Respondent Information (Not for Publication)

A0

Name:

Bethany Miller

Title:

Director

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Institutional Research & Assessment

Mailing Address:

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City/State/Zip:

Mount Ver | IA | 52314-109

Country:

United States ▾

Phone:

(319) 895-4818

Fax:

Email Address

bmiller@cornellcollege.edu

Are your responses to the CDS posted for references on your institution's Web site?

Yes ▾

If yes, please provide the URL of the corresponding Web page:

http://www.cornellcollege.edu/institutional-researc

We invite you to indicate if there are items on the CDS for which you cannot use the requested analytic convention, or cannot provide data for the cohort requested, whose methodology is unclear, or about which you have questions or comments in general. This information will not be published but will help the publishers further refine CDS items.

Address Information

A1

Name of College/University:

Cornell College

Mailing Address:

600 First Street SW

City/State/Zip:

Mount Ver | IA | 52314

Country:

United States

Street Address (if different):

Main Phone Number:

319-895-4000

WWW Home Page Address:

www.cornellcollege.edu

Admissions Phone Number

319-895-4161

Admissions Toll-Free Phone Number:

800-747-1112

Admissions Office Mailing Address:

600 First Street Sou

City/State/Zip:

Mount Ver | IA | 52314-109

Country:

United States

Admissions Fax Number:

319-895-4451

Admissions Email Address:

admissions@cornellcollege.edu

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

http://www.cornellcollege.edu/admissions/apply-tc

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

701 First Street NW

City/State/Zip:

Mount Vel | IA | 52314

Country:

United States ▾

Source of institutional control (Check only one):

A2

Private (nonprofit) ▾

Classify your undergraduate institution:

A3

Coeducational college ▾

Academic year calendar:

A4: Academic year calendar

Other ▾

If you chose 'Differs', please describe here:

If you chose 'Other', please describe here:

Eight terms, each 3 and 1/2 weeks.

Degrees offered by your institution:

A5: Degrees offered by your institution

☐   Certificate

☐   Diploma

- ☐ Associate
- ☐ Transfer Associate
- ☐ Terminal Associate
- ☒ Bachelor's
- ☐ PostBachelor's certificate
- ☐ Master's
- ☐ Post-Master's certificate
- ☐ Doctoral/Research
- ☐ Doctoral/Professional
- ☐ Doctoral Other
- ☐ Doctoral

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Institutional Enrollment - Men and Women

B1 Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2017. Note: Report students formerly designated as "first professional" in the graduate cells.

	Full-Time		Part-Time		Full-Time	Part-Time
	Men	Women	Men	Women	*Gender Not Specified*	*Gender Not Specified*
Undergraduates						
Degree-seeking, first-time freshmen	150	150				
Other first-year, degree-seeking	23	12				
All other degree-seeking	334	328	3	3	1	
Total degree-seeking	507	490	3	3	1	
All other undergraduates enrolled in credit courses	0	2	0	0		
Total undergraduates	507	492	3	3	1	

	Men	Women	Men	Women	*Gender Not Specified*	*Gender Not Specified*
Graduate						
Degree-seeking, first-time						
All other degree-seeking						
All other graduates enrolled in credit courses	2					

Total graduate

| 2 | | 1 | | | |

Total all undergraduates:

1,006

Total all graduate:

3

GRAND TOTAL ALL STUDENTS:

1,009

Enrollment by Racial/Ethnic Category

B2 **Enrollment by Racial/Ethnic Category. Provide numbers of undergraduate students for each of the following categories as of the institution's official Fall reporting date or as of October 15, 2017. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns. Report as your institution reports to IPEDS: persons who are Hispanic/Latino should be reported only on the Hispanic/Latino line, not under any race, and persons who are non-Hispanic/Latino multi-racial should be reported only under "Two or more races."**

Degree- seeking FIRST-TIME FIRST-YEAR	Degree- seeking UNDER-GRADUATES (including first-time first-year)	Total UNDER- GRADUATES (both degree- and non-degree- seeking)
Nonresident aliens		
13	46	
Hispanic/Latino		
15	88	
Black or African American, non-Hispanic/Latino		
23	58	
White, non-Hispanic/Latino		
222	706	
American Indian or Alaska Native, non-Hispanic/Latino		
6	13	
Asian, non-Hispanic/Latino		

Native Hawaiian or other Pacific Islander, non-Hispanic/Latino

| 0 | 0 | |

Two or more races, non-Hispanic/Latino

| 0 | 18 | |

Race and/or ethnicity unknown

| 8 | 40 | |

TOTAL

| 300 | 1,004 | |

Persistence

B3 Number of degrees awarded by your institution from July 1, 2016 to June 30, 2017

Certificate/diploma

| |

Associate degrees

| |

Bachelor's degrees

| 213 |

Postbachelor's certificates

| |

Master's degrees

| |

Post-Master's certificates

| |

Doctoral degrees - research/scholarship

| |

Doctoral degrees - professional practice

| |

Doctoral degrees - other

| |

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 2017-18 Survey.

In the following section for bachelor's or equivalent programs, please disaggregate the Fall 2010 and Fall 2011 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).

For Bachelor's or Equivalent Programs

Please provide data for the Fall 2011 cohort if available. If Fall 2011 cohort data are not available, provide data for the Fall 2010 cohort.

Fall 2010 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 2010 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students			
135	107	101	343
B - Of the initial 2010 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions			
0	0	0	0
C - Final 2010 cohort, after adjusting for allowable exclusions			
135	107	101	343
D - Of the initial 2010 cohort, how many completed the program in four years or less (by Aug. 31, 2014)			
90	76	58	224
E - Of the initial 2010 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2014 and by Aug. 31, 2015)			
4	4	2	10

F - Of the initial 2010 cohort, how many completed the program in more than five years

0	0	0	0

G - Total graduating within six years (sum of lines D, E, and F)

94	80	60	234

H - Six-year graduation rate for 2010 cohort (G divided by C)

70 %	75 %	59 %	68 %

Fall 2011 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 2011. Include in the cohort those who entered your institution during the summer term preceding fall 2011.

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 2011 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students

138	102	98	338

B - Of the initial 2011 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions

0	0	0	0

C - Final 2011 cohort, after adjusting for allowable exclusions

0	0	0	0

D - Of the initial 2011 cohort, how many completed the program in four years or less (by Aug. 31, 2015)

96	63	64	223

E - Of the initial 2011 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2015 and by Aug. 31, 2016)

8	6	1	15

but in six years or less (after Aug. 31, 2016 and by Aug. 31, 2017)

0	1	1	2

G - Total graduating within six years (sum of lines D, E, and F)

104	70	66	240

H - Six-year graduation rate for 2011 cohort (G divided by C)

75	%	69	%	67	%	71	%

For Two-Year Institutions

Please provide data for the 2014 cohort if available. If 2014 cohort data are not available, provide data for the 2013 cohort.

2013 Cohort

B12. Initial 2013 cohort, total of first-time, full-time degree/certificate-seeking students:

B13. Of the initial 2013 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:

B14. Final 2013 cohort, after adjusting for allowable exclusions (Subtract question B13 from question B12):

B15. Completers of programs of less than two years duration (total):

B16. Completers of programs of less than two years within 150 percent of normal time:

B17. Completers of programs of at least two but less than four years (total):

B18. Completers of programs of at least two but less than four-years within 150 percent of normal time:

B19. Total transfers-out (within three years) to other institutions:

B20. Total transfers to two-year institutions:

[ ]

B21. Total transfers to four-year institutions:

[ ]

2014 Cohort

B12

Initial 2014 cohort, total of first-time, full-time degree/certificate-seeking students:

[ ]

B13. Of the initial 2014 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:

[ ]

B14. Final 2014 cohort, after adjusting for allowable exclusions (Subtract question B13 from question B12):

[ ]

B15. Completers of programs of less than two years duration (total):

[ ]

B16. Completers of programs of less than two years within 150 percent of normal time:

[ ]

B17. Completers of programs of at least two but less than four years (total):

[ ]

B18. Completers of programs of at least two but less than four-years within 150 percent of normal time:

[ ]

B19. Total transfers-out (within three years) to other institutions:

[0]

B20. Total transfers to two-year institutions:

[ ]

B21. Total transfers to four-year institutions:

[ ]

Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2016 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: deceased, permanently disabled, service in the armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

B22

For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshman in Fall 2016 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2017?

| 81 | % |

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Applications

C1 **First-time, first-year (freshman) students:**

Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in Fall 2017. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, nonadmission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission.
==***Nonstandard field added by The Princeton Review**==
==****Please fill in this field, only if you cannot provide the men/women breakdown.**==

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

> 1,131

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

> 1,145

==*Total first-time, first-year (freshman) gender not specified who applied==

> 0

==**Total first-time, first-year (freshman) who applied==

> 2,276

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

> 668

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

> 812

==*Total first-time, first-year (freshman) gender not specifed who were admitted==

> 0

==**Total first-time, first-year (freshman) who were admitted==

> 1,480

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

> 150

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

> 0

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

> 150

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

```
0
```

<mark>*Total full-time, first-time , first-year (freshman) gender not specified who enrolled</mark>

```
0
```

<mark>*Total part-time, first-time , first-year (freshman) gender not specified who enrolled</mark>

```
0
```

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

```
300
```

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

```
0
```

C2 **Freshman wait-listed students**
(students who met admission requirements but whose final admission was contingent on space availability)

Do you have a policy of placing students on a waiting list?

```
No                                                                          ▼
```

If yes, please answer the questions below for Fall 2017 admissions:

Number of qualified applicants offered a place on waiting list

```

```

Number accepting a place on the waiting list

```

```

Number of wait-listed students admitted

```

```

Is your waiting list ranked?

```
No                                                                          ▼
```

If yes, do you release that information to students?

```
No                                                                          ▼
```

