

Common Data Set 2025-2026

Welcome to the 2025-2026 Common Data Set collection!

The **Common Data Set (CDS)** initiative is a collaborative effort among data providers in the higher education community and publishers as represented by the **College Board**, **Peterson's**, and **U.S. News & World Report**. The combined goal of this collaboration is to improve the quality and accuracy of information provided to all involved in a student's transition into higher education, as well as to reduce the reporting burden on data providers.

The CDS is a set of standards and definitions of data items rather than a survey instrument or set of data represented in a database. Each of the higher education surveys conducted by the participating publishers incorporates items from the CDS as well as unique items proprietary to each publisher. Consequently, the publishers' surveys differ in that they utilize varying numbers of items from the CDS.

Those who report data for their colleges are urged to abide by the definitions and the cohorts specified when answering CDS items. They are also urged to use the answers to CDS items when responding to the numerous survey requests they receive, by distributing photocopies of their answers, posting them on their websites, or by other effective means.

This Excel template is designed for CSV export. On each section tab, responses are stored in columns **AA–AL**. Before exporting, verify that your entries appear correctly on the **Answer Sheet**. The Answer Sheet includes field mappings to the **U.S. News fillable PDF** and to the **Word** version. Please confirm with the receiving organization that it is able to accept a CSV of your responses. For more information about the Common Data Set (CDS) initiative, visit <https://commondataset.org/>

Please contact the **College Board College Survey** team at collegesurvey@collegeboard.org should you have any questions about this Excel template.

*Note: At the time of publication, not all questions on the **Excel** template can be matched to a **U.S. News fillable PDF** equivalent. The matching cells for these questions are in light red on the Answer Sheet. Please confirm all questions, responses, and mapping before submitting a CSV to another organization.

*Note: As of publication, some questions in the **Word** template do not map directly—or require different formatting—to an equivalent field in the **U.S. News fillable PDF** and in the **Excel** template. An example are those questions with multiple category options such as "Very Important, Important, Considered, Not Considered". The matching cells for these questions may appear as duplicates (light red on the Answer Sheet) or a single category is listed as the code value (c7_state_residency_very_important). Please review and verify all questions, responses, and mapping requirements before exporting to CSV or submitting to another organization.

A. General Information

A0 Respondent Information (Not for Publication)

First Name:

Caroline

Last Name:

Seguin

Title:

Director of Institutional Research

Office:

Office of Institutional Research

Address Line 1:

27 Memorial Dr West

Address Line 2:

Address Line 3:

City:

State

Zipcode

Country:

Phone:

Email Address:

oir@lehigh.edu

Are your responses to the CDS posted for reference on your institution's Website? Yes or No

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

<https://data.lehigh.edu/common-data-set>

We invite you to indicate if there are items on the CDS for which you cannot use the requested analytic convention,

A0A cannot provide data for the cohort requested, whose methodology is unclear, or about which you have questions or comments in general. This information will not be published but will help the publishers further refine CDS items.

A1 Address Information

Name of College/University:

Lehigh University

Street Address Line 1:

27 Memorial Dr West

Street Address Line 2:

Street Address Line 3:

City

State

Zip

Country:

Main Phone Number (Area Code)

Main Phone Number:

Main Phone Number (Ext):

WWW Home Page Address:

<https://www2.lehigh.edu/>

Main Institution Email

Admissions Office

Admissions Office Street Address (if different):

27 Memorial Dr West

Street Address (if different) Line 2:

Street Address (if different) Line 3:

City

State

Zip

Country:

Admissions Phone Number (Area Code):

Admissions Phone Number:

Admissions Phone Number (Ext):

Admissions Toll-Free Phone Number (Out-of-State Area Code):

Admissions Toll-Free Phone Number:

Admissions Toll-Free Phone Number (Ext):

Admissions Email Address:

admissions@lehigh.edu

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

<https://www2.lehigh.edu/admissions/apply>

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

A2 Source of institutional control (Check only one):

<input type="checkbox"/>	Public
<input checked="" type="checkbox"/>	Private (nonprofit)
<input type="checkbox"/>	Proprietary

