

Hamilton College - Common Data Set 2023-2024

GENERAL INFORMATION

A0. Respondent Information (Not for Publication)

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Are your responses to the CDS posted for reference on your institution's Web site? **Yes** **No**

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

<https://www.hamilton.edu/offices/oir/common-data-sets/common-data-sets>

A1. Address Information

Name of College or University: **Hamilton College**

Street Address: **198 College Hill Rd, Clinton, NY 13323**

Main Institution Phone Number: **315-859-4011**

Main Institution Website: **www.hamilton.edu**

Admissions Phone Number: **315-859-4421**

Admissions Toll-free Number: **800-243-2655**

Admissions E-mail Address: **admission@hamilton.edu**

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

⇒ **<https://www.hamilton.edu/admission/apply>**

A2. Source of institutional control:

Private (nonprofit)

A3. Classify your undergraduate institution:

Coeducational college

A4. Academic year calendar

Semester

A5. Degrees offered by your institution

Bachelor's

A6. Diversity, Equity, and Inclusion

If you have a diversity, equity, and inclusion office or department, please provide the URL of the corresponding Web page: **<https://www.hamilton.edu/about/diversity>**

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B. ENROLLMENT AND PERSISTENCE

B1. Institutional Enrollment - Men and Women

Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of **October 15, 2023**.

- ✓ Note: Report students formerly designated as “first professional” in the graduate cells.
- ✓ For information on reporting study abroad students please see: [This Document at NCES.GOV](#)
- ✓ If your institution collects and reports non-binary gender data, please use the “Another Gender” category.
- ✓ In cases where gender information is not provided, please distribute across the two-binary categories.
- ✓

	FULL-TIME			PART-TIME		
	Men	Women	Another Gender	Men	Women	Another Gender
Undergraduate Students	Undergraduate Students					
Degree-seeking, first-time, first-year students	222	230	10			
Other first-year, degree-seeking students						
All other degree-seeking undergraduate students	681	893	8		1	
Total degree-seeking undergraduate students	903	1123	18		1	
All other undergraduates enrolled in credit courses					8	
Undergraduate Students	903	1123	18		9	
Graduate Students	Graduate Students					
Degree-seeking, first-time						
All other degree-seeking						
All other graduates enrolled in credit courses						
Total Graduate Students						
Total All Students						

Total All Undergraduates: 2053

Total All Graduate Students: 0

Grand Total All Students: 2053

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B2. Enrollment by Racial/Ethnic Category.

Provide numbers of undergraduate students for each of the following categories as of the institution’s official fall reporting date or as of **October 15, 2023**.

- ✓ Include international students only in the category "Nonresidents."
- ✓ Complete the “Total Undergraduates” column only if you cannot provide data for the first two columns.
- ✓ Report as your institution reports to IPEDS: persons who are Hispanic should be reported only on the Hispanic line, not under any race, and persons who are non-Hispanic multi-racial should be reported only under "Two or more races."
- ✓ New guidance from IPEDS for reporting aggregate data:

Racial/ethnic designations are requested only for United States citizens, residents, and other eligible non-citizens. Eligible non-citizens include all students who completed high school or a GED equivalency within the United States (including DACA and undocumented students) and who were not on an F-1 non-immigrant student visa at the time of high school graduation.

More information about other eligible (for financial aid purposes) non-citizens is available at <https://studentaid.gov/understand-aid/eligibility/requirements/non-us-citizens>.

Nonresident – A person who is not a citizen or national of the United States and who is in this country on a student visa or temporary basis and does not have the right to remain indefinitely. Do not include DACA, undocumented, or other eligible noncitizens in this category.

NOTE - Nonresidents are to be reported separately, in the boxes provided, rather than included in any of the seven racial/ethnic categories or in race/ethnicity unknown.

Racial/Ethnic Category	Degree-seeking First-time First year	Degree-seeking Undergraduates (include first-time first-year)
Nonresidents	39	154
Hispanic/Latino	43	188
Black or African American, non-Hispanic	16	61
White, non-Hispanic	278	1318
American Indian or Alaska Native, non-Hispanic		
Asian, non-Hispanic	44	182
Native Hawaiian or other Pacific Islander, non-Hispanic		
Two or more races, non-Hispanic	31	114
Race and/or ethnicity unknown	11	28
Total	462	2045

B3. Persistence

Number of degrees awarded by your institution from **July 1, 2022, to June 30, 2023**.

AWARD TYPE	# AWARDED
Certificate/diploma:	
Associate degrees:	
Bachelor’s degrees:	500
Post-bachelor’s certificates:	
Master’s degrees:	
Post-master’s certificates:	
Doctoral degrees – research/scholarship:	
Doctoral degrees – professional practice:	
Doctoral degrees – other:	

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B4-B21: Graduation Rates

The items in this section correspond to data elements collected by the IPEDS Web-based Data Collection System's Graduation Rate Survey (GRS).

- ✓ For complete instructions and definitions of data elements, see the IPEDS GRS Forms and Instructions for the 2023-2024 Survey. <https://nces.ed.gov/ipeds/use-the-data/survey-components/9/graduation-rates>

In the following section for bachelor's or equivalent programs, please disaggregate the Fall 2016 and Fall 2017 cohorts (formerly CDS B4-B11) into four groups:

- Students who received a Federal Pell Grant*
 - Recipients of a subsidized Stafford Loan who did not receive a Pell Grant
 - Students who did not receive either a Pell Grant or a subsidized Stafford Loan
 - Total (all students, regardless of Pell Grant or subsidized loan status)
- * Students who received both a Federal Pell Grant and a subsidized Stafford Loan should be reported in the "Recipients of a Federal Pell Grant" column.

