

# Middle States Commission on Higher Education Institutional Profile 2016-17

[0517] Lafayette College

## A. General Information

	<b>Data on File (2015-16)</b>	<b>IP Data (2016-17)</b>
<b>Institution Name</b>	Lafayette College	Lafayette College
<b>IPEDS ID Number</b>	213385	213385
<b>OPE ID Number</b>	00328400	00328400
<b>Primary Physical Address</b>	High Street Easton, PA 18042 1768	High Street Easton, PA 18042 1768
<b>Mailing Address</b>		
<b>Telephone</b>	610 330 5000	610 330 5000
<b>Fax</b>	610 330 5700	610 330 5700
<b>Website</b>	www.lafayette.edu	www.lafayette.edu
<b>Student Achievement Website</b>	https://about.lafayette.edu/lafayette-at-a-glance/student-consumer-information/	https://about.lafayette.edu/lafayette-at-a-glance/student-consumer-information/
<b>Control</b>	Private (Non-Profit)	Private (Non-Profit)
<b>Affiliation Type</b>	None	None
<b>Affiliated Organization:</b>		
<b>2015 Carnegie Classification</b>	Baccalaureate Colleges - Arts & Sciences Focus	Baccalaureate Colleges - Arts & Sciences Focus
<b>Calendar</b>	Semester	Semester
<b>Degree Granting Authority Type</b>	State/State Office	State/State Office
<b>Degree Granting Authority State or Country</b>	Pennsylvania	Pennsylvania
<b>Licensed to Operate in</b>	PA	PA
<b>Related Entities</b>		
<b>Name, State, Country</b>	none	none

### Approved Credential Levels

Indicate the number of programs of study that your institution currently offers within each approved credential level. The degree levels reported here should be the degrees or certificates currently offered by the institution and approved within the scope of accreditation. The credential levels reported in the IP must match the institution's approved credential levels. Please ensure these are accurate as changes to credential levels fall under MSCHE Substantive Change policy.

**Substantive change (prior approval) is required to add credential levels. Please see the [Substantive Change](#) policy and accompanying [Substantive Change Procedures](#) posted on the Commission's website.**

	<b>Data on File (2015-16)</b>		<b>IP Data (2016-17)</b>	
	<b>Approved</b>	<b>Number of Programs</b>	<b>Approved</b>	<b>Number of Programs</b>
Postsecondary Award (< 1 year)	no	0	no	0
Postsecondary Award (>=1 year, < 2 years)	no	0	no	0
Associate's Degree or Equivalent	no	0	no	0
Postsecondary Award (>= 2 years, < 4 years)	no	0	no	0
Bachelor's Degree or Equivalent	yes	42	yes	42
Postbaccalaureate Certificate	no	0	no	0
Master's Degree or Equivalent	no	0	no	0
Post-Master's Certificate	no	0	no	0
Doctor's Degree - Professional Practice	no	0	no	0
Doctor's Degree - Research/Scholarship	no	0	no	0
Doctor's Degree - Other	no	0	no	0

<b>Initial Accreditation</b>	1921	1921
<b>Last Reaffirmed</b>	2014	2014
<b>Next Self-Study Visit</b>	2018-19	2018-19
<b>Next Periodic Review Report (PRR)</b>	June 2024	June 2024
<b>MSCHE Staff Liaison</b>	Dr. Ellie A. Fogarty	Dr. Ellie A. Fogarty

## Notes

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## Instructions

### Institution Name

Review the full official name of your institution and verify that it is correct.

Notification of Institution Name Change. If the official name of the institution name changes, please send a letter (on institution letterhead) to MSCHE providing the new name and the date (mm/dd/yyyy) of the name change. Address the letter to your MSCHE staff liaison. You may email the letter (scanned copy) or place it in regular mail. Upon written request in the text of your letter, MSCHE will provide a letter acknowledging the name change. Upon receipt of your letter, MSCHE will update the institution name and document the date of the name change in our database. MSCHE will also contact the USDE to report the name change so that it will be updated in the Database of Accredited Postsecondary Institutions and Programs at <http://ope.ed.gov/accreditation/>. Please note: This does not necessarily make the name change in all USDE databases.

### IPEDS ID Number

Verify the IPEDS ID number as displayed in the grid.

The IPEDS ID number is a unique identification number assigned to postsecondary institutions surveyed through the [Integrated Postsecondary Education Data System \(IPEDS\)](#). Also referred to as UNITID.

If the IPEDS ID number(s) are missing or incorrect, please contact [support@msche.org](mailto:support@msche.org) to report the correct number. If you do not report to IPEDS, you will not have an IPEDS number.

### OPE ID Number

Verify the OPE ID number as displayed in the grid.

The OPE ID number is an identification number used by the U.S. Department of Education Office of Postsecondary Education (OPE) to identify schools that have Program Participation Agreements (PPA) so that their students are eligible to participate in Federal Student Financial Assistance programs under Title IV regulations. The OPE ID number is a six-digit number followed by a two-digit suffix used to identify branches, additional locations and other entities that are part of the eligible institution.

If the OPE ID number is missing or incorrect, please contact [support@msche.org](mailto:support@msche.org) to report the correct number.

### Institution Primary Physical Address (required)

Review and verify the primary physical address of the institution. The physical address must be a physical location (not a P.O. box). If the institution receives Title IV funding and reports to IPEDS, this address should match the address reported to the federal government. The physical address is posted on the MSCHE online Institution Directory.

Please contact [support@msche.org](mailto:support@msche.org) if you need to update the primary physical address.

### Institution Mailing Address (optional)

Review and verify the mailing address of the institution, if applicable. A mailing address is not required, but may be added if the institution wishes to receive letters from the Commission at a different place than the primary physical address.

### Institution Main Telephone

Update the phone number to which you prefer to have general inquiries directed if necessary. The phone number is published in the MSCHE on-line Institution Directory.

Institutions Located Outside of the United States. Please provide the telephone number in International Number Format. Numbers in International Format should only contain the digits 0123456789. There should be no spaces or punctuation. Numbers must start with the country code. Do not include the international dialing prefix.

### Institution Main Fax

Update the primary institutional facsimile number for the institution if necessary. The fax number is published in our on-line Institution Directory.

Institutions Located Outside of the United States. Please provide the fax number in International Number Format. Numbers in international format should only contain the digits 0123456789. There should be no spaces or punctuation. Numbers must start with the country code. Do not include the international dialing prefix.

### **Website**

Enter or update the web address for the institution's home page if necessary. This web site is published in our on-line Institution Directory.

### **Student Achievement Web Site\*** (formerly *Consumer Information Web Site*)

Report the primary URL where the institution's retention rates, graduation rates, and/or other measures of student achievement are posted for the public. The Commission posts this URL on our website in the MSCHE online Institution Directory and the Statement of Accreditation Status (SAS).

### **The URL must meet the following requirements:**

- The link must be active, accessible to the public, and should not require a password;
- The page must originate from the institution's own web site;
- The information should be easy to locate and clearly labeled (such as student outcomes or student achievement);
- The information must contain *student outcomes data* or measures (e.g. graduation rates, retention rates, employment rates, normal time to completion, etc. as applicable to the mission of the institution) and should be as timely and up-to-date as possible.

**This is a required field. You will not be able to lock down the IP if you do not enter valid data in this field. All MSCHE institutions, including candidates and accredited institutions, international institutions, graduate only, and/or transfer only institutions, must report a webpage that posts student outcomes data for the public.**

As required under the *Characteristics of Excellence, Standard 6: Integrity*, MSCHE expects institutions to make "information on institution-wide assessments available to prospective students, including graduation, retention, certification and licensing pass rates, and other outcomes as appropriate to the programs offered" (p. 23, para. 12) and that "institutional information [is] provided in a manner that ensures student and public access, such as print, electronic, or video presentation" (p. 23, para. 13).

In addition, MSCHE policy *Advertising, Student Recruitment and Representation of Accredited Status* states: "#5 Information on student learning outcomes should be available to prospective students" (p.2). This policy is available on the MSCHE website at <http://www.msche.org/?Nav1=POLICIES&Nav2=INDEX>.

Institutions that participate in Title IV programs, with students who accept federal financial aid, must be in compliance with 34 CFR 668.41(d) and 668.45. Disclosure of certain information to current and prospective students, including but not limited to retention rates, completion/ graduation rates, placement/ employment rates, are requirements of HEA. The revised requirements for disclosure of consumer information were effective July 1, 2010 (the effective date of the final regulations). A document from the National Postsecondary Education Cooperative is available at <http://nces.ed.gov/pubs2010/2010831rev.pdf> for reference purposes. In addition, the Office of Federal Student Aid offers an online training module on consumer information - please visit <http://fsatraining.info> for information.

**Recommended Approach.** Many institutions have a single portal page on the institution's web site that provides hyperlinks to disclosure information. Some institutions call this Consumer Information Page, Student Right to Know, HEOA, Fast Facts, At A Glance, etc.. This is the recommended approach as it consolidates the information in one place and meets multiple accountability requirements at one time. On an annual basis, MSCHE IP staff will specifically check that there is a section on Student Outcomes which provides data or measures of student achievement for the public. Institutions may provide a direct link to the institution's information on a third party data site such as College Navigator or UCAN but the link *must originate from their own website*. Staff should not have to conduct searches to locate the institution's information.

**Corrective action will be requested if requirements are not met.** MSCHE staff reviews the submissions for all institutions on an annual basis. If your institution does not meet this requirement, the IP Key User and the ALO will be sent an email requesting an update or corrective action. MSCHE submits a report listing the institutions and the reviewed URLs to the Council on Higher Education Accreditation (CHEA), in accordance with CHEA recognition criterion 12(B)1.

Please email [support@msche.org](mailto:support@msche.org) if you have any questions.

## Control

Review the control category that describes the institution. Please contact [support@msche.org](mailto:support@msche.org) if you need to modify or change the control category on record.

Control (of institution) is a classification of whether an institution is operated by publicly elected or appointed officials (public control) or by privately elected or appointed officials and derives its major source of funds from private sources (private control). This field is related to Affiliation.

Control	
Public	an educational institution in which the programs and activities are operated by publicly elected or appointed school officials and which is primarily supported by public funds (federal, state, territorial, county, township, city, other).
Private, Non-profit	a private institution controlled by a private individual(s) or by a nongovernmental agency, usually supported primarily by other than public funds and operated by other than publicly elected or appointed officials. These include both independent nonprofit schools and those affiliated with a religious organization.
Private, For-Profit	a private institution in which the individual(s) or agency in control receives compensation other than wages, rent or other expenses for the assumption of risk.
	<i>From Council for Higher Education Accreditation, p. 48</i>

## Affiliation Type

Review the **Affiliation Type** and insert missing information, if applicable.

Affiliation is defined as a formal or informal relationship with another entity.

Affiliation	
None	There is no affiliation with another entity
Government-Federal	Public institutions that have a relationship or affiliation with a federal agency such as the Department of Defense.
Government-Local	Public institutions that have a relationship or affiliation with a local government entity such as a County.
Government-State	Public institutions that have a relationship or affiliation with the state.
Government-State and Local	Public institutions that have a relationship with both the state government and a local government entity such as a county. Community colleges in New Jersey are labeled Government-State and Local because they are affiliated with the State of New Jersey and

	their local county.
Government-State Systems	Public institutions that are part of a state system such as PASSHE, SUNY, CUNY or the University System of Maryland.
Other	Institutions that have a relationship with some other entity not included in the other categories
Religious	Institutions that have a relationship with a religious entity.
Tribal	Institutions that have a relationship with a sovereign Indian tribe.

### Affiliated Organization

Enter the name of the **Affiliated Organization** in the open text field. An affiliated organization or provider may be a subsidiary, parent, sibling, or other entity (for-profit or non-profit) related to the institution (except through contractual arrangement) to the accredited institution. For religious institutions, enter the name of the denomination in this field.

### 2015 Carnegie Classification

MSCHE uses the categories in the **2015 Carnegie Classification - Basic Classification**. *The classification is uploaded into the MSCHE system directly and will not be modified unless the change is made by The Carnegie Classification of Institutions of Higher Education.* Please visit <http://carnegieclassifications.iu.edu/> for more information.

### Calendar

Verify the predominant calendar system used at your institution. If there is no predominant calendar system at this institution, indicate the option that best characterizes your institution. Contact [support@msche.org](mailto:support@msche.org) to modify or change the calendar system on record.

Calendar system is the method by which an institution structures most of its courses for the academic year. The academic year is defined as the period of time generally extending from September to June; usually equated to 2 semesters or trimesters, 3 quarters, or the period covered by a 4-1-4 calendar system (*definition borrowed from the [IPEDS Glossary](#)*).

4-1-4(calendar system)	The 4-1-4 calendar usually consists of 4 courses taken for 4 months, 1 course taken for 1 month, and 4 courses taken for 4 months. There may be an additional summer session.
Continuous Term	A calendar system classification that is used by institutions that allow students to enroll/start classes at any time during the year. For example, a cosmetology school or a word processing school might allow students to enroll and begin studies at various times, with no requirement that classes begin on a certain date.
Differs by Program	If programs are offered on more than one calendar, select "Differs by Program"
Other	Any calendar system that does not fall into any of the other categories.
Semester	A calendar system that consists of two sessions called semesters during the academic year with about 15 weeks for each semester of instruction. There may be an additional summer session.
Trimester	An academic year consisting of 3 terms of about 15 weeks each.

Quarter	A calendar system in which the academic year consists of 3 sessions called quarters of about 12 weeks each. The range may be from 10 to 15 weeks as defined by the institution.
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### Degree Granting Authority State OR Country

Enter the **State or Country** that authorizes your institution to offer postsecondary degrees. If you are authorized by a state, you do not need to enter anything in the field for country. If you are authorized by a foreign country, you do not need to enter anything in the field for state.

### Degree Granting Authority Type

A degree is valid if it is properly granted (that is, not fraudulently or mistakenly granted) by an entity that has the legal authority to do so. There are three sources of authority to issue college degrees in or from the United States. A college can obtain that authority from Congress, a state government, or a recognized sovereign Indian tribe. Non-U.S. institutions may also possess degree granting authority from international countries. As part of the [Requirements of Affiliation](#), MSCHE accredited institutions have demonstrated that they have received authorization to offer degrees by an appropriate governmental organization.

Verify the **Degree Granting Authority Type** that authorizes your institution to offer postsecondary degrees. Federally chartered institutions (including military) should be labeled as "Congress." Non-U.S. Institutions should be labeled as "International Country."

Degree Granting Authority Type	
State	U.S. institutions that have DGA from a state within the United States, including Puerto Rico and the U.S. Virgin Islands.
Congress	U.S. institutions that have DGA as established by an Act of Congress
International Country	Non-U.S. based institutions that have DGA from a foreign country.
Tribal	Institutions with DGA from a recognized sovereign Indian tribe. For the most part, these institutions are tribally controlled and are located on reservations. MSCHE does not currently have any institutions classified as Tribal Colleges and Universities.

### Licensed to Operate In

As part of the Requirements of Affiliation, MSCHE accredited institutions have demonstrated that the institution is authorized to operate as an educational institution.

Please verify **Licensed to Operate In State or Country**. Make sure that each state(s)/province(s)/country(ies) or other jurisdictions in which your institution was required to get national or local government permits or other forms of approval in order to conduct business there is listed. You may provide more than one licensure. Provide a state OR country; you do not need to provide both.

### Government Organization Responsible for Charter and Licensure

Provide the name or organization, department, street address(es), and country for the government organization or agency responsible for the charter or licensure of the institution. This information is used to contact government agencies prior to a visit or to inform them of accreditation activities.

### Related Entities

If the institution completing this form is related to another entity, within this region or elsewhere, and whether or not this entity is accredited by the Middle States Commission on Higher Education, provide the name, state and country of

the related entity.

Here is an excerpt from MSCHE's *Related Entities* policy statement available on our website at <http://www.msche.org/?Nav1=POLICIES&Nav2=INDEX>.

A related entity may be a corporate parent, system administration or board, religious sponsor, funding sponsor (which, in some cases, may include an equity or investment fund), or other entity that can affect decisions related to accreditation (herein "Related Entities"). Related entities may include institutional or corporate layers or groups. Ordinarily, local, county, and state legislatures, other accreditors, local advisory boards, and government agencies are not related entities. The scope of this policy does not include "contractual arrangements" in which the accredited entity contracts for services; these are governed by a separate Commission policy.

Do not report relationships that are listed as other locations such as Branch Campuses, Additional Locations, or Other Instructional Sites.

### Approved Credential Levels

Review and verify the credential levels that are listed as approved. Report the number of programs of study that your institution *currently offers* (active with student enrollment during the current academic year) within each level.

