

Ithaca College Response to the Common Data Set, 2019-20

Common Data Set Index

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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

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

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 preferred not to report their gender. In compliance with federal reporting guidelines, which only allow students to be reported as "Men" or "Women," students who preferred not to 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 (see page 34, note 11, of the [IPEDS Fall Enrollment survey](#)).

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, 2019. Note: Report students formerly designated as "first professional" in the graduate cells.

	FULL-TIME		PART-TIME	
	Men	Women	Men	Women
Undergraduates				
Degree-seeking, first-time freshmen	628	878	3	0
Other first-year, degree-seeking	145	99	0	2
All other degree-seeking	1,662	2,323	39	24
<i>Total degree-seeking</i>	<i>2,435</i>	<i>3,300</i>	<i>42</i>	<i>26</i>
All other undergraduates enrolled in credit courses	3	1	17	28
<i>Total undergraduates</i>	<i>2,438</i>	<i>3,301</i>	<i>59</i>	<i>54</i>
Graduate				
Degree-seeking, first-time	57	181	11	11
All other degree-seeking	22	88	18	25
All other graduates enrolled in credit courses	0	1	0	0
<i>Total graduate</i>	<i>79</i>	<i>270</i>	<i>29</i>	<i>36</i>

Total all undergraduates: 5,852

Total all graduate: 414

GRAND TOTAL ALL STUDENTS: 6,266

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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, 2019. 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."

	Degree-Seeking First-Time First- Year	Degree-Seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non- degree-seeking)
Nonresident aliens	23	111	114
Hispanic/Latino	150	537	545
Black or African American, non-Hispanic	97	338	341
White, non-Hispanic	1,092	4,213	4,238
American Indian or Alaska Native, non-Hispanic	2	8	8
Asian, non-Hispanic	60	235	240
Native Hawaiian or other Pacific Islander, non-Hispanic	0	3	3
Two or more races, non-Hispanic	60	200	201
Race and/or ethnicity unknown	25	158	162
Total	1,509	5,803	5,852

Persistence

B3. Number of degrees awarded by your institution from July 1, 2018, to June 30, 2019.

Certificate/diploma	
Associate degrees	
Bachelor's degrees	1,501
Postbachelor's certificates	
Master's degrees	175
Post-master's certificates	
Doctoral degrees - research/scholarship	
Doctoral degrees - professional practice	82
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 1,452 undergraduates, 257 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 2019-20 Survey.

In the following section for bachelor's or equivalent programs, please disaggregate the fall 2012 and fall 2013 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 2013 cohort if available. If fall 2013 cohort data are not available, provide data for the fall 2012 cohort.

Fall 2013 Cohort

	Recipients of a Federal Pell Grant	Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total (sum of 3 columns to the left)
A. Initial 2013 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students	396	734	659	1,789
B. Of the initial 2013 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	0	0	0	0
C. Final 2013 cohort, after adjusting for allowable exclusions	396	734	659	1,789
D. Of the initial 2013 cohort, how many completed the program in four years or less (by August 31, 2017)	254	518	478	1,250
E. Of the initial 2013 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2017 and by August 31, 2018)	16	23	34	73
F. Of the initial 2013 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2018 and by August 31, 2019)	1	2	6	9
G. Total graduating within six years (sum of lines D, E, and F)	271	543	518	1,332
H. Six-year graduation rate for 2013 cohort (G divided by C)	68.4%	74.0%	78.6%	74.5%

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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 2018 (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 2018 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in fall 2019? 87.0%

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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 2019. 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:	5,808
Total first-time, first-year (freshman) women who applied:	8,384
Total first-time, first-year (freshman) men who were admitted:	4,187
Total first-time, first-year (freshman) women who were admitted:	6,139
Total full-time, first-time, first-year (freshman) men who enrolled:	628
Total part-time, first-time, first-year (freshman) men who enrolled:	3
Total full-time, first-time, first-year (freshman) women who enrolled:	878
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 2019 admissions:

Number of qualified applicants offered a place on waiting list: 278

Number accepting a place on the waiting list: 108

Number of wait-listed students admitted: 43

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.

	Units required	Units recommended
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
Academic				
Rigor of secondary school record	X			
Class rank			X	
Academic GPA	X			
Standardized test scores			X	
Application essay		X		
Recommendation		X		
Nonacademic				
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 2021**.

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 2021, 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 2021, 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 2019, 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 2019 who submitted national standardized (SAT/ACT) test scores. Include information for **ALL enrolled, degree-seeking, first-time, first-year (freshman) students who submitted test scores.** Do not include partial test scores (e.g., mathematics scores but not critical reading for a category of students) or combine other standardized test results (such as TOEFL) in this item. Do not convert SAT scores to ACT scores and vice versa.