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

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For Bachelor's or Equivalent Programs

Please provide data for the **Fall 2017** cohort if available. If **Fall 2017** cohort data are not available, provide data for the **Fall 2016** cohort.

Fall 2017 Cohort

	Graduation Rates	Recipients of a Federal Pell Grant	Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total (sum of 3 columns to the left)
A	Initial 2017 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	85	112	283	480
B	Of the initial 2017 cohort, how many did not persist and did not graduate for the following reasons: <ul style="list-style-type: none"> • Deceased • Permanently Disabled • Armed Forces • Foreign Aid Service of the Federal Government • Official church missions • Report Total Allowable Exclusions 	0	0	0	0
C	Final 2017 cohort, after adjusting for allowable exclusions	85	112	283	480
D	Of the initial 2017 cohort, how many completed the program in four years or less (by Aug. 31, 2021)	66	92	231	389
E	Of the initial 2017 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2021 and by Aug. 31, 2022)	6	11	26	43
F	Of the initial 2017 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2022 and by Aug. 31, 2023)	2	1	3	6
G	Total graduating within six years (sum of lines D, E, and F)	74	104	260	438
H	Six-year graduation rate for 2017 cohort (G divided by C)	87.1%	92.9%	91.9%	91.3%

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Fall 2016 Cohort

	Graduation Rates	Recipients of a Federal Pell Grant	Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total (sum of 3 columns to the left)
A	Initial 2016 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	85	97	290	472
B	Of the initial 2016 cohort, how many did not persist and did not graduate for the following reasons: <ul style="list-style-type: none"> • Deceased • Permanently Disabled • Armed Forces • Foreign Aid Service of the Federal Government • Official church missions • Report Total Allowable Exclusions 	0	0	0	0
C	Final 2016 cohort, after adjusting for allowable exclusions	85	97	290	472
D	Of the initial 2016 cohort, how many completed the program in four years or less (by Aug. 31, 2020)	74	92	252	418
E	Of the initial 2016 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2020 and by Aug. 31, 2021)	4	3	9	16
F	Of the initial 2016 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2021 and by Aug. 31, 2022)	0	0	2	2
G	Total graduating within six years (sum of lines D, E, and F)	78	95	263	436
H	Six-year graduation rate for 2016 cohort (G divided by C)	91.8%	97.9%	90.7%	92.4%

B22. Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2022 (or the preceding summer term). what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2023

95.6%

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C. FIRST-TIME, FIRST-YEAR ADMISSION

C1-C2: Applications

C1. First-time, first-year students: Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in **Fall 2023**.

- ✓ Include early decision, early action, and students who began studies during summer in this cohort.
- ✓ Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution).
- ✓ Admitted applicants should include wait-listed students who were subsequently offered admission.
- ✓ Since the total may include students who did not provide gender data, the detail need not sum to the total.
- ✓ If your institution collects and reports non-binary gender data, please use the “Another Gender” category.
- ✓ Note that recent high school graduates and other students without prior postsecondary experience will still be considered “first-time students” for fall enrollment reporting purposes even if they enrolled in the summer prior to fall enrollment.
- ✓ Provide numbers of students for each of the following categories as of the institution’s official fall reporting date or as of October 15, 2023.

FIRST-TIME, FIRST-YEAR STUDENT APPLICANTS	TOTAL
Total first-time, first-year men who applied	4262
Total first-time, first-year women who applied	5023
Total first-time, first-year of another gender who applied	358

FIRST-TIME, FIRST-YEAR STUDENT ADMITS	TOTAL
Total first-time, first-year men who were admitted	529
Total first-time, first-year women who were admitted	586
Total first-time, first-year of another gender who were admitted	20

FIRST-TIME, FIRST-YEAR STUDENT ENROLLEES	TOTAL
Total first-time, first-year men who enrolled	222
Total first-time, first-year women who enrolled	230
Total first-time, first-year of another gender who enrolled	10

If available, please provide residency breakdowns for total applicants, admits, and enrolled students: Fall 2023

FIRST-TIME, FIRST-YEAR STUDENT APPLICANTS	IN-STATE	OUT-OF-STATE	INTERNATIONAL	TOTAL
Total first-time, first-year (degree-seeking) who applied	1956	4171	3516	9643
Total first-time, first-year (degree-seeking) who were admitted	321	736	78	1135
Total first-time, first-year (degree-seeking) enrolled	124	299	39	462

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C2. First-time, first-year wait-listed students

- ✓ **Students who met admission requirements but whose final admission was contingent on space availability)**

Do you have a policy of placing students on a waiting list? Yes No

If yes, please answer the questions below for **Fall 2023** admissions:

WAITING LIST	TOTAL
Number of qualified applicants offered a place on waiting list:	2258
Number accepting a place on the waiting list:	1249
Number of wait-listed students admitted:	41

Is your waiting list ranked? Yes No

C3-C5: Admission Requirements

C3. High school completion requirement

Check the appropriate box to identify your high school completion requirement for degree-seeking entering students:

- High school diploma is required and GED is accepted
 High school diploma is required and GED is not accepted
 High school diploma or equivalent is not required

C4. Does your institution require or recommend a general college-preparatory program for degree-seeking students?