Do you release that information to school counselors?

```
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?

Recommend ▼

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

Units required	Units recommended

Total academic units

	15

English

	4

Mathematics

	3

Science

	3

Of these, units that must be lab

Foreign language

	2

Social Studies

	3

History

Academic electives

	1

Computer Science

Visual/Performing Arts

[ ]   [ ]

Other (explain)

[We reco]   [ ]   [ ]

Basis for Selection

C6 Do you have an open admission policy, under which virtually all secondary school graduates or students with GED equivalency diplomas are admitted without regard to academic record, test scores, or other qualifications? If so, check which applies:

[ ]   Open admission policy as described above for all students

Open admission policy as described above for most students, but

[ ]   selective admission for out-of-state students

[ ]   selective admission to some programs

Other (explain)

[   ]

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

Academic

Rigor of secondary school record

[Very important ▾]

Class rank

[Important ▾]

Academic GPA

[Very important ▾]

Standardized test scores

[Considered ▾]

Application Essay

[Important ▾]

Recommendation(s)

[Important ▾]

Non-Academic

Interview

[Considered ▾]

| Important | ▼ |

Talent/ability

| Important | ▼ |

Character/personal qualities

| Very important | ▼ |

First Generation

| Considered | ▼ |

Alumni/ae relation

| Considered | ▼ |

Geographical residence

| Considered | ▼ |

State residency

| Considered | ▼ |

Religious affiliation/commitment

| Not considered | ▼ |

Racial/ethnic status

| Considered | ▼ |

Volunteer work

| Important | ▼ |

Work experience

| Important | ▼ |

Level of applicant's interest

| Considered | ▼ |

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 | ▼ |

If yes, please select the appropriate boxes below to reflect your institution's policies for use in admission for Fall 2019.

ADMISSIONS

SAT or ACT

| Consider if submitted | ▼ |

ACT Only

| Select | ▼ |

Fall Applicants

D1

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

Yes	▾

If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities?

Yes	▾

D2 **Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in Fall 2017.**

	Applicants	Admitted Applicants	Enrolled Applicants
Men	64	42	23
Women	57	33	12
Total	121	75	35

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?

No	▾

If yes, what is the minimum number of credits and the unit of measure?

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

High school transcript

Required of Some	▾

College transcript(s)

Essay or personal statement

| Required of All | ▼ |

Interview

| Recommended of All | ▼ |

Standardized test score

| Required of Some | ▼ |

Statement of good standing from prior institution(s)

| Required of All | ▼ |

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):

D8 List any other application requirements specific to transfer applicants:

Transfer students go through the same process and the same documents are required as for our first-time first-year degree-seeking college students.

D9 **List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a check mark in the "Rolling admission" column.**

	Priority Date	Closing Date	Notification Date	Reply Date
Fall	03/01	08/01		
☐ Rolling Admission				
Winter				
☐ Rolling Admission				
Spring	11/01	12/01		

☐   Rolling Admission

Summer

☐   Rolling Admission

D10 Does an open admission policy, if reported, apply to transfer students?

No ▾

D11 Describe additional requirements for transfer admission, if applicable:

Evaluated chiefly on academic record. Required to submit high school transcript and standardized test score if transferring fewer than 24 semester credit hours.

Transfer Credit Policies

D12

Report the lowest letter grade earned for any course that may be transferred for credit:

C

D13

Number	**Unit Type**

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

64	semester hours

D14

Number	**Unit Type**

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

96	semester hours

D15 Minimum number of credits that transfers must complete at your institution to earn an associate degree:

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

8

D17 Describe other transfer credit policies:

Must provide evidence of C or higher in pass/fail courses for transfer credit. The credit must come from an accredited institution and must be similar to a course offered in residence.

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Name:

Christopher Woelfel

Title:

Director of Enrollment Data Operations

Phone:

3362982050

Email:

cwoelfel@cornellcollege.edu

Special study options:

E1 Identify those programs available at your institution. Refer to the glossary for definitions.

- ☐ Accelerated program
- ☐ Cooperative education program
- ☒ Distance learning
- ☒ Double major
- ☒ Dual enrollment
- ☐ English as a Second Language (ESL)
- ☐ Exchange student program (domestic)
- ☐ External degree program
- ☐ Honors program
- ☒ Independent study
- ☐ Cross-registration
- ☒ Internships
- ☐ Liberal arts/career combination
- ☒ Student-designed major
- ☒ Study abroad
- ☒ Teacher certification program
- ☐ Weekend college
- ☐ Other (please specify)

If you selected Other please specify:

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

E3

- ☒ Arts/fine arts
- ☐ Computer literacy
- ☒ English (including composition)
- ☒ Foreign languages
- ☐ History

☒ Mathematics

☐ Philosophy

☒ Sciences (biological or physical)

☒ Social science

☐ Other (please specify)

If you selected Other please specify:

History and Philosophy are considered part of our
Humanities Division

Confirmation:

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bmiller@cornellcollege.edu

Annual Expenses

Provide 2018-2019 academic year costs for the following categories that are applicable to your institution.

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

http://www.cornellcollege.edu/financial-assistance

☐   Check here if your institution's 2018-2019 academic year costs are not available at this time

☐   Check here if you are providing 2017-2018 tuition until 2018-2019 costs are available

and provide an approximate date (i.e., month/day) when your institution's final 2018-2019 academic year costs will be available:

Undergraduate full-time tuition, required fees, room and board

G1 **List the typical tuition, required fees, and room and board for a full-time undergraduate student for the FULL 2018-2019 academic year (30 semester or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits). A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters or trimesters, three quarters, or the period covered by a four-one-four plan. Room and board is defined as double occupancy and 19 meals per week or the maximum meal plan. Required fees include only charges that all full-time students must pay that are NOT included in tuition (e.g., registration, health, or activity fees.) Do NOT include optional fees (e.g., parking, laboratory use).**

	First-Year	Undergraduates

PRIVATE INSTITUTIONS Tuition:

$ 41,874 $ 41,874

PUBLIC INSTITUTIONS Tuition: (in-district)

$ 0 $ 0

In-state: (out-of-district)

$ 41,874 $ 41,874

Out-of-state:

$ 41,874 $ 41,874

NONRESIDENT ALIENS Tuition:

$ 41,874 $ 41,874

REQUIRED FEES:

$ 425 $ 425

ROOM AND BOARD: (on-campus)

$ 9,384 $ 9,384

ROOM ONLY: (on-campus)

$ 4,326 $ 4,326

BOARD ONLY: (on-campus meal plan)

$ 5,058 $ 5,058

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

$

Other:

G2 Number of credits per term a student can take for the stated full-time tuition

Min 12   Max 20

G3 Do tuition and fees vary by year of study (e.g., sophomore, junior, senior)?

No

G4 Do tuition and fees vary by undergraduate instructional program?

No

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

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

G5

	Residents	Commuters (living at home)	Commuters (not living at home)
Books and supplies:	$ 1,323	$ 1,323	$ 1,323
Room only:	$ 4,326	$	$

Board only:

$ 5,058 $ $

Room and board total (if your college cannot provide separate room and board figures for commuters not living at home):

$ 9,384 $ $

Transportation:

$ 2,259 $ 1,457 $ 1,457

Other expenses:

$ 1,659 $ 1,659 $ 1,659

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

G6

PRIVATE INSTITUTIONS:

$ 1,308

PUBLIC INSTITUTIONS: (in-district)

$

In-state: (out-of-district)

$

Out-of-state:

$

NONRESIDENT ALIENS:

$

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

Name:

Michelle Long

Title:
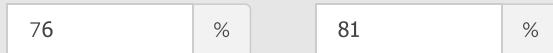
Enrollment
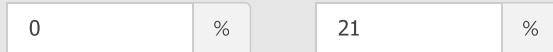
F1 Percentages of first-times, first-year (freshman) degree-seeking students and all degree-seeking undergraduates enrolled in Fall 2017 who fit the following categories:

First-time, first-year (freshman) students	Undergraduates
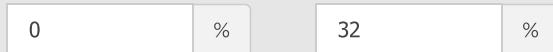
Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator)

76 %	81 %
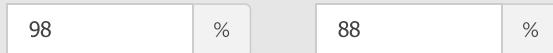
Percent of men who join fraternities

0 %	21 %
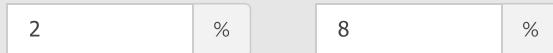
Percent of women who join sororities

0 %	32 %
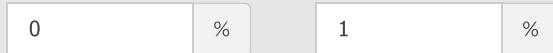
Percent who live in college-owned, -operated, or -affiliated housing

98 %	88 %

Percent who live off campus or commute

2 %	8 %
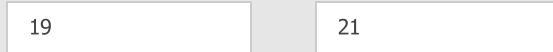
Percent of students age 25 and older

0 %	1 %

Average age of full-time students

19	21

Average age of all students (full- and part-time)

19	21

Activities offered

F2 Identify those programs available at your institution

- ☒ Choral groups
- ☐ Marching band
- ☒ Student government
- ☒ Concert band
- ☒ Music ensembles
- ☒ Student newspaper

- ☒ Musical theater
- ☒ Student-run film society
- ☒ Drama/theater
- ☐ Opera
- ☒ Symphony orchestra
- ☒ Jazz band
- ☐ Pep band
- ☐ Television station
- ☒ Literary magazine
- ☒ Radio station
- ☒ Yearbook
- ☒ Campus Ministries
- ☒ International Student Organization
- ☐ Model UN

ROTC

F3 (program offered in cooperation with Reserve Officer's Training Corps)
Army ROTC is offered:

- ☐ On campus
- ☐ At cooperating institutions (name):

Navy ROTC is offered:

- ☐ On campus
- ☐ At cooperating institutions (name):

Air Force ROTC is offered:

- ☐ On campus
- ☐ At cooperating institutions (name):

Housing

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

- ☒ Coed dorms
- ☐ Special housing for disabled student
- ☐ Men's dorms
- ☐ Special housing for international students
- ☒ Women's dorms
- ☐ Fraternity/sorority housing
- ☐ Apartments for married students
- ☐ Cooperative housing
- ☒ Apartments for single students
- ☒ Other (please specify)
- ☐ Wellness housing
- ☒ Theme housing

If you selected Other please specify:

Gender neutral housing is also available. First-year halls/floors available.

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1) Saving the form does not Lock it. You may return at any time to make changes or update your data.
2) Once saved, your data is published directly to our website, usually within 48 hours. No final "Submit" button or procedure is necessary.
I certify that the data contained in this form are accurate, correct, and up-to-date.

Name:

Michelle Long

Title:

Data and Reporting Specialist

Phone:

319-895-4374

Email:

mlong@cornellcollege.edu

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 2016-2017 academic year (see the next item below), use the 2016-2017 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 <u>be reported in the need-based aid column</u>. (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:

2017-2018 estimated or	▾

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

Federal methodology (FM)	▾

	Need-based $ (Include non-need-based aid used to meet need.)	**Non-need-based $ (Exclude non-need-based aid used to meet need.)**
Scholarships/Grants		
Federal	$ 1,292,643	$ 4,609
State (i.e., all states, not only the state in which your institution is located)	$ 538,060	$ 4,250
Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).	$ 16,100,024	$ 6,958,624
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	$ 419,994	$ 105,601
Total Scholarships/Grants	$ 18,350,721	$ 7,073,084

Self-Help

Student Loans from all sources (excluding parent loans)	$ 4,384,539	$ 2,008,703

Federal Work Study

| $ 579,147 | $ 0 |

State and other (e.g., institutional) workstudy/ employment (Note: Excludes Federal Work-Study captured above.)

| $ 0 | $ 111,150 |

Total Self-Help

| $ 4,963,686 | $ 2,119,853 |

Other

Parent Loans

| $ 844,228 | $ 1,052,947 |

Tuition Waivers
Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.

| $ 607,934 | $ 534,831 |

Athletic Awards

| $ 0.00 | $ 0.00 |

Number of Enrolled Students Awarded Aid

H2 List the number of degree-seeking full-time and less-than-full-time undergraduates who applied for and were awarded financial aid from any source. Aid that is non-need-based but that was used to meet need should be counted as need-based aid. Numbers should reflect the cohort awarded the dollars reported in H1.
Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

First-time Full-time Freshmen	Full-time Undergrad (inc. fresh)	Less than Full-time Undergrad
a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2017 cohort)		
330	998	6
b) Number of students in line **a** who applied for need-based financial aid		
263	799	2
c) Number of students in line **b** who were determined to have financial need		
210	708	2

| 210 | 707 | 1 |

e) Number of students in line d who were awarded any need-based scholarship or grant aid

| 210 | 703 | 1 |

f) Number of students in line d who were awarded any need-based self-help aid

| 148 | 563 | 0 |

g) Number of students in line d who were awarded any non-need-based scholarship or grant aid

| 47 | 108 | 0 |

h) Number of students in line d whose need was fully met (exclude PLUS loans, unsubsidized loans and private alternative loans.)

| 58 | 149 | 0 |

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)

| 83.79 | 79.95 | 9.09 |

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.)

| $ 30,920 | $ 30,999 | $ 790 |

k) Average need-based scholarship and grant aid of those in line e

| $ 27,868 | $ 26,971 | $ 790 |

l) Average need-based self-help award (excluding PLUS loans, unsubsidized loans and private alternative loans) of those in line f

| $ 4,339 | $ 5,273 | $ 0 |

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

| $ 3,444 | $ 4,505 | $ 0 |

H2A Number of Enrolled Students Awarded Non-need-based Scholarships and Grants: List the number of degree-seeking full-time and less-than-full-time undergraduates who had no financial need and who were awarded institutional-- not external--non-need-based scholarship or grant aid. Numbers should reflect the cohort awarded the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be

First-time Full-time Freshmen	Full-time Undergrad (inc. fresh)	Less than Full-time Undergrad

n) Number of students in line **a** who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletic awards and tuition benefits)

86	276	1

o) Average dollar amount of institutional non-need-based scholarship or grant aid awarded to students in line **n**

$ 24,0	$ 21,7	$ 2,83

p) Number of students in line **a** who were awarded an institutional non-need-based athletic grant or scholarship

0	0	0

q) Average dollar amount of institutional non-need-based athletic grants and scholarships awarded to students in line **p**