A3 Classify your undergraduate institution:

<input checked="" type="checkbox"/>	Coeducational college
<input type="checkbox"/>	Men's college
<input type="checkbox"/>	Women's college

A4 Academic year calendar:

<input checked="" type="checkbox"/>	Semester
<input type="checkbox"/>	Quarter
<input type="checkbox"/>	Trimester
<input type="checkbox"/>	4-1-4
<input type="checkbox"/>	Continuous
<input type="checkbox"/>	Differs by program (describe):

<input type="checkbox"/>	Other (describe):
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A5 Degrees offered by your institution:

<input checked="" type="checkbox"/>	Certificate
<input type="checkbox"/>	Diploma
<input type="checkbox"/>	Associate
<input type="checkbox"/>	Transfer Associate
<input type="checkbox"/>	Terminal Associate
<input checked="" type="checkbox"/>	Bachelor's
<input checked="" type="checkbox"/>	Postbachelor's certificate
<input checked="" type="checkbox"/>	Master's
<input type="checkbox"/>	Post-master's certificate
<input checked="" type="checkbox"/>	Doctoral degree research/scholarship
<input type="checkbox"/>	Doctoral degree – professional practice
<input type="checkbox"/>	Doctoral degree -- other

A6 Campus Belonging Webpage

If your institution has an office or department dedicated to fostering a welcoming and supportive campus climate for individuals from all backgrounds, please provide the URL of the corresponding Web page:

<https://www2.lehigh.edu/inclusive-excellence-belonging>

B. ENROLLMENT AND PERSISTENCE

B1 Institutional Enrollment - Males and Females

Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of **October 15, 2025**.

- Note: Report students formerly designated as "first professional" in the graduate cells.
- For information on reporting study abroad students please see: https://nces.ed.gov/ipeds/pdf/Reporting_Study_Abroad_Students.pdf
- **Dual Enrollment:** If your institution enrolls high school students in college courses for credit either within a dual enrollment program or outside of a dual enrollment program, you may report the unduplicated count as part of the full- or part-time "All other undergraduates" section.

Undergraduate Students: Full-Time	Males	Females	Unknown
Degree-seeking, first-time first-year students	756	779	
Other first-year, degree-seeking			
All other degree-seeking	2,264	2,118	
Total degree-seeking	3,020	2,897	0
All other undergraduates enrolled in credit courses	4	5	
Total Undergraduate Full-Time Students	3,024	2,902	0

Undergraduate Students: Part-Time	Males	Females	Unknown
Degree-seeking, first-time first-year students			
Other first-year, degree-seeking			
All other degree-seeking	31	25	
Total degree-seeking	31	25	0
All other undergraduates enrolled in credit courses	2	2	
Total Undergraduate Part-Time Students	33	27	0

Undergraduate Students: All	Males	Females	Unknown
Total Undergraduate Students	3,057	2,929	0

Graduate Students: Full-Time	Males	Females	Unknown
Degree-seeking, first-time	147	163	
All other degree-seeking	457	374	5
All other graduates enrolled in credit courses	2	1	
Total Graduate Full-Time Students	606	538	5

Graduate Students: Part-Time	Males	Females	Unknown
Degree-seeking, first-time	44	76	1
All other degree-seeking	259	306	2
All other graduates enrolled in credit courses	25	60	1
Total Graduate Part-Time Students	328	442	4

Graduate Students: All	Males	Females	Unknown
Total Graduate Students	934	980	9

All Students: Total	Males	Females	Unknown
Total Full-Time Students	3,630	3,440	5
Total Part-Time Students	361	469	4
Total All students	3,991	3,909	9

Total all undergraduates 5,986
 Total all graduate 1923
GRAND TOTAL ALL STUDENTS 7,909

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, 2025.

- 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/understandaid/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.

Dual Enrollment: If your institution enrolls high school students in college courses for credit either within a dual enrollment program or outside of a dual enrollment program, you may report the unduplicated count as part of the non-degree-seeking students included in the "Total Undergraduates (both degree & non-degree-seeking)" section.