- Require:
 Recommend
 Neither require nor recommend

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

Distribution of high school units required and/or recommended	Units Required	Units Recommended
Total academic units		16
English		4
Mathematics		3
Science		3
Of these, units that must be lab		
Foreign language		3
Social studies		3
History		
Academic electives		
Computer Science		
Visual/Performing Arts		
Other (<i>specify</i>)		

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C6-C7: Basis for Selection

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

If so, check which applies:

Open admission policy as described above for all students

Open admission policy as described above for most students, but

Selective admission for out-of-state students

Selective admission to some programs

Other (explain):

C7. Relative importance of each of the following academic and nonacademic factors in your first-time, first-year, degree-seeking general (not including programs with specific criteria) admission decisions.

Factors	Very Important	Important	Considered	Not Considered
<i>Academic</i>				
Rigor of secondary school record	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class rank	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic GPA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standardized test scores	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Application Essay	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recommendation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Nonacademic</i>				
Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Extracurricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Talent/ability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Character/personal qualities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
First generation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alumni/ae relation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Geographical residence	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
State residency	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religious affiliation/commitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Level of applicant's interest	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

C8: SAT and ACT Policies

Entrance exams

Does your institution make use of SAT or ACT scores in **admission** decisions for first-time, first-year, degree-seeking applicants:

Yes No

If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for **Fall 2025**.

Entrance Exams	Required to be considered for admission	Required for some	Recommended	Not required for admission, but considered if submitted	Not considered for admission, even if submitted
SAT or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ACT Only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT Only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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D. In addition, does your institution use applicants' test scores for academic advising?

- Yes No

E. Latest date by which SAT or ACT scores must be received for fall-term admission:

⇒ 1/15

F. If necessary, use this space to clarify your test policies (e.g., if tests are recommended for some students, or if tests are not required of some students due to differences by academic program, student academic background, or if other examinations may be considered in lieu of the SAT and ACT.)

⇒ Please visit this page for more information on the current testing policy:
<https://www.hamilton.edu/admission/apply/testing>

G. Please indicate which tests your institution uses for **placement (e.g., state tests)**:

- SAT
 ACT
 AP
 CLEP
 Institutional Exam
 State Exam (specify):

C9-C12: First-time, first-year Profile

Provide information for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year students** enrolled in **Fall 2023**, including students who began studies during summer, international students/nonresidents, and students admitted under special arrangements.

C9. Percent and number of first-time, first-year students enrolled in Fall 2023 who submitted national standardized (SAT/ACT) test scores.

- ✓ Include information for **ALL enrolled, degree-seeking, first-time, first-year students who submitted test scores.**
- ✓ Do not include partial test scores (e.g., mathematics scores but not critical reading for a category of students) or combine other standardized test results (such as TOEFL) in this item.
- ✓ Do not convert SAT scores to ACT scores and vice versa.
- ✓ If a student submitted multiple sets of scores for a single test, report this information according to how you use the data. For example:
 - If you consider the highest scores from either submission, use the highest combination of scores (e.g., verbal from one submission, math from the other).
 - If you average the scores, use the average to report the scores.

ALL enrolled, degree-seeking, first-time, first-year students who submitted test scores.	Percent	Number
Submitting SAT Scores	33.77%	156
Submitting ACT Scores	16.88%	78

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

Assessment	25th Percentile Score	50th Percentile Score	75th Percentile Score
SAT Composite	1430	1480	1520
SAT Evidence-Based Reading and Writing	700	740	770
SAT Math	710	750	780
ACT Composite	32	33	35
ACT Math			
ACT English			
ACT Writing			
ACT Science			
ACT Reading			

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

Score Range	SAT Evidence-Based Reading and Writing	SAT Math
700-800	78.85%	83.97%
600-699	21.15%	15.38%
500-599		0.64%
400-499		
300-399		
200-299		
	100%	100%

Score Range	SAT Composite
1400-1600	87.18%
1200-1399	12.18%
1000-1199	0.64%
800-999	
600-799	
400-599	
	100%

Score Range	ACT Composite	ACT English	ACT Math	ACT Reading	ACT Science
30-36	97.4				
24-29	1.3				
18-23	1.3				
12-17					
6-11					
Below 6					
	100%	100%	100%	100%	100%

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

Assessment	Percent
Percent in top tenth of high school graduating class	78.95%
Percent in top quarter of high school graduating class	100%
Percent in top half of high school graduating class	100%
Percent in bottom half of high school graduating class	0%
Percent in bottom quarter of high school graduating class	
Percent of total first-time, first-year students who submitted high school class rank:	20.56%

} Top half + bottom half = 100%.