$ 0	$ 0	$ 0

H3 **Incorporated into H1 above.**
Note: These are the graduates and loan types to include and exclude in order to fill out CDS H4 and H5 .
Include: * 2017 undergraduate class: all students who started at your institution as first-time students and received a bachelor's degree between July 1, 2016 and June 30, 2017. * 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 2017 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2016 and June 30, 2017. Exclude students who transferred into your institution.

#	189

H5 **Number and percent of students in class (defined in H4 above) borrowing from federal, non-federal, and any loan sources, and the average (or mean) amount borrowed. NOTE: The "Average per-undergraduate-borrower cumulative principal borrowed," is designed to provide better information about student borrowing from federal and nonfederal (institutional, state, commercial) sources. The numbers, percentages, and averages for each row should be based only on the loan source specified for the particular row. For example, the federal loans average (row b) should only be the cumulative average of federal loans and the private loans average (row e) should only be the cumulative average of private loans.**

Number in the class (defined in	Percent of the class (defined above) who	Average per-undergraduate-

...4 above) who borrowed from the types of loans specified in the first column	...borrowed from the types of loans specified in the first column (nearest 1%)	...borrower cumulative principal borrowed from the types of loans in the first column (nearest $1)

a) Any loan program: Federal Perkins, Federal Stafford Subsidized and Unsubsidized, institutional, state, private loans that your institution is aware of, etc. Include both Federal Direct Student Loans and Federal Family Education Loans.

# 133	70 %	$ 34,1

b) Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans.

# 133	70 %	$ 27,4

c) Institutional loan programs.

# 23	12 %	$ 2,54

d) State loan programs.

# 0	0 %	$ 0

e) Private student loans made by a bank or lender.

# 26	14 %	$ 32,0(

Aid to Undergraduate Degree-seeking Nonresident Aliens

Note: Report numbers and dollar amounts for the same academic year checked in item H1.

H6 Indicate your institution's policy regarding institutional scholarship and grant aid for undergraduate degree-seeking nonresident aliens:

☐ Institutional need-based scholarship or grant aid is available

☒ Institutional non-need-based scholarship or grant aid is available

☐ Institutional scholarship or grant aid is not available

If institutional financial aid is available for undergraduate degree-seeking nonresident aliens, provide the number of undergraduate degree-seeking nonresident aliens who were awarded need-based or non-need-based aid:

45

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

$ 21,282

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

$ 957,700

H7 Check off all financial aid forms nonresident alien first-year financial aid applicants must submit:

☐ Institution's own financial aid form

☐ CSS/Financial Aid PROFILE

☐ International Student's Financial Aid Application

☒ International Student's Certification of Finances

☐ Other (please specify)

If you selected Other please specify:

Process for First-Year/Freshman Students

H8 Check off all financial aid forms domestic first-year (freshman) financial aid applicants must submit:

☒ FAFSA

☐ Institution's own financial aid form

☐ CSS/Financial Aid PROFILE

☐ State aid form

☐ Noncustodial PROFILE

☐ Business/Farm Supplement

☐ Other (please specify)

If you selected Other please specify:

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

Priority date for filing required financial aid forms:

03/01

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:

| 03/01 |

H11 Indicate reply dates:

Students must reply by (date):

| 05/01 |

or within weeks of notification.

| 2 |

Types of Aid Available

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

H12 Loans

FEDERAL DIRECT STUDENT LOAN PROGRAM (DIRECT LOAN)

☒　　　Direct Subsidized Stafford Loans

☒　　　Direct Unsubsidized Stafford Loans

☒　　　Direct PLUS loans

☐　　　Federal Perkins Loans

☐　　　Federal Nursing Loans

☐　　　State Loans

☒　　　College/university loans from institutional funds

☒　　　Other (please specify)

If you selected Other please specify:

McElory Loan, Sherman Loan, United Methodist Loan, private loan preferred lenders

H13 Scholarships and Grants

- ☒ Federal Pell
- ☒ SEOG
- ☒ State scholarships/grants
- ☐ Private scholarships
- ☒ College/university scholarship or grant aid from institutional funds
- ☐ United Negro College Fund
- ☐ Federal Nursing Scholarships
- ☐ Other (please specify)

If you selected Other please specify:

[ ]

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

Academics
- ☒ Non-need
- ☐ Need-based

Alumni affiliation
- ☒ Non-need
- ☐ Need-based

Art
- ☒ Non-need
- ☐ Need-based

Athletics
- ☐ Non-need
- ☐ Need-based

Job skills
- ☐ Non-need
- ☐ Need-based

ROTC
- ☐ Non-need

☒ Non-need

☐ Need-based

Minority status

☐ Non-need

☐ Need-based

Music/drama

☒ Non-need

☐ Need-based

Religious affiliation

☐ Non-need

☐ Need-based

State/district residency

☒ Non-need

☒ Need-based

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

Name:

Rachel Henry

Title:

Assistant Director-Financial Assistance

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319-895-4216

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Instructional Faculty

Please report number of instructional faculty members in each category for Fall 2017. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.

I-1 The following definition of full-time instructional faculty is used by the American Association of University Professors (AAUP) in its annual Faculty Compensation Survey (the part time definitions are not used by AAUP). Instructional Faculty is defined as those members of the instructional-research staff whose major regular assignment is instruction, including those with released time for research. Use the chart below to determine inclusions and exclusions:

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

Full-time instructional faculty: faculty employed on a full-time basis for instruction (including those with released time for research)

Part-time instructional faculty: Adjuncts and other instructors being paid solely for part-time classroom instruction. Also includes full-time faculty teaching less than two semesters, three quarters, two trimesters, or two four-month sessions. Employees who are not considered full-time instructional faculty but who teach one or more non-clinical credit courses may be counted as part-time faculty.

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

Doctorate: includes such degrees as Doctor of Philosophy, Doctor of Education, Doctor of Juridical Science, and Doctor of Public Health in any field such as arts, sciences, education, engineering, business, and public administration. Also includes terminal

medicine (MD), optometry (OD), osteopathic medicine (DO), pharmacy (DPharm or BPharm), podiatric medicine (DPM), veterinary medicine (DVM), chiropractic (DC or DCM), or law (JD).

Terminal degree: the highest degree in a field: example, M. Arch (architecture) and MFA (master of fine arts).

	Full time	Part time	Total

a.) Total number of instructional faculty

Full time	Part time	Total
78	34	112

b.) Total number who are members of minority groups

Full time	Part time	Total
8	1	9

c.) Total number who are women

Full time	Part time	Total
40	21	61

d.) Total number who are men

Full time	Part time	Total
38	13	51

e.) Total number who are non-resident aliens (international)

Full time	Part time	Total
0	0	0

f.) Total number with doctorate, or other terminal degree

Full time	Part time	Total
78	9	87

g.) Total number whose highest degree is a master's but not a terminal master's

Full time	Part time	Total
0	6	6

h.) Total number whose highest degree is a bachelor's

Full time	Part time	Total
0	0	0

i.) Total number whose highest degree is unknown or other (Note: Items **f**, **g**, **h**, and **i** must sum up to item **a**.)

Full time	Part time	Total
0	15	15

j.) Total number in stand-alone graduate/ professional programs in which faculty teach virtually only graduate-level students

Full time	Part time	Total
0	0	0

Student to Faculty Ratio

I-2 **Report the Fall 2017 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.

students	faculty

Fall 2017 Student to Faculty ratio:

11	to 1	1,000	89

Undergraduate Class Size

I-3 **In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 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 course catalog cross-listings.

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

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
Class Sections	7?	1?	6?	0	0	0	0	2?
Class Sub-Sections	0	0	0	0	0	0	0	0

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

Name:

Bethany Miller

Title:

Director of Institutional Research

Phone:

3198954818

Email:

bmiller@cornellcollege.edu

Degrees conferred between July 1, 2016 and June 30, 2017

For each of the following discipline areas, provide the percentage of diplomas/certificates, associate, and Bachelor's degrees awarded. To determine the percentage, use majors, not headcount (e.g. students with one degree but a double major will be represented twice). Calculate the percentage from your institution's IPEDS Completions by using the sum of 1st and 2nd majors for each CIP code as the numerator and the sum of the Grand Total by 1st Majors and the Grand Total by 2nd major as the denominator. If you prefer, you can compute the percentages using 1st majors only.

Category	Diploma/ Certificates	Associate	Bachelor's	CIP 2010 Categories to Include
Agriculture				1
Natural resources and conservation			2	3
Architecture				4
Area, ethnic, and gender studies			2	5
Communications/journalism				9
Communication technologies				10
Computer and information sciences			4	11
Personal and culinary services				12
Education			9	13
Engineering				14

Engineering technologies

			15

Foreign languages, literatures, and linguistics

		5	16

Family and consumer sciences

			19

Law/legal studies

			22

English

		4	23

Liberal arts/general studies

		2	24

Library science

			25

Biological/life sciences

		11	26

Mathematics and statistics

		1	27

Military science and military technologies

			28 and 29

Interdisciplinary studies

		6	30

Parks and recreation

		8	31

Philosophy and religious studies

		1	38

Theology and religious vocations

			39

Physical sciences

		4	40

Science technologies

			41

Psychology

		10	42

Homeland Security, law enforcement, firefighting, and protective services

			43

Public administration and social services

			44

Social sciences

		21	45

Construction trades

			46

Mechanic and repair technologies

			47

Precision production

			48

Transportation and materials moving

			49

Visual and performing arts

		5	50

Health professions and related programs

			51

		2	52

History

		3	54

Other

		0	

Totals (should = 100%)

0	0	100.01200000	

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

Name:

Michelle Long

Title:

Data and Reporting Specialist

Phone:

319-895-4374

Email:

mlong@cornellcollege.edu

General Information

Year school was founded:

1853

Environment:

Rural (In or near a rural community, pop. under 5,000) ▾

Campus size: (number of acres)

129

ACT code:

1296

CEEB code:

6119

IPEDS Code:

153162

Religious Affiliation:

Methodist ▾

If you selected Other please specify:

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

16

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

☐ Afghanistan

☐ Albania

☐ Algeria

☐ Angola

☐ Antigua

☒ Argentina

☐ Armenia

☒ Australia

☐ Austria

☒ Bahamas

☒ Bahrain

☒ Bangladesh

☐ Barbados

- ☐ Belarus
- ☐ Belgium
- ☐ Belize
- ☐ Benin
- ☐ Bolivia
- ☐ Bosnia and Herzegovina
- ☐ Botswana
- ☒ Brazil
- ☐ Bulgaria
- ☐ Burkina Faso
- ☐ Burundi
- ☐ Cambodia
- ☐ Cameroon
- ☐ Canada
- ☐ Central African Republic
- ☐ Chad
- ☐ Chile
- ☒ China
- ☐ Colombia
- ☐ Congo
- ☐ Costa Rica
- ☐ Croatia
- ☐ Cyprus
- ☐ Czech Republic
- ☐ Denmark
- ☐ Djibouti
- ☐ Dominica
- ☐ Dominican Republic
- ☐ Ecuador
- ☐ Egypt
- ☐ El Salvador
- ☐ Eritrea
- ☐ Estonia
- ☐ Ethiopia
- ☐ Fiji
- ☐ Finland
- ☐ France
- ☐ Gabon
- ☐ Gambia
- ☐ Georgia

- ☒ Germany
- ☐ Ghana
- ☐ Greece
- ☐ Grenada
- ☐ Guatemala
- ☐ Guinea
- ☐ Guyana
- ☐ Haiti
- ☐ Honduras
- ☐ Hungary
- ☐ Iceland
- ☐ India
- ☐ Indonesia
- ☐ Iran
- ☐ Iraq
- ☐ Ireland
- ☐ Israel
- ☐ Italy
- ☐ Jamaica
- ☒ Japan
- ☐ Jordan
- ☐ Kazakhstan
- ☐ Kenya
- ☐ Kuwait
- ☐ Laos
- ☐ Latvia
- ☐ Lebanon
- ☐ Lesotho
- ☐ Liberia
- ☐ Libya
- ☐ Liechtenstein
- ☐ Lithuania
- ☐ Luxembourg
- ☐ Macau
- ☐ Malawi
- ☐ Malaysia
- ☐ Moldova
- ☐ Malta
- ☐ Mayotte
- ☐ Mauritania

- ☐ Mauritius
- ☒ Mexico
- ☐ Montserrat
- ☐ Monaco
- ☐ Mongolia
- ☐ Morocco
- ☐ Mozambique
- ☐ Myanmar
- ☐ Namibia
- ☐ Nepal
- ☐ Netherlands
- ☐ New Zealand
- ☐ Nicaragua
- ☐ Niger
- ☒ Nigeria
- ☒ Norway
- ☐ Oman
- ☒ Pakistan
- ☐ Palau
- ☐ Panama
- ☐ Reunion
- ☐ Paraguay
- ☐ Peru
- ☐ Philippines
- ☐ Poland
- ☐ Portugal
- ☐ Qatar
- ☐ Romania
- ☒ Russia
- ☐ Rwanda
- ☐ Samoa
- ☐ Sao Tome and Principe
- ☐ Saudi Arabia
- ☐ Senegal
- ☐ Serbia
- ☐ Sierra Leone
- ☐ Singapore
- ☒ Slovakia
- ☐ Slovenia
- ☐ Somalia

- ☐ Somalia
- ☒ South Africa
- ☐ Spain
- ☐ Sri Lanka
- ☐ Sudan
- ☐ Suriname
- ☐ Swaziland
- ☐ Sweden
- ☐ Syria
- ☐ Taiwan
- ☐ Thailand
- ☐ Togo
- ☐ Trinidad and Tobago
- ☐ Tunisia
- ☐ Turkey
- ☐ Turkmenistan
- ☐ Uganda
- ☐ Ukraine
- ☐ United Arab Emirates
- ☐ Tanzania
- ☒ United States
- ☐ Uruguay
- ☐ Uzbekistan
- ☐ Vatican City
- ☐ Venezuela
- ☒ Vietnam
- ☐ Yemen
- ☐ Yugoslavia
- ☐ Zambia
- ☐ Zimbabwe
- ☐ Switzerland
- ☐ Abu Dhabi
- ☐ Anguilla
- ☐ Bermuda
- ☐ Borneo
- ☐ British Virgin Islands
- ☐ Cook Islands
- ☐ Crete
- ☐ East Timor
- ☐ England

- ☐ French Guiana
- ☐ French Polynesia
- ☐ French West Indies
- ☐ Greenland
- ☐ Guadeloupe
- ☐ Guernsey
- ☐ Ivory Coast
- ☐ Macedonia
- ☐ Malagasy
- ☐ Nauru
- ☐ Netherland Antilles
- ☐ New Caledonia
- ☐ New Guinea
- ☐ North Korea
- ☐ Northern Ireland
- ☐ Northern Mariana Islands
- ☐ Other Not Listed
- ☐ Scotland
- ☒ South Korea
- ☐ St Croix
- ☐ Tahiti
- ☐ Wales
- ☐ Zaire
- ☐ Aruba
- ☐ Kyrgyzstan
- ☐ Bhutan
- ☐ Azerbaijan
- ☐ Montenegro
- ☐ Madagascar
- ☐ Cuba
- ☐ Mali
- ☐ Saint Lucia
- ☐ Hong Kong
- ☒ United Kingdom
- ☐ Tajikistan
- ☐ Equatorial Guinea
- ☐ Micronesia
- ☐ Palestine

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

undergraduates from each country:

Country	# of students

1)

China   20

2)

Japan   3

3)

South Korea   3

4)

Brazil   3

5)

6)

7)

8)

9)

10)

School Spirit

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

Cornell College

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

Cornell

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

Rams

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

Name	Identification
Tahllee Baynard	2012 Scientist of t
Edgar J. Helms	Founder of Goodw
Dr. David Hilmers	Astronaut, Shuttle
Harper Reed	CTO, CEO entrepr
Dr. James Ingle	Dir. Mayo Clinic Br
Aleta Grillos Traug	US Federal Judge
Susan Shillinglaw	Leading John Stei

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

☐ Alaska Native-Serving Institutions

☐ American Indian Tribally Controlled Colleges and Universities

☐ High Hispanic Enrollment

☐ Hispanic-Serving Institutions (HSIs)

☐ Historically Black Colleges and Universities (HBCUs)

