>\$117,674,650</b>	<b>\$32,342,537</b>
<b>Self-Help</b>		
Student loans from all sources (excluding parent loans)	\$21,809,658	\$7,877,910
Federal Work-Study	\$1,500,000	\$0
State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)	\$7,629,975	\$3,558,973
<b>Total Self-Help</b>	<b>\$30,939,633</b>	<b>\$11,436,883</b>
<b>Parent Loans</b>	<b>\$12,284,023</b>	<b>\$19,585,808</b>
<b>Tuition Waivers</b> Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.	\$1,684,192	\$1,404,229
<b>Athletic Awards</b>	none	none

## Ithaca College Response to the Common Data Set, 2018-19

**H2. Number of Enrolled Students Awarded Aid:** 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.

	<b>First-time Full-time Freshmen</b>	<b>Full-time Undergrad (Incl. Fresh)</b>	<b>Less Than Full-Time Undergrad</b>
a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on fall 2018 cohort)	1,666	5,985	87
b) Number of students in line <b>a</b> who applied for need-based financial aid	1,514	4,714	53
c) Number of students in line <b>b</b> who were determined to have financial need	1,203	5,522	87
d) Number of students in line <b>c</b> who were awarded any financial aid	1,203	4,093	50
e) Number of students in line <b>d</b> who were awarded any need-based scholarship or grant aid	1,182	4,041	47
f) Number of students in line <b>d</b> who were awarded any need-based self-help aid	1,056	3,655	47
g) Number of students in line <b>d</b> who were awarded any non-need-based scholarship or grant aid	421	686	1
h) Number of students in line <b>d</b> whose need was fully met (exclude PLUS loans, unsubsidized loans, and private alternative loans)	700	1,736	12
i) On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)	92.0%	86.6%	76.2%
j) The average financial aid package of those in line <b>d</b> . Exclude any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)	\$39,395	\$38,845	\$29,859
k) Average need-based scholarship or grant award of those in line <b>e</b>	\$29,278	\$28,856	\$22,080
l) Average need-based self-help award (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line <b>f</b>	\$7,054	\$8,344	\$9,419
m) Average need-based loan (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line <b>f</b> who were awarded a need-based loan	\$4,669	\$6,006	\$6,961

# Ithaca College Response to the Common Data Set, 2018-19

**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 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.

	<b>First-time Full-time Freshmen</b>	<b>Full-time Undergrad (Incl. Fresh)</b>	<b>Less Than Full-Time Undergrad</b>
n) Number of students in line <b>a</b> who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletic awards and tuition benefits)	389	1,518	19
o) Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line <b>n</b>	\$16,209	\$16,525	\$10,364
p) Number of students in line <b>a</b> who were awarded an institutional non-need-based athletic scholarship or grant	--	--	--
q) Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line <b>p</b>	--	--	--

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

**Include:**

- 2018 undergraduate class: all students who started at your institution as first-time students and received a bachelor's degree between July 1, 2017 and June 30, 2018
- 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 2018 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2017 and June 30, 2018. Exclude students who transferred into your institution. 1,250

## Ithaca College Response to the Common Data Set, 2018-19

**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.

<b>Source/Type of Loans</b>	<b>Number in the class (defined in H4 above) who borrowed from the types of loans specified in the first column</b>	<b>Percent of the class (defined above) who borrowed from the types of loans specified in the first column (nearest 1%)</b>	<b>Average per-undergraduate-borrower cumulative principal borrowed from the types of loans specified in the first column (nearest \$1)</b>
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.	867	69%	\$39,913
b) Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans.	854	68%	\$23,284
c) Institutional loan programs	0		
d) State loan programs	0		
e) Private alternative loans made by a bank or lender	296	24%	\$49,729

**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 and grant aid is not available

# Ithaca College Response to the Common Data Set, 2018-19

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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: 105

Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens: \$32,031

Total dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens: \$3,363,233

**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

## 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:

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

Priority date for filing required financial aid forms:

	<b>FAFSA</b>	<b>PROFILE</b>
Early decision	February 1	November 1
Regular admission and early action	February 1	February 1

Deadline for filing required financial aid forms:

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

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

- a. Students notified on or about (date): \_\_\_\_\_
- b. Students notified on a rolling basis: yes  
If yes, starting date:  
Early decision: December 15  
Regular admission and early action: February 15