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C13-C20: Admission Policies

C13. Application fee

- ✓ **If your institution has waived its application fee for the Fall 2025 admission cycle please select no.**

Does your institution have an application fee? Yes No

Amount of application fee: 65

Can it be waived for applicants with financial need? Yes No

If you have an application fee and an on-line application option, please indicate policy for students who apply on-line:

- Same Fee
 Free
 Reduced

Can on-line application fee be waived for applicants with financial need? Yes No

C14. Application closing date

Does your institution have an application closing date? Yes No

Application Closing Date	Date
Application closing date (fall)	1/3
Priority Date	

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

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

- On a rolling basis beginning (date):
 By (date): **4/1**
 Other:

C17. Reply policy for admitted applicants (*fill in one only*)

- Must reply by (date): **5/1**
 No set date
 Must reply by May 1st or within weeks if notified thereafter
 Other:

Deadline for housing deposit (MMDD): **5/1**

Amount of housing deposit:

Refundable if student does not enroll?

- Yes, in full
 Yes, in part
 No

C18. Deferred admission: Does your institution allow students to postpone enrollment after admission?

Yes No

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If yes, maximum period of postponement: [Click or tap here to enter text.](#)

C19. Early admission of high school students: Does your institution allow high school students to enroll as full-time, first-time, first-year students one year or more before high school graduation?

Yes No

C21-C22: Early Decision and Early Action Plans

C21. Early decision: Does your institution offer an early decision plan (an admission plan that permits students to apply and be notified of an admission decision well in advance of the regular notification date and that asks students to commit to attending if accepted) for first-time, first-year applicants for fall enrollment?

Yes No

If “yes,” please complete the following:

First or only early decision plan closing date: **11/15**

First or only early decision plan notification date: **12/15**

Other early decision plan closing date: **1/3**

Other early decision plan notification date: **2/15**

For the Fall 2023 entering class:

Number of early decision applications received by your institution: **819**

Number of applicants admitted under early decision plan: **247**

Please provide significant details about your early decision plan: [Click or tap here to enter text.](#)

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

Yes No

If “yes,” please complete the following:

Early action closing date:

Early action notification date:

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

Yes No

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D. TRANSFER ADMISSION

D1-D2: Fall Applicants

D1. Does your institution enroll transfer students? Yes No

(If no, please skip to Section E)

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

Yes No

D2. Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in **Fall 2023**.

✓ If your institution collects and reports non-binary gender data, please use the “Another Gender” category.

	Applicants	Admitted Applicants	Enrolled Applicants
Men	159	18	5
Women	136	16	6
Another Gender	10		
Total	305	34	11

D3-D11: Application for Admission

D3. Indicate terms for which transfers may enroll:

Fall Winter Spring Summer

D4. Must a transfer applicant have a minimum number of credits completed or else must apply as an entering first-year student?

Yes No

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

	Required of All	Recommended of All	Recommended of Some	Required of Some	Not required
High school transcript	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College transcript(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essay or personal statement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interview	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standardized test scores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Statement of good standing from prior institution(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

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

	Priority Date	Closing Date	Notification Date	Reply Date	Rolling Admission
Fall		3/15	5/15	6/1	<input type="checkbox"/>
Winter					<input type="checkbox"/>
Spring		11/1	12/1	12/15	<input type="checkbox"/>
Summer					<input type="checkbox"/>

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

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

D12-D17: Transfer Credit Policies

D12. Report the lowest grade earned for any course that may be transferred for credit: C

D13. Maximum number of credits or courses that may be transferred from a two-year institution:
Number: 64/16 Unit type: sem hours/HC units

D14. Maximum number of credits or courses that may be transferred from a four-year institution:
Number: 64/16 Unit type: sem hours/HC units

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

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

⇒ 64/16 sem hours/HC units

D17. Describe other transfer credit policies:

D18-D22: Military Service Transfer Credit Policies

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

American Council on Education (ACE) Yes No

College Level Examination Program (CLEP) Yes No

DANTES Subject Standardized Tests (DSST) Yes No

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

Number: Unit type:

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

Number: Unit type :

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

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

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E. ACADEMIC OFFERINGS AND POLICIES

E1. Special study options: Identify those programs available at your institution. Refer to the glossary for definitions.

- | | |
|--|--|
| <input checked="" type="checkbox"/> Accelerated program | <input type="checkbox"/> Honors program |
| <input type="checkbox"/> Comprehensive transition and postsecondary program for students with intellectual disabilities | <input checked="" type="checkbox"/> Independent study |
| <input checked="" type="checkbox"/> Cross-registration | <input checked="" type="checkbox"/> Internships |
| <input type="checkbox"/> Distance learning | <input type="checkbox"/> Liberal arts/career combination |
| <input checked="" type="checkbox"/> Double major | <input checked="" type="checkbox"/> Student-designed major |
| <input type="checkbox"/> Dual enrollment | <input checked="" type="checkbox"/> Study abroad |
| <input type="checkbox"/> English as a Second Language (ESL) | <input type="checkbox"/> Teacher certification program |
| <input type="checkbox"/> Exchange student program (domestic) | <input checked="" type="checkbox"/> Undergraduate Research |
| <input type="checkbox"/> Other (specify): 3-2 program in Engineering with Columbia University, Rensselaer Polytechnic Institute, and Washington University in St. Louis; | <input type="checkbox"/> Weekend college |
| | <input type="checkbox"/> External degree program |

E2. Has been removed from the CDS.