☐ Minority Institutions

☐ Native American-Serving, Nontribal Institutions

☐ Native Hawaiian-Serving Institutions

☐ Predominantly Black Institutions (PBIs)

☐ Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs)

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

☐ Middle States Association of Colleges and Schools - MSA

☐ Northwest Commision on Colleges and Universities - NWCCU

☒ The Higher Learning Commission (formerly NCA)

☐ New England Association of Schools and Colleges/Inc. / Commission of Institutions of Higher Education - NEASC-CIHE

☐ Southern Association of College and Schools / Commission on Colleges - SACS-CC

☐ Western Association of Schools and Colleges / Accrediting Commission for Senior Colleges and Universities - WASC-Sr.

PLEASE NOTE THE FOLLOWING:
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2) Once saved, your data is published directly to our website, usually within 48 hours. No final "Submit" button or procedure is necessary.
I certify that the data contained in this form are accurate, correct, and up-to-date.

Name:

Michelle Long

Title:

Data and Reporting Specialist

Phone:

319-895-4374

Email:

mlong@cornellcollege.edu

Freshman Admissions

Name of the Dean of Admissions:

Colleen Murphy

Dean of Admissions phone number:

319-895-4215

Dean of Admissions email address:

cmurphy@cornellcollege.edu

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

www.cornellcollege.edu/admissions

Provide contact person in your Admissions Office for general inquires:

Name:

Marie Schofer

Email:

mschofer@cornellcollege.edu

Phone:

319-895-4215

URL to web form or page:

http://www.cornellcollege.edu/admissions/get-c

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

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

☐ HEOP

☐ EOP

☐ Conditional admission

Other: (specify)

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

%

Choose option offered for CEEB Advanced Placement tests:

Credit and / or placement

Credit and / or placement

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

[   ]

Of these, how many are admitted?

[   ]

If no, please enter the address where you want to receive mailed transcripts for applicants:

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

☐   Mathematics Level 1

☐   Mathematics Level 2

☐   Biology E/M

☐   Chemistry

☐   Chinese with Listening

☐   French Test

☐   French Test with Listening

☐   German Test

☐   German Test with Listening

☐   Italian

☐   Japanese with Listening

☐   Korean with Listening

☐   Latin

☐   Literature

☐   Modern Hebrew

☐   Physics

☐   Spanish Test

☐   Spanish Test with Listening

☐   United States (U.S.) History

☐   World History

Standardized Testing

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

[Test Optional ▾]

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

[Will accept the Old SAT indefinitely ▾]

Superscore is defined as using the highest subscore for each section across all

sittings to generate a new composite score.
ACT: Math, Science, Reading, and English
SAT: Math, Evidence-Based Reading and Writing (EBRW) scores

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

Superscore across all sittings	▾

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

Superscore across all sittings	▾

Self-reporting standardized test scores policy

In the last year, colleges and universities have been announcing policies of allowing students to self-report standardized test scores. These scores will be used to determine the admission decision, and students will be notified of their acceptance/denial without submitting an official score report. Students still need to send in their official score report if they enroll.

Do you allow the self-reporting of standardized scores?

No	▾

Who can submit the self-reported scores?

Select...	▾

What are the options for the parties above to report scores? (Select all that apply)

- ☐ Coalition App
- ☒ Common App
- ☐ Email- Just text
- ☐ Email- PDF or Screenshot
- ☒ Mail
- ☐ Paper App
- ☒ School's own portal or app
- ☒ Transcript
- ☐ Universal App
- ☐ Other

If Other selected, please specify:

Early Action

Number of early action applications received by your institution:

835

Number of applicants admitted under early action plan:

661

Please provide significant details about your early action plan:

International Students

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

- ☒ English proficiency exam (TOEFL, IELTS)
- ☒ Statement of Financial Support
- ☒ English translation of transcript
- ☐ Proof of VISA status
- ☒ Other (please specify)

If you selected Other please specify:

I20 required for most International Students

Which exams meet your English proficiency requirement?

- ☐ TOEFL
- ☐ IELTS
- ☐ TOEIC
- ☐ Cambridge Exam

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

Yes ▼

If yes, what is the minimum TOEFL score required?

Paper-based TOEFL:

550

Internet-based TOEFL:

79

Electronic Application

Do you accept applications prepared using software from third-party vendors?

Yes ▼

If yes, from whom?

Common App and Cappex Application

Total applications received from third party vendors last year:

1,731

Do you have your application available on your web site?

Yes ▾

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

https://admission.cornellcollege.edu/apply

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

545

Overlap Schools

Please tell us about the other schools your applicants also apply to. Using the search box type in the name of the school/institution and click to select the schools with which your applicant pool has the greatest overlap.

Search by school name...

Your Applicants Also Apply To:

x Beloit College - 1023184   Select... ▾

x Coe College - 1023051   Select... ▾

x Colorado College - 1023647   Select... ▾

x Grinnell College - 1023453   Select... ▾

x St. Olaf College - 1022654   Select... ▾

x University of Illinois at Urbana-Champaign - 1023436   Select... ▾

x University of Iowa - 1022667   Select... ▾

x Knox College - 1023616   Select... ▾

x Drake University - 1023075   Select... ▾

x Lawrence University - 1022663   Select... ▾

x Luther College - 1023542   Select... ▾

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

Name:

Christopher Woelfel

Title:

Director of Enrollment Data Operations

Director of Enrollment Data Operations

Phone:

3362982050

Email:

cwoelfel@cornellcollege.edu

Academic Offerings and Policies

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

| 100 | % |

Percent of classes taught by teaching assistants:

| 0 | % |

Please describe any outstanding honor programs you offer:

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

Indicate combined-degree programs offered:

☐ BA/MD

☐ BA/JD

☒ BA/MA

☐ BA/DDS

☐ BA/MEng

Specify Engineering Program:

U of MN; Architecture,- Washington U.

Other combined - degree programs:

Forestry and Environmental Management, Duke

Of the class graduating two years ago what percentage of traditional-students: NOTE traditional students: A student entering your undergraduate college as a first-time, first-year freshman within one year of graduating from high school.

Pursue further study within one year of graduating:

| 17 | % |

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

| 16 | % |

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

| | % |

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

| .5 | % |

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

| 2 | % |

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

| .5 | % |

Non-traditional students:

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

Does your school offer special academic programs for non-traditional students seeking to return to school for a degree?

| No | ▼ |

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

| We have no special program.   All degree-seeking students have the same application and financial aid requirements,first year or transfers students new to our institution. |

If yes, please provide the URL to a page on your website where programs for non-traditional students are described:

| |

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

| No | ▼ |

If yes, please describe:

| |

Online program offerings:

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

Name:

| |

Phone:

| |

Email:

[   ]

URL:

[   ]

Do you offer undergraduate online degree programs?

[No   ▼]

If so, please describe

[   ]

Do you offer online courses?

[No   ▼]

If so, please describe

[   ]

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

[No   ▼]

Please provide a URL that details these offerings

[   ]

Please provide further detail

[   ]

If no, is your institution considering offering such courses?

[Unknown   ▼]

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

[No   ▼]

Is your institution accredited?

[No   ▼]

If so, by what body?

[   ]

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

[No   ▼]

If not, what schedule do they follow?

[   ]

Can your online degree program be completed entirely online?

| No | ▼ |

If not, please specify terms for completion:

[   ]

Can students transfer from online to on-campus programs?

| No | ▼ |

Can students transfer from on-campus to online programs?

| No | ▼ |

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

| No | ▼ |

Check remedial services offered:

☐ Math

☐ Reading

☐ Study skills

☐ Writing

Do you offer non-remedial tutoring services?

| Yes | ▼ |

Do you offer academic counseling services?

| Yes | ▼ |

Check special programs offered for physically disabled students:

☒ Note-taking services

☒ Reader services

☒ Tape recorders

☒ Tutors

Percent of campus that is accessible to physically disabled students:

| 51 | % |

Student Disability Services

Name of Program for Disability Services

Academic Support and Advising

Director

Brooke Paulsen

Phone

3198954382

Fax

3198955187

Email

Bpaulsen@cornellcollege.edu

WWW Home Page Address

https://www.cornellcollege.edu/academic-support·

Street Address

600 First St SW

Street Address, co.

Street Address, co.

City

Mount Vernon

State

Iowa

Zip

52314

Country:

United States

Phone

3198954382

Fax

Email

[   ]   [▼]

Program/Services for Special Need Students

Name of Program/Services for Special Needs Students

[   ]

Type of Program

| Select... ▼ |

Phone

[   ]

Fax

[   ]

Email

[   ]

WWW Home Page Address:

[   ]

Street Address

[   ]

Street Address, co.

[   ]

Street Address, co.

[   ]

City

[   ]

State

[   ]

Zip

[   ]

Country:

| Select... ▼ |

Learning Center for All Enrolled Students

e.g. Writing Center, Math Center, Technology Center

Name of Learning Center

Center for Teaching and Learning

Phone

3198954201

Fax

3198955187

Email

library@cornellcollege.edu

Street Address

600 First St SW

Street Address, co.

Street Address, co.

City

Mount Vernon

State

Iowa

Zip

52314

Country:

United States ▼

Admissions Procedures

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

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

No ▾

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

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

Contingent Admission - students who meet certain academic criteria are eligible for contingent admission and scholarship notification if they have submitted a full application and self-reported GPA and test score

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

Yes ▾

If no, please explain:

Admissions Requirements for Students with Learning Differences

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

Not Applicable ▾

Please comment:

What are your policies for pre-admission interviews for students with the following learning differences?

LD General

Recommended ▾

ADHD

Recommended ▾

Recommended

ASD

Recommended ▼

What are your policies, if any, surrounding an essay or personal statement specific to LD experience in the admissions process?

LD General

Not Applicable ▼

ADHD

Not Applicable ▼

ASD

Not Applicable ▼

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

Documentation identifying the diagnosis, when was the student diagnosed and who diagnosed. Need to include functional limitations and recommended accommodations.

What documentation is required for Autism Spectrum Disorder (ASD)?

Documentation identifying the diagnosis, when was the student diagnosed and who diagnosed. Need to include functional limitations and recommended accommodations.

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

Documentation identifying the diagnosis, when was the student diagnosed and who diagnosed. Need to include functional limitations and recommended accommodations.

What documentation is required for ADHD?

Documentation identifying the diagnosis, when was the student diagnosed and who diagnosed. Need to include functional limitations and recommended accommodations.

Where should this documentation be sent?

Support Program/Services ▼

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

No ▼

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

| Yes | ▼ |

Please comment:

We only encourage to self-disclose a disability to help the admission committee understand their academic record. With this knowledge, admission counselors can also guide students to appropriate campus resources.

Is there a separate application for the Program/Services?

LD General

| Not Applicable | ▼ |

ADHD

| Not Applicable | ▼ |

ASD

| Not Applicable | ▼ |

If yes, name of program:

| |

If yes, is it part of the admissions process?

| Not Applicable | ▼ |

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

| Not Applicable | ▼ |

If there is a special LD program

If there are special LD Programs, what are the statistics for the last academic year you have data for:

	How many students apply each year?	**How many applicants are admitted?**

LD General

| | | ☒ Not Applicable |

ADHD

| | | ☒ Not Applicable |

ASD

| | | ☒ Not Applicable |

For the most recent academic year available, how many students received services and/or accommodations for LD in general as well as subsets for those receiving services for ADHD and ASD.

Students

LD General

40 ☐ Not Applicable

ADHD

60 ☐ Not Applicable

ASD

13 ☐ Not Applicable

Additional Admissions Information

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

Admissions ▼

Please comment:

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

No ▼

Please comment:

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

No	▾

Please comment:

Is there a separate program for students with Autism Spectrum Disorder (ASDS)?

No	▾

If yes, what is the name of the program?

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

No	▾

Please comment:

Entering Class Profile

Are standardized tests (ACT/SAT) required for admission?

No	▾

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

ACT Mid 50%

26

Is this different from the mid 50% for the LD/ADHD population?

Not Applicable	▾

SAT Reasoning Test Mid 50%

1,230

Is this different from the mid 50% for the LD/ADHD population?

Not Applicable	▾

SAT Subject Tests Mid 50%

Which subject tests are required?

NONE

Services Provided for
LD/ADHD/ASD Students

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

Quantitative Reasoning Studio, Writing Studio,
Technology Studio, Content tutors

Calculators allowed in exams (if appropriate)

Yes

Dictionary allowed in exams (if appropriate)

Yes

Computer allowed in exams (if appropriate)

Yes