**Approved credential levels are credit bearing certificates or degrees offered by the institution that are approved within the scope of the institution's accreditation by MSCHE.** Please see the institution's Statement of Accreditation Status on the MSCHE website (Institution Directory) to see which credential levels are currently approved by MSCHE.

There should not be a great deal of variation in what is reported each year as approved credential levels are governed by Substantive Change rules. In accordance with federal regulations (34 CFR 602.22), a Different Credential Level may not be added or removed except through the Substantive Change process. See the MSCHE [Substantive Change Policy](#) and accompanying Substantive Change Procedures for information about submitting a substantive change request. It is important that the institution report consistently each reporting period and what is reported here should be consistent with IPEDS. If the institution believes that a credential level was incorrectly reported in the past, please contact [support@msche.org](mailto:support@msche.org).

**Institutions are discouraged from removing approved credential levels from the scope of accreditation. Please note that if an approved credential level is removed, a substantive change request will be required to reinstate it, should the institution wish to offer that credential level again in the future.** If the institution is absolutely sure that the credential level should be removed from the scope of accreditation, please send an email to the CHE Staff Liaison indicating that you wish to remove an approved credential level (MSCHE does not store program names, so please do not provide us with program names; indicate the specific credential level as outlined in the table below and in the data entry screens) and indicate that you understand you will have to file a substantive change request to reinstate this level should you wish to offer programs at this level in the future. The email will be stored in the institution's record as verification that the institution requested that the approved credential level be removed.

MSCHE uses IPEDS (Integrated Postsecondary Education Data System) definitions for credential levels (see [IPEDS Glossary](#)). The institution should use IPEDS definitions and also consider the admissions requirements for the program in determining the appropriate level to place the program. For example, a bachelor's degree might be a requirement for admission into a certificate program that is offered by the institution, therefore the program should be classified as a postbaccalaureate certificate.

### Postsecondary award, certificate, or diploma (< 1 year)

An award that requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in less than 1 academic year (2 semesters or 3 quarters), or designed for completion in less than 30 semester or trimester credit hours, or in less than 45 quarter credit hours, or in less than 900 contact or clock hours.

### Postsecondary award, certificate, or diploma (>=1 year, < 2 years)

An award that requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 1 but less than 2 full-time equivalent academic years, or designed for completion in at least 30 but less than 60 semester or trimester credit hours, or in at least 45 but less than 90 quarter credit hours, or in at least 900 but less than 1,800 contact or clock hours.



### **Associate's Degree or Equivalent**

An award that normally requires at least 2 but less than 4 years of full-time equivalent college work.

### **Postsecondary Award, Certificate, or Diploma (>= 2 years, < 4 years)**

An award, certificate, or diploma that requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 2 but less than 4 full-time equivalent academic years, or designed for completion in at least 60 but less than 120 semester or trimester credit hours, or in at least 90 but less than 180 quarter credit hours, or in at least 1,800 but less than 3,600 contact or clock hours.

### **Bachelor's Degree or equivalent**

An award (baccalaureate or equivalent degree, as determined by the Secretary, U.S. Department of Education) that normally requires at least 4 but not more than 5 years of full-time equivalent college-level work. This includes all bachelor's degrees conferred in a 5-year cooperative (work-study) program. A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experience with their college studies. Also includes bachelor's degrees in which the normal 4 years of work are completed in 3 years.

### **Post-baccalaureate Certificate**

An award that requires completion of an organized program of study beyond the bachelor's. It is designed for persons who have completed a baccalaureate degree, but does not meet the requirements of a master's degree.

NOTE: Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students.

### **Master's Degree or Equivalent**

An award that requires the successful completion of a program of study of at least the full-time equivalent of 1 but not more than 2 academic years of work beyond the bachelor's degree.

### **Post-Master's Certificate**

An award that requires completion of an organized program beyond the master's degree, but does not meet the requirements of academic degrees at the doctor's level.

### **Doctor's Degree - Professional Practice**

A doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as "First Professional" and may include Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (L.L.B. or J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic Medicine (D.O.); Pharmacy (Pharm.D.); Podiatry (D.P.M., Pod.D., D.P.); or Veterinary Medicine (D.V.M.), and others, as designated by the awarding institution.

### **Doctor's Degree - Research/Scholarship**

A Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree may include Ed.D., D.M.A., D.B.A., D.Sc., D.A., or D.M., and others, as designated by the awarding institution.

### **Doctor's Degree - Other**

A doctor's degree that does not meet the definition of a "doctor's degree - research/scholarship" or a "doctor's degree - professional practice."

# Middle States Commission on Higher Education Institutional Profile 2016-17

[0517] Lafayette College

## B. Key Contacts

Verify existing or provide additional information in ALL of the requested fields. If a person has more than one function, please add his or her name to each category. Otherwise, the correct person may not receive postal mail or e-mails that the Commission directs to specific key contacts. Do not leave any contacts blank (unless noted). Do not enter "vacant." Provide the most appropriate contact name for the position.

**Do not leave any contacts blank (unless noted). Do not enter "vacant." Provide the most appropriate contact name for the position.**

Key Contact	Data on File (2015-16)	IP Data (2016-17)
<b>Chief Executive Officer</b>	Dr. Alison Byerly <i>President</i> High Street Easton, PA 18042-1768  Phone: 610 330 5200 Fax: none Email: ByerlyA@Lafayette.edu	Dr. Alison Byerly <i>President</i> High Street Easton, PA 18042-1768  Phone: 610 330 5200 Fax: none Email: ByerlyA@Lafayette.edu
<b>Chief Academic Officer</b>	Dr. S. Abu Turab Rizvi <i>Provost</i> High Street 219 Markle Hall Easton, PA 18042-1768  Phone: 610 330 5066 Fax: none Email: rizvia@lafayette.edu	Dr. S. Abu Turab Rizvi <i>Provost</i> High Street 219 Markle Hall Easton, PA 18042-1768  Phone: 610 330 5066 Fax: none Email: rizvia@lafayette.edu
<b>Chief Financial Officer</b>	Mr. Roger Demareski <i>Vice President for Finance &amp; Administration</i> High Street 316 Markle Hall Easton, PA 18042-1768  Phone: 610 330 5133 Fax: none Email: demaresr@lafayette.edu	Mr. Roger Demareski <i>Vice President for Finance &amp; Administration</i> High Street 316 Markle Hall Easton, PA 18042-1768  Phone: 610 330 5133 Fax: none Email: demaresr@lafayette.edu
<b>Chief Information Technology Officer</b>	Mr. John O'Keefe <i>Associate Vice President and Chief Information Officer</i> High Street 021A Skillman Library Easton, PA 18042-1768  Phone: 610 330 5161 Fax: none Email: okeefej@lafayette.edu	Mr. John O'Keefe <i>Associate Vice President and Chief Information Officer</i> High Street 021A Skillman Library Easton, PA 18042-1768  Phone: 610 330 5161 Fax: none Email: okeefej@lafayette.edu
<b>Accreditation Liaison Officer</b>	Dr. Jamila Bookwala <i>Dean of Curriculum and Research, Professor, Department of Psychology</i> High Street Easton, PA 180421768  Phone: 610 330 5070 Fax: none Email: bookwalj@lafayette.edu	Dr. Jamila Bookwala <i>Dean of Curriculum and Research, Professor, Department of Psychology</i> High Street Easton, PA 180421768  Phone: 610 330 5070 Fax: none Email: bookwalj@lafayette.edu
<b>Coordinator of Distance Education</b>	none	none

<b>Coordinator of Outcomes Assessment</b>	<p>Dr. Jamila Bookwala  <i>Dean of Curriculum and Research, Professor,  Department of Psychology</i>  High Street  Easton, PA 180421768</p> <p>Phone: 610 330 5070  Fax: none  Email: bookwalj@lafayette.edu</p>	<p>Dr. Jamila Bookwala  <i>Dean of Curriculum and Research, Professor,  Department of Psychology</i>  High Street  Easton, PA 180421768</p> <p>Phone: 610 330 5070  Fax: none  Email: bookwalj@lafayette.edu</p>
<b>Coordinator of Institutional Research Functions</b>	<p>Dr. James P. Schaffer  <i>Professor and Director of Institutional  Research</i>  High Street  217A Acopian Engineering Center  Easton, PA 18042-1768</p> <p>Phone: 610 330 5404  Fax: 610 330 5059  Email: schaffej@lafayette.edu</p>	<p>Dr. Simon T. Tonev  <i>Director of Institutional Research</i>  High Street  232 Markle Hall  Easton, PA 18042-1768</p> <p>Phone: 610 330 5783  Fax: none  Email: tonevs@lafayette.edu</p>
<b>Chair: Self-Study Steering Committee</b>	none	none
<b>Co-Chair: Self-Study Steering Committee</b>	none	none
<b>Person in the President's Office To Whom MSCHE Invoices Should be Sent</b>	<p>Dr. Alison Byerly  <i>President</i>  High Street  Easton, PA 18042-1768</p> <p>Phone: 610 330 5200  Fax: none  Email: ByerlyA@Lafayette.edu</p>	<p>Dr. Alison Byerly  <i>President</i>  High Street  Easton, PA 18042-1768</p> <p>Phone: 610 330 5200  Fax: none  Email: ByerlyA@Lafayette.edu</p>
<b>Person Who Should Receive a Copy of MSCHE Invoices (Optional)</b>	<p>Ms. Marie L. Enea  <i>Assistant to the President</i>  High Street  Easton, PA 18042-1768</p> <p>Phone: 610 330 5200  Fax: none  Email: eneam@lafayette.edu</p>	<p>Ms. Marie L. Enea  <i>Assistant to the President</i>  High Street  Easton, PA 18042-1768</p> <p>Phone: 610 330 5200  Fax: none  Email: eneam@lafayette.edu</p>
<b>Person Completing IP Financials</b>	<p>Mr. William Buttz  <i>Controller</i>  High Street  202 Markle Hall  Easton, PA 180421768</p> <p>Phone: 610 330 3208  Fax: none  Email: buttzw@lafayette.edu</p>	<p>Mr. William Buttz  <i>Controller</i>  High Street  202 Markle Hall  Easton, PA 180421768</p> <p>Phone: 610 330 3208  Fax: none  Email: buttzw@lafayette.edu</p>
<b>Person Completing IP (Key User)</b>	<p>Dr. Simon T. Tonev  <i>Associate Director of Institutional Research</i>  High Street  227 Markle Hall  Easton, PA 18042-1768</p> <p>Phone: 610 330 5783  Fax: none  Email: tonevs@lafayette.edu</p>	<p>Dr. Simon T. Tonev  <i>Director of Institutional Research</i>  High Street  232 Markle Hall  Easton, PA 18042-1768</p> <p>Phone: 610 330 5783  Fax: none  Email: tonevs@lafayette.edu</p>

**Click here to indicate that you have reviewed and updated the entire list of Key Contacts above.**  
(Required to "Lock Down" the IP data)

## Instructions

### Personnel Changes

If you are aware that a Key Contact will be leaving your institution after you lock down the IP, leave that person's name in his or her current role. The IP should be accurate as of the time of lock down. Subsequently, please e-mail [support@msche.org](mailto:support@msche.org) of the actual termination and/or any replacement, and MSCHE staff will make the change(s) on your behalf. If someone on the list is deceased or has left your institution, please also email [support@msche.org](mailto:support@msche.org).

### Replace/Modify Key Contact

For each key contact category, you may **replace** one person with another or **modify** (update) the information about an incumbent. To replace a person with someone already affiliated with your institution in the Commission's database, select from the list provided. If the replacement is not in the list of available names, please use the request form available at the bottom of the replace/modify screen. When you are notified that the person has been added to the list, you may modify the contact information if necessary.

### System/District Chief Executive Officer

If your institution is designated as part of a system (public or private), provide the name and complete contact information of the System/District CEO. These data are collected so that we may coordinate with administrators from systems in preparation for accreditation visits and reviews. The names of the System/District Chief Executive Officer is posted on the institution's Statement of Accreditation Status (SAS).

### Chief Executive Officer (CEO)

The CEO is the primary point of contact with MSCHE and is the individual who will receive all communications regarding the review process, policy and procedures, events, billing invoices, and voting ballots. The name of the CEO is published in the MSCHE online Institution Directory and the Statement of Accreditation Status (SAS).

### Chief Academic Officer (CAO)

The CAO is listed as a key contact on the MSCHE online Institution Directory.

### Chief Financial Officer (CFO)

The CFO must review and approve the data on the "Financial Information (Part 1)" and "Financial Information (Part 2)" pages. The CFO is required to certify that they have done so at the end of "Financial Information (Part 2)" by clicking the checkbox. The institution will not be able to "lock down" the IP until this box is checked.

### Chief Information Technology Officer

The Chief Information Technology Officer is the individual responsible for managing the institution's information technology department or functions, regardless of that person's actual job title. These data are collected in case there are technical issues with key communications between MSCHE and member institutions.

### Accreditation Liaison Officer (ALO)

The ALO is the individual currently appointed by the chief executive officer of your institution to work directly with the Commission on matters of accreditation. This person may be the same as, or different from the IP Key Holder, or may hold any other job title at the institution, at the discretion of the CEO. Please see the Commission's Guidelines on the Accreditation Liaison Officer (ALO): Role and Responsibilities <http://www.msche.org/documents/6B--5-ALO-guidelines-122109.pdf> for more information. These data are collected because the ALO is the designated point of contact between MSCHE and the institution on matters related to accreditation review. It is important to notify the Commission of a change in the ALO as soon as possible.

Notification of Change of ALO: Please send the CHE Staff Liaison an email from the President of the institution indicating the change in ALO and provide the complete contact information of the new ALO (name, title, address, phone, email).

The name of the ALO is published in the online MSCHE Institution Directory.

### Coordinator of Distance Education

The Coordinator of Distance Education is the individual responsible for coordinating the institution's distance education courses, regardless of that person's actual job title. These data are collected for mailing lists to MSCHE events and

training opportunities.

### **Coordinator of Outcomes Assessment**

The Coordinator of Outcomes Assessment is the individual who is responsible for coordinating the institution's outcomes assessment activities, regardless of that person's actual job title. For instance, this person may be a faculty member who is the chair of the outcomes assessment committee or other organized group that is driving the outcomes assessment efforts on campus. These data are collected for mailing lists to MSCHE events and training opportunities.

### **Coordinator of Institutional Research**

The Coordinator of Institutional Research is the individual responsible for the institution's institutional research functions, regardless of that person's actual job title. For instance, the primary contact for institutional research may have the title Director of Institutional Research or the Institutional Research Coordinator. These data are collected for mailing lists to MSCHE events and training opportunities.

### **Chair: Self-Study Steering Committee**

*Complete this item ONLY if your institution is scheduled for a self-study evaluation team visit in 2015-16 or 2016-17. (See the dates pre-formatted in General Information.)*

The Chair of your institution's Self-Study Steering Committee is the individual responsible for coordinating the steering committee.

NOTE: The Commission has two slots to enter a Chair and a Co-Chair; the IP cannot accommodate data entry for more than two co-chairs. You do not need to enter PRR Chair(s).

### **Co-Chair: Self-Study Steering Committee**

*Complete this item ONLY if your institution is scheduled for a self-study evaluation team visit in 2015-16 or 2016-17. (See the dates pre-formatted in General Information.)*

The Co-Chair of the Self-Study Steering Committee is a second individual that is responsible for coordinating the institution's Self-Study Steering Committee.

NOTE: The Commission has two slots to enter a Chair and a Co-Chair; the IP cannot accommodate data entry for more than two co-chairs. You do not need to enter PRR Chair(s).

### **Person in the President's Office to Whom MSCHE Invoices Should be Sent**

The Person in the President's Office to Whom MSCHE Invoices Should be sent is the individual responsible for coordinating the approval and payment of invoices from the Commission for dues and fees. The Commission will send its invoices by e-mail to this individual.

### **Person Who Should Receive a Copy of MSCHE Invoices (Optional)**

This individual will simultaneously receive a copy of an invoice sent to the president's office.

### **Person Completing IP Financials**

The Person Completing IP Financials is the individual responsible for reporting financial data in the IP. This person should be familiar with financial reporting and will be responsible for verifying the accuracy of financial data. MSCHE will contact this person with any questions about submitted data.

### **Person Completing IP (IP Key User)**

The Person Completing the IP (IP Key User) is the individual who is responsible for the content of the IP (not necessarily the data entry person). This person is responsible for verifying the accuracy of IP data and will be contacted if MSCHE staff have questions about submitted data. MSCHE will use this contact name for all correspondence related to the IP, and will be sent the information for the IP/AIU the following year.

### **Verify Key Contacts**

**You must click the checkbox at the bottom of the Key Contact screen** (see example below) **to verify that you**

**have reviewed and updated the entire key contact list. This is a required field.** If you do not click the checkbox, you will receive an error message and you will not be permitted to lock down the IP.