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

- | | |
|--|--|
| <input type="checkbox"/> Arts/fine arts | <input type="checkbox"/> Humanities |
| <input type="checkbox"/> Computer literacy | <input type="checkbox"/> Intensive writing |
| <input type="checkbox"/> English (including composition) | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Foreign languages | <input type="checkbox"/> Philosophy |
| <input type="checkbox"/> History | <input type="checkbox"/> Sciences (biological or physical) |
| <input type="checkbox"/> Physical Education | <input type="checkbox"/> Social Science |
- Other (specify): Students must pass three writing-intensive courses, each taken a different semester. The writing requirement must be completed by the end of the junior year. Students must demonstrate facility in quantitative and symbolic reasoning by completing one or more courses in the following areas: Statistical Analysis, Mathematical Representation, and Logic and Symbolic Reasoning

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F. STUDENT LIFE

F1. Percentages of first-time, first-year degree-seeking students and degree-seeking undergraduates enrolled in Fall 2023 who fit the following categories:

Percentages of first-time, first-year degree-seeking students and degree-seeking undergraduates	First-time, first-year students	Undergraduates
Percent who are from out of state (exclude international/nonresidents from the numerator and denominator)	70.7%	71.1%
Percent of men who join fraternities	0%	19%
Percent of women who join sororities	0%	15%
Percent who live in college-owned, -operated, or -affiliated housing	100%	100%
Percent who live off campus or commute	0%	0%
Percent of students age 25 and older	0%	0.1%
Average age of full-time students	18.2	19.8
Average age of all students (full- and part-time)	18.2	19.8

F2. Activities offered Identify those programs available at your institution.

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

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

Air Force ROTC is offered:

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

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

<input checked="" type="checkbox"/> Coed residence halls	<input type="checkbox"/> Special housing for international students
<input type="checkbox"/> Men's residence halls	<input type="checkbox"/> Fraternity/sorority housing
<input type="checkbox"/> Women's residence halls	<input type="checkbox"/> Cooperative housing
<input checked="" type="checkbox"/> Apartments for married students	<input checked="" type="checkbox"/> Theme housing
<input checked="" type="checkbox"/> Apartments for single students	<input checked="" type="checkbox"/> Wellness Housing
<input type="checkbox"/> Special housing for disabled students	<input type="checkbox"/> Living Learning Communities
<input type="checkbox"/> Other housing options (specify):	

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G. ANNUAL EXPENSES

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

⇒ <https://hamilton.studentaidcalculator.com/welcome.aspx>

Provide 2024-2025 academic year costs of attendance for the following categories that are applicable to your institution.

Check here if your institution's 2024-2025 academic year costs of attendance are not available at this time and provide an approximate date (i.e., month/day) when your institution's final 2024-2025 academic year costs of attendance will be available:

⇒ March 2024

G1. Undergraduate full-time tuition, required fees, food and housing

List the typical tuition, required fees, and food and housing for a full-time undergraduate student for the **FULL 2024-2025** academic year. (30 semester hours or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits).

- ✓ A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters, two trimesters, three quarters, or the period covered by a four-one-four plan.
- ✓ Food and housing is defined as double occupancy and 19 meals per week or the maximum meal plan.
- ✓ **Required fees** include only charges that all full-time students must pay that are *not* included in tuition (e.g., registration, health, or activity fees.)
- ✓ Do *not* include optional fees (e.g., parking, laboratory use).

PRIVATE INSTITUTION	FIRST-YEAR	UNDERGRADUATES
Tuition:	68,280	68,280

PUBLIC INSTITUTION	FIRST-YEAR	UNDERGRADUATES
Tuition: In-district:		
Tuition: In-state (out-of-district):		
Tuition: Out-of-state:		
Tuition: International (non-resident):		

FOR ALL INSTITUTIONS	FIRST-YEAR	UNDERGRADUATES
Required Fees:	680	680
Food and Housing (on-campus):		
Housing Only (on-campus):	9,570	9,570
Food Only (on-campus meal plan):	7,940	7,940

Comprehensive tuition and food and housing fee (if your college cannot provide separate tuition and food and housing fees):

Other:

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

Minimum: 3

Maximum: 5

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

Yes No

G4. Do tuition and fees vary by undergraduate instructional program?

Yes No

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

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

Estimated Expenses	Residents	Commuters (living at home)	Commuters (not living at home)
Books and supplies:	800		
Housing only:			
Food only:			
Food and housing total*			
Transportation:	500		
Other expenses:	1000		

* If your college cannot provide separate food and housing figures for commuters not living at home

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

Undergraduate per-credit-hour charges	Tuition only
PRIVATE INSTITUTIONS:	
PUBLIC INSTITUTIONS: In-district:	
PUBLIC INSTITUTIONS: In-state (out-of-district):	
PUBLIC INSTITUTIONS: Out-of-state:	
NONRESIDENTS:	

H. FINANCIAL AID

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

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

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

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

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

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

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

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

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

Non-need-based scholarship or grant aid: Scholarships and grants, gifts, or merit-based aid from institutional, state, federal, or other sources (including unrestricted funds or gifts and endowment income) awarded solely on the basis of academic achievement, merit, or any other non-need-based reason. When reporting questions H1 and H2, non-need-based aid that is used to meet need should be counted as need-based aid.

Note: Suggested order of precedence for counting non-need money as need-based

- | | |
|----------------------------------|----------------------------|
| 1. Non-need institutional grants | 5. Non-need state grants |
| 2. Non-need tuition waivers | 6. Non-need outside grants |
| 3. Non-need athletic awards | 7. Non-need student loans |
| 4. Non-need federal grants | 8. Non-need parent loans |
| 9. Non-need work | |

Non-need-based self-help aid: Loans and jobs from institutional, state, or other sources for which a student need not demonstrate financial need to qualify.

