

A. GENERAL INFORMATION

A1. Address Information

Name of College or University: **Bowdoin College**
Mailing Address, City/State/Zip/Country: **5700 College Station, Brunswick ME 04011-8448 USA**
Street Address (if different), City/State/Zip/Country
Main Phone Number: **(207) 725-3000**
WWW Home Page Address: **www.bowdoin.edu**
Admissions Phone Number: **(207) 725-3100**
Admissions Toll-free Number
Admissions Office Mailing Address, City/State/Zip/Country: **5000 College Station, Brunswick ME 04011-8441 USA**
Admissions Fax Number: **(207) 725-3101**
Admissions E-mail Address: **admissions@bowdoin.edu**
If there is a separate URL for your school's online application, please specify:
http://www.bowdoin.edu/admissions/apply/
If you have a mailing address other than the above to which applications should be sent, please provide:

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

- Public
 Private (nonprofit)
 Proprietary

A3. Classify your undergraduate institution:

- Coeducational college**
 Men's college
 Women's college

A4. Academic year calendar

- Semester** 4-1-

Other (describe):

A5. Degrees offered by your institution

- | | |
|---|---|
| <input type="checkbox"/> Certificate | <input type="checkbox"/> Postbachelor's certificate |
| <input type="checkbox"/> Diploma | <input 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 type="checkbox"/> Doctoral degree –
professional practice |
| <input checked="" type="checkbox"/> Bachelor's | <input type="checkbox"/> Doctoral degree -- other |

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B. ENROLLMENT AND PERSISTENCE

B1. Institutional Enrollment—Men and Women Provide numbers of students for each of the following categories as of

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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, 2012**. 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 should be reported only on the Hispanic 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)
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entered your institution during the summer term preceding Fall 2005.

B4. Initial 2005 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students: _____

B5. Of the initial 2005 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:

B6. Final 2005 cohort, after adjusting for allowable exclusions: _____
(Subtract question B5 from question B4)

B7. Of the initial 2005 cohort, how many completed the program in four years or less (by August 31, 2009):

B8. Of the initial 2005 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2009 and by August 31, 2010):

B9. Of the initial 2005 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2010 and by August 31, 2011):

entered your institution during the summer term preceding Fall 2006.

B4. Initial 2006 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students: _____ 474 _____

B5. Of the initial 2006 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 _____

B6. Final 2006 cohort, after adjusting for allowable exclusions: _____ 474 _____
(Subtract question B5 from question B4)

B7. Of the initial 2006 cohort, how many completed the program in four years or less (by August 31, 2010):
_____ 430 _____

B8. Of the initial 2006 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2010 and by August 31, 2011):
_____ 19 _____

B9. Of the initial 2006 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2011 and by August 31, 2011):

B15.

|

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 2012

C5.

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 2014**.

S Sb9 4.jectest	ADMISSION				
	Require	Recommend	Require for Some	Consider If Submitted	Not Used
SAT or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ACT only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT and SAT Subject Tests or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SAT Subject Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

B. If your institution will make use of the ACT in admission decisions for first-time, first-year, degree-seeking applicants for Fall 2014, please indicate which ONE of the following applies (regardless of whether the writing score will be used in the admissions process):

- ACT with Writing component required
- ACT with Writing component recommended.
- ACT with or without Writing 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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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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 **2012**, 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 2012 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.