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

- If you consider the highest scores from either submission, use the highest combination of scores (e.g., verbal from one submission, math from the other)
- If you average the scores, use the average to report the scores

	Percent	Number
Submitting SAT scores	49.9%	752
Submitting ACT scores	16.9%	254

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

Assessment	25th percentile	75th percentile
SAT Composite	1170	1340
SAT Evidence-Based Reading and Writing	590	680
SAT Math	570	670
ACT Composite	26	30
ACT Math	24	28
ACT English	25	32
ACT Writing	--	--

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

Score Range	SAT Evidence-Based Reading and Writing	SAT Math
700-800	16.2	15.2
600-699	56.0	48.1
500-599	24.9	32.7
400-499	2.9	4.0
300-399	0.0	0.0
200-299	0.0	0.0
Total	100.0	100.0

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Score Range	SAT Composite
1400-1600	12.0
1200-1399	56.9
1000-1199	29.2
800-999	1.9
600-799	0.0
400-599	0.0
Total	100.0

Score Range	ACT Composite	ACT English	ACT Math
30-36	34.6	47.6	14.2
24-29	52.8	35.0	66.9
18-23	11.4	15.4	15.4
12-17	1.2	2.0	3.5
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	22.5
Percent in top quarter of high school graduating class	56.6
Percent in top half of high school graduating class	87.8
Percent in bottom half of high school graduating class	12.2
Percent in bottom quarter of high school graduating class	3.5
Percent of total first-time, first-year (freshman) students who submitted high school class rank	34.3

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

Percent who had GPA of 4.0	not available
Percent who had GPA between 3.75 and 3.99	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

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:

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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

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.)

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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 2019 entering class:

Number of early decision applications received by your institution: 144

Number of applicants admitted under early decision plan: 135

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

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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NOTE

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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 2019.

	Applicants	Admitted applicants	Enrolled applicants
Men	200	112	48
Women	234	138	45
Total	434	250	93

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. Majors in Music and Theatre Arts have additional pre-screening, audition, and/or interview requirements. See department websites for more information.

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: 48 credits, some degree programs require more

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

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): | |

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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 2019 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	0.1
Percent of women who join sororities	0	1.0
Percent who live in college-owned, -operated, or -affiliated housing	98.9	73.2
Percent who live off campus or commute	1.1	26.8
Percent of students age 25 and older	0.2	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

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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): | |

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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 2020-2021 academic year costs of attendance for the following categories that are applicable to your institution.

Check here if your institution's 2020-2021 academic year costs are not available at this time and provide an approximate date (i.e., month/day) when your institution's final 2020-21 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).

2019-20		
	FIRST-YEAR	UNDERGRADUATES
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
Required fees:	0	0
Room and board: (on-campus)	\$15,570	\$15,570
Room only: (on-campus)	\$8,770	\$8,770
Board only: (on-campus meal plan)	\$6,800	\$6,800

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

Other:

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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:

2019-20			
	Residents	Commuters (living at home)	Commuters (not living at home)
Books and supplies:	\$1,200	\$1,200	\$1,200
Room only:			\$8,770
Board only:		\$2,400	\$6,800
Transportation:	0	\$1,429	0
Other expenses:	\$2,047	\$2,047	\$2,047

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

2019-20	
Private institutions:	\$1,510
Public institutions	
In-district:	--
In-state (out-of-district):	--
Out-of-state:	--
Nonresident aliens:	\$1,510

Ithaca College Response to the Common Data Set, 2019-20

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 2018-2019 academic year (see next item below), use the 2018-2019 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" in the financial aid definitions.)**

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

2019-2020 estimated or 2018-2019 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

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	Need-based (Include non-need-based aid use to meet need.)	Non-need-based (Exclude non-need-based aid use to meet need.)
Scholarships/Grants		
Federal	\$6,949,814	\$1,118,607
State (i.e., all states, not only the state in which your institution is located)	\$3,214,720	\$125,104
Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers which are reported below)	\$104,825,599	\$31,294,813
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	\$2,112,862	\$1,704,099
Total Scholarships/Grants	\$117,102,995	\$34,242,623
Self-Help		
Student loans from all sources (excluding parent loans)	\$20,115,446	\$8,885,527
Federal Work-Study	\$1,500,000	\$0
State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)	\$7,091,302	\$3,848,998
Total Self-Help	\$28,706,748	\$12,734,525
Parent Loans	\$9,768,564	\$17,834,967
Tuition Waivers Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.	\$1,156,263	\$1,401,030
Athletic Awards	none	none

Ithaca College Response to the Common Data Set, 2019-20

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.