Private student loans: A nonfederal loan made by a lender such as a bank, credit union or private lender used to pay for up to the annual cost of education, less any financial aid received.

External scholarships and grants: Scholarships and grants received from outside (private) sources that students bring with them (e.g., Kiwanis, National Merit scholarships). The institution may process paperwork to receive the dollars, but it has no role in determining the recipient or the dollar amount awarded.

Work study and employment: Federal and state work study aid, and any employment packaged by your institution in financial aid awards.

DO NOT INCLUDE ANY AID RELATED TO THE CARES ACT OR UNIQUE THE COVID-19 PANDEMIC

H1-H5: Aid Awarded to Enrolled Undergraduates

H1. Enter total dollar amounts **awarded** to enrolled full-time and less than full-time degree-seeking undergraduates (**using the same cohort reported in CDS Question B1, “total degree-seeking” undergraduates**) in the following categories.

- ✓ If the data being reported are final figures for the 2022-2023 academic year (see the next item below), use the 2022-2023 academic year's CDS Question B1 cohort.
- ✓ Include aid awarded to international students (i.e., those not qualifying for federal aid).
- ✓ Aid that is non-need-based but that was used to meet need should be reported in the need-based aid column.
- ✓ For a suggested order of precedence in assigning categories of aid to cover need, see the entry for “non-need-based scholarship or grant aid” on the last page of the definitions section.
- ✓ **Do NOT include any aid related to the CARES Act or unique to the COVID-19 pandemic.**

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

- 2023-2024 estimated or 2022-2023 Final

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

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

Scholarships/Grants	Need-based (Include non-need-based aid use to meet need.)	Non-need-based (Exclude non-need-based aid use to meet need.)
Federal	2,417,798	
State all states, not only the state in which your institution is located	826,658	6500
Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).	53,162,113	*
Scholarships/grants from external sources (e.g. Kiwanis, National Merit) not awarded by the college	974,178	571,368
Total Scholarships/Grants	57,380,747	577,868
Self-Help	Need-based (Include non-need-based aid use to meet need.)	Non-need-based (Exclude non-need-based aid use to meet need.)
Student loans from all sources (excluding parent loans)	2,743,539	
Federal Work-Study	1,084,711	
State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)	188,600	37,000
Total Self-Help	4,016,850	37,000

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Miscellaneous	Need-based (Include non-need-based aid use to meet need.)	Non-need-based (Exclude non-need-based aid use to meet need.)
Parent Loans		3,403,728
Tuition Waivers Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.	0	0
Athletic Awards	0	0

H2. Number of Enrolled Students Awarded Aid: List the number of degree-seeking full-time and less-than-full-time undergraduates who applied for and were awarded financial aid from any source.

- ✓ **Aid that is non-need-based but that was used to meet need should be counted as need-based aid.**
- ✓ Numbers should reflect the cohort awarded the dollars reported in H1.
- ✓ In the chart below, students may be counted in more than one row, and full-time, first-time, first-year students should also be counted as full-time undergraduates.
- ✓ **Do NOT include any aid related to the CARES Act or unique to the COVID-19 pandemic.**

Letter	Number of Enrolled Students Awarded Aid	Full-time, First-time, First-Year	Full-time Undergrad (Incl. Fresh)	Less Than Full-time Undergrad
A	Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2023 cohort)	462	2044	1
B	Number of students in line a who applied for need-based financial aid	335	1211	0
C	Number of students in line b who were determined to have financial need	256	1139	
D	Number of students in line c who were awarded any financial aid	256	1139	0
E	Number of students in line d who were awarded any need-based scholarship or grant aid	255	1024	0
F	Number of students in line d who were awarded any need-based self-help aid	225	848	0
G	Number of students in line d who were awarded any non-need-based scholarship or grant aid	0	0	0
H	Number of students in line d whose need was fully met (<u>exclude PLUS loans, unsubsidized loans, and private alternative loans</u>)	255	1024	0
I	On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (<u>PLUS loans, unsubsidized loans, and private alternative loans</u>)	100%	100%	0%
J	The average financial aid package of those in line d . Exclude any resources that were awarded to replace EFC (<u>PLUS loans, unsubsidized loans, and private alternative loans</u>)	\$59,356	\$58,588	\$0
K	Average need-based scholarship or grant award of those in line e	\$56,218	\$55,410	\$0

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Letter	Number of Enrolled Students Awarded Aid	Full-time, First-time, First-Year	Full-time Undergrad (Incl. Fresh)	Less Than Full-time Undergrad
L	Average need-based self-help award (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f	\$3,722	\$4780	\$0
M	Average need-based loan (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f who were awarded a need-based loan	\$3,108	\$4,254	\$0

H2A. Number of Enrolled Students Awarded Non-need-based Scholarships and Grants: List the number of degree-seeking full-time and less-than-full-time undergraduates who had no financial need and who were awarded institutional non-need-based scholarship or grant aid.