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

Percent submitting SAT scores	___ 65% ___	Number submitting SAT scores	___ 318 ___
Percent submitting ACT scores	___ 30% ___	Number submitting ACT scores	___ 149 ___

	25th Percentile	75th Percentile
SAT Critical Reading	670	760
SAT Math	670	760
SAT Writing	670	760
SAT Essay		
ACT Composite	31	33
ACT Math	29	34
ACT English	31	35
ACT Writing	8	10

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

	SAT Critical Reading	SAT Math	SAT Writing
700-800	64%	62%	62%

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C10. Percent of all degree-seeking, first-time, first-

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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 1st or within one week if notified thereafter

Other: _____

Deadline for housing deposit (MMDD): NA

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: 12 months (one year)

C19. Early admission of high school students: Does your institution allow high school students to enroll as full-time, first-time, first-year (freshman) students one year or more before high school graduation? Yes No

C20. Common Application: 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 15th

First or only early decision plan notification date December 15th

Other early decision plan closing date January 1st

Other early decision plan notification date February 15th

For the Fall 2012 entering class:

Number of early decision applications received by your institution 887

Number of applicants admitted under early decision plan 224

Please provide significant details about your early decision plan: **Applicants must state in writing that they wish to be considered for an Early Decision and that they will enroll if admitted. Students who are admitted Early Decision and have financial need are notified of the amount of their awards soon after they receive their Early Decision acceptance.**

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

Yes No

If "yes," please complete the following:

Early action closing date _____

Early action notification date _____

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

Yes No

D. TRANSFER ADMISSION

Fall Applicants

- D1.** Does your institution enroll transfer students? Yes No
 (If no, please skip to Section E)
 If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities? Yes No

- D2.** Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in Fall 2012.

	Applicants	Admitted Applicants	Enrolled Applicants
Men	74	1	1
Women	102	4	0
Total	177	5	1

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? _____ 8 course credits _____

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

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

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

- D7.** If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale): _____ 3.0 _____

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

The criteria for evaluating transfer applicants are the same as for regular applicants. A statement from the Academic Dean of the school from which the applicant is transferring and 2 academic recommendations are required. Transfer applicants are encouraged to submit creative writing samples, art work, photography, musical tapes, etc.

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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		March 1st *	May 1st	June 1st	
Winter					
Spring					

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 type="checkbox"/> Honors program |
| <input type="checkbox"/> Cooperative education program | <input checked="" type="checkbox"/> Independent study |
| <input type="checkbox"/> Cross-registration | <input type="checkbox"/> Internships |
| <input 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 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 checked="" type="checkbox"/> Exchange student program (domestic) | <input type="checkbox"/> Weekend college |
| <input type="checkbox"/> External degree program | |
| <input checked="" type="checkbox"/> Other (specify): * Please see below. | |

* 3-2 or 4-2 Engineering Degree Programs with Dartmouth College, California Institute of Technology, Columbia University and University of Maine, Orono; and 3-3 Legal Studies Degree Program with Columbia University Law School, first-year seminars, summer research fellowships, service-learning courses, The Writing Project, Quantitative Reasoning Program, Legal Studies Advisory Group, Health Professions Advising, EMS Writing Tutor. Pass/Fail grading options are available.

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 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 checked="" type="checkbox"/> Other (describe): one course in each of the 5 distribution areas: 1) Mathematical, Computational or Statistical Reasoning; 2) Inquiry in the Natural Sciences; 3) Exploring Social Differences; 4) International Perspectives; and 5) Visual and Performing Arts | |

Library Collections: The CDS publishers will collect library data again when a new Academic Libraries Survey is in place.

F. STUDENT LIFE

F1. Percentages of first-time, first-year (freshman) degree-seeking students and degree-seeking undergraduates enrolled in **Fall 2012 who fit the following categories:**

	First-time, first-year (freshman) students	Undergraduates
Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator)	___ 89% ___	___ 87% ___
Percent of men who join fraternities	___ NA ___	___ NA ___
Percent of women who join sororities	___ NA ___	___ NA ___
Percent who live in college-owned, -operated, or -affiliated housing	___ 100% ___	___ 92% ___
Percent who live off campus or commute	___ 0% ___	—

G. ANNUAL EXPENSES

G0.