	Degree-Seeking First-Time First Year	Degree-Seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree & non-degree-seeking)
Nonresidents	71	360	370
Hispanic/Latino	194	693	693
Black or African American, non-Hispanic	48	254	254
White, non-Hispanic	943	3,584	3,585
American Indian or Alaska Native, non-Hispanic	1	3	3
Asian, non-Hispanic	159	652	653
Native Hawaiian or other Pacific Islander, non-Hispanic	2	7	7
Two or more races, non-Hispanic	73	278	278
Race and/or ethnicity unknown	44	142	143
TOTAL	1,535	5,973	5,986

Persistence

B3 Number of degrees awarded by your institution from July 1, 2024, to June 30, 2025.

Certificate/diploma	7
Associate degrees	
Bachelor's degrees	1448
Postbachelor's certificates	34
Master's degrees	482
Post-Master's certificates	
Doctoral degrees – research/scholarship	107
Doctoral degrees – professional practice	
Doctoral degrees – other	

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 2025-2026 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 2018 and Fall 2019 cohorts (formerly CDS B4-B11) into four groups:

- Students who received a Federal Pell Grant*
- Recipients of a subsidized Stafford Loan who did not receive a Pell Grant
- Students who did not receive either a Pell Grant or a subsidized Stafford Loan
- Total (all students, regardless of Pell Grant or subsidized loan status)

*Students who received both a Federal Pell Grant and a subsidized Stafford Loan should be reported in the "Recipients of a Federal Pell Grant" column.

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

For Bachelor's or Equivalent Programs

Please provide data for the Fall 2019 cohort if available. If Fall 2019 cohort data are not available, provide data for the Fall 2018 cohort.

Fall 2019 Cohort

	Recipients of a Federal Pell Grant	Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total (sum of 3 columns to the left)

		receive a Pell Grant	Loan	the left)
A	Initial 2019 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	282	260	864 1406
B	Of the initial 2019 cohort, how many did not persist and did not graduate for the following reasons: • Deceased • Permanently Disabled • Armed Forces • Foreign Aid Service of the Federal Government • Official church missions • Report Total Allowable Exclusions	0	0	1 1
C	Final 2019 cohort, after adjusting for allowable exclusions	282	260	863 1405
D	Of the initial 2019 cohort, how many completed the program in four years or less (by Aug. 31, 2023)	204	206	654 1064
E	Of the initial 2019 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2023 and by Aug. 31, 2024)	26	16	73 115
F	Of the initial 2019 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2024 and by Aug. 31, 2025)	5	1	12 18
G	Total graduating within six years (sum of lines D, E, and F)	235	223	739 1197
H	Six-year graduation rate for 2019 cohort (G divided by C)	83.33%	85.77%	85.63% 85.20%

Fall 2018 Cohort

	Recipients of a Federal Pell Grant	Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total (sum of 3 columns to the left)
A	Initial 2018 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	225	271	779 1275
B	Of the initial 2018 cohort, how many did not persist and did not graduate for the following reasons: • Deceased • Permanently Disabled • Armed Forces • Foreign Aid Service of the Federal Government • Official church missions • Report Total Allowable Exclusions	0	0	1 1
C	Final 2018 cohort, after adjusting for allowable exclusions	225	271	778 1274
D	Of the initial 2018 cohort, how many completed the program in four years or less (by Aug. 31, 2022)	163	216	636 1015
E	Of the initial 2018 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2022 and by Aug. 31, 2023)	22	18	50 90

F	Of the initial 2018 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2023 and by Aug. 31, 2024)	5	5	5	15
G	Total graduating within six years (sum of lines D, E, and F)	190	239	691	1120
H	Six-year graduation rate for 2018 cohort (G divided by C)	84.44%	88.19%	88.82%	87.91%

For Two-Year Institutions

Please provide data for the 2022 cohort if available. If 2022 cohort data are not available, provide data for the 2021 cohort.

