

DAVIDSON

Fact file 2014-15



*Prepared by the Office of Planning and Institutional Research,
December 2014*

Cover photo - 2014 Davidson International Festival
Photo by Bill Giduz

Introduction

Classification issues, accountability requirements, and optimism aside, how does one define the character of an institution of higher education? We here in the Office of Planning and Institutional Research are as aware and appreciative of this dilemma as anyone. However, we also understand that numbers are frequently helpful as signposts of what is important, and to that end, we have compiled the Davidson College Fact file for 2014-2015.

Two criteria were met in collecting and reporting the numbers in this Fact file:

- Consistency in measurement, enabling us to compare data over time
- Consistency in definition, enabling us to compare data across institutions

Sometimes meeting these criteria has led to debate, and we recognize that the measurements or definitions christened “official” by our office are not necessarily the measurements or definitions that are *important* to some divisions. We also recognize that these differences can be valid, and debate about these criteria has enabled us to provide better information. To avoid potential misunderstanding or misinterpretation we have included detailed information about definitions and sources for the data contained within the Fact file. Related data are also available in the Office of Planning and Institutional Research for many of these items. Information included is the most recent data available for the 2014 Fall semester. For student enrollment, this is the official fall enrollment number as of October 15, 2014 as reported to the federal and state government. For items best measured over an academic or fiscal year, data is for 2013-2014, unless otherwise specified.

Finally, we cannot emphasize enough that any measure of a college must be understood within the context of its history, culture, and priorities. Only when we consider these numbers in combination do we understand the unique nature of Davidson College.

This year’s Fact file is the sixteenth produced by the Office of Planning and Institutional Research. Each year we have made revisions and incorporated changes to reflect our understanding of how the campus uses the information provided. We welcome suggestions and comments. Please send recommendations to us throughout the year as you use this Fact file, using the contact information below:

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This current version of the Fact file (as well as editions for prior years) can be found on the Davidson College web site at: <http://www.davidson.edu/offices/institutional-research/fact-file>

Table of Contents

	<u>Page</u>
Statement of Purpose	2
Applications, Acceptances, and Enrollment	3
The Class of 2018	4
Fall Student Enrollment	5
Student Retention and Graduation	8
Student Life	10
Athletics	11
Study Abroad	12
Career Development	13
Tuition and Fees	14
Financial Aid	15
Development	15
Endowment	16
Finances	17
Faculty and Staff	18
Physical Plant	19
Library	19
Information Technology Services (ITS)	20
List of Peer Institutions	21
Factfile Information Sources	Inside Back Cover

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Statement of Purpose

Davidson College is an institution of higher learning established in 1837 by Presbyterians of North Carolina. Since its founding, the ties that bind the college to its Presbyterian heritage, including the historic understanding of Christian faith called The Reformed Tradition, have remained close and strong. The college is committed to continuing this vital relationship.

The primary purpose of Davidson College is to assist students in developing humane instincts and disciplined and creative minds for lives of leadership and service. In fulfilling its purpose, Davidson has chosen to be a liberal arts college, to maintain itself as a residential community of scholars, to emphasize the teaching responsibility of all professors, and to ensure the opportunity for personal relationships between students and teachers. Further, Davidson believes it is vital that all students in every class know and study under mature and scholarly teachers who are able and eager to provide for each of them stimulation, instruction, and guidance.

The Christian tradition to which Davidson remains committed recognizes God as the source of all truth, and believes that Jesus Christ is the revelation of that God, a God bound by no church or creed. The loyalty of the college thus extends beyond the Christian community to the whole of humanity and necessarily includes openness to and respect for the world's various religious traditions. Davidson dedicates itself to the quest for truth and encourages teachers and students to explore the whole of reality, whether physical or spiritual, with unlimited employment of their intellectual powers. At Davidson, faith and reason work together in mutual respect and benefit toward growth in learning, understanding, and wisdom.

As a college that welcomes students, faculty, and staff from a variety of nationalities, ethnic groups, and traditions, Davidson values diversity, recognizing the dignity and worth of every person. Therefore, Davidson provides a range of opportunities for worship, civil debate, and teaching that enrich mind and spirit. Further, Davidson challenges students to engage in service to prepare themselves for lives of growth and giving.