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

2013-2014 FEES	Residents	Commuters (living at home)	Commuters (not living at home)
Books and supplies:	\$816		
Room only:			
Board only:			
Room and board total (if your college cannot provide separate room and board figures for commuters not living at home):			
Transportation:			
Other expenses:	\$1,250		

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

PRIVATE INSTITUTIONS:	\$879
PUBLIC INSTITUTIONS	
In-district:	

H. FINANCIAL AID

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

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

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

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

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

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

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

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

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

Non-need-based scholarship or grant aid: Scholarships and grants, gifts, or merit-based aid from institutional, state, federal, or other sources (including unrestricted funds or gifts and endowment income) awarded solely on the basis of academic achievement, merit, or any other non-need-based reason. When reporting questions H.18 through H.24, need-based aid should be reported separately from non-need-based aid.

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Aid Awarded to Enrolled Undergraduates

H1. Enter total dollar amounts **awarded** to enrolled full-time and less than full-time degree-seeking undergraduates (**using the same cohort reported in CDS Question B1, “total degree-seeking” undergraduates**) in the following categories. (Note: If the data being reported are final figures for the **2011-2012** academic year (see the next item below), use the **2011-2012** academic year's CDS Question B1 cohort.) Include aid awarded to international students (i.e., those not qualifying for federal aid). **Aid that is non-need-based but that was used to meet need should be reported in the need-based aid column.** (For a suggested order of precedence in assigning categories of aid to cover need, see the entry for “non-need-based scholarship or grant aid” on the last page of the definitions section.)

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

2012-2013 estimated or **2011-2012**

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

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

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:

Bowdoin announced January 2008 that it would eliminate loans for students receiving financial aid beginning in 2008-09. To fully fund its financial aid program, including the conversion of student loans to grants, Bowdoin earmarked approximately \$22 million, or 16% of its \$140-million operating budget, in fiscal 2008-09. For the typical student receiving financial aid, the grant support from the College increased by \$4,500. This policy is still being honored and is in effect for 2013-14.

I. INSTRUCTIONAL FACULTY AND CLASS SIZE

I-1. Please report the number of instructional faculty members in each category for **Fall 2012. 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 to even ~~the casual~~

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	Full-time	Part-time	Total
a.) Total number of instructional faculty	186	42	228
b.) Total number who are members of minority groups	28	5	33
c.) Total number who are women	89	22	111
d.) Total number who are men	97	20	117
e.) Total number who are nonresident aliens (international)	7	1	8
f.) Total number with doctorate, or other terminal degree	186	38	224
g.) Total number whose highest degree is a master's but not a terminal master's	0	0	0
h.) Total number whose highest degree is a bachelor's	0	3	3
i.) Total number whose highest degree is unknown or other (Note: Items f , g , h , and i must sum up to item a .)	0	1	1
j.) Total number in stand-alone graduate/professional programs in which faculty teach virtually only graduate-level students	N/A	N/A	N/A

I-2. Student to Faculty Ratio

Report the Fall 2012 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 2012 Student to Faculty ratio: 9 to 1 (based on 1,834 students and 200 faculty).

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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 2012 term.

Class Sections: A class section is an organized course offered for credit, identified by discipline and number, meeting at a

Common Data Set Definitions

All definitions related to the financial aid section appear at the end of the Definitions document.

Items preceded by an asterisk (*) represent definitions agreed to among publishers which do not appear on the CDS document but may be present on individual publishers' surveys.

***Academic advisement:** Plan under which each student is assigned to a faculty member or a trained adviser, who, through regular meetings, helps the student plan and implement immediate and long-term academic and vocational goals.

Accelerated program:

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Carnegie units: One year of study or the equivalent in a secondary school subject.

Certificate: See **Postsecondary award, certificate, or diploma.**

Class rank: The relative numerical position of a student in his or her graduating class, calculated by the high school on the basis of grade-point average, whether weighted or unweighted.

College-preparatory program: Courses in academic subjects (English, history and social studies, foreign languages, mathematics, science, and the arts) that stress preparation for college or university study.

Common Application: The standard application form distributed by the National Association of Secondary School Principals for a large number of private colleges who are members of the Common Application Group.