	First-time Full-time Freshmen	Full-time Undergrad (Incl. Fresh)	Less Than Full-Time Undergrad
a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on fall 2019 cohort)	1,506	5,735	68
b) Number of students in line a who applied for need-based financial aid	1,392	4,626	36
c) Number of students in line b who were determined to have financial need	1,093	3,931	31
d) Number of students in line c who were awarded any financial aid	1,093	3,931	31
e) Number of students in line d who were awarded any need-based scholarship or grant aid	1,062	3,886	29
f) Number of students in line d who were awarded any need-based self-help aid	981	3,486	24
g) Number of students in line d who were awarded any non-need-based scholarship or grant aid	436	742	3
h) Number of students in line d whose need was fully met (exclude PLUS loans, unsubsidized loans, and private alternative loans)	649	1,811	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%	87.7%	78.8%
j) The average financial aid package of those in line d . Exclude any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)	\$39,878	\$40,304	\$32,681
k) Average need-based scholarship or grant award of those in line e	\$29,394	\$29,930	\$26,183
l) Average need-based self-help award (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f	\$7,118	\$8,177	\$8,399
m) Average need-based loan (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f who were awarded a need-based loan	\$4,665	\$5,866	\$6,336

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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.

	First-time Full-time Freshmen	Full-time Undergrad (Incl. 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)	364	1,503	15
o) Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line n	\$17,019	\$17,179	\$10,467
p) Number of students in line a 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 p	--	--	--

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

Include:

- 2019 undergraduate class: all students who started at your institution as first-time students and received a bachelor's degree between July 1, 2018 and June 30, 2019
- 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 2019 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2018 and June 30, 2019. Exclude students who transferred into your institution. 1,341

Ithaca College Response to the Common Data Set, 2019-20

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.

Source/Type of 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 specified 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.	920	69%	\$42,000
b) Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans.	908	68%	\$23,105
c) Institutional loan programs	0		
d) State loan programs	0		
e) Private alternative loans made by a bank or lender	318	24%	\$55,540

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

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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: 106

Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens: \$32,237

Total dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens: \$3,417,091

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:

	FAFSA	PROFILE
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

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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, 2019-20

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:

New students who are permanent residents of New York State and whose families' adjusted gross income is \$125,000 or less will receive an Ithaca College New York State Tuition Award of 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, 2019-20

I. INSTRUCTIONAL FACULTY AND CLASS SIZE

I-1. Please report the number of instructional faculty members in each category for fall 2019. 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:

	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 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

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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).

	Full-time	Part-time	Total
a) Total number of instructional faculty	516	237	753
b) Total number who are members of minority groups	72	24	96
c) Total number who are women	253	127	380
d) Total number who are men	263	110	373
e) Total number who are nonresident aliens (international)	20	3	23
f) Total number with doctorate or other terminal degree	418	67	485
g) Total number whose highest degree is a master's but not a terminal master's	80	119	199
h) Total number whose highest degree is a bachelor's	9	34	43
i) Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a)	9	17	26
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, 2019-20

I-2. Student to Faculty Ratio

Report the fall 2019 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 2019 Student to Faculty ratio: 10.1 to 1 (based on 6,034.0 students and 595.0 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 2018 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 2018. 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	337	733	458	124	28	30	12	1,722

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>								

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J. DEGREES CONFERRED

Degrees conferred between July 1, 2018 and June 30, 2019

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			0.1	4
Area, ethnic, and gender studies				5
Communication/journalism			26.4	9
Communication technologies			0.9	10
Computer and information sciences			1.4	11
Personal and culinary services				12
Education			2.8	13
Engineering				14
Engineering technologies				15
Foreign languages, literatures, and linguistics			0.1	16
Family and consumer sciences				19
Law/legal studies			0.9	22
English			3.0	23
Liberal arts/general studies			0.4	24
Library science				25
Biological/life sciences			6.6	26
Mathematics and statistics			0.7	27
Military science and military technologies				28 and 29
Interdisciplinary studies			0.5	30
Parks and recreation			0.6	31
Philosophy and religious studies			0.1	38
Theology and religious vocations				39
Physical sciences			1.1	40
Science technologies				41
Psychology			4.1	42

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Category	Diploma/ certificates %	Associate %	Bachelor's %	CIP 2010 categories to include
Homeland security, law enforcement, firefighting, and protective services				43
Public administration and social services				44
Social sciences			4.4	45
Construction trades				46
Mechanic and repair technologies				47
Precision production				48
Transportation and materials moving				49
Visual and performing arts			16.2	50
Health professions and related programs			15.4	51
Business/marketing			11.9	52
History			0.5	54
Other				
TOTAL	0.0	NA	100.0	