# Ithaca College Response to the Common Data Set, 2018-19

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**H11.** Indicate reply dates:

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

May 1 for regular admission and early action

February 1 for early decision

**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 (specify): alternative loans

**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 Scholarship
- Other (specify):

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

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

## Ithaca College Response to the Common Data Set, 2018-19

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**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:

Ithaca College executed the following strategies to make the institution affordable to incoming students:

- Lowest percentage tuition increase in over a decade
- New students who are permanent residents of New York State and whose family's adjusted gross income is \$125,000 or less will receive an Ithaca College New York State Tuition Award up to \$6,000 per year for up to four years. This award is fully funded by Ithaca College and underscores our commitment to make an Ithaca College education more affordable to New York State students who may qualify for the state's Excelsior Scholarship or the Enhanced Tuition Awards program.

# Ithaca College Response to the Common Data Set, 2018-19

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## I. INSTRUCTIONAL FACULTY AND CLASS SIZE

**I-1. Please report the number of instructional faculty members in each category for fall 2018. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.**

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:

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

# Ithaca College Response to the Common Data Set, 2018-19

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*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 Alaska 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 master's degree:*

A master's degree that is considered the highest degree in a field; for example, M. Arch (in architecture) and MFA (master of fine arts in art or theater).

	<b>Full-time</b>	<b>Part-time</b>	<b>Total</b>
a) Total number of instructional faculty	519	246	765
b) Total number who are members of minority groups	70	23	93
c) Total number who are women	259	139	398
d) Total number who are men	260	107	367
e) Total number who are nonresident aliens (international)	22	4	26
f) Total number with doctorate or other terminal degree	420	83	503
g) Total number whose highest degree is a master's but not a terminal master's	82	123	205
h) Total number whose highest degree is a bachelor's	11	26	37
i) Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a)	6	14	20
j) Total number in stand-alone graduate professional programs in which faculty teach virtually only graduate-level students	--	--	--

# Ithaca College Response to the Common Data Set, 2018-19

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## I-2. Student to Faculty Ratio

Report the fall 2018 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 2018 Student to Faculty ratio: 10.5 to 1 (based on 6,281.3 students and 601.0 faculty)

## I-3. Undergraduate Class Size

In the table below, please use the following definitions to report information about the size of classes and class sections offered in the fall 2017 term.

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

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

Using the above definitions, please report for each of the following class-size intervals the number of class sections and class subsections offered in fall 2017. 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)

CLASS SECTIONS	Section size	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
	# Sections	308	735	465	120	30	31	13	1,702

CLASS SUB-SECTIONS	Section size	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
	<i>(Ithaca College does not have class sub-sections.)</i>								

# Ithaca College Response to the Common Data Set, 2018-19

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## J. DEGREES CONFERRED

### Degrees conferred between July 1, 2017 and June 30, 2018

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 majors 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				1
Natural resources and conservation			1.9	3
Architecture			0.6	4
Area, ethnic, and gender studies				5
Communication/journalism			24.4	9
Communication technologies			0.6	10
Computer and information sciences			0.8	11
Personal and culinary services				12
Education			3.3	13
Engineering				14
Engineering technologies				15
Foreign languages, literatures, and linguistics			0.3	16
Family and consumer sciences				19
Law/legal studies			0.8	22
English			3.3	23
Liberal arts/general studies			0.5	24
Library science				25
Biological/life sciences			4.8	26
Mathematics and statistics			0.8	27
Military science and military technologies				28 and 29
Interdisciplinary studies			1.0	30
Parks and recreation			2.4	31
Philosophy and religious studies			0.7	38
Theology and religious vocations				39
Physical sciences			0.9	40
Science technologies				41
Psychology			3.5	42

## Ithaca College Response to the Common Data Set, 2018-19

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<b>Category</b>	<b>Diploma/ certificates %</b>	<b>Associate %</b>	<b>Bachelor's %</b>	<b>CIP 2010 categories to include</b>
Homeland security, law enforcement, firefighting, and protective services				43
Public administration and social services				44
Social sciences			5.4	45
Construction trades				46
Mechanic and repair technologies				47
Precision production				48
Transportation and materials moving				49
Visual and performing arts			16.5	50
Health professions and related programs			15.4	51
Business/marketing			11.4	52
History			0.7	54
Other				
<b>TOTAL</b>	0.0	NA	100.0	