		2022 Cohort	2021 Cohort
B12	Initial cohort, total of first-time, full-time degree/certificate-seeking students:		
	Of the initial cohort, how many did not persist and did not graduate for the following reasons:		
B13	<ul style="list-style-type: none"> • Death • Permanently Disability • Service in the armed forces, • Foreign aid service of the federal government • Official church missions • Report total allowable exclusions 		
B14	Final cohort, after adjusting for allowable exclusions:	0	0
B15	Completers of programs of less than two years duration (total):		
B16	Completers of programs of less than two years within 150 percent of normal time:		
B17	Completers of programs of at least two but less than four years (total):		
B18	Completers of programs of at least two but less than four-years within 150 percent of normal time:		
B19	Total transfers-out (within three years) to other institutions:		
B20	Total transfers to two-year institutions:		
B21	Total transfers to four-year institutions:		

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 2024 (or the preceding summer term).

- The initial cohort may be adjusted for students who departed for the following reasons:
- * Death
- * Permanent Disability
- * Service in the armed forces
- * Foreign aid service of the federal government
- * Official church missions
- * No other adjustments to the initial cohort should be made.

B22 Report the number of all first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2024 (or the preceding summer term).

1500

From this group, identify how many were still enrolled at your institution as of the official enrollment date in Fall 2025.

1415

Calculate the percentage of the Fall 2024 entering cohort who remained enrolled on the official census date.

94.33%

Total students retained = students from the Fall 2024 cohort who are still enrolled as of Fall 2025 + students from Fall 2024 cohort who completed their bachelor's program as of Fall 2025

(Students from the Fall 2024 cohort still enrolled as of Fall 2025 + Students from Fall 2024 cohort who completed their bachelor's program as of Fall 2025)/(Adjusted Fall 2024 cohort) *100

Note: The number of first-time students seeking a bachelor's degree (or equivalent) who attain a bachelor's degree (or equivalent) by their second fall term is expected to be zero or very small. In exceptional cases when a first-time student does satisfy all degree requirements including full credit completion (e.g., typically 120 credit hours) and is awarded a bachelor's degree (or equivalent) by their second fall term, they are to be considered "retained" for EF reporting purposes.

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 2025.

- 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).
- 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.

First-Time, First-Year Student Applicants	Total
Total first-time, first-year males who applied	9791
Total first-time, first-year females who applied	9542
Total first-time, first-year students of unknown sex who applied	9

First-Time, First-Year Student Admits	Total
Total first-time, first-year males who were admitted	2690
Total first-time, first-year females who were admitted	2911
Total first-time, first-year students of unknown sex who were admitted	

First-Time, First-Year Student Enrollees	Total
Total first-time, first-year males who enrolled	756
Total first-time, first-year females who enrolled	779
Total first-time, first-year students of unknown sex who enrolled	

First-Time, First-Year Student Enrollees by Status	Total
Total full-time, first-time, first-year males who enrolled	756
Total part-time, first-time, first-year males who enrolled	
Total full-time, first-time, first-year females who enrolled	779
Total part-time, first-time, first-year females who enrolled	
Total full-time, first-time, first-year students of unknown sex who enrolled	
Total part-time, first-time, first-year students of unknown sex who enrolled	

If available, please provide residency breakdowns for total applicants, admits, and enrolled students: Fall 2025

Please report based on known physical address at time of application.

First-Time, First-Year Student Applicants	In-State	Out-of-State	International	Total
Total first-time, first-year (degree-seeking) who applied	3090	12070	4182	19342
Total first-time, first-year (degree-seeking) who were admitted	1010	4415	176	5601
Total first-time, first-year (degree-seeking) who enrolled	352	1112	71	1535

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

Students who met admission requirements but whose final admission was contingent on space availability

Yes or No

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

Yes

If yes, please answer the questions below for Fall 2025 admissions:

WAITING LIST	TOTAL
Number of qualified applicants offered a place on waiting list:	4083
Number accepting a place on the waiting list:	1988
Number of wait-listed students admitted:	80

Yes or No

Is your waiting list ranked?

No

If yes, do you release that information to students?

-

Do you release that information to school counselors?