Sample:  **Click here to indicate that you have reviewed and accepted the list of Key Contacts above.**

(Required to "Lock Down" the IP data)

### **Verify Complete Address for Key Contact**

Verify the complete address for each key contact. The screen provides three address lines.

Institutions Located Outside the U.S. Starting with Address Line 1, enter the entire mailing address in the postal format commonly used in that country.

### **Phone for Key Contact**

Verify or add the phone number for the key contact. Please note that the phone number [and e-mail address] in each instance should be the individual's direct number or address, not the institution's main number or address. This information is exclusively for the internal use of the Commission staff, and it is not made available to the public.

Exception: Chief executive officers, chief academic officers, or provosts may provide either their own direct telephone number [and e-mail address] or those of their personal assistant authorized to receive private messages on their behalf.

Institutions Located Outside of the United States. Please provide the telephone number in International Number Format. Numbers in International Format should only contain the digits 0123456789. There should be no spaces or punctuation. Numbers must start with the country code. Do not include the international dialing prefix.

# Middle States Commission on Higher Education Institutional Profile 2016-17

[0517] Lafayette College

## C. Student Achievement

### Part 1. Awards Granted

Report all degrees or other formal awards conferred by your institution between July 1, 2015, and June 30, 2016. If an individual received two degrees at different levels during the specified time period, report each degree in the appropriate category.

Please see the instructions for specific inclusions and exclusions.

Awards Granted by Credential Level	Data on File (2014-15)	IP Data (July 1, 2015 - June 30, 2016)
Postsecondary Award (< 1 year)	0	0
Postsecondary Award (>=1 year, < 2 years)	0	0
Associate's Degree or Equivalent	0	0
Postsecondary Award (>= 2 years, < 4 years)	0	0
Bachelor's Degree or Equivalent	615	591
Postbaccalaureate Certificate	0	0
Master's Degree or Equivalent	0	0
Post-Master's Certificate	0	0
Doctor's Degree - Professional Practice	0	0
Doctor's Degree - Research/Scholarship	0	0
Doctor's Degree - Other	0	0

### Part 2. Completers

This section requests completion data on two separate cohorts (150% and 200%) of full-time, first-time, degree/certificate-seeking undergraduate students enrolled in your institution during the specified fall term or academic year. Students must be enrolled full-time in courses that lead to a credit-bearing degree, diploma, certificate or other formal award. Count completers only once and indicate the highest degree level earned. Report the status of these students as of August 31 of the reporting year. Please see the instructions to identify students for inclusion in the specific cohorts.

#### Screening Questions

- a. Does your institution have undergraduate programs?  yes  yes
- b. Does your institution serve only transfer students?  no  no

Completers of Programs of <= 2 Years	Data on File (as of August 31, 2015)	IP Data (as of August 31, 2016)
<b>Completers Within 150% of Normal Time</b>		
Fall 2013 cohort	0	0
Completers Within 150% of Normal Time to Completion	0	0
Total transfers out	0	0
Still Enrolled	0	0
<b>Completers Within 200% of Normal Time</b>		
Fall 2012 Cohort	0	0
Completers Within 200% of Normal Time to Completion	0	0
Total transfers out	0	0
Still Enrolled	0	0

#### Completers of Programs of > 2 and <= 4 Years

<b>Completers Within 150% of Normal Time</b>		
Fall 2010 Cohort	0	648
Completers Within 150% of Normal Time to Completion	0	577

Total transfers out	0	54
Still Enrolled	0	0
<b>Completers Within 200% of Normal Time</b>		
Fall 2008 Cohort	0	600
Completers Within 200% of Normal Time to Completion	0	545
Total transfers out	0	42
Still Enrolled	0	0

## Notes

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## Instructions

### PART 1: Awards Granted

#### ***Include:***

- Formal awards conferred as a result of an academic or occupational/vocational program of study. The instructional activity completed as part of the program of study must be credit-bearing, but can be measured in credit hours, contact hours, or some other unit of measurement.
- Earned degrees and awards conferred by branches of your institution located within or outside the Middle States region, including foreign countries.

*Note: Although IPEDS was updated for the 2011-2012 reporting period to exclude "awards conferred by branches of your institution located in foreign countries," MSCHE will continue to collect awards conferred by branches of your institution located in foreign countries. Continue to include them in the count for the IP.*

- Multiple awards earned by a single student. If an individual received two or more awards during the specified time period, report each award in the appropriate category.

#### ***Do Not Include:***

- Awards earned but not yet conferred.
- Honorary degrees and awards.
- Awards conferred by an entity other than the postsecondary institution (such as the state, or an industry certificate).
- Informal awards (such as certificates of merit, completion, attendance, or transfer).
- Noncredit awards.

### **Awards Granted By Credential Level**

Report the number of awards granted/degrees conferred by your institution, by credential level, during the reporting period.

**Awards granted by credential levels should match the Approved Credential levels that are approved within the scope of the institution's accreditation by MSCHE.** Please see the institution's Statement of Accreditation Status (SAS) on the MSCHE website (Institution Directory) to see which credential levels are currently approved by MSCHE. You should not be reporting awards granted at a credential level that the institution is not approved to offer.

It is important that the institution report consistently each reporting period and what is reported here should be consistent with IPEDS.

MSCHE uses IPEDS (Integrated Postsecondary Education Data System) definitions for credential levels (see [IPEDS Glossary](#)).

#### **Postsecondary award, certificate, or diploma (< 1 year)**

An award that requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in less than 1 academic year (2 semesters or 3 quarters), or designed for completion in less than 30 semester or trimester credit hours, or in less than 45 quarter credit hours, or in less than 900 contact or clock hours.

#### **Postsecondary award, certificate, or diploma (>= 1 year, < 2 years)**

An award that requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 1 but less than 2 full-time equivalent academic years, or designed for completion in at least 30 but less than 60 semester or trimester credit hours, or in at least 45 but less than 90 quarter credit hours, or in at least 900 but less than 1,800 contact or clock hours.

#### **Associate's Degree or Equivalent**

An award that normally requires at least 2 but less than 4 years of full-time equivalent college work.

#### **Postsecondary Award, Certificate, or Diploma (>= 2 years, < 4 years)**

An award, certificate, or diploma that requires completion of an organized program of study at the postsecondary level

(below the baccalaureate degree) in at least 2 but less than 4 full-time equivalent academic years, or designed for completion in at least 60 but less than 120 semester or trimester credit hours, or in at least 90 but less than 180 quarter credit hours, or in at least 1,800 but less than 3,600 contact or clock hours.

### **Bachelor's Degree or Equivalent**

An award (baccalaureate or equivalent degree, as determined by the Secretary, U.S. Department of Education) that normally requires at least 4 but not more than 5 years of full-time equivalent college-level work. This includes all bachelor's degrees conferred in a 5-year cooperative (work-study) program. A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experience with their college studies. Also includes bachelor's degrees in which the normal 4 years of work are completed in 3 years.

### **Postbaccalaureate Certificate**

An award that requires completion of an organized program of study beyond the bachelor's. It is designed for persons who have completed a baccalaureate degree, but does not meet the requirements of a master's degree.

NOTE: Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students.

### **Master's Degree or Equivalent**

An award that requires the successful completion of a program of study of at least the full-time equivalent of 1 but not more than 2 academic years of work beyond the bachelor's degree.

### **Post-Master's Certificate**

An award that requires completion of an organized program beyond the master's degree, but does not meet the requirements of academic degrees at the doctor's level.

### **Doctor's Degree - Professional Practice**

A doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as "First Professional" and may include Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (L.L.B. or J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic Medicine (D.O.); Pharmacy (Pharm.D.); Podiatry (D.P.M., Pod.D., D.P.); or Veterinary Medicine (D.V.M.), and others, as designated by the awarding institution.

See also guidance provided by the Association for Institutional Research (AIR) for post-baccalaureate degree classifications at <http://www3.airweb.org/images/new%20post-baccalaureate%20degree%20classifications.pdf>.

### **Doctor's Degree - Research/Scholarship**

A Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree may include Ed.D., D.M.A., D.B.A., D.Sc., D.A., or D.M, and others, as designated by the awarding institution.

### **Doctor's Degree - Other**

A doctor's degree that does not meet the definition of a "doctor's degree - research/scholarship" or a "doctor's degree - professional practice."

## **Part 2. Completers - Screening Questions**

### **Part 2. Completers - Screening Question a**

## **Does your institution have undergraduate programs? (Yes/No)**

Selecting Yes will open up the appropriate data entry fields on the screens to submit data in Part 2, Completers.

Selecting No will close up Part 2 and data entry is not required. Institutions that do not have undergraduate students are not required to submit Part 2: Completers in the IP. Institutions that started first year baccalaureate programs in 2008-09 or later should answer "no".

## **Part 2. Completers - Screening Question b**

### **Do your undergraduate programs serve only transfer students? (Yes/No)**

Selecting Yes will open up the appropriate data entry fields on the screen to submit data in Part 2, Completers.

Selecting No will close up Part 2 and data entry is not required. Institutions that serve only transfer students are not required to submit Part 2: Completers in the IP.

## **Fall 2013 Cohort**

Report the total number of students in the requested fall cohort (fall 2013). The requested cohort includes full-time, first-time degree/certificate-seeking students entering the institution in fall.

### **Include:**

Include all full-time, first-time students seeking a degree upon entering the institution either during the fall term. For institutions that do not determine degree intent upon entry, this should include any students whose intent was not known. Include students enrolled in the fall term who attended college for the first time in the prior summer term and students who entered with advanced standing (college credits earned before graduating from high school).

Students must be enrolled in courses creditable toward a degree, diploma, certificate, or other formal award. Include students enrolled in courses that are part of a vocational or occupational program, INCLUDING those enrolled in off-campus centers and those enrolled in distance learning/home study programs.

Be sure to include full-time students taking remedial courses if the student is considered degree-seeking for the purpose of student financial aid determination. This includes students who:

- Received any type of federal financial aid, regardless of what courses they took at any time
- Received any state or locally based financial aid with an eligibility requirement that the student be enrolled in a degree, certificate, or transfer-seeking program
- Obtained a student visa to study at a U.S. postsecondary institution

A student who is designated as a member of the cohort remains in the cohort, even if the student:

- Becomes a part-time student
- Transfers to another institution
- Drops out of the institution
- Stops out of the institution
- Has not fulfilled the institution's requirements to receive a degree or certificate

### **Exclude:**

- Enrolled exclusively in courses not creditable toward a formal award or the completion of a vocational program (i.e., non-degree/certificate-seeking students)
- Exclusively taking CEUs
- Exclusively auditing classes
- Enrolled part-time
- Transfers into the institution
- Foreign students who are only taking coursework at a host institution (e.g., an American institution overseas), if these students are not enrolled at a U.S. institution

## **Completers Within 150% of Normal Time to Completion**

Report the number of students in the cohort that completed their program of study or graduated within 150% of normal time to completion.

For most two year academic programs with a normal completion time of two years, 150% is three years from when the cohort started.

## **Total Transfers Out**

Report the number of students in the cohort that left the reporting institution and enrolled at another institution.

This field is optional.

### **Still Enrolled**

Report the total number of students in the cohort that are still enrolled at the institution.

### **Fall 2012 Cohort**

Report the total number of students in the requested fall cohort (fall 2012). The requested cohort includes full-time, first-time degree/certificate-seeking students entering the institution in fall.

Include:

Include all full-time, first-time students seeking a degree upon entering the institution either during the fall term. For institutions that do not determine degree intent upon entry, this should include any students whose intent was not known. Include students enrolled in the fall term who attended college for the first time in the prior summer term and students who entered with advanced standing (college credits earned before graduating from high school).

Students must be enrolled in courses creditable toward a degree, diploma, certificate, or other formal award. Include students enrolled in courses that are part of a vocational or occupational program, INCLUDING those enrolled in off-campus centers and those enrolled in distance learning/home study programs.

Be sure to include full-time students taking remedial courses if the student is considered degree-seeking for the purpose of student financial aid determination. This includes students who:

- Received any type of federal financial aid, regardless of what courses they took at any time
- Received any state or locally based financial aid with an eligibility requirement that the student be enrolled in a degree, certificate, or transfer-seeking program
- Obtained a student visa to study at a U.S. postsecondary institution

A student who is designated as a member of the cohort remains in the cohort, even if the student:

- Becomes a part-time student
- Transfers to another institution
- Drops out of the institution
- Stops out of the institution
- Has not fulfilled the institution's requirements to receive a degree or certificate

Exclude:

- Enrolled exclusively in courses not creditable toward a formal award or the completion of a vocational program (i.e., non-degree/certificate-seeking students)
- Exclusively taking CEUs
- Exclusively auditing classes
- Enrolled part-time
- Transfers into the institution
- Foreign students who are only taking coursework at a host institution (e.g., an American institution overseas), if these students are not enrolled at a U.S. institution

### **Completers Within 200% of Normal Time to Completion**

Report the number of students in the cohort that completed their program of study or graduated within 200% of normal time to completion.

For most two year academic programs with a normal completion time of two years, 200% is four years from when the cohort started.

### **Total Transfers Out**

Report the number of students in the cohort that left the reporting institution and enrolled at another institution.

This field is optional.

### **Still Enrolled**

Report the total number of students in the cohort that are still enrolled at the institution.

## Fall 2010 Cohort

Report the total number of students in the requested fall cohort (fall 2010). The requested cohort includes full-time, first-time degree/certificate-seeking students entering the institution in fall.

Four year institutions that offer 5 year or longer programs should include in the cohort the students who received full credit through 2015-16 (i.e. include all the students who entered the 5-year program in fall 2010 and reflect their status as of the end of the 2015-16 academic year).

Include:

Include all full-time, first-time students seeking a degree upon entering the institution either during the fall term. For institutions that do not determine degree intent upon entry, this should include any students whose intent was not known. Include students enrolled in the fall term who attended college for the first time in the prior summer term and students who entered with advanced standing (college credits earned before graduating from high school).

Students must be enrolled in courses creditable toward a degree, diploma, certificate, or other formal award. Include students enrolled in courses that are part of a vocational or occupational program, INCLUDING those enrolled in off-campus centers and those enrolled in distance learning/home study programs.

Be sure to include full-time students taking remedial courses if the student is considered degree-seeking for the purpose of student financial aid determination. This includes students who:

- Received any type of federal financial aid, regardless of what courses they took at any time
- Received any state or locally based financial aid with an eligibility requirement that the student be enrolled in a degree, certificate, or transfer-seeking program
- Obtained a student visa to study at a U.S. postsecondary institution

A student who is designated as a member of the cohort remains in the cohort, even if the student:

- Becomes a part-time student
- Transfers to another institution
- Drops out of the institution
- Stops out of the institution
- Has not fulfilled the institution's requirements to receive a degree or certificate

Exclude:

- Enrolled exclusively in courses not creditable toward a formal award or the completion of a vocational program (i.e., non-degree/certificate-seeking students)
- Exclusively taking CEUs
- Exclusively auditing classes
- Enrolled part-time
- Transfers into the institution
- Foreign students who are only taking coursework at a host institution (e.g., an American institution overseas), if these students are not enrolled at a U.S. institution

## Completers Within 150% of Normal Time to Completion

Report the number of students in the cohort that completed their program of study or graduated within 150% of normal time to completion.

For most four year degree programs with a normal completion time of four years, 150% is six years from when the cohort started.

Do not include students who initially entered in an Associate's programs (they should be included in the "Completers of Programs < or = 2 years").

Do not include students who transferred into your institution. Institutions that have only transfer programs should change their answer to Yes to the screening question in the middle of the screen if you did not select Yes at the screening questions page when launching the IP.

Four-year institutions that offer 5-year or longer programs should include in the 2008 cohort the students for these programs who received full credit through 2013-14 (i.e., Include all the students who entered the 5-year program in fall 2008 and reflect their status as of the end of the 2013-14 academic year).

## Total Transfers Out

Report the number of students in the cohort that left the reporting institution and enrolled at another institution.

This field is optional.

### **Still Enrolled**

Report the total number of students in the cohort that are still enrolled at the institution.

### **Fall 2008 Cohort**

Report the total number of students in the requested fall cohort (fall 2008). The requested cohort includes full-time, first-time degree/certificate-seeking students entering the institution in fall.

Four year institutions that offer 5 year or longer programs should include in the cohort the students who received full credit through 2015-16 (i.e. include all the students who entered the 5-year program in fall 2010 and reflect their status as of the end of the 2015-16 academic year).

Include:

Include all full-time, first-time students seeking a degree upon entering the institution either during the fall term. For institutions that do not determine degree intent upon entry, this should include any students whose intent was not known. Include students enrolled in the fall term who attended college for the first time in the prior summer term and students who entered with advanced standing (college credits earned before graduating from high school).