Davidson seeks students of good character and high academic ability, irrespective of economic circumstances, who share its values and show promise for usefulness to society. In the selection of faculty, the college seeks men and women who respect the purpose of the college, who are outstanding intellectually, who have the best training available in their fields of study, and whose interest in students and teaching is unfeigned and profound. The Trustees commit to being faithful stewards of the traditions of the college. They are charged with governing under the Constitution and By-laws and with providing the financial resources necessary for adequate student aid and appropriate facilities and programs, including furnishing the faculty with the time and opportunity for creative scholarship fundamental to the best teaching.

As a liberal arts college, Davidson emphasizes those studies, disciplines, and activities that are mentally, spiritually, and physically liberating. Thus, the college concentrates upon the study of history, literature and languages, philosophy and religion, music, drama and the visual arts, the natural and social sciences, and mathematics. The college encourages student engagement with other cultures through domestic and international studies. The college also requires physical education, provides for competitive athletics, and encourages a variety of social, cultural, and service activities. While Davidson prepares many of its students for graduate and professional study, it intends to teach all students to think clearly, to make relevant and valid judgments, to discriminate among values, and to communicate freely with others in the realm of ideas. Davidson holds a priceless heritage bequeathed by those who have dedicated their lives and their possessions for its welfare. To it much has been entrusted, and of it much is required.

Applications, Acceptances, and Enrollment

Historical Information from Fall 2004 to Fall 2014

First-Year Students

<u>Fall</u>	<u>Applied</u>	<u>Accepted</u>	<u>Acceptance Rate*</u>	<u>Initially Enrolled **</u>	<u>Yield Rate ***</u>
2014	5,560	1,205	21.7%	504	41.8%
2013	4,745	1,215	25.6%	481	39.6%
2012	4,770	1,184	24.8%	493	41.6%
2011	4,759	1,208	25.4%	489	40.5%
2010	4,088	1,205	29.5%	501	41.6%
2009	4,494	1,185	26.4%	491	41.4%
2008	4,412	1,133	25.7%	482	42.5%
2007	3,992	1,127	28.2%	467	41.4%
2006	3,895	1,185	30.4%	464	39.1%
2005	4,258	1,146	26.9%	463	40.4%
2004	4,154	1,108	26.8%	462	41.7%

Fall Transfers

<u>Fall</u>	<u>Applied</u>	<u>Accepted</u>	<u>Enrolled</u>
2014	95	21	11
2013	97	31	20
2012	90	19	8
2011	97	22	9
2010	97	8	6
2009	110	36	14
2008	80	14	10
2007	82	19	10
2006	62	17	11
2005	51	16	5
2004	47	1	1

* The acceptance rate is the percent of applicants accepted.

** Reflects students enrolled on the first day of class; may differ from the official count as of October 15, reported on page 6.

*** The yield rate is the percent of accepted students who enrolled.

The Class of 2018

Davidson's 502 first-year students come from 44 states/territories and 21 foreign countries. The entering class includes 28% domestic students of color. The class is composed of 49% men and 51% women.

Selectivity Highlights

SAT Scores (391 students)

Mean: 663 verbal, 668 math, 663 writing
Median: 660 verbal, 670 math, 670 writing

25th-75th percentile range, verbal: 610 – 720
25th-75th percentile range, math: 620 – 720
25th-75th percentile range, writing: 620 – 710

ACT Scores (254 students)

Mean: 30
Median: 31
25th-75th percentile range: 28 – 32

Class of 2018 by High School Type and Gender

High School Type	Men	Women	Total	Percent (%)	Number of Schools Represented
Public High School	123	125	248	49.4%	217
Independent High School	68	82	150	29.9%	121
Parochial or Church Related High School	45	42	87	17.3%	72
International Secondary School	7	5	12	2.4%	12
Unknown (includes home schooled students)	1	4	5	1.0%	2
Total	244	258	502	100.0%	424