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:

<input checked="" type="checkbox"/>	High school diploma is required and GED is accepted
<input type="checkbox"/>	High school diploma is required and GED is not accepted
<input type="checkbox"/>	High school diploma or equivalent is not required

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

<input checked="" type="checkbox"/>	Require
<input type="checkbox"/>	Recommend
<input type="checkbox"/>	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	Units Required	Units Recommended
Total academic units	16	18
English	4	4
Mathematics	3	4
Science	2	4
Or these, units that must be lab	2	2
Foreign language	2	2
Social studies	2	4
History	2	2
Academic electives	2	2
Computer Science	1	2
Visual/Performing Arts	1	1
Other (specify)		

C6-C7: Basis for Selection

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:

<input type="checkbox"/>	Open admission policy as described above for all students
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Open admission policy as described above for most students, but--

<input type="checkbox"/>	selective admission for out-of-state students
<input type="checkbox"/>	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) admissions decisions.

Academic	Very Important	Important	Considered	Not Considered
Rigor of secondary school record	x			
Class rank		x		
Academic GPA	x			
Standardized test scores		x		
Application Essay		x		
Recommendation(s)		x		
Nonacademic	Very Important	Important	Considered	Not Considered
Interview			x	
Extracurricular activities		x		
Talent/ability		x		
Character/personal qualities		x		
First generation			x	
Alumni/ae relation			x	
Geographical residence			x	
State residency			x	
Religious affiliation/commitment				x
Volunteer work		x		
Work experience			x	
Level of applicant's interest		x		

Please provide additional information if the importance of any specific academic or nonacademic factors differ by academic program.

C8: SAT and ACT Policies

Entrance exams

Yes or No

C8A Does your institution make use of SAT or ACT scores in **admission** decisions for first-time, first-year, degree-seeking applicants?

Yes

If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for students applying for **Fall 2027**.

Admission	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			x		
ACT Only			x		
SAT Only			x		

C8B Has been removed from the CDS.

C8C Has been removed from the CDS.

Yes or No

C8D In addition, does your institution use applicants' test scores for academic advising?

No

C8E Latest date by which SAT or ACT scores must be received for fall-term admission

1-Jan

C8F

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):

Submission of SAT/ACT scores are optional and will be considered only if an applicant indicates that they want official scores to be added into the review and final decision of their application.

C8G 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 2025, 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 2025 who submitted national standardized (SAT/ACT) test scores.

- Include information for ALL enrolled, degree-seeking, first-time, first-year students who submitted

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

	Percent	Number
Submitting SAT Scores	33.03%	507
Submitting ACT Scores	10.29%	158

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	1380	1430	1480
SAT Evidence-Based Reading and Writing	680	710	740
SAT Math	690	720	760
ACT Composite	31	33	34
ACT Math	29	31	33
ACT English	31	34	35
ACT Writing	-	-	-
ACT Science	30	32	34
ACT Reading	32	34	35

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

Score Range	SAT Evidence-Based Reading and Writing	SAT Math
700-800	63.12%	72.78%
600-699	35.50%	25.25%
500-599	1.18%	1.77%
400-499	0.20%	0.20%
300-399	0.00%	0.00%
200-299	0.00%	0.00%
Totals should = 100%	100.00%	100.00%

Score Range	SAT Composite
1400-1600	68.64%
1200-1399	30.97%
1000-1299	0.39%
800-999	0%
600-799	0%
400-599	0%
Totals should = 100%	100.00%

Score Range	ACT Composite	ACT English	ACT Math	ACT Reading	ACT Science
30-36	96.20%	82.28%	68.35%	95.57%	84.18%

24-29	3.80%	17.72%	31.65%	3.80%	15.19%
18-23				0.63%	0.63%
12-17					
6-11					
Below 6					
Totals should = 100%	100.00%	100.00%	100.00%	100.00%	100.00%

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	60.00%
Percent in top quarter of high school graduating class	86.76%
Percent in top half of high school graduating class	98.31%
Percent in bottom half of high school graduating class	1.69%
Percent in bottom quarter of high school graduating class	0.28%
Percent of total first-time, first-year students who submitted high school	23.13%

C11 Percentage of all enrolled, degree-seeking, first-time, first-year students who had high school grade-point averages within each of the following ranges (using 4.0 scale).