Students must be enrolled in courses creditable toward a degree, diploma, certificate, or other formal award. Include students enrolled in courses that are part of a vocational or occupational program, INCLUDING those enrolled in off-campus centers and those enrolled in distance learning/home study programs.

Be sure to include full-time students taking remedial courses if the student is considered degree-seeking for the purpose of student financial aid determination. This includes students who:

- Received any type of federal financial aid, regardless of what courses they took at any time
- Received any state or locally based financial aid with an eligibility requirement that the student be enrolled in a degree, certificate, or transfer-seeking program
- Obtained a student visa to study at a U.S. postsecondary institution

A student who is designated as a member of the cohort remains in the cohort, even if the student:

- Becomes a part-time student
- Transfers to another institution
- Drops out of the institution
- Stops out of the institution
- Has not fulfilled the institution's requirements to receive a degree or certificate

Exclude:

- Enrolled exclusively in courses not creditable toward a formal award or the completion of a vocational program (i.e., non-degree/certificate-seeking students)
- Exclusively taking CEUs
- Exclusively auditing classes
- Enrolled part-time
- Transfers into the institution
- Foreign students who are only taking coursework at a host institution (e.g., an American institution overseas), if these students are not enrolled at a U.S. institution

### **Completers Within 200% of Normal Time to Completion**

Report the number of students in the cohort that completed their program of study or graduated within 200% of normal time to completion.

For most four year degree programs with a normal completion time of four years, 200% is eight years from when the cohort started.

Do not include students who initially entered in an Associate's programs (they should be included in the "Completers of Programs < or = 2 years").

Do not include students who transferred into your institution. Institutions that have only transfer programs should change their answer to Yes to the screening question in the middle of the screen if you did not select Yes at the screening questions page when launching the IP.

Four-year institutions that offer 5-year or longer programs should include in the 2008 cohort the students for these programs who received full credit through 2013-14 (i.e., Include all the students who entered the 5-year program in fall 2008 and reflect their status as of the end of the 2013-14 academic year).

**Total Transfers Out**

Report the number of students in the cohort that left the reporting institution and enrolled at another institution.

This field is optional.

**Still Enrolled**

Report the total number of students in the cohort that are still enrolled at the institution.

**Middle States Commission on Higher Education  
Institutional Profile 2016-17**

[0517] Lafayette College

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## D. Enrollment (Unduplicated)

### Part 1. Fall Credit Enrollment

	Data on File (fall 2015)		IP Data (fall 2016)	
	Undergraduate	Graduate	Undergraduate	Graduate
Total credit hours of all part-time students	210	0	218	0
Minimum credit load to be considered a full time student per semester	16	0	16	0
Full-Time Head Count	2491	0	2505	0
Part-Time Head Count	42	0	45	0
Adjusted Enrollment	2504	0	2519	0

### Part 2. Matriculation

	Data on File (fall 2015)	IP Data (fall 2016)
Matriculated (degree-seeking) Students	2505	2518
Non-Matriculated Students	28	32
Total	2533	2550

### 3. Dual Enrollment Courses for High School Students

	IP Data (fall 2016)
During the fall semester, did any high school students take courses for college credit through your institution?	No

### 4. Non-Credit Enrollment (Prior Year)

	Data on File (2014-15)	IP Data (July 1, 2015 - June 30, 2016)
Non-Credit Graduate Level Courses	0	0
Non-Credit Undergraduate Level Courses	0	0
Non-Credit Avocational Continuing Education	0	0

### Notes

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## Instructions

### Part 1. Fall Credit Enrollment

The Fall Credit Enrollment component collects headcount by enrollment status for the most recent fall semester (fall 2016). Report an unduplicated headcount of all students enrolled for credit (enrolled in instructional activity, courses or programs, that can be applied toward the requirements for a postsecondary degree, certificate or other formal award), regardless of whether or not they are seeking a degree or certificate.

Institutions operating on a traditional academic year calendar (semester, trimester, quarter, or 4-1-4) report fall enrollment as of the institution's official fall reporting date or October 15. Institutions operating on a calendar that differs by program or that enrolls students on a continuing basis (referred to as program reporters) report all enrollment as students enrolled any time during the period August 1 and October 31.

**Include** all students enrolled for credit (enrolled in instructional activity, courses or programs, that can be applied towards the requirements for a postsecondary degree, diploma, certificate, or other formal award), regardless of whether or not they are seeking a degree or certificate, including:

- Students enrolled for credit in off-campus centers
- High school students taking regular college courses for credit
- Students taking remedial courses if the student is degree-seeking for the purpose of student financial aid determination
- Students from overseas enrolled for credit at your institution (e.g., online students)
- Graduate students enrolled for thesis credits, even when zero credits are awarded, as these students are still enrolled and seeking their degree

**Exclude** students who are not enrolled for credit, including:

- Students enrolled exclusively in courses that cannot be applied towards a formal award
- Students enrolled only in ESL programs (programs comprised exclusively of ESL courses)
- Students enrolled exclusively in Continuing Education Units (CEUs)
- Students exclusively auditing classes
- Residents or interns in doctor's - professional practice programs, since they have already received their doctor's degree.
- Students enrolled in any branch campus located in a foreign country

**Summer Programs.** Students attending the Summer 2016 session to complete requirements for graduation in 2015-16 are considered to be part of the 2015-16 cohort. However, students who start in Summer 2016 courses and continue into fall 2016, are to be counted in the 2016-17 cohort. Alternatively, use your institution's normal procedures for computing an academic year (e.g., Summer 2, Fall, Spring, and Summer 1), if applicable.

### Total credit hours of all part-time students

Compute the total credit hours for the most recent fall semester (fall 2016), using the institution's official fall reporting date (or as of October 15, whichever is sooner). Report separately for both undergraduate and graduate students. If your off-campus sites have different census reporting dates from the main campus cutoff date, please report the total number of credit hours, regardless of the census date.

### Minimum credit load for a student to be considered full-time (per semester or equivalent unit).

Report the minimum number of credits that a student must take in order to be considered a full-time student at your institution (as defined by the institution).

### Full-Time Headcount

Provide an unduplicated headcount of all full-time students (as defined by the institution), reporting undergraduate and graduate levels separately.

The following definitions are guidelines provided by the [IPEDS Glossary](#):

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

Full-time Graduate: A student enrolled for 9 or more semester credits, or 9 or more quarter credits, or a student

involved in thesis or dissertation preparation that is considered full-time by the institution.

Doctor's degree - Professional practice - as defined by the institution.

If the definition of a full-time load varies by program or course of study at your institution, use the load representing the majority of your students.

Explain the difference *briefly* in the Notes; if Commission staff or evaluators need further details, you can provide a full explanation at that time.

### **Part-Time Headcount**

Provide an unduplicated headcount of all part-time students (as defined by the institution), reporting undergraduate and graduate levels separately.

The following definitions are guidelines provided by the [IPEDS Glossary](#):

Part-time Undergraduate: A student enrolled for either less than 12 semester or quarter credits, or less than 24 contact hours a week each term.

Part-time Graduate: A student enrolled for less than 9 semester or quarter credits.

### **Adjusted Enrollment**

MSCHE uses a calculation to create a full-time equivalency called Adjusted Enrollment, which appears on the Detail View of the MSCHE online Institution Directory.

$$\text{UndergraduateAdjustedEnrollment} = (\text{UndergraduatePartTimeHours} / \text{UndergraduateFullTimeHoursRequired}) + \text{UndergraduateFullTimeHeadcount}$$

## **Part 2. Matriculation**

Part 2. Matriculation collects the number of students matriculated into degree programs during the most recent fall semester (fall 2016). Report an unduplicated headcount of students that are 1) Matriculated Students, and 2) Non-Matriculated Students.

### **Matriculated (degree-seeking) Students**

Report the unduplicated headcount of all enrolled students as of fall 2016 who are matriculated into a degree program, i.e. recognized by the institution as working toward a specific degree or certificate (i.e., matriculated, degree-seeking). Include undergraduate and graduate students.

Exclude:

- Students exclusively auditing classes
- Students who receive the reporting institution's distance education programs but who receive credit from another institution through consortia or other agreements
- Students exclusively enrolled in courses that cannot be credited toward a degree or other formal award (i.e., non-academic, recreational, avocational [leisure], continuing education, workforce development, high school equivalency, or other similar certificates).
- Students at a reporting institution located abroad, who are study-abroad students from another U.S. institution, when those students will not receive their degrees from the reporting institution.
- Students who are matriculated but who are on leave and not actively pursuing a degree/diploma (i.e., not utilizing the institution's faculty, staff, or facilities)

### **Non-Matriculated Students**

Report an unduplicated number of students who are not matriculated (not seeking a specific degree or credential) but who are enrolled in courses for which credit is awarded. Include undergraduate and graduate students, full-time and part-time students.

## **Part 3. Dual Enrollment Courses for High School Students**

Part 3 Dual Enrollment Courses for High School Students collects data on high school students earning college credits for courses taken through a postsecondary institution. Different institutions have different names for dual enrollment, such as "dual credit," "concurrent enrollment," or "joint enrollment." For purposes of the IP, include all high school students who took college courses *within* a dual enrollment program and those who took courses on their own, *outside* of any organized program. The reporting period is the most recent fall semester (fall 2016).

### **Number of High School Students**

Report an unduplicated headcount of high students that took courses for college credit through your institution for the most recent fall semester (fall 2016).

Credit for courses may be earned at both the high school and college level simultaneously or only at the college level. Credit may be earned immediately or upon enrollment at your institution after high school graduation.

Courses may be taught on a college campus, on a high school campus, at some other location, or through distance education.

Do not include information about summer bridge programs for students who had already graduated from high school.

### **Part 4. Non-Credit Enrollment**

Part 4 Non-Credit Enrollment collects data on the number of students enrolled in non-credit, continuing education, and avocational courses (i.e., courses that cannot be counted toward a degree). The reporting period is the entire prior academic year (July 1, 2015 - June 30, 2016). If you use a different calendar, use your institution's normal procedures for computing an academic year.

Count students without regard to whether they also enrolled in for-credit courses, and count them once if they enroll in more than one non-credit course. If a non-credit student takes a vocational course and an avocational course, count that student once under vocational.

For situations when the student is taking both noncredit and credit courses at the same time: Count the number of students enrolled in noncredit courses, that are not part of any formal curricula or degree program. You should NOT include audited courses that are part of a degree program. Realizing that not all student information systems track or code data the same way, rely on the course and whether it is a noncredit offering or a credit offering as defined by the institution.

Exclude:

- Students exclusively auditing classes that are part of a degree program.
- Students who receive the reporting institution's distance learning programs but who receive credit from another institution through consortia or other agreements.
- Students who are completing requirements for a class taken in a prior semester, who pay a basic registration fee for tracking purposes but who are not independently taking a scheduled non-credit course.
- Matriculated students who are required to take a particular non-credit course in order to graduate but who are not independently taking that scheduled non-credit course.

### **Non-Credit Graduate Level Courses**

Report the unduplicated number of students taking non-credit graduate level courses.

### **Non-Credit Undergraduate Level Courses**

Report an unduplicated headcount for students taking non-credit undergraduate courses or continuing education courses for which certificates of completion may or may not be provided (including ESL, remedial, or career-related skills and knowledge for vocations). Include any pre-college students, because they also have an impact on the institution's physical, fiscal, and human resources.

If your institution has no system for separating enrollment in continuing education versus avocational courses, report all such enrollment as continuing education, and explain in the Notes section.

### **Non-Credit Avocational Continuing Education**

Report an unduplicated headcount for students taking avocational (self-improvement/leisure) courses.

Avocational programs are defined in the IPEDS Glossary as instructional programs in personal interest and leisure categories whose expressed intent is not to produce postsecondary credits, nor to lead to a formal award or an academic degree, nor result in occupationally specific skills.

# Middle States Commission on Higher Education Institutional Profile 2016-17

[0517] Lafayette College

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## E. Distance and Correspondence Education

Distance education means education that uses one or more technologies to deliver instructions to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor. See the Instructions for a full explanation.

### Part 1. Distance Education

Part 1 Distance Education collects data on the number of courses, students, and programs offered via distance education. Please see the instructions and help sections for definitions.

	Data on File (2014-15)	IP Data (July 1, 2015 - June 30, 2016)
<b>Part 1. Distance Education - Screening Question</b>		
Did your institution, in the most recent prior year (July 1, 2015 - June 30, 2016), offer distance education courses, as defined in the Instructions?	No	No

### Part 2. Correspondence Education

Correspondence education means: (1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor; (2) Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student; (3) Correspondence courses are typically self-paced; and (4) Correspondence education is not Distance education.

**Substantive change (prior approval) is required to offer Correspondence Education Programs. Please see the [Substantive Change policy](#) and accompanying [Substantive Change Procedures](#) posted on the Commission's website. You may also email [sc@msche.org](mailto:sc@msche.org) or your staff liaison with questions.**

	Data on File (2014-15)	IP Data (July 1, 2015 - June 30, 2016)
<b>Part 2. Correspondence Education - Screening Question</b>		
Did your institution, in the most recent prior year (July 1, 2015 - June 30, 2016), offer Correspondence education courses, as defined in the Instructions?	No	No

## Notes

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## Instructions

### Part 1. Distance Education

MSCHE uses the federal definition of distance education\*. \*Federal definitions can be found at [https://www2.ed.gov/admins/finaid/accred/accreditation\\_pg12.html](https://www2.ed.gov/admins/finaid/accred/accreditation_pg12.html).

**Distance education** means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support **regular and substantive interaction** between the students and the instructor, either synchronously or asynchronously. The technologies may include: (1) The Internet; (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; (3) Audioconferencing; or (4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed above.

A distance education course is a course in which the instructional content is delivered exclusively via distance education. Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education.

### Part 1. Distance Education - Screening Question

Indicate whether your institution, in the most recent prior year, offered courses for credit using distance education.

If a course was offered but no students enrolled, change your answer to "No" on this page and continue to Part 2: Correspondence Education.

### Distance Education Headcount

Report the **unduplicated headcount** of all students in the most recent *prior year* (July 1, 2015 - June 30, 2016) who took distance education courses for credit by your institution. Report the number of distance education courses only when instructional content is delivered *exclusively* via distance education (offered in its entirety through distance education). Do not include "hybrid" or "mixed delivery" courses. The Commission does not require prior approval to offer distance education *courses*.

Exclude: Students who drop out during the drop/add period.

### Distance Education Registrations

Report the **total number of registrations** in the most recent *prior year* (July 1, 2015 - June 30, 2016) who took distance education courses for credit by your institution. "Registrations" refers to the sum of "seats" filled. Therefore, registrations may be duplicated if a student enrolls in more than one course.

Exclude: Students who drop out during the drop/add period.

### Number of Distance Education Programs

Report the number of degree or certificate programs offered during the prior year (July 1, 2015 - June 30, 2016) for which students could meet 50% or more of the requirements of an educational program by taking distance education courses.

According to federal regulations, the Commission requires prior approval to offer programs that include 50% or more of the delivery of instruction through the use of information technologies. The institution should submit a substantive change request for Alternative Delivery Method for the first two distance education programs. See the MSCHE [Substantive Change Policy](#) and accompanying [Substantive Change Procedures](#) for more information about submitting substantive change requests. You may also email [sc@msche.org](mailto:sc@msche.org).

### Part 2. Correspondence Education

MSCHE uses the federal definition for correspondence education. Federal definitions can be found at [https://www2.ed.gov/admins/finaid/accred/accreditation\\_pg12.html](https://www2.ed.gov/admins/finaid/accred/accreditation_pg12.html).

**Correspondence education** means: (1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor; (2) Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student; (3) Correspondence courses are typically self-paced; and (4) Correspondence education is not distance education.

## Part 2. Correspondence Education - Screening Question

Indicate whether your institution, in the most recent prior year (July 1, 2015 - June 30, 2016), offered courses for credit using correspondence education.

If a course was offered but no students enrolled, change your answer to "No" on this page.

### Correspondence Education Headcount

Report the **unduplicated headcount** of all students in the most recent prior year who took correspondence courses for credit by your institution.

Report the number of correspondence education courses only when instructional content is delivered *exclusively* via correspondence (offered in its entirety through correspondence education). Do not include "hybrid" or "mixed delivery" courses. The Commission does not require prior approval to offer correspondence education *courses*.

### Correspondence Education Total Registrations

Report the **total number of registrations** in the most recent prior year (July 1, 2015 - June 30, 2016) who took correspondence courses for credit by your institution. "Registrations" refers to the sum of "seats" filled. Therefore, registrations may be duplicated if a student enrolls in more than one course.

Exclude: Students who drop out during the drop/add period.