- ✓ Numbers should reflect the cohort awarded the dollars reported in H1.
- ✓ In the chart below, students may be counted in more than one row, and full-time, first-time, first-year students should also be counted as full-time undergraduates.
- ✓ **Do NOT include any aid related to the CARES Act or unique to the COVID-19 pandemic.**

Letter	Number of Enrolled Students Awarded Non-need-based Scholarships and Grants	Full-time First-time First-Year	Full-time Undergrad (Incl. Fresh)	Less Than Full-time Undergrad
N	Number of students in line a who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletic awards and tuition benefits)	*	*	*
O	Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line n	*	*	*
P	Number of students in line a who were awarded an institutional non-need-based athletic scholarship or grant	*	*	*
Q	Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line p	*	*	*

**As policy, Hamilton does not award non-need based aid. However, due to participation in special programs, each year a few students who do not apply (or do not demonstrate financial need) receive aid due to the stipulations of the programs.*

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

Include:

- ✓ 2023 undergraduate class: all students who started at your institution as first-time students and received a bachelor's degree between July 1, 2022 and June 30, 2023.
- ✓ Only loans made to students who borrowed while enrolled at your institution.
- ✓ Co-signed loans.

Exclude:

- Students who transferred in.
- Money borrowed at other institutions.

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- Parent loans
- Students who did not graduate or who graduated with another degree or certificate (but no bachelor's degree).
- **Any aid related to the CARE Act or unique the COVID-19 pandemic.**

H4. Provide the number of students in the 2023 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2022 and June 30, 2023. Exclude students who transferred into your institution.

⇒ 484.

H5. Number and percent of students in class (defined in H4 above) borrowing from federal, non-federal, and any loan sources, and the average (or mean) amount borrowed.

- The “Average per-undergraduate-borrower cumulative principal borrowed,” is designed to provide better information about student borrowing from federal and nonfederal (institutional, state, commercial) sources.
- The numbers, percentages, and averages for each row should be based only on the loan source specified for the particular row. For example, the federal loans average (row b) should only be the cumulative average of federal loans and the private loans average (row e) should only be the cumulative average of private loans.

Letter	Source/Type of Loan	Number in the class (defined in H4 above) who borrowed from the types of loans specified in the first column	Percent of the class (defined above) who borrowed from the types of loans specified in the first column (nearest 1%)	Average per-undergraduate-borrower cumulative principal borrowed from the types of loans specified in the first column (nearest \$1)
A	Any loan program: Federal Perkins, Federal Stafford Subsidized and Unsubsidized, institutional, state, private loans that your institution is aware of, etc. Include both Federal Direct Student Loans and Federal Family Education Loans.	224	46%	\$19,770
B	Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans.	209	43%	\$14,690
C	Institutional loan programs.	27	6%	\$3,965
D	State loan programs.	0	0%	\$0
E	Private student loans made by a bank or lender.	29	6%	\$43,140

H6-H7: Aid to Undergraduate Degree-seeking Nonresidents

- **Report numbers and dollar amounts for the same academic year checked in item H1**

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

- Institutional need-based scholarship or grant aid is available
- Institutional non-need-based scholarship or grant aid is available
- Institutional scholarship and grant aid is not available

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

⇒ 70

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

⇒ \$72,792

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

⇒ \$5,095,405

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

- Institution's own financial aid form
- CSS Profile
- Other: International Certificate of Finances

H8-H11: Process for First-Year Students

H8. Check off all financial aid forms domestic first-year financial aid applicants must submit:

- FAFSA
- Institution's own financial aid form
- CSS Profile
- State aid form
- Business/Farm Supplement
- Other: Click or tap here to enter text.

H9. Indicate filing dates for first-year students:

Does your institution have a deadline for filing required financial aid forms for first-year students?
Select "No" if there is no deadline and applications are processed on a rolling basis.

Yes No

Priority date for filing required financial aid forms:

⇒ 11/20 for ED1

⇒ 1/15 for ED2 and REGULAR

Deadline for filing required financial aid forms:

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

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

- a. Students notified on or about (date): By April 1st
- b. Students notified on a rolling basis. Starting date: Click or tap here to enter text.

H11. Indicate reply dates:

Students must reply by (date): By May 1st

H12-H15: Types of Aid Available

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

H12. Loans

- Direct Subsidized Stafford Loans
- Direct Unsubsidized Stafford Loans
- Direct PLUS Loans
- Federal Perkins Loans
- Federal Nursing Loans
- State Loans
- College/university loans from institutional funds
- Other (specify): Private alternative loans

H13. Need Based Scholarships and Grants

- Federal Pell
- SEOG
- State scholarships/grants
- Private Scholarships
- College/university scholarship or grant aid from institutional funds
- United Negro College Fund
- Federal Nursing Scholarship
- Other (specify): Click or tap here to enter text.

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

Criteria used in awarding institutional aid	Non-Need Based	Need-Based
Academics	<input type="checkbox"/>	<input type="checkbox"/>
Alumni affiliation	<input type="checkbox"/>	<input type="checkbox"/>
Art	<input type="checkbox"/>	<input type="checkbox"/>
Athletics	<input type="checkbox"/>	<input type="checkbox"/>
Job skills	<input type="checkbox"/>	<input type="checkbox"/>
ROTC	<input type="checkbox"/>	
Leadership	<input type="checkbox"/>	<input type="checkbox"/>
Minority status	<input type="checkbox"/>	<input type="checkbox"/>
Music/drama	<input type="checkbox"/>	<input type="checkbox"/>
Religious affiliation	<input type="checkbox"/>	<input type="checkbox"/>
State/district residency	<input type="checkbox"/>	<input type="checkbox"/>

H15. If your institution has recently implemented any major financial aid policy, program, or initiative to make your institution more affordable to incoming students such as replacing loans with grants, or waiving costs for families below a certain income level please provide details below:

⇒ Click or tap here to enter text.