- * Report information only for those students from whom you collected high school GPA.
- * If you are able to report GPA ranges separately for students that also submitted at least one test score versus those who did not submit a test score, please do so in the respective columns. If you are unable to report these data, please report the ranges for all students.

Range	Percent (Students who submitted scores)	Percent (Students who did not submit scores)	Percent (All enrolled students)
Percent who had GPA of 4.0			
Percent who had GPA between 3.75 and 3.99			
Percent who had GPA between 3.50 and 3.74			
Percent who had GPA between 3.25 and 3.49			
Percent who had GPA between 3.00 and 3.24			
Percent who had GPA between 2.50 and 2.99			
Percent who had GPA between 2.0 and 2.49			
Percent who had GPA between 1.0 and 1.99			
Percent who had GPA below 1.0			
Totals should = 100%	0.00%	0.00%	0.00%

C12 Average high school GPA of all degree-seeking, first-time, first-year
Percent of total first-time, first-year students who submitted high school
GPA:

C13-C20: Admission Policies

C13 Application Fee

If your institution has waived its application fee for the Fall 2026 admission cycle please select no.

Yes or No

Does your institution have an application fee?

Yes

Amount of application fee:

\$75

Yes or No

Can it be waived for applicants with financial need?

Yes

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

- Same fee
- Free
- Reduced

Yes or No

Can on-line application fee be waived for applicants

Yes

C14 Application closing date

Does your institution have an application closing date? Yes

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

Yes or No**C15 Are first-time, first-year students accepted for terms other than the****Yes or No**No**C16 Notification to applicants of admission decision sent (fill in one only)**

On a rolling basis beginning (date): 20-Mar
 By (date): 20-Mar
 Other: _____

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

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

Deadline for housing deposit (MMDD): 1-MayAmount of housing deposit: \$500

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 or NoYesIf yes, maximum period of postponement: 1 year**C19 Early admission of high school students****Yes or No**No

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?

C20 Common Application: Question removed from CDS. (Initiated during 2006-2007 cycle)**C21-C22: Early Decision and Early Action Plans****C21 Early Decision****Yes or No**Yes

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?

If "yes," please complete the following:

First or only early decision plan closing date
 First or only early decision plan notification date
 Other early decision plan closing date
 Other early decision plan notification date

11/112/51/12/5

For the Fall 2025 entering class:

Number of early decision applications received by your institution

2040

Number of applicants admitted under early decision plan

966

Please provide significant details about your early decision plan:

C22 Early action

Yes or No

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?

No

If "yes," please complete the following:

Early action closing date

Early action notification date

Yes or No

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

D. TRANSFER ADMISSION

D1-D2: Fall Applicants

D1 Does your institution enroll transfer students? (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 or No
X
X

D2 Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in Fall 2025.

Transfer Admission	Applicants	Admitted	Enrolled
Males	452	104	35
Females	352	91	25
Unknown	-	-	-
Total	804	195	60

D3-D11: Application for Admission

D3 Indicate terms for which transfers may enroll:

X	Fall
	Winter
X	Spring
	Summer

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

Yes or No
Yes

D4 If yes, what is the minimum number of credits and the unit of measure?

Number	Unit Type
24	Credit Hours

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

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

D6 If a minimum high school grade point average is required of

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

3

D8 List any other application requirements specific to transfer applicants:

D9

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

Term	Priority Date	Closing Date	Notification Date	Reply Date	Rolling Admission
Fall	4/1	4/15	5/15	6/15	
Winter					
Spring	11/1	11/15	12/1	1/10	
Summer					

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

Yes or No**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	Unit Type
60	Credits

D14 Maximum number of credits or courses that may be transferred from a four-year institution:

Number	Unit Type
90	Credits

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:

Number	Unit Type
60	Credits

D17 Describe other transfer credit policies:

D18-D22: Military Service Transfer Credit Policies

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

Yes or No

American Council on Education (ACE)
College Level Examination Program (CLEP)
DANTES Subject Standardized Tests (DSST)

No
No
No

Number Unit Type

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):		

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

If yes, please provide the URL where the policy can be located:

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

E. ACADEMIC OFFERINGS AND POLICIES

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

<input type="checkbox"/>	Accelerated program
<input type="checkbox"/>	Comprehensive transition and postsecondary program for students with intellectual disabilities
<input checked="" type="checkbox"/>	Cross-registration
<input checked="" type="checkbox"/>	Distance learning
<input checked="" type="checkbox"/>	Double major
<input type="checkbox"/>	Dual enrollment
<input checked="" type="checkbox"/>	English as a Second Language (ESL)
<input checked="" type="checkbox"/>	Exchange student program (domestic)
<input checked="" type="checkbox"/>	External degree program
<input checked="" type="checkbox"/>	Honors Program
<input checked="" type="checkbox"/>	Independent study
<input checked="" type="checkbox"/>	Internships
<input checked="" type="checkbox"/>	Liberal arts/career combination
<input type="checkbox"/>	Student-designed major
<input checked="" type="checkbox"/>	Study abroad
<input type="checkbox"/>	Teacher certification program
<input checked="" type="checkbox"/>	Undergraduate Research
<input type="checkbox"/>	Weekend college
<input checked="" type="checkbox"/>	Other (specify):

[View Lehigh Catalog: https://catalog.lehigh.edu/undergraduatesstudies/](https://catalog.lehigh.edu/undergraduatesstudies/)

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 checked="" type="checkbox"/>	Computer literacy
<input checked="" type="checkbox"/>	English (including composition)
<input type="checkbox"/>	Foreign languages
<input type="checkbox"/>	History
<input type="checkbox"/>	Physical Education
<input checked="" type="checkbox"/>	Humanities
<input checked="" type="checkbox"/>	Intensive writing
<input checked="" type="checkbox"/>	Mathematics
<input type="checkbox"/>	Philosophy
<input checked="" type="checkbox"/>	Sciences (biological or physical)
<input checked="" type="checkbox"/>	Social science
<input type="checkbox"/>	Other (describe):

F. STUDENT LIFE

F1 Percentages of first-time, first-year degree-seeking students and degree-seeking undergraduates enrolled in Fall 2025 who fit the following categories:

	First-time, first-year students	Undergraduates
Percent who are from out of state (exclude international/nonresidents from the numerator and denominator)	75.82%	73.67%
Percent of males who join fraternities	-	17.83%
Percent of females who join sororities	-	24.74%
Percent who live in college-owned, -operated, or -affiliated housing	97.26%	60.29%
Percent who live off campus or commute	2.74%	39.71%
Percent of students age 25 and older	0.00%	0.22%
Average age of full-time students	18	20
Average age of all students (full- and part-time)	18	21

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

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

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

Programs	Marine Option (for Naval ROTC)	On Campus	At Cooperating Institution	Name of Cooperating Institution
Army ROTC is offered:	Not Applicable	x	-	-
Naval ROTC is offered:	-	-	-	-
Air Force ROTC is offered:	Not Applicable	-	-	-

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

- Coed residence halls
- Men's residence halls
- Women's residence halls
- Apartments for married students
- Apartments for single students
- Special housing for disabled students
- Special housing for international students
- Fraternity/sorority housing
- Cooperative housing
- Theme housing
- Wellness housing
- Living Learning Communities
- Other housing options (specify):
Gender Neutral

G. ANNUAL EXPENSES

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

<https://www.lehigh.edu/admissions/net-price-calculator>

Provide 2026-2027 academic year costs of attendance for the following categories that are applicable to your institution.