Class of 2018 by Home Region, Fall 2014

North Carolina	19.5%
Southeast (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, South Carolina, Tennessee, Virginia, West Virginia)	26.7%
Mid East (Delaware, Washington DC, Maryland, New Jersey, New York, Pennsylvania)	21.5%
International (may include US citizens living abroad, therefore may not match non-resident alien percentages reported on other pages)	8.0%
New England (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont)	6.2%
Great Lakes (Illinois, Indiana, Michigan, Ohio, Wisconsin)	5.6%
Far West (Alaska, California, Hawaii, Nevada, Oregon, Washington)	5.4%
Southwest (Arizona, New Mexico, Oklahoma, Texas)	4.0%
Rocky Mountains (Colorado, Idaho, Montana, Utah, Wyoming)	1.8%
Plains (Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota)	1.4%

Fall Student Enrollment

Department of Education rules state that Davidson students studying in off-campus Davidson programs are included in the Davidson enrollment number, while those in non-Davidson programs are not included. Similarly, non-Davidson students enrolled in Davidson programs are included in Davidson's enrollment figures. Currently, there are 1,946 students working towards a Davidson degree.

<i>Fall Enrollment Highlights</i>
<u>Davidson Fall Enrollment: 1,770</u>
On-Campus: 1,696
Off-Campus (in Davidson Programs): 74
<u>Davidson Students on Leave: 176</u>
In Non-Davidson Programs: 141
Personal or Medical Leave: 35

Davidson Students by Class and Gender, Fall 2014

	<u>Men</u>	<u>Women</u>	<u>Class Total</u>
First-year students	244	258	502
Sophomores	221	249	470
Juniors	166	156	322
Seniors	242	229	471
Others*	<u>2</u>	<u>3</u>	<u>5</u>
Total	875	895	1,770

* includes visiting and special students

Davidson Students by Region and Year (Fall Semester)

	2010	2011	2012	2013	2014
North Carolina	21.3%	21.1%	22.1%	21.7%	21.5%
Southeast (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, South Carolina, Tennessee, Virginia, West Virginia)	27.8%	27.0%	26.3%	25.3%	25.8%
Mid East (Delaware, Washington DC, Maryland, New Jersey, New York, Pennsylvania)	19.9%	18.8%	18.1%	18.0%	19.1%
New England (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont)	6.7%	6.7%	6.9%	7.3%	6.5%
International (may include US citizens living abroad, therefore may not match non-resident alien percentages reported on other pages)	4.4%	5.5%	5.9%	6.9%	6.8%
Great Lakes (Illinois, Indiana, Michigan, Ohio, Wisconsin)	6.7%	6.9%	7.2%	6.6%	6.4%
Far West (Alaska, California, Hawaii, Nevada, Oregon, Washington)	4.9%	5.8%	5.5%	5.5%	5.4%
Southwest (Arizona, New Mexico, Oklahoma, Texas)	5.1%	5.0%	4.6%	5.2%	4.7%
Plains (Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota)	1.8%	1.9%	2.2%	2.1%	2.3%
Rocky Mountains (Colorado, Idaho, Montana, Utah, Wyoming)	1.4%	1.3%	1.2%	1.3%	1.4%
Outlying areas/US Territories (American Samoa, Federated States of Micronesia, Guam, Marshall Islands, Northern Mariana Islands, Puerto Rico, Palau, US Virgin Islands)	0.0%	0.0%	0.0%	0.0%	0.0%

Fall Student Enrollment, continued

Gender and Ethnicity Breakdown, Class of 2018

	Men	Women	Total	% Total
American Indian or Alaska Native	2	0	2	0.4%
Asian	16	16	32	6.4%
Black or African American	9	22	31	6.2%
Hispanic/Latino	17	20	37	7.4%
International	20	14	34	6.8%
Other/Not Reported	2	4	6	1.2%
Multiracial	7	13	20	4.0%
White	171	169	340	67.7%
Total	244	258	502	100.0%

**Beginning in 2001-2002, response to ethnic category was mandated to be optional.*

Gender and Ethnicity Breakdown of the Davidson Student Body, Fall 2014

	Men	Women	Total	% Total
American Indian or Alaska Native	6	5	11	0.6%
Asian	45	57	102	5.8%
Black or African American	45	69	114	6.4%
Hispanic/Latino	55	62	117	6.6%
International	52	52	104	5.9%
Other/Not Reported	13	18	31	1.8%
Multiracial	34	37	71	4.0%
White	625	595	1,220	68.9%
Total	875	895	1,770	100.0%