### Number of Correspondence Education Programs

Report the number of degree or certificate programs offered during the prior year (July 1, 2015 - June 30, 2016) for which students could meet 50% or more of the requirements of an educational program by taking correspondence education courses.

According to federal regulations, the Commission requires prior approval to offer programs that include 50% or more of the delivery of instruction through the use of correspondence education. The institution should submit a substantive change request for Alternative Delivery Method for the first two correspondence education programs. See the MSCHE [Substantive Change Policy](#) and accompanying [Substantive Change Procedures](#) for more information about submitting substantive change requests. You may also email [sc@msche.org](mailto:sc@msche.org).

# Middle States Commission on Higher Education Institutional Profile 2016-17

[0517] Lafayette College

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## F. Other Regional, National, and Specialized Accreditation

### Accreditors Recognized by the U.S. Department of Education

In the column on the right, check the box next to the name of the U.S.D.E. recognized accreditors that currently accredit your institution or its programs. Include accreditors for which your institution is a candidate for accreditation (provide a note in the Notes section indicating that you are a candidate for a particular accreditor).

The list of U.S.D.E recognized accrediting organizations your institution reported last year are shown in the left column labeled "Data on File". The items you selected last year are not automatically pre-populated to the current "IP Data" column for the current reporting year. You must make check box selections each year.

It is not necessary to report the Middle States Commission on Higher Education, and it is excluded from this list.

#### Data on File (2015-16)

##### Accreditors Recognized by U.S. Secretary of Education

none

#### IP Data (2016-17)

##### Accreditors Recognized by U.S. Secretary of Education

none

### Notes

Information in the Notes section does not constitute formal notice to the Commission. It is explanatory and contextual for any evaluator or other person reading the Institutional Profile. **Please do not exceed 500 characters.**

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## **Instructions**

### **Accreditors Recognized by the U.S. Department of Education (U.S.D.E.)**

To view the complete federal list of U.S.D.E. recognized accreditors, go to: [http://www2.ed.gov/admins/finaid/accred/accreditation\\_pg6.html#NationallyRecognized](http://www2.ed.gov/admins/finaid/accred/accreditation_pg6.html#NationallyRecognized) and [http://www2.ed.gov/admins/finaid/accred/accreditation\\_pg7.html](http://www2.ed.gov/admins/finaid/accred/accreditation_pg7.html). This list contains regional, specialized and programmatic accrediting agencies that are recognized by the U.S. Secretary of Education. If you do not see an accreditor, please double check the federal list and make sure the agency has not changed its name. If the agency has changed its name, but the old name is listed, please check the old name. When the U.S. Department of Education updates the list, it will be updated in the MSCHE system.

### **Notes**

Please use the space in the Notes section to inform MSCHE of any change in (probationary status) or removal of accreditation by any other external accrediting body. MSCHE staff will contact you for more information.

# Middle States Commission on Higher Education Institutional Profile 2016-17

[0517] Lafayette College

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## G. Instructional Staff

Report an unduplicated headcount of full-time and part-time instructional personnel employed by your institution as of fall 2016.

Please see the full instructions for more information about inclusions and exclusions.

	Data on File (fall 2015)		IP Data (fall 2016)	
	Full-Time Headcount	Part-Time Headcount	Full-Time Headcount	Part-Time Headcount
Total Faculty	234	48	237	46

## Notes

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## Instructions

### Instructional Staff

An occupational category that is comprised of staff who are either: 1) Primarily Instruction or 2) Instruction combined with research and/or public service. The intent of the Instructional Staff category is to include all individuals whose primary occupation includes instruction at the institution.

#### Include:

- Adjunct professors. Count adjunct professors and visiting professors as part-time, unless you have a specific category for full-time adjunct or visiting professors. Adjunct faculty are defined by IPEDS as non-tenure-track positions where one has a temporary or auxiliary capacity to teach specific courses on a course-by-course basis. An adjunct who serves only one semester should be counted as a whole (not one-half) part-time assignment.
- Medical School Faculty. Include those faculty members who may be exclusively involved in clinical and pre-clinical instruction at the primary reporting location and at satellite or other locations where students rotate. Indicate in the Notes section the number of faculty with this role. Again, the purpose is to consider the likely instructional impact on the enrolled students.
- Instructors. Include those personnel who may have the title of instructor but who are not student assistants, adjunct professors, and lecturers.

For the purpose of this survey, it is of no consequence whether instructional personnel are financially compensated or not.

#### Exclude:

- Professional staff, such as librarians, administrators, researchers, and others if they do not have faculty status at your institution, or if they have faculty status but do not teach as their primary activity (Note: Instructional librarians with faculty status who teach credit-bearing courses would be included.)
- Faculty who teach only non-credit courses
- Students (typically graduate students) having such titles as teaching assistant, teaching fellow, or research assistant.

#### Full-time

Report the unduplicated number of full time instructional staff. Full-time personnel are either available for full-time assignment during the period being reviewed or are designated as "full time" in an official contract or appointment. Normally, employees who work approximately 40 hours per week for a full academic year are considered full-time. Individuals on sabbatical should be counted as full-time if their status was full-time prior to their leave.

#### Part-time

Report the unduplicated number of part-time instructional staff. Faculty who teach only one semester or term are part-time, because the basis of measurement is a full academic year.

# Middle States Commission on Higher Education Institutional Profile 2016-17

[0517] Lafayette College

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## H. Other Geographical Locations

Report all study abroad sites. Verify existing data and add new countries that are considered study abroad sites for the current reporting period (July 1, 2016 - June 30, 2017). If your semesters abroad run into the next reporting year (i.e. summer programs that start in June but run through August for example), include them in the current reporting year. Use the start of the semester as the date for inclusion in the current reporting timeframe.

This section is only required if your institution's Self-Study Visit is scheduled for 2017-18 or 2018-19.

Note:

Your institution's next Self-Study Visit is scheduled for 2018-19.

### H-1. Study Abroad

	Data on File (2015-16)	IP Data (July 1, 2016 - June 30, 2017)
Country		Costa Rica
Number of Sites		1
Total Students at All Sites		9
Country	Germany	Germany
Number of Sites	0	1
Total Students at All Sites	0	16
Country		Spain
Number of Sites		1
Total Students at All Sites		21
Country		United Kingdom
Number of Sites		1
Total Students at All Sites		6

### Notes

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## Instructions

This section is required ONLY if your self-study visit is scheduled for 2017-18 or 2018-19.

### Definition of Study Abroad

Study Abroad programs may be sponsored or co-sponsored by your institution. Report only sites where your institution has "ownership" over the curriculum (i.e. determines what will or will not be taught) and where your institution specifically approves which faculty members will or will not teach.

Contracts for programs where the reporting institution has an arm's length contractual relationship with the study abroad operators (i.e. without veto power over curriculum components and individual faculty) will be treated as if they are equivalent to articulation agreements for the purposes of the IP. They should not be reported here, but should be included, when appropriate, in your institution's self-study report.

A Study Abroad site, for purposes of the IP, is for U.S. students traveling to that country. A geographic location of the institution that is located in a different country is primarily for the benefit of local students (regardless of nationality, including U.S. nationals) living in that country. A site should not be reported as study abroad if it is already listed as a branch campus, additional location, or other instructional site.

Include only those students who are enrolled in study abroad programs **for which academic credit will be awarded by your institution.**

### Exclusions:

- Do not count students from other institutions enrolled at your site *if your institution does not award the credit*, regardless of whether or not your institution provides the faculty and other services.
- Do not count individualized or group programs for students who may visit one or more sites in a given semester or over the course of study (i.e., not resident at the same site for an entire semester or equivalent period).
- Do not count exchange programs.
- Do not count international branch campuses, additional locations, or other instructional sites.
- If a country has no students enrolled, or if none are expected to enroll in the program(s) during this reporting period, delete it, even though there were students in a prior year and the institution still has contractual obligations with an affiliated provider or maintains its own physical plant in that location. Do not report sites that are permanently closed.

# Middle States Commission on Higher Education Institutional Profile 2016-17

[0517] Lafayette College

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## H. Other Geographical Locations

Verify existing data and provide missing information for all geographical locations that are considered branch campuses for the current reporting period (July 1, 2016 - June 20, 2017).

Your institution's Title IV funding could be in jeopardy if the address provided to MSCHE is not identical to the one provided to the federal government for Title IV purposes.

**Substantive change (prior approval) is required to add, close, relocate or reclassify Branch Campuses. Please see the [Substantive Change](#) policy and accompanying [Substantive Change Procedures](#) posted on the Commission's website. You may also email [sc@msche.org](mailto:sc@msche.org) or your staff liaison with questions.**

### H-2. Branch Campuses

#### Data on File (2015-16)

No Branch Campuses.

#### IP Data (2016-17)

No Branch Campuses.

## Instructions

### Definition of Branch Campus

The Commission defines a branch campus as a domestic or international location of an institution that is geographically apart, independent of the primary/main campus of the institution. The branch campus is considered independent of the main campus if it is permanent in nature; offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

Branch campuses are not considered to be temporary, but they may be rented or made available to the institution at no cost by another institution, organization, agency, or firm. The branch may be organized and managed by the institution itself or by contractual agreement with a third party.

A site listed as a "branch campus" may not be listed as an "additional location" or an "other instructional site."

*The Commission's definition of a branch campus may not be the same definition the institution uses for state reporting purposes.*

**Substantive Change.** If a site is currently approved as a "branch campus", a substantive change request must be submitted to the Commission in order to close, relocate (change of address), or reclassify a branch campus to an additional location or other instructional site. Please see the [Substantive Change policy](#) and accompanying [Substantive Change Procedures](#) for more information about submitting a substantive change request. You may also contact [sc@msche.org](mailto:sc@msche.org) or your staff liaison with questions.

The Commission will make typographic, grammatical, or other changes required by the U.S. Postal Service upon request by the institution (with documentation). Please email [support@msche.org](mailto:support@msche.org) to request a typographical change.

### Verify IPEDS ID Number

Verify the IPEDS number as displayed in the grid.

If the IPEDS number is incorrect or missing, please contact [support@msche.org](mailto:support@msche.org) to correct/update it.

### Verify OPE ID Number

Verify the OPE ID number for the site/location as displayed in the grid. The OPE ID number is an identification number used by the U.S. Department of Education Office of Postsecondary Education (OPE) to identify schools that have Program Participation Agreements (PPA) so that their students are eligible to participate in Federal Student Financial Assistance programs under Title IV regulations. The OPE ID number is a six-digit number followed by a two-digit suffix used to identify branches, additional locations and other entities that are part of the eligible institution.

If the OPE ID number is missing or incorrect, please contact [support@msche.org](mailto:support@msche.org) to update/correct it.

### Branch Campus Open Date

As part of the substantive change process, the institution must inform the Commission of the date a newly approved site opened (open date) within 30 days of when instruction ceased. Please enter the date that instruction commenced at this site in the field provided. If a date cannot be identified or the institution has decided not to open the site, please contact Substantive Change staff at [sc@msche.org](mailto:sc@msche.org).

### Branch Campus Closed Date

As part of the substantive change process, the institution must inform the Commission of the date the site closed (close date) within 30 days of when instruction ceased. Please enter the date that instruction ceased at this site in the field provided. If a date cannot be identified or the institution has decided not to close the site, please contact Substantive Change staff at [sc@msche.org](mailto:sc@msche.org).

### Verify Branch Campus Address

Verify the complete address for each branch campus. Your institution's Title IV funding could be in jeopardy if the address provided to MSCHE is not identical to the one provided to the federal government for Title IV purposes.

Substantive change is required to add, close, relocate (change of address), or reclassify a branch campus (into an additional location or other instructional site). Please see the [Substantive Change Policy](#) and the accompanying

[Substantive Change Procedures](#) for information about the substantive change process. You may also contact [sc@msche.org](mailto:sc@msche.org) or your staff liaison with questions.

The Commission will make typographic, grammatical, or other changes required by the U.S. Postal Service. Please email [support@msche.org](mailto:support@msche.org) to request a typographical change.

### Branch Campus Telephone

Review and update the phone number for this branch campus, if necessary.

Locations Outside of the United States. Please provide the telephone number in International Number Format. Numbers in International Format should only contain the digits 0123456789. There should be no spaces or punctuation. Numbers must start with the country code. Do not include the international dialing prefix.

### Branch Campus Status

Indicate the status of the branch campus during the reporting period (the current year which is defined as July 1, 2016 - June 30, 2017).

Institutions may select the following status(es) to report the level of activity at the site each year in the IP:

**Active** means there was instructional activity/student enrollment at the site during the reporting period and the institution can report enrollment. You must enter enrollment and the number of programs offered at each credential level at the branch campus.

Partial year reporting. If an approved location opens or begins enrolling students in the middle of the reporting period, mark the location **Active** and report the partial-year enrollment. In the **Notes** field at the bottom of the screen, report that activity is partial and include the date the activity began.

**Inactive** means there was no instructional activity/student enrollment at the site during the reporting period although the institution maintains operations/contractual arrangements and may use the site in the future. The purpose of designating a site as inactive is to avoid the necessity of submitting a substantive change request to close the site (and submitting a subsequent substantive change request to reinstate it at a later time).

However, a site should not remain inactive for an excessive amount of time. After four years of inactivity, please review the institutional plans for the site and if applicable, proceed with a substantive change request to close the site permanently. Please note the distinction between inactive and closed sites. Marking the status as inactive means does not close the site, and the site will continue to appear in the IP and the SAS. Selecting inactive will automatically report the enrollment as 0.

The following statuses are used by the Commission:

**Approved-Not Yet Active (ANYA)** means the site was recently approved through the substantive change process, but the Commission is missing key data points or has not been informed that the site has officially opened (instruction has commenced). As indicated in the substantive change action letter sent to the institution, the institution must notify the Commission when the site has officially opened (send an email to [sc@msche.org](mailto:sc@msche.org) with the open date). Upon notification, staff will update the status from ANYA to "Active".

**Approved-Not Yet Closed (ANYC)** means that the site was recently approved to close through the substantive change process, but the Commission is missing key data points or has not been informed of the date that the site officially closed. As indicated in the substantive change action letter sent to the institution, the institution must notify the Commission when the site has officially closed (send an email to [sc@msche.org](mailto:sc@msche.org) with the closed date). Upon notification, staff will update the status from ANYC to "Closed." Once a site is closed, it will not appear in the IP as a branch campus.

**Closed** means the site has officially been closed by the institution and the institution has no plans to use the site. To close a site, a substantive change request is required. Please see the [Substantive Change Policy](#) and accompanying [Substantive Change Procedures](#) for more information. Noting that a site is closed in the Notes field will NOT reflect that it is permanently closed in the MSCHÉ database and the site will continue to appear in the IP and on the Statement of Accreditation Status (SAS) until you have successfully completed the substantive change process. Once a site is closed, it is no longer visible in the IP or SAS and a substantive change request is required to reinstate or open it again at a later time.

### Number of Programs by Credential Level

Report the number of academic programs offered at the site during the reporting period which may be completed at



the site over time. Include all credit bearing academic programs but exclude avocational/leisure courses. For each Additional Location, click "Modify" and indicate the number of programs the institution offers at the site for each of the credential levels.

IPEDS defines a program as "A combination of courses and related activities organized for the attainment of broad educational objectives as described by the institution."

This question does not refer to the number of *degrees awarded* at each Branch Campus by the institution. Instead, it applies to the the number of academic programs offered at this particular site. The credential levels offered at all geographic locations must be included within the existing scope of the institution's accreditation. That is, you cannot offer credential levels at any site if that credential level is not already approved within the scope of your accreditation. See Section A: General Information, Approved Credential Levels or the Statement of Accreditation Status (SAS) to see which credential levels are currently approved by the Commission.

#### **Postsecondary award, certificate, or diploma (< 1 year)**

An award that requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in less than 1 academic year (2 semesters or 3 quarters), or designed for completion in less than 30 semester or trimester credit hours, or in less than 45 quarter credit hours, or in less than 900 contact or clock hours.

#### **Postsecondary award, certificate, or diploma (>= 1 year, < 2 years)**

An award that requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 1 but less than 2 full-time equivalent academic years , or designed for completion in at least 30 but less than 60 semester or trimester credit hours, or in at least 45 but less than 90 quarter credit hours, or in at least 900 but less than 1,800 contact or clock hours.

#### **Associate's Degree or Equivalent**

An award that normally requires at least 2 but less than 4 years of full-time equivalent college work.

#### **Postsecondary Award, Certificate, or Diploma (>=2 years, < 4 years)**

An award, certificate, or diploma that requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 2 but less than 4 full-time equivalent academic years, or designed for completion in at least 60 but less than 120 semester or trimester credit hours, or in at least 90 but less than 180 quarter credit hours, or in at least 1,800 but less than 3,600 contact or clock hours.