***Community service program:** Referral center for students wishing to perform volunteer work in the community or participate in volunteer activities coordinated by academic departments.

Commuter: A student who lives off campus in housing that is not owned by, operated by, or affiliated with the college. This category includes students who commute from home and students who have moved to the area to attend college.

Contact hour: A unit of measure that represents an hour of scheduled instruction given to students. Also referred to as clock hour.

Continuous basis (for program enrollment):

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Differs by program (calendar system): A calendar system classification that is used by institutions that have occupational/vocational programs of varying length. These schools may enroll students at specific times depending on the program desired. For example, a school might offer a two-month program in January, March, May, September, and November; and a three-

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First-time student: A student attending any institution for the first time at the level enrolled. Includes students enrolled in the fall term who attended a postsecondary institution for the first time at the same level in the prior summer term. Also includes students who entered with advanced standing (college credit earned before graduation from high school).

First-time, first-year (freshman) student: A student attending any institution for the first time at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

First-year student: A student who has completed less than the equivalent of 1 full year of undergraduate work; that is, less than 30 semester hours (in a 120-hour degree program) or less than 900 contact hours.

Freshman: A first-year undergraduate student.

***Freshman/new student orientation:** Orientation addressing the academic, social, emotional, and intellectual issues involved in beginning college. May be a few hours or a few days in length; at some colleges, there is a fee.

Full-time student (undergraduate): A student enrolled for 12 or more semester credits, 12 or more quarter credits, or 24 or more contact hours a week each term.

Geographical residence (as admission factor): Special consideration in the admission process given to students from a particular region, state, or country of residence.

Grade-point average (academic high school GPA): The sum of grade points a student has earned in secondary school

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Liberal arts/career combination: Program in which a student earns undergraduate degrees in two separate fields, one in a liberal arts major and the other in a professional or specialized major, whether on campus or through cross-registration.

Master's degree: An award that requires the successful completion of a program of study of generally one or two full-time equivalent academic years of work beyond the bachelor's degree. Some of these degrees, such as those in Theology (M.Div., M.H.L./Rav) that were formerly classified as "first-professional", may require more than two full-time equivalent academic years of work.

Minority affiliation (as admission factor): Special consideration in the admission process for members of designated racial/ethnic minority groups.

***Minority student center:** Center with programs, activities, and/or services intended to enhance the college experience of students of color.

Model United Nations: A simulation activity focusing on conflict resolution, globalization, and diplomacy. Assuming roles as foreign ambassadors and "delegates," students conduct research, engage in debate, draft resolutions, and may participate in a national Model UN conference.

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Private institution: An educational institution controlled by a private individual(s) or by a nongovernmental agency, usually supported primarily by other than public funds, and operated by other than publicly elected or appointed officials.

Private for-profit institution: A private institution in which the individual(s) or agency in control receives compensation, other than wages, rent, or other expenses for the assumption of risk.

Private nonprofit institution: A private institution in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for the assumption of risk. These include both independent nonprofit schools and those affiliated with a religious organization.

Proprietary institution: See **Private for-profit institution**.

Public institution: An educational institution whose programs and activities are operated by publicly elected or appointed school officials, and which is supported primarily by public funds.

Quarter calendar system: A calendar system in which the academic year consists of three sessions called quarters of about 12 weeks each. The range may be from 10 to 15 weeks. There may be an additional quarter in the summer.

Race/ethnicity: Category used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. A person may be counted in only one group.

Race/ethnicity unknown: Category used to classify students or employees whose race/ethnicity is not known and whom institutions are unable to place in one of the specified racial/ethnic categories.

Religious affiliation/commitment (as admission factor): Special consideration given in the admission process for affiliation with a certain church or faith/religion, commitment to a religious vocation, or observance of certain religious tenets/lifestyle.

***Religious counseling:** One-on-one or group counseling with trained professionals for students who wa.whoonantrona s o s oceona