Spell checker allowed in exams (if appropriate)

Yes

Extended testing time? (if appropriate)

Yes

Scribes? (if appropriate)

Yes

Proctors? (if appropriate)

Yes

Oral Exams? (if appropriate)

Yes

Notetakers? (if appropriate)

Yes

Distraction-Reduced testing environments? (if appropriate)

Yes

Recording of lecture allowed

Yes

Audio Books

Yes

Do you provide services/accommodations beyond what the Federal Government requires by law for students with ADHD?

| Yes | ▼ |

Do you provide services/accommodations beyond what the Federal Government requires by law for students with LD?

| Yes | ▼ |

Do you provide services/accommodations beyond what the Federal Government requires by law for students with ASD?

| Yes | ▼ |

Reading technology

| Yes | ▼ |

Other Assistive Technology?

| Not Applicable | ▼ |

Please describe:

Staff Services

Are LD Specialists on staff?

| No | ▼ |

Are Reading Specialists on staff?

| No | ▼ |

Are ADHD Coaches on staff?

| No | ▼ |

Are there staff specialists for ASD students who need social pragmatics?

| No | ▼ |

Please enter the total number of specialists on staff for the below categories.

Specialists

LD General

☒ Not Applicable

ADHD

☒ Not Applicable

ASD

☒ Not
Applicable

Are other specialists available?

| Not Applicable | ▼ |

Please comment:

Are tutoring programs available?

| Yes | ▼ |

If yes,

| For all enrolled students | ▼ |

Is there a fee for these tutoring programs?

| No | ▼ |

If yes, how much?

per:

| Select... | ▼ |

Is fee only for tutoring?

| No | ▼ |

If yes, how much?

per:

| Select... | ▼ |

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

| 0 |

Peer Tutors?

| Yes | ▼ |

Please enter either the number of peer tutors:

| 30 |

Maximum hours per week students may receive tutoring services:

[ ]

Unlimited?

| Yes | ▾ |

Do you assist students in finding tutors?

| Yes | ▾ |

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

| No | ▾ |

If yes, please describe:

[ ]

Is there a fee for this service?

| No | ▾ |

If yes, how much?

[ ]

per:

| Select... | ▾ |

Special Accommodations

Do you provide priority registration?

| No | ▾ |

How are professors notified about the need for accommodations?

| Director | ▾ |

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

| No | ▾ |

LD?

| No | ▾ |

ADHD?

| No | ▾ |

ASD?

| No | ▾ |

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

[ ]

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

Yes ▼

LD?

Yes ▼

ADHD?

No ▼

ASD?

No ▼

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

Foreign language

Is American Sign Language accepted as a foreign language?

No ▼

Do you offer skills classes for LD?

No ▼

For all students?

Yes ▼

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

Study skills and time management

For college credit?

Yes ▼

Other services offered for LD/ADHD/ASD?

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

Yes ▼

Where should this request be sent:

Housing ▼

Is there a specific name for the ASD program:

[   ]

Are there graduate assistants or peer mentors for support for the ASD program?

[No   ▼]

Are there professionals for support for the ASD program?

[No   ▼]

Is there an extra fee associated with ASD specific services?

[No   ▼]

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

[   ]

How often do ASD students meet with the support person?

[   ]

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

[   ]

Is there a vocational service specific for ASD students?

[No   ▼]

Are there social skills groups?

[No   ▼]

How often are they offered?

[   ]

If there is a fee associated with social skills groups, what is it for programs offered in the current academic year?

[   ]

Is there a single-room option for ASD students?

[Yes   ▼]

Special Study Options

Is there a fee for the LD programs beyond what is federally mandated?

[No   ▼]

If so, what is the fee?

[   ]

Is there a fee for the ADHD programs beyond what is federally mandated?

[No   ▼]

If so, what is the fee?

[   ]

Is there a fee for the ASD programs beyond what is federally mandated?

[No   ▼]

If so, what is the fee?

[   ]

Please tell us about your school/program:

Introduction

What is your college philosophy regarding students with documented disabilities? Please explain what documentation is required and what resources are available.

[Cornell College makes reasonable
accommodations for persons with disabilities.
Students should notify the Coordinator of
Academic Support and Advising and their
course instructor of any disability related
~~accommodations within the first three days of~~]

Admissions

What are the admissions criteria for students with learning differences? What would you like to tell prospective students about the process?

[   ]

Additional Info

Is there any additional information you would like students and families to know about services on your campus (i.e. process for accessing services, skills classes, support groups, etc.)?

[Due to the pace of the block plan, students
need to talk to their professors as early in
the block as possible about the
implementation of their accommodations.
Students are encouraged to see out help
~~proactively through the Center for Teaching~~]

Environment

Please describe your school's campus environment and location

[   ]

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

Name:

Bethany Miller

Title:

Director of Institutional Research

Phone:

319-895-4818

Email:

bmiller@cornellcollege.edu

Majors

We have updated a list of Majors for 2017-2018 to comply with the most recent Classification of Instructional Programs (CIP) from 2010. The CIP codes are used only for storage purposes, and only the names of the selected majors will appear on www.princetonreview.com or in our publications.

Please select all undergraduate majors offered at your institution by using the majors seach engine below.

Your Majors:

- [ ] 03.0103 - Environmental Studies.
- [ ] 05.0107 - Latin American Studies.
- [ ] 05.0207 - Women's Studies.
- [ ] 05.0299 - Ethnic, Cultural Minority, Gender, and Group Studies, Other.
- [ ] 11.0701 - Computer Science.
- [ ] 13.1202 - Elementary Education and Teaching.
- [ ] 13.1205 - Secondary Education and Teaching.
- [ ] 13.1312 - Music Teacher Education.
- [ ] 13.1314 - Physical Education Teaching and Coaching.
- [ ] 14.0101 - Engineering, General.
- [ ] 14.13 - Engineering Science.
- [ ] 16.0402 - Russian Language and Literature.
- [ ] 16.0501 - German Language and Literature.
- [ ] 16.0901 - French Language and Literature.
- [ ] 16.0905 - Spanish Language and Literature.
- [ ] 16.1200 - Classics and Classical Languages, Literatures, and Linguistics, General.
- [ ] 23.0101 - English Language and Literature, General.
- [ ] 24.0102 - General Studies.
- [ ] 26.0101 - Biology/Biological Sciences, General.
- [ ] 26.0202 - Biochemistry.
- [ ] 27.0101 - Mathematics, General.
- [ ] 30.9999 - Multi-/Interdisciplinary Studies, Other.
- [ ] 31.0505 - Kinesiology and Exercise Science.
- [ ] 38.0101 - Philosophy.
- [ ] 38.0201 - Religion/Religious Studies.

- ☐ 40.0501 - Chemistry, General.

- ☐ 40.0601 - Geology/Earth Science, General.

- ☐ 40.0801 - Physics, General.

- ☐ 42.0101 - Psychology, General.

- ☐ 45.0601 - Economics, General.

- ☐ 45.0901 - International Relations and Affairs.

- ☐ 45.1001 - Political Science and vernment, General.

- ☐ 45.1101 - Sociology.

- ☐ 50.0501 - Drama and Dramatics/Theatre Arts, General.

- ☐ 50.0702 - Fine/Studio Arts, General.

- ☐ 50.0903 - Music Performance, General.

- ☐ 52.0801 - Finance, General.

- ☐ 52.1001 - Human Resources Management/Personnel Administration, General.

- ☐ 52.1301 - Management Science.

- ☐ 52.1304 - Actuarial Science.

- ☐ 52.1399 - Management Sciences and Quantitative Methods, Other.

- ☐ 54.0101 - History, General.

REMOVE MAJORS   ADD TO POPULAR MAJORS

Your Popular Majors:

- ☐   26.0202 - Biochemistry.

- ☐   42.0101 - Psychology, General.

- ☐   45.0601 - Economics, General.

REMOVE POPULAR MAJORS

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

https://www.cornellcollege.edu/registrar/catalogu

Please provide enrollment figures of students with majors in the following discipline areas:

	Freshmen	Sophomores	Juniors	Seniors

Biological/Life Sciences

| 2 | 23 | 36 | 32 |

Business/Marketing

| 3 | 28 | 31 | 26 |

Education

| 0 | 22 | 20 | 27 |

Engineering

| 0 | 5 | 3 | 3 |

Philosophy

| 1 | 4 | 6 | 8 |

Psychology

| 2 | 27 | 16 | 17 |

PLEASE NOTE THE FOLLOWING:
1) Saving the form does not Lock it. You may return at any time to make changes or update your data.
2) Once saved, your data is published directly to our website, usually within 48 hours. No final "Submit" button or procedure is necessary.
I certify that the data contained in this form are accurate, correct, and up-to-date.

Name:

Michelle Long

Title:

Data and Reporting Specialist

Phone:

3198954374

Email:

mlong@cornellcollege.edu

Financial Aid

Name of Financial Aid Director:

Pam Perry

Financial Aid Office phone:

319-895-4216

Financial Aid Office email:

pperry@cornellcollege.edu

Financial Aid Office url:

http://www.cornellcollege.edu/financial_assistance

If available please provide a URL to your school's scholarship page:

http://www.cornellcollege.edu/financial-assistance

Average amount of each freshman scholarship/grant package:

28,811

Average amount of each freshman loan package:

5,924

Please provide the percentage of students receiving ANY financial aid (need-based, merit-based, gift aid, etc.):

Freshmen:

100   %

All undergraduates:

99   %

Highest individual amount an undergraduate earned per year from part-time on-campus work (2016-2017) (not including Federal Work-Study Program):

2,218.89

Average amount an undergraduate earned per year from part-time on-campus work (2016-2017) (not including Federal Work-Study Program):

649.11

Do you participate in the Federal Work-Study Program (FWS)?:

Yes   ▼

Is institutional employment, other than FWS, available?

Yes   ▼

Merit Aid

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

Do not include partial test scores (e.g. mathematics scores but not critical reading for a category of students) or combine other standardized test results (such as TOEFL) in this item. Do not convert SAT scores to ACT scores and vice versa. Do convert Old SAT scores (2016) to New SAT scores using the College Board's concordance tools and tables.

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

$ | 15,930,088

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

[ ] %

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

$ [ ]

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

SAT:

[ ]

ACT:

[ ]

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

1)

[ ]

2)

[ ]

3)

[ ]

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

Fair ▼

Do you provide financial aid for international students?

Yes ▼

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

> http://www.cornellcollege.edu/admissions/international-students/index.shtml

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2) Once saved, your data is published directly to our website, usually within 48 hours. No final "Submit" button or procedure is necessary.
I certify that the data contained in this form are accurate, correct, and up-to-date.

Name:

Rachel Henry

Title:

Assistant Director-Financial Assistance

Phone:

319-895-4216

Email:

rhenry@cornellcollege.edu

Student Life

Number of registered organizations:

63

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

http://www.cornellcollege.edu/student-life/student

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

Number of honor societies:

16

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

Geology center and museum, MNR machine in West Sc. Building, Luce Art Gallery.

Number of social sororities on campus:

7

Number of social fraternities on campus:

8

Number of campus-based religious organizations:

6

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

http://www.cornellcollege.edu/student-life/student-organizations.shtml

Inclusivity of Housing and Services

Does your campus offer LGBTQ students a way to be matched with an LGBT-friendly roommate on the application for campus housing?

No

Does your campus provide an LGBT-focused living space, LGBTQ theme floor and/or LGBT/Ally living-learning community program?

Yes

Does your campus offer gender-inclusive housing (defined as housing not segregated into

men's and women's spaces-- including double and multiple occupancy bedrooms--and welcoming to students who identify outside of the gender binary) as a standard option available through the on-campus room selection process for **incoming** students?

Yes ▼

Does your campus offer gender-inclusive housing (defined as housing not segregated into men's and women's spaces-- including double and multiple occupancy bedrooms--and welcoming to students who identify outside of the gender binary) as a standard option available through the on-campus room selection process for **returning** students?

Yes ▼

Does your campus have a policy requiring at least one gender-inclusive restroom (defined as restrooms not segregated into men's and women's spaces and welcoming to students who identify outside of the gender binary) in all newly constructed or significantly renovated buildings (similar to the legal standard under ADA accessibility)?

Yes ▼

Does your campus provide gender-inclusive restrooms in at least half of administrative and academic buildings?

No ▼

Does your campus have a listing/map in print to locate gender-inclusive restrooms and/or provide an easily accessible and/or searchable download online resource?

No ▼

Services Offered

Does your school have support groups or related services for gay, lesbian and transgendered undergraduates?

Yes ▼

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

https://cornellcollege-community.symplicity.com/index.php?s=student_group&mode=form&id=5ab7f2da86a2217b159ab7352bdf0616

Does your school have support groups or related services for minority undergraduates?

Yes ▼

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

http://www.cornellcollege.edu/intercultural-life/services/pals.shtml

Do you provide assistance in the location of off-campus housing?

No ▼

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

4

Check additional services offered:

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

NOTE
Health Service: A school-administered office where students can receive diagnosis and treatment of physical and mental health problems from licensed medical professionals.
Women's Center: A school-administered office offering personal health and safety counseling and/or other services specifically for female students.

Check counseling services offered:

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

Green Campus Questions

The Princeton Review is pleased to continue its partnership with the Association for the Advancement of Sustainability in Higher Education (AASHE) to streamline the reporting process for institutions that choose to participate in various higher education sustainability assessments. The intent of this initiative is to reduce and streamline the amount of time campus staff spend tracking sustainability data and completing related surveys. The Princeton Review will accept data submitted via the STARS Reporting Tool or data submitted directly through our own Review Data Set Form F: Student Life below.