**Beginning in 2001-2002, response to ethnic category was mandated to be optional.*

Fall Student Enrollment, continued

Geographic Origin of Davidson Students, Fall 2014

Enrollment by State/Territory

Number of States/Territories (including District of Columbia and others) = 48

Alabama	10	Kansas	12	North Carolina	381
Alaska	2	Kentucky	12	Ohio	48
Arizona	4	Louisiana	3	Oklahoma	3
Arkansas	8	Maine	10	Oregon	10
California	59	Maryland	95	Pennsylvania	55
Colorado	16	Massachusetts	60	Rhode Island	8
Connecticut	27	Michigan	5	South Carolina	50
Delaware	5	Minnesota	16	South Dakota	2
District of Columbia	11	Mississippi	6	Tennessee	42
Florida	102	Missouri	10	Texas	74
Georgia	126	Montana	2	Utah	3
Hawaii	1	Nevada	1	Vermont	3
Idaho	3	New Hampshire	7	Virginia	95
Illinois	40	New Jersey	71	Washington	23
Indiana	9	New Mexico	3	West Virginia	3
Iowa	1	New York	101	Wisconsin	11

Enrollment by Foreign Country

Number of Countries = 38

Argentina	2	Ghana	3	Peru	2
Bolivia	1	Greece	7	Republic Of Korea (South)	8
Bosnia-Herzegovina	1	Hong Kong	3	Russia	1
Brazil	1	India	3	Scotland	1
Burma	1	Israel	1	Singapore	1
Canada	4	Italy	2	South Africa	2
Colombia	2	Jamaica	2	Sweden	2
Cyprus	1	Japan	3	Switzerland	1
Ecuador	2	Lithuania	1	Taiwan	3
Ethiopia	2	Mexico	3	Turkey	1
Finland	1	Nepal	1	United Kingdom	9
France	3	Norway	2	Zimbabwe	1
Germany	2	People's Republic Of China	34		

Note: Assignment based on listed home address and not citizenship.

Student Retention and Graduation

The student retention rate is the percent of entering students that return the next year, and is listed for the last five years in the table below. The graduation rate is the percent of that first-year student class (cohort) that graduate within six years.

Davidson College features a traditional liberal arts curriculum with 26 majors. An Interdisciplinary Studies major is also available.

<u>Top 5 Majors of the Class of 2014</u>	
<u>Major</u>	<u>Percent of Graduates</u>
Political Science	12.7%
Economics	11.2%
Biology	10.3%
Psychology	10.1%
English	8.0%

First-Year Student Retention Rate by Entering Year (Fall Semester)

	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Adjusted Entering Fall Cohort*	491	499	488	490	483
Returning Next Fall	473	480	471	469	459
Retention Rate	96.3%	96.2%	96.5%	95.7%	95.0%

* adjusted for "students who did not return because they are deceased or totally and permanently disabled" (IPEDS)

Historical Graduation Rates for First-Year Students Entering 2004 - 2008

	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Cohort Total	462	459	461	464	480
4-year graduation rate	88.7%	88.0%	90.9%	92.2%	90.2%
5-year graduation rate	90.9%	91.3%	93.7%	94.8%	93.0%
6-year graduation rate	90.9%	91.5%	94.4%	94.8%	93.0%

Student Retention and Graduation, continued

Davidson Graduates, July 1, 2013 - June 30, 2014: 465

(The total number of majors listed below exceeds total individual graduates due to double majors)

Majors, July 1, 2013 - June 30, 2014

<i>Humanities</i>		<i>Natural Sciences</i>	
Art	12	Biology	49
Classics	6	Chemistry	9
English	40	Environmental Studies	21
French and Francophone Studies	6	Mathematics	28
German Studies	7	Physics	13
Hispanic Studies	31		
Interdisciplinary Studies	11	<i>Social Sciences</i>	
Latin American Studies	4	Africana Studies	1
Music	2	Anthropology	19
Philosophy	12	Economics	54
Religion	11	History	37
Theatre and Speech	7	Political Science	61
		Psychology	48
		Sociology	13
<i>Minors Awarded</i>		<i>Concentrations Awarded</i>	
Anthropology	2	Applied Mathematics	3
Arab Studies	12	Asian Studies	1
Chemistry	15	Biochemistry	3
Chinese Studies	5	Communication Studies	13
Economics	10	Computer Science	3
Education Studies	6	Education	2
Experimental Physics	1	Environmental Studies	4
French & Francophone Studies	13	Ethnic Studies	9
Gender & Sexuality Studies	1	Film & Media Studies	5
German Studies	1	Gender Studies	3
Hispanic Studies	18	Genomics	1
Mathematics	6	Global Literary Theory	1
Music	2	International Studies	4
Religion	10	Medical Humanities	13
		Neuroscience	3
		South Asian Studies	1
<i>Total Minors Awarded:</i>	102	<i>Total Concentrations Awarded:</i>	69