Check here if your institution's 2026-2027 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 2026-2027 academic year costs of attendance will be available:

1-Mar

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 2026-2027 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 INSTITUTIONS		First-Year	Undergraduates
Tuition:			
PUBLIC INSTITUTIONS			
Tuition: In-district			
Tuition: In-state (out-of-district):			
Tuition: Out-of-state:			
Tuition: Nonresident			
FOR ALL INSTITUTIONS		First-Year	Undergraduates
Required Fees:			
Food and housing (on-campus):			
Housing Only (on-campus):			
Food Only (on-campus meal plan):			

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

Other:

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

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

Yes or No

G4 Do tuition and fees vary by undergraduate instructional program?

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:

	Residents	Commuters (living at home)	Commuters (not living at home)
Books and supplies:			
Housing only:	Not Applicable	Not Applicable	
Food only:	Not Applicable		

Food and housing total*	Not Applicable	Not Applicable	
Transportation:			
Other expenses:			

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

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

PRIVATE INSTITUTIONS:	
PUBLIC INSTITUTIONS:	Not Applicable
In-district:	
In-state (out-of-district):	
Out-of-state:	
NONRESIDENTS:	

I. INSTRUCTIONAL FACULTY AND CLASS SIZE

Please report the number of instructional faculty members in each category for Fall 2025. Include

I-1. faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.

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

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

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).

		Full-Time	Part-Time	Total
A	Total number of instructional faculty	593	173	766
B	Total number who are members of minority groups	157	18	175
C	Total number who are females	243	83	326
D	Total number who are males	349	82	431
E	Total number who are nonresidents (international)	40	8	48
F	Total number with doctorate, or other terminal degree	555	65	620
G	Total number whose highest degree is a master's but not a terminal master's	35	43	78
H	Total number whose highest degree is a bachelor's	2	37	39
I	Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)	1	28	29
J	Total number in stand-alone graduate/professional programs in which faculty teach virtually only graduate-level students	0	0	0

I-2. Student to Faculty Ratio

Report the Fall 2025 ratio of full-time equivalent undergraduate and graduate students (full-time plus 1/3 part time) to full-time equivalent instructional faculty of undergraduate and graduate students (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 2025 Student to Faculty ratio	11	to 1	(based on	7353	students
			and	650.67	faculty).

I-3. Undergraduate Class Size

In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 2025 term.

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

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

Using the above definitions, please report for each of the following class-size intervals the number of class sections and class subsections offered in Fall 2025. For example, a lecture class with 800 students who met at another time in 40 separate labs with 20 students should be counted once in the “100+” column in the class section column and 40 times under the “20-29” column of the class subsections table.

Number of Class Sections with Undergraduates Enrolled

Undergraduate Class Size (provide numbers)

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SECTIONS	98	332	270	174	56	65	35	1030

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SUB-SECTIONS	43	116	135	36	5	10	6	351

J. Disciplinary areas of DEGREES CONFERRED

J1 Degrees conferred between July 1, 2024 and June 30, 2025

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			0.75%	03
Architecture			1.88%	04
Area, ethnic, and gender studies			0.13%	05
Communication/journalism			1.76%	09
Communication technologies				10
Computer and information sciences			11.47%	11
Personal and culinary services				12
Education				13
Engineering			20.25%	14
Engineering technologies				15
Foreign languages, literatures, and linguistics			0.44%	16
Family and consumer sciences				19
Law/legal studies				22
English			1.25%	23
Liberal arts/general studies				24
Library science				25
Biological/life sciences			6.02%	26
Mathematics and statistics			1.50%	27
Military science and military technologies				28 & 29
Interdisciplinary studies			3.20%	30
Parks and recreation				31
Philosophy and religious studies			0.63%	38
Theology and religious vocations				39
Physical sciences			2.51%	40
Science technologies				41
Psychology			6.14%	42
Homeland security, law enforcement, firefighting, emergency services				43
Public administration and social services				44
Social sciences			7.84%	45
Construction trades				46
Mechanic and repair technologies				47
Precision production				48
Transportation and materials moving				49
Visual and performing arts			2.01%	50
Health professions and related programs			3.64%	51
Business/marketing	100%		27.96%	52
History			0.63%	54
Other				
TOTAL (should = 100%)	100.00%	0.00%	100.00%	