Are these policies related to the COVID-19 pandemic?

- Yes No

I. INSTRUCTIONAL FACULTY AND CLASS SIZE

II. Please report the number of instructional faculty members in each category for Fall 2023. Include faculty who are on your institution’s payroll on the census date your institution uses for IPEDS/AAUP.

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

Letter	Description	Full-time	Part-time
A	Instructional faculty in preclinical and clinical medicine, faculty who are not paid (e.g., those who donate their services or are in the military), or research-only faculty, post-doctoral fellows, or pre-doctoral fellows	Exclude	Include only if they teach one or more non-clinical credit courses
B	Administrative officers with titles such as dean of students, librarian, registrar, coach, and the like, even though they may devote part of their time to classroom instruction and may have faculty status	Exclude	Include if they teach one or more non-clinical credit courses
C	Other administrators/staff who teach one or more non-clinical credit courses even though they do not have faculty status	Exclude	Include
D	Undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, teaching fellow, and the like	Exclude	Exclude
E	Faculty on sabbatical or leave with pay	Include	Exclude
F	Faculty on leave without pay	Exclude	Exclude
G	Replacement faculty for faculty on sabbatical leave or leave with pay	Exclude	Include

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

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

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

Doctorate: includes such degrees as Doctor of Philosophy, Doctor of Education, Doctor of Juridical Science, and Doctor of Public Health in any field such as arts, sciences, education, engineering, business, and public administration. Also includes terminal degrees formerly designated as “first professional,” including dentistry (DDS or DMD), medicine (MD), optometry (OD), osteopathic medicine (DO), pharmacy (DPharm or BPharm), podiatric medicine (DPM), veterinary medicine (DVM), chiropractic (DC or DCM), or law (JD).

Terminal master’s degree: a master’s degree that is considered the highest degree in a field: example, M. Arch (in architecture) and MFA (master of fine arts in art or theater).

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Letter	Description	Full-time	Part-time	Total
A	Total number of instructional faculty	201	66	267
B	Total number who are members of minority groups	46	10	56
C	Total number who are women	111	28	139
D	Total number who are men	90	38	128
E	Total number who are nonresidents (international)	12	0	12
F	Total number with doctorate, or other terminal degree	194	31	225
G	Total number whose highest degree is a master's but not a terminal master's	4	22	26
H	Total number whose highest degree is a bachelor's	3	8	11
I	Total number whose highest degree is unknown or other (Note: Items f , g , h , and i must sum up to item a .)	0	5	5
J	Total number in stand-alone graduate/professional programs in which faculty teach virtually only graduate-level students			

I2. Student to Faculty Ratio

Report the Fall 2023 ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate level students.

- Do not count undergraduate or graduate student teaching assistants as faculty.

Fall 2023 Student to Faculty ratio: 9.2 to 1

- Based on 2047 students and 223 faculty)

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I3. Undergraduate Class Size

In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 2023 term.

- ✓ **Please include classes that have been moved online in response to the COVID-19 pandemic.**

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

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

Using the above definitions, please report for each of the following class-size intervals the number of *class sections* and *class subsections* offered in Fall 2023. For example, a lecture class with 800 students who met at another time in 40 separate labs with 20 students should be counted once in the “100+” column in the class section column and 40 times under the “20-29” column of the class subsections table.

Number of Class Sections with Undergraduates Enrolled

Undergraduate Class Size (provide numbers)

Undergraduate	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SECTIONS	127	203	69	50	19	1		469

Undergraduate	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SUB-SECTIONS	13	45	16	8				82

Hamilton College - Common Data Set 2023-2024

J. Disciplinary areas of DEGREES CONFERRED

Degrees conferred between July 1, 2022 and June 30, 2023

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

Category	Diploma/ Certificates	Associate	Bachelor's	CIP 2020 Categories to Include
Agriculture				01
Natural resources and conservation			2.90%	03
Architecture				04
Area, ethnic, and gender studies			2.10%	05
Communication/journalism				09
Communication technologies				10
Computer and information sciences			3.87%	11
Personal and culinary services				12
Education				13
Engineering				14
Engineering technologies				15
Foreign languages, literatures, and linguistics			8.06%	16
Family and consumer sciences				19
Law/legal studies				22
English			5.48%	23
Liberal arts/general studies				24
Library science				25
Biological/life sciences			11.61%	26
Mathematics and statistics			8.55%	27
Military science and military technologies				28 and 29
Interdisciplinary studies			0.65%	30
Parks and recreation				31
Philosophy and religious studies			2.90%	38
Theology and religious vocations				39
Physical sciences			5.32%	40
Science technologies				41
Psychology			4.84%	42
Homeland Security, law enforcement, firefighting, and protective services				43
Public administration and social services			3.23%	44
Social sciences			29.35%	45
Construction trades				46
Mechanic and repair technologies				47
Precision production				48
Transportation and materials moving				49
Visual and performing arts			7.42%	50
Health professions and related programs				51
Business/marketing				52
History			3.71%	54
Other				
TOTAL			100%	