#### **Bachelor's Degree or Equivalent**

An award (baccalaureate or equivalent degree, as determined by the Secretary, U.S. Department of Education) that normally requires at least 4 but not more than 5 years of full-time equivalent college-level work. This includes all bachelor's degrees conferred in a 5-year cooperative (work-study) program. A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experience with their college studies. Also includes bachelor's degrees in which the normal 4 years of work are completed in 3 years.

#### **Postbaccalaureate Certificate**

An award that requires completion of an organized program of study beyond the bachelor's. It is designed for persons who have completed a baccalaureate degree, but does not meet the requirements of a master's degree.

NOTE: Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students.

#### **Master's Degree or Equivalent**

An award that requires the successful completion of a program of study of at least the full-time equivalent of 1 but not more than 2 academic years of work beyond the bachelor's degree. Some of these degrees, such as those in Theology

(M.Div., M.H.L./Rav) that were formerly classified as "first-professional", may require more than two full-time equivalent academic years of work.

### **Post-Master's Certificate**

An award that requires completion of an organized program beyond the master's degree, but does not meet the requirements of academic degrees at the doctor's level.

### **Doctor's Degree - Professional Practice**

A doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as "First Professional" and may include Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (L.L.B. or J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic Medicine (D.O.); Pharmacy (Pharm.D.); Podiatry (D.P.M., Pod.D., D.P.); or Veterinary Medicine (D.V.M.), and others, as designated by the awarding institution.

### **Doctor's Degree - Research/Scholarship**

A Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree may include Ed.D., D.M.A., D.B.A., D.Sc., D.A., or D.M., and others, as designated by the awarding institution.

### **Doctor's Degree - Other**

A doctor's degree that does not meet the definition of a "doctor's degree - research/scholarship" or a "doctor's degree - professional practice."

### **Full-Time Headcount, Graduate**

Provide an unduplicated headcount of all full-time students attending graduate level courses at the branch campus, whether or not those students are matriculated in a specific degree or certificate program. The headcount at various branches may be duplicated if students attend multiple branches.

The following definitions are guidelines provided by the [IPEDS Glossary](#): Full-time Graduate: A student enrolled for 9 or more semester credits, or 9 or more quarter credits, or a student involved in thesis or dissertation preparation that is considered full-time by the institution.

If the definition of a full-time load varies by program or course of study at your institution, use the load representing the majority of your students.

If a student changes status from full-time to part-time or vice versa, count the student as only one status (full-time or part-time) based on the number of credits the student has completed during the reporting year.

### **Full-Time Headcount, Undergraduate**

Provide an unduplicated headcount of all full-time students attending undergraduate-level courses at the branch campus, whether or not those students are matriculated in a specific degree or certificate program. The headcount at various branches may be duplicated if students attend multiple branches.

The following definitions are guidelines provided by the [IPEDS Glossary](#): Full-time Undergraduate: A student enrolled for 12 or more semester credits, or 12 or more quarter credits, or 24 or more contact hours a week each term.

If the definition of a full-time load varies by program or course of study at your institution, use the load representing the majority of your students.

If a student changes status from full-time to part-time or vice versa, count the student as only one status (full-time or part-time) based on the number of credits the student has completed during the reporting year.

### **Part-Time Headcount, Graduate**

Provide an unduplicated headcount of all part-time students attending graduate level courses at the branch campus, whether or not those students are matriculated in a specific degree or certificate program. The headcount at various

branches may be duplicated if students attend multiple branches.

The following definitions are guidelines provided by the [IPEDS Glossary](#): Part-time Graduate: A student enrolled for less than 9 semester or quarter credits of study at your institution, use the load representing the majority of your students.

If a student changes status from full-time to part-time or vice versa, count the student as only one status (full-time or part-time) based on the number of credits the student has completed during the reporting year.

### **Part-Time Headcount, Undergraduate**

Provide an unduplicated headcount of all part-time students attending undergraduate-level courses at the branch campus, whether or not those students are matriculated in a specific degree or certificate program. The headcount at various branches may be duplicated if students attend multiple branches.

The following definitions are guidelines provided by the [IPEDS Glossary](#): Part-time Undergraduate: A student enrolled for either less than 12 semester or quarter credits, or less than 24 contact hours a week each term.

If the definition of a full-time load varies by program or course of study at your institution, use the load representing the majority of your students.

If a student changes status from full-time to part-time or vice versa, count the student as only one status (full-time or part-time) based on the number of credits the student has completed during the reporting year.

# Middle States Commission on Higher Education Institutional Profile 2016-17

[0517] Lafayette College

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## H. Other Geographical Locations

Verify existing data and provide missing information for all geographical locations that are considered additional locations for the current reporting period (July 1, 2016 - June 20, 2017).

Your institution's Title IV funding could be in jeopardy if the address provided to MSCHE is not identical to the one provided to the federal government for Title IV purposes.

**Substantive change (prior approval) is required to add, close, relocate or reclassify Additional Locations. Please see the [Substantive Change](#) policy and accompanying [Substantive Change Procedures](#) posted on the Commission's website. You may also email [sc@msche.org](mailto:sc@msche.org) or your staff liaison with questions.**

### H-3. Additional Locations

#### Data on File (2015-16)

No Additional Locations.

#### IP Data (2016-17)

No Additional Locations.

## Instructions

### Definition of Additional Location

The Commission defines an Additional Location as a domestic or international location, other than a branch campus or an other instructional site, that is geographically apart from the primary/main campus and at which the institution offers at least 50% of the requirements of an educational program. Additional locations may include sites and locations utilized or established for limited, rather than ongoing provisions or programs. If a location does not meet the 50 percent rule, it should be treated as an "Other Instructional Site."

Additional Locations are not considered to be temporary but may be rented or made available to the institution at no cost by another institution, organization, agency, or firm. The location may be organized and managed by the institution itself or by contractual agreement with a third party. Programs may be accredited by another recognized accreditor. The criterion for reporting is whether the degree or certificate is awarded in the name of your institution.

An Additional Location may not also be listed as a "branch campus" or an "other instructional site."

*The Commission's definition of an additional location may not be the same definition the institution uses for state reporting purposes.*

**Substantive Change.** If a site is currently approved as an "Additional Location", a substantive change request is required in order to close, relocate (change of address) or reclassify an Additional Location to a branch campus or other instructional site. Please see the [Substantive Change](#) policy and accompanying [Substantive Change Procedures](#) posted on the Commission's website. You may also email [sc@msche.org](mailto:sc@msche.org) or your staff liaison.

The Commission will make typographic, grammatical, or other changes required by the U.S. Postal Service by request from the institution (with documentation). Please email [support@msche.org](mailto:support@msche.org) to request a typographical change.

### Verify IPEDS ID Number

Verify the IPEDS number as displayed in the grid.

If the IPEDS number is incorrect or missing, please contact [support@msche.org](mailto:support@msche.org) to correct/update it.

### Verify OPE ID Number

Verify the OPE ID number for the site/location as displayed in the grid. The OPE ID number is an identification number used by the U.S. Department of Education Office of Postsecondary Education (OPE) to identify schools that have Program Participation Agreements (PPA) so that their students are eligible to participate in Federal Student Financial Assistance programs under Title IV regulations. The OPE ID number is a six-digit number followed by a two-digit suffix used to identify branches, additional locations and other entities that are part of the eligible institution.

If the OPE ID number is missing or incorrect, please contact [support@msche.org](mailto:support@msche.org) to update/correct it.

### Additional Location Open Date

As part of the substantive change process, the institution must inform the Commission of the date the site opened (open date) within 30 days of the commencement of operations. Please enter the date that instruction commenced at this site in the field provided. If a date cannot be identified or the institution has decided not to open the site, please contact Substantive Change staff at [sc@msche.org](mailto:sc@msche.org).

### Additional Location Closed Date

As part of the substantive change process, the institution must inform the Commission of the date the site closed (close date) within 30 days of when instruction ceased. Please enter the date that instruction ceased at this site in the field provided. If a date cannot be identified or the institution has decided not to close the site, please contact Substantive Change staff at [sc@msche.org](mailto:sc@msche.org).

### Additional Location Name

Verify the name of the additional location.

If the name we have on file is incorrect or does not match what has been reported to the government, please contact [support@msche.org](mailto:support@msche.org) to update/correct it.

## Verify Additional Location Address

Verify the complete address for each location (including street address 1,2,3 and country).

Your institution's Title IV funding could be in jeopardy if the address provided to MSCHE is not identical to the one provided to the federal government for Title IV purposes.

Substantive change is required to change the address of an Additional Location or to relocate the site to a new address. Please contact Substantive Change staff at [sc@msche.org](mailto:sc@msche.org) to find out more about the substantive change process.

The Commission will make typographic, grammatical, or other changes required by the U.S. Postal Service. Please email [support@msche.org](mailto:support@msche.org) to request a typographical change.

## Additional Location Status

Indicate the status of the branch campus during the reporting period (the current year which is defined as July 1, 2016 - June 30, 2017).

Institutions may select the following status(es) to report the level of activity at the site each year in the IP:

**Active** means there was instructional activity/student enrollment at the site during the reporting period and the institution can report enrollment. You must enter enrollment and the number of programs offered at each credential level at the branch campus.

Partial year reporting. If an approved location opens or begins enrolling students in the middle of the reporting period, mark the location **Active** and report the partial-year enrollment. In the **Notes** field at the bottom of the screen, report that enrollment is partial and include the date the activity began.

**Inactive** means there was no instructional activity/student enrollment at the site during the reporting period although the institution maintains operations/contractual arrangements and may use the site in the future. The purpose of designating a site as inactive is to avoid the necessity of submitting a substantive change request to close the site (and submitting a subsequent substantive change request to reinstate it at a later time).

However, a site should not remain inactive for an excessive amount of time. After four years of inactivity, please review the institutional plans for the site and if applicable, proceed with a substantive change request to close the site permanently. Please note the distinction between inactive and closed sites. Marking the status as inactive means does not close the site, and the site will continue to appear in the IP and the SAS. Selecting inactive will automatically report the enrollment as 0.

The following statuses are used by the Commission:

**Approved-Not Yet Active (ANYA)** means the site was recently approved through the substantive change process, but the Commission is missing key data points or has not been informed that the site has officially opened (instruction has commenced). As indicated in the substantive change action letter sent to the institution, the institution must notify the Commission when the site has officially opened (send an email to [sc@msche.org](mailto:sc@msche.org) with the open date). Upon notification, staff will update the status from ANYA to "Active".

**Approved-Not Yet Closed (ANYC)** means that the site was recently approved to close through the substantive change process, but the Commission is missing key data points or has not been informed of the date that the site officially closed. As indicated in the substantive change action letter sent to the institution, the institution must notify the Commission when the site has officially closed (send an email to [sc@msche.org](mailto:sc@msche.org) with the closed date). Upon notification, staff will update the status from ANYC to "Closed." Once a site is closed, it will not appear in the IP as a branch campus.

**Closed** means the site has officially been closed by the institution and the institution has no plans to use the site. To close a site, a substantive change request is required. Please see the [Substantive Change Policy](#) and accompanying [Substantive Change Procedures](#) for more information. Noting that a site is closed in the Notes field will NOT reflect that it is permanently closed in the MSCHE database and the site will continue to appear in the IP and on the Statement of Accreditation Status (SAS) until you have successfully completed the substantive change process. Once a site is closed, it is no longer visible in the IP or SAS and a substantive change request is required to reinstate or open it again at a later time.

## Number of Programs by Credential Level

Report the number of academic programs offered at the site during the reporting period which may be completed at the site over time. Include all credit bearing academic programs but exclude avocational/leisure courses. For each Additional Location, click "Modify" and indicate the number of programs the institution offers at the site for each of the credential levels.

IPEDS defines a program as "A combination of courses and related activities organized for the attainment of broad educational objectives as described by the institution."

This question does not refer to the number of *degrees awarded* at each Additional Location by the institution. Instead, it applies to the the number of programs offered at this particular site. The credential levels offered at all geographic locations must be included within the existing scope of the institution's accreditation. That is, you cannot offer credential levels at any site if that credential level is not already approved within the scope of your accreditation. See Section A: General Information, Approved Certificate and Degree Levels or the Statement of Accreditation Status (SAS) to see which credential levels are currently approved by the Commission.

#### **Postsecondary award, certificate, or diploma (< 1 year)**

An award, certificate, or diploma that requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in less than 1 academic year (2 semesters or 3 quarters), or designed for completion in less than 30 semester or trimester credit hours, or in less than 45 quarter credit hours, or in less than 900 contact or clock hours.

#### **Postsecondary award, certificate, or diploma (>= 1 year, < 2 years)**

An award, certificate, or diploma that requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 1 but less than 2 full-time equivalent academic years, or designed for completion in at least 30 but less than 60 semester or trimester credit hours, or in at least 45 but less than 90 quarter credit hours, or in at least 900 but less than 1,800 contact or clock hours.

#### **Associate's Degree or Equivalent**

An award that normally requires at least 2 but less than 4 years of full-time equivalent college work.

#### **Postsecondary Award, Certificate, or Diploma (>= 2 years, < 4 years)**

An award, certificate, or diploma that requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 2 but less than 4 full-time equivalent academic years, or designed for completion in at least 60 but less than 120 semester or trimester credit hours, or in at least 90 but less than 180 quarter credit hours, or in at least 1,800 but less than 3,600 contact or clock hours.

#### **Bachelor's Degree or Equivalent**

An award (baccalaureate or equivalent degree, as determined by the Secretary, U.S. Department of Education) that normally requires at least 4 but not more than 5 years of full-time equivalent college-level work. This includes all bachelor's degrees conferred in a 5-year cooperative (work-study) program. A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experience with their college studies. Also includes bachelor's degrees in which the normal 4 years of work are completed in 3 years.

#### **Postbaccalaureate Certificate**

An award that requires completion of an organized program of study beyond the bachelor's. It is designed for persons who have completed a baccalaureate degree, but does not meet the requirements of a master's degree.

NOTE: Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students.

#### **Master's Degree or Equivalent**

An award that requires the successful completion of a program of study of at last the full-time equivalent of 1 but not more than 2 academic years of work beyond the bachelor's degree.

#### **Post-Master's Certificate**

An award that requires completion of an organized program beyond the master's degree, but does not meet the requirements of academic degrees at the doctor's level.

### **Doctor's Degree - Professional Practice**

A doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as "First Professional" and may include Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (L.L.B. or J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic Medicine (D.O.); Pharmacy (Pharm.D.); Podiatry (D.P.M., Pod.D., D.P.); or Veterinary Medicine (D.V.M.), and others, as designated by the awarding institution.

### **Doctor's Degree - Research/Scholarship**

A Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree may include Ed.D., D.M.A., D.B.A., D.Sc., D.A., or D.M., and others, as designated by the awarding institution.

### **Doctor's Degree - Other**

A doctor's degree that does not meet the definition of a "doctor's degree - research/scholarship" or a "doctor's degree - professional practice."

### **Full-Time Headcount, Graduate**

Provide an unduplicated headcount of all full-time students attending graduate level courses at the branch campus, whether or not those students are matriculated in a specific degree or certificate program. The headcount at various branches may be duplicated if students attend multiple branches.

The following definitions are guidelines provided by the [IPEDS Glossary](#): Full-time Graduate: A student enrolled for 9 or more semester credits, or 9 or more quarter credits, or a student involved in thesis or dissertation preparation that is considered full-time by the institution.

If the definition of a full-time load varies by program or course of study at your institution, use the load representing the majority of your students.

If a student changes status from full-time to part-time or vice versa, count the student as only one status (full-time or part-time) based on the number of credits the student has completed during the reporting year.

### **Full-Time Headcount, Undergraduate**

Provide an unduplicated headcount of all full-time students attending undergraduate-level courses at the branch campus, whether or not those students are matriculated in a specific degree or certificate program. The headcount at various branches may be duplicated if students attend multiple branches.

The following definitions are guidelines provided by the [IPEDS Glossary](#): Full-time Undergraduate: A student enrolled for 12 or more semester credits, or 12 or more quarter credits, or 24 or more contact hours a week each term.

If the definition of a full-time load varies by program or course of study at your institution, use the load representing the majority of your students.

If a student changes status from full-time to part-time or vice versa, count the student as only one status (full-time or part-time) based on the number of credits the student has completed during the reporting year.

### **Part-Time Headcount, Graduate**

Provide an unduplicated headcount of all part-time students attending graduate level courses at the branch campus, whether or not those students are matriculated in a specific degree or certificate program. The headcount at various branches may be duplicated if students attend multiple branches.

The following definitions are guidelines provided by the [IPEDS Glossary](#): Part-time Graduate: A student enrolled for less than 9 semester or quarter credits of study at your institution, use the load representing the majority of your students.