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

The STARS Reporting Tool is available to users now and located here: https://stars.aashe.org/pages/register/register-stars.html

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

2017-18 DATA IS DUE TO THE PRINCETON REVIEW VIA EITHER TOOL BY MARCH 2ND, 2018

How will your institution submit the green campus section of the survey?

☐ Please check here if your institution will submit data to The Princeton Review via the STARS Reporting Tool located on AASHE's website.

☐ Please check here if your institution will submit data to The Princeton Review via the form below.

Name of sustainability office:

[ ]

Sustainability Contact Name:

[ ]

Title:

[ ]

Address 1:

[ ]

Address 2:

[ ]

City/Town:

[ ]

State/Province:

[ ]

Zip/Postal Code:

[ ]

Telephone:

[ ]

Email:

[ ]

URL:

[ ]

CURRICULUM

ER-9: Sustainability Learning Outcomes

Criteria

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

For this credit, learning outcomes at the course level count if the course is required

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

The number of graduates covered by the sustainability learning outcomes

Total number of graduates

A list of degree programs that have sustainability learning outcomes

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

The website URL where the publicly available sustainability course inventory that includes a list of degree programs that have specified sustainability learning outcomes is available

A list or sample of the sustainability learning outcomes associated with the degree programs

ER-10: Undergraduate Program in Sustainability

Criteria

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

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

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

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

No ▾

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

[ ]

The website URL for the program (1st program)

[ ]

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

[ ]

The website URL for the program (2nd program)

[ ]

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

[ ]

The website URL for the program (3rd program)

[ ]

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

[ ]

RESEARCH

ER-16: Faculty Engaged in Sustainability Research

Criteria

Institution's faculty members conduct research on sustainability topics.

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

The number of faculty members engaged in sustainability research

[ ]

The total number of faculty members engaged in research

[ ]

Names and department affiliations of faculty engaged in sustainability research

[ ]

The website URL where the inventory is posted or a copy of the inventory may be

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

[ ]

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

[ ]

The website URL where information about sustainability research is available

[ ]

ER-18: Sustainability Research Incentives

Criteria

Part 1
Institution has an ongoing program to encourage students in multiple disciplines or academic programs to conduct research in sustainability. The program provides students with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and mentorships.

Part 2
Institution has an ongoing program to encourage faculty from multiple disciplines or academic programs to conduct research in sustainability topics. The program provides faculty with incentives to research sustainability. Such incentives may include, but are not limited to, fellowships, financial support, and faculty development workshops.

Does the institution have a program to encourage student sustainability research that meets the criteria for this credit?

| No | ▼ |

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

[ ]

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

[ ]

Does the institution have a program to encourage faculty sustainability research that meets the criteria for this credit?

| No | ▼ |

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

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

[ ]

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

[ ]

CURRICULAR EDUCATION

ER-T2-1: Student Group

Criteria

Institution has an active student organization focused on sustainability.

Does the institution have an active student group focused on sustainability?

[No ▾]

The name and a brief description of each student group

[ ]

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

[ ]

List other student groups that address sustainability

[ ]

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

[ ]

BUILDINGS

OP-1: Building Operations and Maintenance

Criteria

Institution owns and operates buildings that are:

1) Certified under the LEED® for Existing Buildings: Operations & Maintenance (O&M)

Green Building Rating System,

and/or

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

    Impacts on the surrounding site
    Energy consumption
    Usage of environmentally preferable materials
    Indoor environmental quality
    Water consumption

Total building space that meets "Eligible Buildings Criteria"

[ ]

Please use Gross Floor Area.

Gross Floor Area

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

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

[ ] Square Feet

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

[ ] Square Feet

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

[ ] Square Feet

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

[ ] Square Feet

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

[ ] Square Feet

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

[ ]

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

[ ]

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

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

OP-2: Building Design and Construction

Criteria

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

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

and/or

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

>   **Impacts on the surrounding site**
>   **Energy consumption**
>   **Usage of environmentally preferable materials**
>   **Indoor environmental quality**
>   **Water consumption**

New building space that meets "Eligible Buildings Criteria

| | Square Feet |

Please use Gross Floor Area.

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

| | Square Feet |

New building space that is LEED Certified

| | Square Feet |

New building space that is LEED Silver certified

[   ] Square Feet

New building space that is LEED Gold certified

[   ] Square Feet

New building space that is LEED Platinum certified

[   ] Square Feet

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

[   ]

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

[   ]

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

[   ]

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

[   ]

OP-3: Indoor Air Quality

Criteria

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

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

[   ] Square Feet

Total occupied building space

Total occupied building space

[   ] Square Feet

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

[   ]

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

[   ]

CLIMATE

OP-4: Greenhouse Gas Emissions Inventory

Criteria

Part 1

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

Part 2

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

The website URL where the GHG emissions inventory is posted

[   ]

Does the inventory include all Scope 1 and 2 emissions?

[Unknown   ▼]

Scope 1 Emissions

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

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

Scope 2 Emissions

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

- **Purchased electricity**

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

Does the inventory include emissions from air travel?

| Unknown | ▾ |

Does the inventory include emissions from commuting?

| Unknown | ▾ |

Does the inventory include embodied emissions from food purchases?

| Unknown | ▾ |

Does the inventory include embodied emissions from other purchased products?

| Unknown | ▾ |

Does the inventory include emissions from solid waste disposal?

| Unknown | ▾ |

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

| Unknown | ▾ |

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

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

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

| Unknown | ▾ |

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

| Unknown | ▾ |

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

| Unknown | ▾ |

ENERGY

OP-8: Clean and Renewable Energy

Criteria

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

Option 1: Generating electricity from clean and renewable energy sources on campus and retaining or retiring the rights to the environmental attributes of such

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

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

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

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

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

Since this credit is intended to recognize institutions that are generating new sources of clean and renewable energy, neither the electric grid mix for the region in which the institution is located nor the grid mix reported by the electric utility that serves the institution count for this credit.

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

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

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

   1 kWh = 0.003412 MMBtu

   1 MWh = 3.412 MMBtu

   1 therm = 0.1 MMBtu

   1 kBtu = 0.001 MMBtu

   1 ton-hour = 0.012 MMBtu

   1 MJ = 0.000948 MMBTU

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

attributes

| | MMBtu |

Option 2: Non-electric renewable energy generated

| | MMBtu |

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

| | MMBtu |

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

| | MMBtu |

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

| | MMBtu |

Total energy consumed during the performance year

| | MMBtu |

A brief description of on-site renewable electricity generating devices

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

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

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

A brief description of cogeneration technologies deployed

A brief description of cogeneration technologies deployed

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

---

OP-T2-18: Energy Metering

Criteria

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

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

No ▼

A brief description of the metering system

The percentage of building space with energy metering

[   ] %

The website URL where information about the metering system is available

---

GROUNDS

OP-9: Integrated Pest Management

Criteria

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

1)   Set action thresholds

2)   Monitor and identify pests

3)   Prevention

4)   Control

The size of the campus grounds

	Acres

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

	Acres

A brief description of the IPM plan(s)

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

PURCHASING

OP-10: Computer Purchasing

Criteria

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

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

No	▼

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

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

OP-11: Cleaning Products Purchasing

Criteria

Part 1

Institution has an institution-wide stated preference to purchase Green Seal™ or EcoLogoTM certified cleaning products. The stated preference can take the form of purchasing policies, guidelines, or directives to purchase green cleaning products.

Policies and directives adopted by entities of which the institution is part (e.g. state government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

Part 2

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

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

| No | ▼ |

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

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

Expenditures on Green Seal and/or EcoLogo certified cleaning products

$

OP-12: Office Paper Purchasing

Criteria

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

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

| No | ▼ |

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

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

TRANSPORTATION

OP-14: Campus Fleet

Criteria

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

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

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

Gasoline-electric, non-plug-in hybrid vehicles in the institution's fleet

Diesel-electric, non-plug-in hybrid vehicles in the institution's fleet

Plug-in hybrid vehicles in the institution's fleet

100 percent electric vehicles in the institution's fleet

Vehicles in the institution's fleet that are fueled with Compressed Natural Gas (CNG)

Hydrogen fueled vehicles in the institution's fleet

Vehicles in the institution's fleet that are fueled with B20 or higher biofuel for more than 6 months of the year

Vehicles in the institution's fleet that are fueled with E85 or higher ethanol for more than 6 months of the year

Total number of vehicles in the institution's fleet, including all of the above

OP-15: Student Commute Modal Split

Criteria

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

The percentage (0-100) of institution's students who use more sustainable commuting options

	%

The percentage (0-100) of institution's students who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation

	%

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

	%

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

	%

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

	%

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

	%

The website URL where information about alternative transportation is available

	%

OP-16: Employee Commute Modal Split

Criteria

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

workplace.

The percentage (0-100) of institution's employees that use more sustainable commuting options

[_____] %

The percentage (0-100) of institution's employees who commute with only the driver in the vehicle (excluding motorcycles and scooters) as their primary method of transportation

[_____] %

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

[_____] %

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

[_____] %

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

[_____] %

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

[_____] %

The website URL where information about alternative transportation is available

[_____] %

OP-T2-26: Bicycle Sharing

Criteria

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

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

[Unknown ▼]

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

[   ]

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

OP-T2-27: Facilities for Bicyclists

Criteria

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

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