If a student changes status from full-time to part-time or vice versa, count the student as only one status (full-time or part-time) based on the number of credits the student has completed during the reporting year.

### **Part-Time Headcount, Undergraduate**



Provide an unduplicated headcount of all part-time students attending undergraduate-level courses at the branch campus, whether or not those students are matriculated in a specific degree or certificate program. The headcount at various branches may be duplicated if students attend multiple branches.

The following definitions are guidelines provided by the [IPEDS Glossary](#): Part-time Undergraduate: A student enrolled for either less than 12 semester or quarter credits, or less than 24 contact hours a week each term.

If the definition of a full-time load varies by program or course of study at your institution, use the load representing the majority of your students.

# Middle States Commission on Higher Education Institutional Profile 2016-17

[0517] Lafayette College

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## H. Other Geographical Locations

Verify existing data and provide missing information for all geographical locations that are considered other instructional sites for the current reporting period (July 1, 2016 - June 20, 2017).

Your institution's Title IV funding could be in jeopardy if the address provided to MSCHE is not identical to the one provided to the federal government for Title IV purposes.

**Substantive change (prior approval) is not required to add, or delete instructional sites.**

### H-4. Other Instructional Sites

**Data on File  
(2015-16)**

No Other Instructional Sites.

**IP Data  
(2016-17)**

## Instructions

### Definition of Other Instructional Site

MSCHE defines an "Other Instructional Site" as any off-campus site, other than those meeting the definition of a Branch Campus or an Additional Location, at which the institution offers one or more courses for credit. Sites designated as Other Instructional Sites do not require substantive change approval (except to reclassify them to a Branch Campus or Additional Location).

**Do not report a site as an Other Instructional Site if 50% or more of a program can be completed at the site.**

### Update or Add Complete Address

Update or add the complete address for each other instructional site operating during the reporting period. Your institution's Title IV funding could be in jeopardy if the address provided to MSCHE is not identical to the one provided to the federal government for Title IV purposes.

**Substantive change (prior approval) is not required to add or delete instructional sites.**

### Headcount (For Credit)

Enter the **unduplicated** total number of students taking courses for credit for the *current year* which is defined as **July 1, 2016 - June 30, 2017**, whether or not those students are matriculated in a specific degree or certificate program.

If students attend multiple sites, the headcounts at various sites may be duplicated (i.e., across sites but not within a site). The objective here is to identify the totals served at each site and the likely impact on an institution's resources. Provide estimates if final counts are not available.

Enter a 0 if there is no enrollment at the site for the reporting period. If there are no plans to use the site in the future, you may delete it.

# Middle States Commission on Higher Education Institutional Profile 2016-17

[0517] Lafayette College

## I. Financial Information (Part 1)

Report the same Operating and Non-Operating expenses on the Institutional Profile that your institution reports to IPEDS (Integrated Postsecondary Higher Education Data Systems). The IPEDS Part and Line numbers are noted for each data element listed.

Verify the Fiscal Year Begin and Fiscal Year End dates. The default dates displayed represent the most recent fiscal year for which you would have audited financial statements.

**Report financial data in whole dollars.** Round cents to the nearest whole dollar. For example, enter 124, not 123.65.  
**Do not enter data in thousands of dollars.** For example, enter 1,250,000, not 1,250.

**Complete every field for which you have financial data.** Shaded information cannot be modified online.

	Data on File Fiscal Year Ending 2015	IP Data Fiscal Year Ending 2016
Which reporting standard is used to prepare your institution's financial statements? Your selection determines the value in the column IPEDS Part-Line below. FASB (Financial Accounting Standards Board) GASB (Governmental Accounting Standards Board)	FASB	FASB
Note: For Private and International institutions, the value is automatically set to FASB. FASB is the closest equivalent to the standard used by International institutions.		
Is your institution's Auditor's report on financial statements Unqualified or Qualified?		Unqualified
Fiscal Year Begin	7/1/2014	7/1/2015
Fiscal Year End	6/30/2015	6/30/2016
Did your institution receive a <u>letter</u> from USDE with a Financial Responsibility Composite Score below 1.5 for fiscal year ended 2015 or 2016?	No	No

	IPEDS Part E-1  Line	Data on File Fiscal Year Ending 2015  Expenses	IP Data Fiscal Year Ending 2016  Expenses
Instruction *	01	\$58,299,679	\$59,130,000
Research *	02	\$2,037,764	\$1,694,000
Public Services *	03	\$0	\$0
Academic Support *	04	\$12,160,789	\$11,501,000
Student Services *	05	\$31,472,541	\$31,830,000
Institutional Support *	06	\$25,583,057	\$27,427,000
Auxiliary Enterprises	07	\$22,894,120	\$26,923,000
Net Grant Aid to Students*	08	\$114,662	\$151,000
Hospital Services	09	\$0	\$0
Independent Operations	10	\$0	\$0
Other Functional Expenses	12	\$0	\$0
See Part 2 for Depreciation and O&M expenses			
<b>Total Expenses</b>		<b>\$152,562,612</b>	<b>\$158,656,000</b>
<b>Total Expenses from IPEDS Report</b>	<b>13</b>		<b>\$158,656,000</b>

\* = Educational & General Expenses used for Annual Dues billing.

### Notes

Due to a change in accounting procedures subsequent to last year's IP submission, the FY2015 value for O&M of Plant is not accurate. The correct value is \$16,454,000. In addition, Temporarily Restricted Net Assets should have been \$308,647,947 and Permanently Restricted Net Assets should have been \$309,575,346.

# Middle States Commission on Higher Education Institutional Profile 2016-17

[0517] Lafayette College

## I. Financial Information (Part 2)

**REMINDER: Please make sure to use the TAB key instead of the ENTER key to navigate from field to field. The ENTER key will cause the data to be submitted (i.e., clicking on the Update button).**

Report the same data on the Institutional Profile in Section 2A below that your institution reports to IPEDS. The IPEDS Part and Line numbers are noted for each data element listed.

**Report financial data in whole dollars.** Round cents to the nearest whole dollar. For example, enter 124, not 123.65.

**Do not enter data in thousands of dollars.** For example, enter 1,250,000, not 1,250.

**Complete every field for which you have financial data. Fields marked with an asterisk are required. You will not be able to "lock down" your data and submit the Institutional Profile if these fields are not completed.**

Shaded information cannot be modified online.

	IPEDS Part-Line	Data on File Fiscal Year Ending 2015	IP Data Fiscal Year Ending 2016
<b>SECTION 2A -- Data from Audited Financial Statements</b>			
Property, Plant and Equipment, net	A-19	\$276,404,237	\$293,285,000
<b>Total Assets</b>	<b>A-02</b>	<b>\$1,194,375,377</b>	<b>\$1,169,089,000</b>
Long Term Debt Related to Property, Plant and Equipment	A-03a	\$197,800,027	\$197,486,000
Unrestricted Net Assets	A-04	\$262,739,574	\$251,031,000
Temporarily Restricted Net Assets	A-05b	\$309,575,346	\$293,806,000
Permanently Restricted Net Assets	A-05a	\$308,647,947	\$311,635,000
Change in Net Assets	B-04	(\$11,666,559)	(\$24,490,867)
Net Assets (Beginning of Year)	B-05	\$892,629,426	\$880,962,867
Adjustment to Net Assets (Beginning of Year)	B-06	\$0	\$0
Net Assets (End of Year)	B-07	\$880,962,867	\$856,472,000
Discounts/Allowances (Applied to Tuition & Fees)	C-08	\$40,373,223	\$40,041,000
Tuition and Fees Revenue (Net of Allowances)	D-01	\$73,203,270	\$78,206,000
Operation and Maintenance of Plant	E-2 13-4	\$18,446,587	\$16,596,000
Depreciation Expense	E-2 13-5	\$13,881,783	\$14,730,000
<b>SECTION 2B -- Data from Audited Financial Statements and Supporting Documents</b>			
Total Unrestricted Operating Revenue		\$150,083,466	\$159,750,000
Total Unrestricted Operating Expense		\$152,562,612	\$158,656,000
Change in Unrestricted Net Assets		(\$2,948,772)	(\$11,709,000)
Deposits Held by Bond Trustees		\$7,998,793	\$6,495,000
Principal Payments on Long Term Debt		\$783,830	\$789,000
Interest Expense on Long Term Debt		\$9,508,356	\$9,752,000

### Notes

Due to a change in accounting procedures subsequent to last year's IP submission, the FY2015 value for O&M of Plant is not accurate. The correct value is \$16,454,000. In addition, Temporarily Restricted Net Assets should have been \$308,647,947 and Permanently Restricted Net Assets should have been \$309,575,346.

**Click here to indicate that Mr. Roger Demareski has reviewed and approved the data on the "Financial Information (Part 1)" and "Financial Information (Part 2)" pages.**

(Required to "Lock Down" the IP data)

## Instructions

### Part 1

**Reporting Standard** - This box is not accessible as the reporting standard cannot be changed. If you feel the FASB/GASB selection is incorrect, please send an email to support@msche.org with a detailed explanation and copy of your institution's audited financial statements.

#### **Auditor's Report - Unqualified or Qualified?**

You must answer the question "Is your institution's Auditor's report on financial statements Unqualified or Qualified?" The previous year's data has been cleared, so you need to make a selection for the 2016-17 IP. If you are not familiar with these terms and do not know the answer to the question, please verify the answer with your Finance personnel.

Contrary to its connotation, a qualified opinion is not favorable. For example, Auditors will give a qualified opinion if an institution did not follow Generally Accepted Accounting Principles (GAAP) on one or more areas of its financial statements or if there was a Limitation of Scope, meaning the auditor did not receive the information and/or explanations deemed necessary for the completion of the audit.

**If the Auditor's opinion is Qualified, please give a brief explanation in the Notes section.**

#### **Fiscal Year Begin**

The first day of the beginning month of the institution's fiscal year.

#### **Fiscal Year End**

The last day of the ending month of the institution's fiscal year.

If your institution has a December 31st year end and the final audited financial statements for fiscal year 2016 are not available, you can submit the prior year's data.

**Note:** As soon as you receive the audited financial statements for fiscal year ending 12/31/2016, please email a copy to support@msche.org.

#### **USDE Financial Responsibility Composite Score and Letter**

Question: Did your institution receive a letter from USDE with a Financial Responsibility Composite Score below 1.5 for fiscal year ended 2015 or 2016?

**YES** - If your institution received a composite score between 1.4 and -1.0 you would have received a letter from the USDE listing your score and the fiscal year ended for which the score was calculated on. When you choose Yes, two questions appear on the page asking for the institution's Composite Score and Fiscal Year Ended. Because we are looking for institutions who have received a letter from the USDE for scores between 1.4 and -1.0, you can only choose those scores from the drop down box.

**USDE Financial Responsibility Composite Score** - Choose the score between 1.4 and -1.0 (only if you received a letter from the USDE)

**USDE Financial Responsibility Composite Score Fiscal Year Ended** - Enter the fiscal year ended for your composite score (only if you received a letter from the USDE)

**NO** - If your institution's composite score is 1.5 or greater, you would not have received a letter from the USDE regarding the composite score. When you answer "No" to this question the next two questions disappear from the page and you will not see the document listed on the Required Attachments page.

#### **USDE Financial Responsibility Composite Score**

Institutions only need to report composite scores between 1.4 and -1.0. If the score is 1.5 or greater, please go back to the USDE question and choose "**No**". When you answer No to this question, the next two questions disappear from the page and you will not see the document listed on the Required Attachments page.

#### **USDE Financial Responsibility Composite Score**

##### **- Fiscal Year Ended**

Enter the fiscal year ended date listed in the USDE Financial Responsibility Composite Score letter. This date is

normally listed in the first paragraph referencing which fiscal year ended audited financial statements were reviewed.

### **Expenses - Operating and Non-Operating**

- Report **ALL** Operating and Non-Operating expenses by expense category (e.g., instruction, public service, auxiliary, etc.) The total expense for each category is the sum of restricted, temporarily restricted and unrestricted expenses.
- The sum of your institution's Total Expenses appears on the last line of the form (this field is not accessible to the user) and must match the Total Expenses you submitted to IPEDS (or on your Audited Financial Statements if you do not submit IPEDS.)
- **You must report ALL expenses that you report to IPEDS including Auxiliary, Hospital, Independent Operations and Other Expenses.**
- **"Total Expenses from IPEDS Report":** If you do not submit IPEDS (or are not using IPEDS for reporting), enter the Total Expenses from your Audited Financial Statements in this box.

### **Financial Data (Expenses)**

Enter the financial data from IPEDS (or from the Audited Financial Statements if your institution does not submit IPEDS data). The Part and Line numbers are provided for each Expense line noting the related section in IPEDS. This information is provided so you can copy the data directly from IPEDS into each respective field in the Institutional Profile.

#### **Below please find IPEDS definition for each Expense line:**

**01 – Instruction** – Enter the instruction expenses of the colleges, schools, departments, and other instructional divisions of the institution and expenses for departmental research and public service that are not separately budgeted. The instruction category includes general academic instruction, occupational and vocational instruction, special session instruction, community education, preparatory and adult basic education, and remedial and tutorial instruction conducted by the teaching faculty for the institution's students. Include expenses for both credit and non-credit activities. Exclude expenses for academic administration if the primary function is administration (e.g., academic deans). Such expenses should be entered on line 04. (FARM para. 703.4)

**02 – Research** – Enter the expenses for activities specifically organized to produce research outcomes and either commissioned by an agency external to the institution or separately budgeted by an organizational unit within the institution. The category includes institutes and research centers, and individual and project research. Do not report nonresearch sponsored programs (e.g., training programs) on this line. Training programs generally are reported on line 01 (Instruction). (FARM para. 703.5)

**03 – Public service** – Enter the expenses specifically for public service and for activities established primarily to provide noninstructional services beneficial to groups external to the institution. Examples are seminars and projects provided to the particular sectors of the community. Include expenses for community services, cooperative extension services, and public broadcasting services. (FARM para. 703.6)

**04 – Academic support** – Enter the expenses for support services that are an integral part of the institution's primary mission of instruction, research, or public service and that are not charged directly to these primary programs. Include expenses for libraries, museums, galleries, audio/visual services, academic development, academic computing support, course and curriculum development, and academic administration. Include expenses for medical, veterinary and dental clinics if their primary purpose is to support the institutional program, that is, they are not part of a hospital. (FARM para. 703.7)

**05 – Student services** – Enter the expenses for admissions, registrar activities and activities whose primary purpose is to contribute to students emotional and physical well-being and to their intellectual, cultural and social development outside the context of the formal instructional program. Examples are career guidance, counseling, financial aid administration, student records, athletics, and student health services, except when operated as a self-supporting auxiliary enterprise. (FARM para. 703.8)

**06 – Institutional support** – Enter the expenses for the day-to-day operational support of the institution. Include expenses for general administrative services, executive direction and planning, legal and fiscal operations, administrative computing support, and public relations/development. (FARM para. 703.9)

**Note: Depreciation and Operation & Maintenance Expense** (currently listed on the Financial Information Part 2 page)

Because the Financial Information Part 1 page is formatted to make it easy for institutions to copy the data from IPEDS, the IP expense lines will always match IPEDS. For 2016-17, IPEDS does not have Depreciation and/or Operation and Maintenance of Plant (O&M) as a separate Functional expense line which means the expense is allocated across the other expenses. If your institution does not allocate Depreciation and/or Operation and Maintenance of Plant, please include the Depreciation and/or O&M amounts in the Institutional Support line in Part 1.

**07 – Auxiliary enterprises** – Enter expenses of essentially self-supporting operations of the institution that exist to furnish a service to students, faculty, or staff, and that charge a fee that is directly related to, although not necessarily equal to, the cost of the service. Examples are residence halls, food services, student health services, intercollegiate athletics (only if essentially self-supporting), college unions, college stores, faculty and staff parking, and faculty housing. (FARM para. 703.11)

**08 – Net grant aid to students (net of tuition and fee allowances)** - Enter on this line ONLY scholarships and fellowships recognized as expenses in your GPFS. Do not include Federal Work Study expenses on this line. Work study expenses should be reported within the function where the student worked. Whereas in the past, most student awards were recorded as expenses under this classification, most student awards are now reported as either scholarship allowances or agency transactions. Student awards, made from contributed funds or grant funds, that are under the control of the institution (the institution decides who gets the award) result in allowances that reduce tuition or auxiliary enterprise revenue. Student awards, made from grant funds, that are made to students identified by the grantor are considered agency transactions and do not result in either revenues or expenses. Scholarships and fellowships in the form of allowances applied to tuition and fees should be reported in Part C, line 09, and not included in Part E, line 08. Scholarships and fellowships in the form of allowances applied to auxiliary services should be reported in Part C, line 9, and not included in Part E, line 08. (FARM para. 703.10)

According to NACUBO Advisory Report 97-1 (January 17, 1997), scholarships and fellowships are "expenses to the extent that the organization incurs incremental expense in providing goods and services." Thus payments made by the institution to students or third parties in support of the total cost of education are expenses if those payments are made for goods and services NOT provided by the institution. Examples include payments for services to third parties (including students) for off-campus housing or for the cost of board not provided by institutional contract meal plans.

**09 – Hospital services** – Enter all expenses associated with the operation of a hospital reported as a component of an institution of higher education. Include nursing expenses, other professional services, administrative services, fiscal services, and charges for operation and maintenance of plant. (FARM para. 703.12) **Hospitals or medical centers reporting educational program activities conducted independent of an institution of higher education (not as a component of a reporting institution of higher education) should not complete this line. Refer to the special instructions below.**

**SPECIAL INSTRUCTIONS FOR CERTAIN HOSPITALS AND/OR MEDICAL CENTERS** Hospitals and/or medical centers reporting educational program activity operated by an entity for which the primary function is other than higher education should complete the IPEDS Finance Survey as follows:

- a. Include in Part D the revenues directly associated with the educational programs offered. Combine the revenues of all educational programs offered.
- b. Do not complete Part D, line 13 (Hospital revenue). This information is required only for hospitals whose financial activity is reported as a component of an institution of higher education.
- c. Include in Part E all expenses associated with instruction and educational support services based on your underlying accounting records. Combine the expenses of all educational programs offered.
- d. Complete Part A and Part B if the information for the educational program(s) component is obtainable from the underlying accounting records. **Do not report information for the hospital as a whole.**

**10 – Independent operations** – Enter all expenses for separately organized operations that are independent of or unrelated to the primary missions of the institution (i.e., instruction, research, public service), although they may contribute indirectly to the enhancement of these programs. This category is generally limited to expenses of major federally-funded research and development centers. Do not include the expenses of operations owned and managed as investments of the institution's endowment funds. (FARM para. 703.13)

**12 - Other functional expenses** – This calculated value is generated using this formula: E13 – (SUM E01...E10)

**13 – Total expenses** – Total of Lines 01 through 12.

**Depreciation and Operation & Maintenance (O&M) Expense**



The amounts submitted for Depreciation and O&M last year are listed in the Financial Information Part 2 page.

For 2016-17, IPEDS does not have Depreciation and/or Operation & Maintenance of Plant as a separate Functional expense line which means the expense is allocated across the other expenses. If your institution does not allocate Depreciation and/or Operation & Maintenance of Plant, please include the Depreciation and/or O&M amounts in the Institutional Support line in Part 1.

When looking at last year's data for 2015-16, if your institution did not allocate Depreciation and/or O&M, the difference between the expense lines and the Total Expenses amount is the Depreciation and/or O&M expenses. See Part 2 for the amounts which make up the difference.

### **Total Expenses**

When looking at last year's data for 2015-16, the sum of the individual expense lines may not match the Total Expenses amount. This is because the Depreciation and Operation & Maintenance of Plant lines are now listed on the Financial Information Part 2 page. If your institution did not allocate Depreciation and/or O&M, the amounts (listed in Part 2) need to be added to the expenses in Part 1 to match the amount for Total Expenses.

### **Total Expenses from IPEDS Report**

Enter the Total Expenses amount listed in Part E-1 on Line 13 (Non-Profit/Public-FASB), Part E-1 on Line 7 (For-Profit) or Part C-1 on Line 19 (Public-GASB).

**Note:** If you do not submit IPEDS, enter the Total Expenses from your Audited Financial Statements.

## **Part 2**

**Property, Plant and Equipment, net** - Includes end-of-year market value for categories such as land, buildings, improvements other than buildings, equipment, and library books, combined and net of accumulated depreciation. (FARM para. 415)

[as defined by the 2016-17 IPEDS Survey Materials Instructions]

**Depreciable capital assets, net of depreciation** – Report all capital assets reduced by the total accumulated depreciation. Capital assets include improvements to land, easements, buildings, building improvements, vehicles, machinery, equipment, infrastructure, and all other tangible or intangible depreciable assets that are used in operations and that have initial useful lives extending beyond a single reporting period. Include only depreciable capital assets on this line; non-depreciable capital assets will be included on line 04. Report the net amount of all depreciable capital assets after reducing the gross amount for accumulated depreciation.

### **Total Assets**

- a) Cash, cash equivalents, and temporary investments;
- b) Receivables (net of allowance for uncollectible amounts);
- c) Inventories, prepaid expenses, and deferred charges;
- d) Amounts held by trustees for construction and debt service;
- e) Long-term investments;
- f) Plant, property, and equipment; and,
- g) Other assets

[as defined by the 2016-17 IPEDS Survey Materials Instructions]

**Long Term Debt Related to Property, Plant and Equipment** - Includes amounts for all long-term debt obligations including bonds payable, mortgages payable, capital leases payable, and long-term notes payable. (FARM para. 420.3, 423)

[as defined by the 2016-17 IPEDS Survey Materials Instructions]

**Long Term Debt (Current Portion)** - The amount due in the next operating cycle (usually a year) for amounts otherwise reported as long-term or noncurrent debt. Include only outstanding debt on this line. Note: The current portion of other long-term liabilities, such as compensated absences, is not included here.

[as defined by 2016-17 IPEDS Survey Materials Instructions]

**Long Term Debt (Non-Current)** - The amount for long-term debt arising from debt issuance and lease-purchase agreements...due beyond the next operating cycle (usually a year.) Note: The noncurrent portion of other long-term liabilities, such as compensated absences, is not included here.

[as defined by the 2016-17 IPEDS Survey Materials Instructions]

**Important:** The total of the Unrestricted Net Assets + Temporarily Restricted Net Assets + Permanently Restricted Net Assets must equal the Net Assets (End of Year). If these three Net Assets lines added together do not match the Net Assets (End of Year), you cannot save the data on this page.

**Unrestricted Net Assets** - Amounts that are available for the general purposes of the institution without restriction. Include amounts specifically designated by the governing board, such as those designated as quasi-endowments, for building additions and replacement, for debt service, and for loan programs. In addition, include the unrestricted portion of net investment in plant, property, and equipment less related debt. This amount is computed as the amount of plant, property, and equipment, net of accumulated depreciation, reduced by any bonds, mortgages, notes, capital leases, or other borrowings that are clearly attributable to the acquisition, construction, or improvement of those assets. (FARM para. 450)

[as defined by the 2016-17 IPEDS Survey Materials Instructions]

**Temporarily Restricted Net Assets** - Report net assets that are subject to a donor's or grantor's restriction are restricted net assets. Include long-term but temporarily restricted net assets, such as term endowments, and net assets held subject to trust agreements if those agreements permit expenditure of the resources at a future date. (FARM para. 450.3)

[as defined by the 2016-17 IPEDS Survey Materials Instructions]

**Restricted Net Assets (Expendable)** - Expendable net assets are all those not required to be retained in perpetuity. Net assets should be reported as restricted when constraints placed on use are either (a) externally imposed by creditors, grantors, contributors, or laws and regulations of other governments or (b) imposed by law through constitutional provisions or enabling legislation.

[as defined by the 2016-17 IPEDS Survey Materials Instructions]

**Permanently Restricted Net Assets** - Report the portion of net assets required by the donor or grantor to be held in perpetuity. (FARM para 450.2)

[as defined by the 2016-17 IPEDS Survey Materials Instructions]

**Restricted Net Assets (Non-Expendable)** – Nonexpendable net assets are those that are required to be retained in perpetuity.

[as defined by the 2016-17 IPEDS Survey Materials Instructions]

**Invested in Capital Assets, net of related debt** - The component of net assets represented by the total of all capital assets, reduced by accumulated depreciation, and reduced by the amount of outstanding bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets (see indebtedness on capital assets). Some outstanding debt may be reported in both current and noncurrent liabilities. Include restricted capital assets.

[as defined by the 2016-17 IPEDS Survey Materials Instructions]

**Change in Net Assets** - A term used to describe the net amount of revenues, expenses, gains, and losses for the reporting period. This appears on the Statement of Activities for FASB organizations and on the Statement of Revenues, Expenses, and Changes in Net Assets for GASB organizations.

[as defined by the 2016-17 IPEDS Survey Materials Instructions]

**Net Assets (Beginning of Year)** - This value is carried forward from the prior fiscal year's ending net assets and cannot be changed. A line labeled Adjustments to Net Assets (Beginning of Year) was added similar to IPEDS and your Audited Financial Statements. If your institution had an Adjustment to it's prior year's financial statements, or the Net Assets (Beginning of Year) has changed, use the Adjustment to Net Assets line to show the adjustment/difference.

**Adjustment to Net Assets (Beginning of Year)** - If your institution had an Adjustment to it's prior year's financial statements, or the Net Assets (Beginning of Year) has changed, use the Adjustment to Net Assets line to enter the adjustment/difference.

**Net Assets (End of Year)** - If the Net Assets (End of Year) does not equal the Net Assets (Beginning of Year), plus(minus) Adjustment to Net Assets (Beginning of Year), plus(minus) Change in Net Assets, you will not be able to save the data on this page. You will need to correct the data in one or more of these fields.

**Discounts and Allowances (Applied to Tuition & Fees)** - The amount of allowances (scholarships) applied to tuition and fees. The amount on this line, when added to the amount in Part D, line 01 (tuition and fees) equals gross tuition and fees.

[as defined by the 2016-17 IPEDS Survey Materials Instructions]

**Tuition and Fees Revenue (Net of Allowances)** - The amount of tuition and educational fees, net of any allowances. Include in this amount all fees for continuing education programs, conferences, and seminars.

[as defined by the 2016-17 IPEDS Survey Materials Instructions]

**Depreciation Expense** - Last year, Depreciation was reported on the Financial Information Part 1 page.

For 2016-17, IPEDS does not list Depreciation as a separate Functional expense which means the expense is allocated to the other expenses. If your institution does not allocate Depreciation, please include the Depreciation amount on the Institutional Support line in Part 1.

**Operation and Maintenance of Plant** - Last year O&M was reported on the Financial Information Part 1 page.

For 2016-17, IPEDS does not list Operation and Maintenance of Plant (O&M) as a separate Functional expense which means the expense is allocated to the other expenses. If your institution does not allocate O&M, please include the O&M amount on the Institutional Support line in Part 1.

**Total Unrestricted Operating Revenue** - Report revenues that are not subject to limitations by a donor-imposed restriction.

[as defined by the 2016-17 IPEDS Survey Materials Instructions]

**Total Operating Revenue** - Enter results from providing services and producing and delivering goods (see GASB Statement No. 9, paragraphs 16-19).

[as defined by the 2016-17 IPEDS Survey Materials Instructions]

**Total Unrestricted Operating Expense** - The outflow or other using up of assets or incurrence of liabilities (or a combination of both) from delivering or producing goods, rendering services, or carrying out other activities that constitute the institution's ongoing major or central operations or in generating revenues.

[as defined by the 2016-17 IPEDS Survey Materials Instructions]

**Total Operating Expense** - GASB requires that revenues and expenses be separated between operating and nonoperating. Operating revenues and expenses result from providing goods and services. Operating transactions are incurred in the course of the operating activities of the institution.

[as defined by the 2016-17 IPEDS Survey Materials Instructions]

**Change in Unrestricted Net Assets** - The net amount of unrestricted revenues and expenses. This appears on the Statement of Activities for FASB organizations and on the Statement of Revenues, Expenses, and Changes in Net Assets for GASB organizations.

Operating Income/Loss

Net Income/Loss

**Non-Operating Revenues** - Those generated from non-exchange transactions, such as appropriations, gifts, and investment earnings. They are often used to support the operations of the institution. (Most government appropriations are nonoperating because they are not generated by the operations of the institution.) [as defined by the 2016-17 IPEDS Survey Materials Instructions]

**Note:** Data was not collected for fiscal year ending 2015. Last year's amount shows -0- which is correct. We will not be revising the prior year's data.

**Non-Operating Expense** - GASB requires that revenues and expenses be separated between operating and nonoperating. Operating revenues and expenses result from providing goods and services. Nonoperating activities are those outside the activities that are part of the operating activities of the institution. [as defined by the 2016-17 IPEDS Survey Materials Instructions]

**Note:** Data was not collected for fiscal year ending 2015. Last year's amount shows -0- which is correct. We will not

be revising the prior year's data.

**Deposits Held by Bond Trustees** - Assets held by trustees are funds maintained primarily in the debt service. These assets include restricted investments that are held by bond trustees. Holding account for funds held on behalf of others.

**Principal Payments and Interest Expense on Long Term Debt** - Amounts can be obtained from the institution's internal debt schedules or from the Audited Financial Statements' Cash Flow Statement and/or the Notes regarding Long Term Debt.

If your institution reported Long Term Debt in Section 2A you must report Principal Payments and Interest Expense in Section 2B.

# Middle States Commission on Higher Education Institutional Profile 2016-17

[0517] Lafayette College

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## K. Required Attachments

Please upload the required attachments listed below as soon as all of the items are available but no later than **April 28, 2017**.

- A copy of the institution's fiscal year 2016 Audited Financial Statements [**AFS**]. If the institution's Management Letter is included in the AFS file, please use the label [**AFS-Mgmt**].
- A copy of the institution's fiscal year 2016 Management Letter [**Mgmt**]. If the institution does not have a management letter, please put a Note on the Financial Information (Part 1) page.
- A copy of the Finance section of the institution's IPEDS submission [**IPEDS**] for fiscal year 2016 (if you submit annual financial data to IPEDS).
- A copy of the institution's current Catalog [**Catalog**], PDF format preferred. If the catalog is not available in an digital/electronic that can be uploaded, please upload a Word document with the link(s).

## Upload Files

To upload electronic versions of the documents listed above do the following: **(Note: documents can only be uploaded one at a time.)**

1. Click on the **Add File** link below to display the **Select File to Upload** popup window.
2. Click on the **Browse** button to display the **File Upload** popup.
3. Locate the file to be uploaded in the **File Upload** popup window.
4. Double click on the file or single click on the file and then click on the Open button.
5. The **Select File to Upload** popup window will become the active window and the full pathname of the selected file will be displayed in the textbox.
6. Click on the **Upload** button to upload the selected file to the MSCHE server.
7. The **Select File to Upload** popup window will display a message once the file has been successfully loaded.
8. Close the popup window and repeat steps 1 to 7 to upload another file.
9. The selected file will be listed in the table below after it has been successfully uploaded.

## Uploaded Files

File Type	File Size	Last Updated
Audited Financial Statements	3636.02 KB	4/27/2017 4:02:57 PM
Catalog	2503.28 KB	4/27/2017 4:03:32 PM
IPEDS Finance	158.99 KB	4/27/2017 4:03:11 PM

## Contact Information

Please contact our support center at [support@msche.org](mailto:support@msche.org) or (215) 662-5605 with any questions related to the Institutional Profile.

## Instructions

### Important:

Please do not upload any files that are not listed below. Only the required attachments listed will be reviewed by the Commission staff members.

- Audited Financial Statement
- Management Letter
- IPEDS Finance
- Catalog
- USDE Composite Score Letter

You must upload all of the required attachments, even if you recently provided similar documents as part of your Self-Study, PRR, Substantive Change or Follow-Up reports.

A digital/electronic version of the institution's catalog must be uploaded - PDF file preferred. If a digital/electronic copy is not available, or if you have more than one catalog, you may copy and paste the link(s) to your institution's catalog(s) into a Word document and upload the document.

**Note: If any of the required files are not uploaded, the IP Key User will not be able to Lock Down the IP.**

**If you do not have one of the required files or have technical issues while uploading the required attachments, please contact [support@msche.org](mailto:support@msche.org)**

### Audited Financial Statements

Upload the institution's fiscal year 2016 audited financial statements (or a draft copy if your final AFS are not available.)

If you are a military/government institution and do not have AFS, please upload a document with an explanation.

### Management Letter

Upload the institution's fiscal year 2016 Management Letter. If the institution does not have a management letter, please upload a document with an explanation.

### IPEDS Finance

Upload the institution's IPEDS Finance section for fiscal year 2016.

If you are a military/government institution and do not submit IPEDS, please upload a document with an explanation.

### Catalog

Upload a digital/electronic version of the institution's catalog - PDF file preferred. If a digital or electronic copy is not available OR you have more than one catalog, please upload a file with the link(s) to your institution's catalog(s).

### USDE Composite Score Letter

If your institution received a composite score between 1.4 and -1.0 you would have received a letter from the USDE listing your score and the fiscal year ended for which the score was calculated on. Click the following link to see a sample letter: [www.msche.org/documents/SampleUSDECompositeScoreLetter.pdf](http://www.msche.org/documents/SampleUSDECompositeScoreLetter.pdf)