```
No                                                                              ▼
```

A brief description of the facilities

```



```

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

```

```

OP-T2-28: Bicycle and Pedestrian Plan

Criteria

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

Has the institution developed a bicycle plan?

```
No                                                                              ▼
```

A brief description of the plan

```



```

The website URL where information about the plan is available

```

```

OP-T2-29: Mass Transit Programs

Criteria

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

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

No ▼

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

The website URL where information about the program is available

OP-T2-30: Condensed Work Week

Criteria

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

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

No ▼

A brief description of the program

The website URL where information about the program is available

OP-T2-31: Telecommuting

Criteria

Institution offers a telecommute program for employees.

Does the institution offer a telecommute program for employees?

No ▼

A brief description of the program

The website URL where information about the program is available

[   ]

OP-T2-32: Carpool/Vanpool Matching

Criteria

Institution participates in a carpool/vanpool matching program.

Does the institution participate in a carpool/vanpool matching program?

| No | ▼ |

A brief description of the program

[   ]

The website URL where information about the program is available

[   ]

OP-T2-33: Cash-out of Parking

Criteria

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

Does the institution allow commuters to cash out of parking spaces (i.e., it pays employees who do not drive to work)?

| No | ▼ |

A brief description of the program

[   ]

The website URL where information about the program is available

[   ]

OP-T2-34: Carpool Discount

Criteria

Institution offers reduced parking fees for car and van poolers.

Does the institution offer reduced parking fees for car and van poolers?

| No | ▼ |

A brief description of the program

A brief description of the program

The website URL where information about the program is available

---

OP-T2-35: Local Housing

Criteria

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

Does the institution have incentives or programs to encourage employees to live close to campus?

No ▼

A brief description of the incentives or programs

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

---

OP-T2-36: Prohibiting Idling

Criteria

Institution has adopted a policy prohibiting idling.

Has the institution adopted a policy prohibiting idling?

No ▼

A brief description of the policy

The website URL where information about the policy is available

---

OP-T2-37: Car Sharing

Criteria

Criteria

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

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

No	▼

A brief description of the program

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

WASTE

OP-18: Waste Diversion

Criteria

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

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

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

	Tons

Materials disposed in a solid waste landfill or incinerator

	Tons

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

DINING SERVICES

OP-6: Food and Beverage Purchasing
Criteria

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

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

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

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

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

[   ] %

A brief description of the sustainable food and beverage purchasing program

[   ]

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

[   ]

OP-T2-4: Vegan Dining

Criteria

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

Does the institution offer diverse, complete-protein vegan dining options during every meal?

[Yes   ▼]

A brief description of the vegan dining program

[   ]

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

COORDINATION AND PLANNING

PAE-1: Sustainability Coordination

Criteria

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

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

Does the institution have a sustainability committee?

No	▾

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

Members of the committee, including affiliations

The website URL where information about the sustainability committee is available

Does the institution have a sustainability office?

No	▾

A brief description of the sustainability office

The number of people employed in the sustainability office

The website URL where information about the sustainability office is available

Does the institution have a sustainability coordinator?

No ▾

Sustainability coordinator's name

Sustainability coordinator's position title

A brief description of the sustainability coordinator's position

The website URL where information about the sustainability coordinator is available

PAE-5: Climate Action Plan

Criteria

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

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

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

Unknown ▾

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

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

Year the climate plan was formally adopted or approved

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

Select... ▼

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

[   ]

The reduction level (percentage) institution has committed to

[   ]

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

[   ]

The baseline emissions level institution used in its GHG emissions commitment

[   ]

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

[   ]

The website URL where information about the climate plan is available

[   ]

INVESTMENT

PAE-16: Committee on Investor Responsibility

Criteria

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

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

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

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

Unknown ▼

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

and environmental concerns

Members of the CIR, including affiliations

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

The website URL where information about the committee is available

Princeton Review's Supplemental Data Fields

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

Is your school an ACUPCC signatory?

No

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

Engineering study on costs of replacing current campus-side steam heat network, including specific costs and energy savings payback times for each building. Implementation of plan in two building remodels and designed into two upcoming remodel projects.

Wrote and received grant for recycling facility construction and negotiating contract with cleaning service for nightly collection of recyclable categories possible in our area.

Currently spec'ing biodiesel refinery to convert food service discarded oils into fuel for college equipment

Does your school's career center provide active and substantive guidance on â€˜green jobsâ€™?

No	▼

Please elaborate here:

We promote them when we receive information on them.

What percentage of managed campus grounds are maintained organically?

	%

PLEASE NOTE THE FOLLOWING:
1) Saving the form does not Lock it. You may return at any time to make changes or update your data.
2) Once saved, your data is published directly to our website, usually within 48 hours. No final "Submit" button or procedure is necessary.
I certify that the data contained in this form are accurate, correct, and up-to-date.

Name:

Bethany Miller

Title:

Director of Institutional Research

Phone:

3198954818

Email:

bmiller@cornellcollege.edu

Campus Health & Safety

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

> http://www.cornellcollege.edu/campus-safety/crin

HIV testing

- ☒ School offers
- ☐ Students can remain anonymous
- ☒ Available at a discounted rate
- ☒ Available for free

HIV counseling/support groups

- ☒ School offers
- ☐ Students can remain anonymous
- ☐ Available at a discounted rate
- ☒ Available for free

STD testing

- ☒ School offers
- ☐ Students can remain anonymous
- ☒ Available at a discounted rate
- ☒ Available for free

STD counseling/support groups

- ☒ School offers
- ☐ Students can remain anonymous
- ☐ Available at a discounted rate
- ☒ Available for free

Contraception

- ☒ School offers
- ☐ Students can remain anonymous
- ☒ Available at a discounted rate
- ☐ Available for free

Pregnancy testing

- ☒ School offers
- ☐ Students can remain anonymous
- ☐ Available at a discounted rate
- ☒ Available for free

Pregnancy counseling/support groups

☒ School offers

☐ Students can remain anonymous

☐ Available at a discounted rate

☒ Available for free

Childcare services

☐ School offers

☐ Students can remain anonymous

☐ Available at a discounted rate

☐ Available for free

Nutritionist/nutritional counseling

☒ School offers

☐ Students can remain anonymous

☐ Available at a discounted rate

☒ Available for free

Women-only or women-focused exercise courses

☐ School offers

☐ Students can remain anonymous

☐ Available at a discounted rate

☐ Available for free

Eating disorder counseling/support groups

☒ School offers

☐ Students can remain anonymous

☐ Available at a discounted rate

☒ Available for free

After hours transport service

☒ School offers

☐ Students can remain anonymous

☐ Available at a discounted rate

☒ Available for free

Self-defense courses

☒ School offers

☐ Students can remain anonymous

☒ Available at a discounted rate

☐ Available for free

Rape/sexual assault counseling/support groups

☒   School offers

☐   Students can remain anonymous

☐   Available at a discounted rate

☒   Available for free

Mental health counseling/support groups

☒   School offers

☐   Students can remain anonymous

☐   Available at a discounted rate

☒   Available for free

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

No ▼

Education, Awareness, and Prevention of Sexual Assault

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

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

http://www.cornellcollege.edu/counseling/sexual-a

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

Yes ▼

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

Multiple in-person sessions ▼

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

1		4

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

☒   Require all incoming first year students

☒   Require all incoming transfer students

☐   Require all returning students

☒   Voluntary basis

☒   Specific populations

Please provide for each program you included in the above questions, if available:
1. (Name of program)**;** (Brief description of program)**;** (URL)
2....

1. NSO Speaker; for all incoming first year and transfer students, contains information about

assault, campus policy, definitions, etc.
2. Step-Up program; Bystander intervention
program during New Student Orientation for all
incoming first year and transfer students

Does your school directly sponsor a program created around bystander intervention ?

| Yes | ▼ |

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

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

| Yes | ▼ |

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

What awareness campaigns take place on your campus?

☒   Take Back the Night

☐   V-Day

☒   Greeks Against Sexual Assault

☐   Silent Witness Project

☒   The Clothesline Project

☐   The Red Flag Campaign

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

Greeks Against Sexual Assault
The Clothesline project

Fire Safety

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

1. What percentage of your student housing sleeping rooms are protected by an automatic fire sprinkler system with a fire sprinkler head located in the individual sleeping rooms?
NOTE: A student housing sleeping room is defined as the actual room in which the occupants live and sleep.

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

| 28 | % |

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

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

| 57 | % |

3. How many malicious fire alarms occur in student housing per year?
NOTE: A malicious fire alarm would be defined as one where a building's fire alarm system is activated even though it is known that there is no emergency condition. For example, someone blows smoke into a smoke detector or a manual pull station is activated.

| 1 |

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

| 39 |

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

| 42 | % |

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

| 0 | % |

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

| 37 |

8. What percentage of RAs and housing directors receive fire safety training?
NOTE: For purposes of this question, housing staff will include only personnel such as resident assistants and/or resident directors who live in student housing.

| 100 |

9. How many contact hours of fire safety training is provided to students not living in student housing (i.e., off-campus, including Greek)?
NOTE: This will not include fire safety training provided to specialties such as laboratory assistants. This must be actual training with contact time and not include simply handing out brochures, fire safety articles in the student newspaper, etc. An example of contact hours would include fire extinguisher training that is provided to 30 students in one hour which would equal 30 contact hours.

| 0 |

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

| 4 |

11. How many fires did your school experience last year in student housing?
NOTE: A fire must result in damage to the structure or contents.

| 0 |

12. What is the dollar loss related to fire that has occurred on your campus in residential housing?
NOTE: Dollar loss is direct property damage to the structure and contents and does not include costs such as alternative housing, staff response, etc

| 0 |

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

| 0 |

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

| 0 |

15. Does your school ban any of the following items or activities in student housing sleeping rooms?
NOTE: The "cooking" option excludes cooking done with school-approved/supplied appliances or in school-approved areas, such as kitchens.

☒ candles

☒ halogen lamps

☒ smoking

☒ cooking

☒ live christmas trees

☒ ceiling tapestries

☐ Other (please specify)

If you selected Other please specify:

| |

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

| No ▼ |

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

| No ▼ |

18. How often are fire safety rules-compliance inspections conducted in your school's student housing?
NOTE: This refers to regularly scheduled, in-room inspections conducted by an inspector or trained individual who is knowledgeable about fire safety issues. It does not refer to a security officer making regular rounds. ALL of the rooms must be inspected during these inspections and checked for hazards.

| 2 |

PLEASE NOTE THE FOLLOWING:
1) Saving the form does not Lock it. You may return at any time to make changes or update your data.
2) Once saved, your data is published directly to our website, usually within 48

hours. No final "Submit" button or procedure is necessary.
I certify that the data contained in this form are accurate, correct, and up-to-date.

Name:

Bethany Miller

Title:

Director of Institutional Research & Assessment

Phone:

3198954818

Email:

bmiller@cornellcollege.edu

Sports

Intercollegiate Sports Team Name:

Men's:

Rams

Women's:

Rams

Team Mascot:

Ram

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

Division III

If you selected Other please specify:

Please check all intercollegiate sports offered at your institution.

Sport Name	Varsity		Club	
	Men	Women	Men	Women
Archery	☐	☐	☐	☐
Badminton	☐	☐	☐	☐
Baseball	☒	☐	☐	☐
Basketball	☒	☒	☐	☐
Bobsledding/Luge	☐	☐	☐	☐
Bodyboarding	☐	☐	☐	☐
Bowling	☐	☐	☐	☐
Boxing	☐	☐	☐	☐
Canoeing	☐	☐	☐	☐
Cheerleading	☐	☐	☒	☒
Crew/Rowing	☐	☐	☐	☐
Cricket	☐	☐	☐	☐
Cross-Country	☒	☒	☐	☐
Curling	☐	☐	☐	☐
Cycling	☐	☐	☐	☐
Diving	☐	☐	☐	☐
Equestrian Sports	☐	☐	☐	☐
Fencing	☐	☐	☐	☐
Field Hockey	☐	☐	☐	☐

Fishing	☐	☐	☐	☐
Football	☒	☐	☐	☐
Golf	☐	☐	☐	☐
Gymnastics	☐	☐	☐	☐
Handball	☐	☐	☐	☐
Harness Racing	☐	☐	☐	☐
Horseback Riding	☐	☐	☐	☐
Ice Hockey	☐	☐	☐	☐
Kayaking	☐	☐	☐	☐
Lacrosse	☒	☒	☐	☐
Light Weight Football	☐	☐	☐	☐
Martial Arts	☐	☐	☒	☒
Mountain Biking	☐	☐	☐	☐
Outdoor Hiking	☐	☐	☐	☐
Pistol	☐	☐	☐	☐
Polo	☐	☐	☐	☐
Racquetball	☐	☐	☐	☐
Riflery	☐	☐	☐	☐
Rodeo	☐	☐	☐	☐
Rollerblading	☐	☐	☐	☐
Rugby	☐	☐	☐	☐
Sailing	☐	☐	☐	☐
Sand Volleyball	☐	☐	☐	☐
Scuba Diving	☐	☐	☐	☐
Shooting Sports	☐	☐	☐	☐
Skateboarding	☐	☐	☐	☐
Skiing (Downhill/Alpine)	☐	☐	☒	☒
Skiing (Nordic/Cross-Country)	☐	☐	☐	☐
Snowboarding	☐	☐	☒	☒
Soccer	☒	☒	☐	☐
Softball	☐	☒	☐	☐
Speed Skating	☐	☐	☐	☐

Sport				
Squash	☐	☐	☐	☐
Surfing	☐	☐	☐	☐
Swimming	☐	☐	☐	☐
Synchronized Swimming	☐	☐	☐	☐
Table Tennis	☐	☐	☐	☐
Tennis	☒	☒	☐	☐
Track/ Field (Outdoor)	☒	☒	☐	☐
Track/Field (Indoor)	☒	☒	☐	☐
Ultimate Frisbee	☐	☐	☒	☒
Volleyball	☐	☒	☐	☐
Water Polo	☐	☐	☐	☐
Water Skiing	☐	☐	☐	☐
Weight Lifting	☐	☐	☐	☐
Wheel-Chair Basketball	☐	☐	☐	☐
Windsurfing	☐	☐	☐	☐
Wrestling	☒	☐	☐	☐

What NCAA conferences is the school a member of?:

- ☐ Allegheny Mountain Collegiate Conference
- ☐ America East Conference
- ☐ American Lacrosse Conference
- ☐ American Southwest Conference
- ☐ Atlantic Coast Conference
- ☐ Atlantic Hockey Association
- ☐ Atlantic Soccer Conference
- ☐ Atlantic Sun Conference
- ☐ Atlantic 10 Conference
- ☐ Atlantic Women's Colleges Conference
- ☐ Big East Conference
- ☐ Big Sky Conference
- ☐ Big South Conference
- ☐ Big Ten Conference
- ☐ Big 12 Conference
- ☐ Big West Conference

- [ ] California Collegiate Athletic Association
- [ ] Capital Athletic Conference
- [ ] Conference Carolinas
- [ ] Centennial Conference
- [ ] Central Atlantic Collegiate Conference
- [ ] Central Collegiate Hockey Association
- [ ] Central Intercollegiate Athletic Association
- [ ] City University of New York Athletic Conference
- [ ] College Conference of Illinois and Wisconsin
- [ ] College Hockey America
- [ ] Collegiate Water Polo Association
- [ ] Colonial Athletic Association
- [ ] Commonwealth Conference
- [ ] Commonwealth Coast Conference
- [ ] Conference USA
- [ ] Deep South Lacrosse Conference
- [ ] Eastern College Athletic Conference
- [ ] ECAC East Ice Hockey League
- [ ] ECAC East Women's Hockey League
- [ ] ECAC Northeast Ice Hockey League
- [ ] ECAC Women's West Ice Hockey League
- [ ] Eastern Intercollegiate Volleyball Association
- [ ] Eastern Intercollegiate Wrestling Association
- [ ] Eastern Wrestling League
- [ ] Empire 8
- [ ] Freedom Conference
- [ ] Freedom Football Conference (No longer affiliated with the NCAA)
- [ ] Gateway Football Conference
- [ ] Great Lakes Intercollegiate Athletic Conference
- [ ] Great Lakes Valley Conference
- [ ] Great Northeast Athletic Conference
- [ ] Great Northwest Athletic Conference
- [ ] Great Western Lacrosse League
- [ ] Gulf South Conference
- [ ] Heartland Conference
- [ ] Heartland Collegiate Athletic Conference
- [ ] Hockey East Association
- [ ] Horizon League
- [ ] Illini-Badger Intercollegiate Football Conference
- [ ] Iowa Intercollegiate Athletic Conference

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

- [ ] Old Dominion Athletic Conference
- [ ] Pacific Coast Softball Conference
- [ ] Pacific-12 Conference
- [ ] Pacific West Conference
- [ ] Patriot League
- [ ] Peach Belt Conference
- [ ] Colonial States Athletic Conference
- [ ] Pennsylvania State Athletic Conference
- [ ] Pilgrim League
- [ ] Pioneer Football League
- [ ] President's Athletic Conference
- [ ] Rocky Mountain Athletic Conference
- [ ] St. Louis Intercollegiate Athletic Conference
- [ ] Skyline Conference
- [ ] South Atlantic Conference
- [ ] Southeastern Conference
- [ ] Southern California Intercollegiate Athletic Conference
- [ ] Southern Collegiate Athletic Conference
- [ ] Southern Conference
- [ ] Southern Intercollegiate Athletic Conference
- [ ] Southland Conference
- [ ] Southwestern Athletic Conference
- [ ] State University of New York Athletic Conference
- [ ] Sun Belt Conference
- [ ] Sunshine State Conference
- [ ] University Athletic Association
- [ ] Upstate Collegiate Athletic Association
- [ ] USA South Athletic Conference
- [ ] West Coast Conference
- [ ] West Virginia Intercollegiate Athletic Conference
- [ ] Western Athletic Conference
- [ ] Western Collegiate Hockey Association
- [ ] Western Water Polo Association
- [ ] Wisconsin Intercollegiate Athletic Conference
- [ ] Liberty League
- [ ] Landmark Conference
- [ ] America Sky Conference
- [ ] Great South Athletic Conference
- [ ] New England Collegiate Conference
- [ ] Upper Midwest Athletic Conference
- [ ] North Eastern Athletic Conference

☐   North Eastern Athletic Conference

☐   Northern Athletics Collegiate Conference

☐   ECAC Hockey League

☐   Great American Conference

☐   Southern Athletic Association

☐   American Athletic Conference

☐   Eastern Intercollegiate Skiing Association

☐   Mountain East Conference

☐   Pacific Coast Swim Conference

☐   Golden Coast Conference

During the 2016-17 academic year what percentage of your intercollegiate student athletes were:

| Male | 66 | % | | Female | 3 | % |

During the 2016-17 academic year how many students participated in your schools intercollegiate sports?

353

During the 2016-17 academic year how many students participated in your schools intramural sports?

175

Please provide the most recent graduation rates for your student athletes

4 year graduation rate for student athletes:

| 59 | % |

6 year graduation rate for student athletes:

| 66 | % |

NCAA Graduate Success Rate (Division I institutions):

| | % |

Academic Success Rate (Division II institutions):

| | % |

What was the total home attendance of ticketed intercollegiate sporting events featuring your school during the 2016-17 academic year?

18,590

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

1

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

124

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

10

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

Name:

Michelle Long

Title:

Data and Reporting Specialist

Phone:

3198954374

Email:

mlong@cornellcollege.edu

Computer Networking and Facilities

Do you have a campus-wide network in place?

Yes ▼

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

No ▼

If so, what is it?

[   ]

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

http://www.facebook.com/CornellCollege

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

http://twitter.com/CornellCollege

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

Yes ▼

If yes, please describe or provide URL

http://www.cornellcollege.edu/information-technology/policies/index.shtml

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

@cornellcollege.edu

Do you have any alliances or partnerships with technology companies?

Yes ▼

If so, please describe

We have partnerships with several technology companies that provide services and equipment to the College. Cisco, Dell, INS, ImOn would be a few.

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

No ▼

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

No ▼

If so, please list them.

Wireless Network

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

100   % - Classrooms

100   % - Dorms

100   % - Student union

100   % - Library

100   % - Dining areas

20   % - Common outdoor areas

Tech Support

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Name:

Bethany Miller

Title:

Director of Institutional Research & Assessment

Phone:

3198954818

Email:

bmiller@cornellcollege.edu

Visiting Campus

Name of person responsible for organizing prospective student visits:

Danielle Grimm

Title (eg. Visiting Coordinator or Director of Admissions)

Visit Experience Coordinator

Mailing Address

Admissions Office

600 First St. SW

City/State/Zip

Mount Ve[r]

IA

52314

Phone / Fax

(800)747-1112

(319) 895-4451

Email

dgrimm@cornellcollege.edu

Provide a URL to a page on your website where visiting information can be found:

www.admissions@cornellcollege.edu

Do you have a Campus Visiting Center?

Yes

If yes, please list the phone number

(800) 747-1112

Days:

Monday-Friday & Saturday AM Sept.-May

Hours:

8am-4:30pm and by appoinment

Closed:

Sundays and holidays

On Campus Highlights

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

1.

Thomas Commons - Orange Carpet - student cen[t]

2.

Cole Library

3.

Small Multi-Sports Center

4.

Kimmel Theatre - state of the art theatre

5.

McWethy Hall

Additional space is provided for other information.

Most prodominant features on campus are our beautiful King Chapel. A newly renovated Armstrong Hall of Fine Arts. A new pedestrian mall [with outdoor ampitheatre]that connects the entire campus.

Off Campus Highlights

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

1.

Cedar Rapids

2.

Iowa City

3.

Palisades State Park

4.

Uptown Mount Vernon

5.

Amana Colonies

Additional space is provided for other information.

Beautiful Mount Vernon has a wide variety of shops including many antique shops and eating establishments.

Campus Tours

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

dgrimm@cornellcollege.edu

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

http://www.cornellcollege.edu/admissions/visit-coi

Campus Tours Available

Available ▼

Appointment Required

Preferred ▼

Dates

Year-round ▼

Times (list available times)

.

☒   Varies

Average Length

Varies ▼

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

http://www.cornellcollege.edu/admissions/visit-coi

On Campus Interviews

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

dgrimm@cornellcollege.edu

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

http://www.cornellcollege.edu/admissions/visit-coi

On Campus Interviews

Available ▼

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

Any time

Appointment Required

Preferred ▼

Advance Notice

Yes ▼

If yes, specify the length of advance notice

2 weeks ▼

Saturdays

Sometimes ▼

Average Length

1 hour ▼

Information Sessions

Available ▼

If available, when

multiple preview days throughout the year

Faculty and Coach Visits

Email address to inquire about visits with faculty members:

http://www.cornellcollege.edu/admissions

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

http://www.cornellcollege.edu/admissions/visit-cor

Email address for prospective students to inquire about, or arrange for, a visit with a sports coach:

dgrimm@cornellcollege.edu

Dates/Times: Subject to faculty/coach availability

Academic Year ▼

Arrangements:

Contact Admissions Office ▼

If you selected Other please specify:

Advance Notice

2 weeks ▼

Class Visits

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

http://www.cornellcollege.edu/admissions/visit-cor

Dates

Academic Year ▼

Arrangements

Contact Admissions Office ▼

If you selected Other please specify:

[   ]

Overnight Dorm Stays

Overnight Dorm Stays

[Available   ▼]

Advance Notice

[2 weeks   ▼]

Arrangements

[Contact Admissions Office   ▼]

If you selected Other please specify:

[   ]

Limitations

[Must be at least high school senior. Available Sund]

Transportation

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

[The Eastern Iowa Airport is 17 miles (a 20-
minute drive) from campus. If you need
transportation to campus, a shuttle for a
reasonable fee is provided by the airport. The
Greyhound and Jefferson Bus lines do connect
in Cedar Rapids. Nearest Amtrack Station is 70]

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

[   ]

Driving Instructions
Please provide driving instructions from major roads or landmarks.

[From I-80 at Iowa City, take exit 246 North
onto Iowa Highway 1 for 20 miles; the college is
at the intersection of Highway 1 and U.S. 30.
From I-380 at Cedar Rapids, go east on U.S. 30
for 20 miles; the college is at the intersection of
U.S. 30 and Iowa Highway 1]

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

[http://www.cornellcollege.edu/about-cornell/visit/]

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

[http://www.cornellcollege.edu/about-cornell/visit/]

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

Near by

The College Guesthouse, Brackett House, circa 1877 is an antique-filled stately home that provides modern comfort and convenience at a moderate price (418 Second St. W.; 319-895-4425). There are also other Bed and Breakfast and hotel

Far Away

Between Cedar Rapids and Iowa City are the historic Amana Colonies, they are 40 minutes southwest of Mount Vernon.

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

http://www.cornellcollege.edu/admissions/visit-

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Name:

Bethany Miller

Title:

Director of Institutional Research & Assessment

Phone:

3198954818

Email:

bmiller@cornellcollege.edu

Career Services and Placement

Does your school have a career services office?

Yes ▼

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

http://www.cornellcollege.edu/berry-career-institu

Check services in career placement center:

☒ Alumni network

☒ Alumni services

☒ Career/job search classes

☒ Career assessment

☒ Internships

☒ Regional alumni

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

Yes ▼

Does your school provide opportunities for any of the following:

☒ Cooperative learning

☒ Experiential learning

☒ Internships

Please describe the program above of which you are proudest:

Fellowships with premier internship programs.
Externship Program, 3-5 day job shadowing
opportunites.

During the 2016-17 academic year how many employers visited your school for recruiting purposes?

\# 25

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

Employer	# of Students Hired

1.

YMCA | 3

2.

3.

| University of Iowa | 2 |

4.

| Wells Fargo | 2 |

5.

| Geico | 2 |

Employment and Salary Information

What was the median base salary (do not include any bonuses) of your 2017 graduates who accepted employment after graduation?

$ 35,000

Percent of 2017 graduates for whom you have usable employment/salary information:

71 %

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

$

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

77 %

Undergraduate Major	Number of 2017 Graduates	Percent of Graduates Seeking Employment	Percent of Graduates Accepting New Jobs	Percent of Graduates With usable Salary Data	Median Base Salary
Biological/Life Sciences	36	%	%	%	$
Business	24	%	%	%	$
Communications/Journalism		%	%	%	$
Computer Science					

20	%	%	%	$

Education

24	%	%	%	$

Engineering

	%	%	%	$

Environmental Studies

4	%	%	%	$

Health Services

	%	%	%	$

History

8	%	%	%	$

Mathematics

11	%	%	%	$

Philosophy

11	%	%	%	$

Political Science/Government

10	%	%	%	$

Psychology

32	%	%	%	$

Entrepreneurship Offerings

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

Name:

Jodi Schafer

Title:

Senior Director of the Berry Career Institute

Address 1:

600 First Street SW

Address 2:

City:

Mount Vernon

State:

IA

Zip code:

52314

Phone:

3198954595

Email:

jschafer@cornellcollege.edu

URL:

http://www.cornellcollege.edu/berry-career-institu

Game Design Offerings

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

Name:

Gwen Schimek

Title:

Dean of Students

Address 1:

600 First Street SW

Address 2:

City:

Mount Vernon

State:

Iowa

Zip code:

52314

Phone:

319-895-4234

Email:

Dean_Students@cornellcollege.edu

URL:

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bmiller@cornellcollege.edu