Student Life

Davidson offers nearly 200 student organizations on campus providing opportunities, needs, and outlets for a variety of issues, topics, and initiatives. Students can always create new organizations if they find a common interest and an organization does not exist.

Students may join one of the eight national fraternities, four eating-houses, and two national sororities on campus, which provide a social atmosphere for students as well as contribute to service activities and other programs. Fraternities and eating-houses practice self-selection; students rank their preferences and are chosen by a lottery.

Another major aspect of Davidson life is participation in service activities. Over 90% of Davidson students participate in some form of community work in a given year. The Civic Engagement Council (CEC) is a student-governance organization for student-run service groups that offer events and direct service opportunities for the campus community in partnership with nonprofit organizations, focusing on a range of areas including health, housing, education, youth empowerment, sustainability, food security and poverty. Additionally, the Center for Civic Engagement offers many ways for students to get involved with service through community-based learning courses and programs like Alternative Breaks and Service Saturdays.

Student Life Highlights

Fraternities ***(35.9% of campus males)***

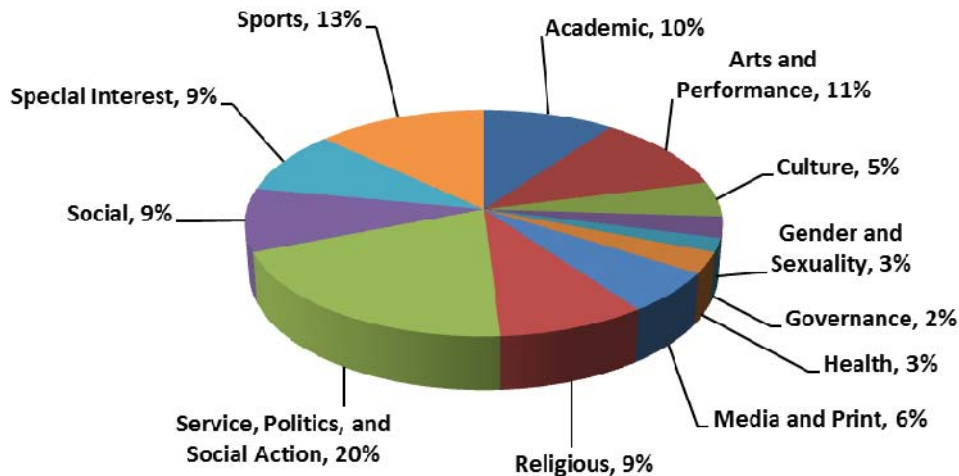
*Alpha Phi Alpha
Kappa Alpha
Kappa Alpha Psi
Kappa Sigma
Phi Delta Theta
Phi Gamma Delta
Sigma Alpha Epsilon
Sigma Phi Epsilon*

Eating Houses /Sororities (Women) ***(54.7% of campus females)***

*Alpha Kappa Alpha
Connor Eating House
Delta Sigma Theta
Rusk Eating House
Turner Eating House
Warner Hall Eating House*

Affiliation numbers are from Fall 2014. Note: First-year students can affiliate with Patterson Court Organizations in the spring semester.

Davidson Student Organizations by Type (184 organizations), Fall 2014



Athletics

Varsity Athletics

Twenty-one varsity sports programs are played at the NCAA Division I level. Of these, 11 are men's sports and 10 are women's sports. Davidson has won the Southern Conference's Barrett Bonner Award for placing the highest percent of student-athletes on the league's academic honor roll every year but two since the award's inception in 1994.

Intramural and Club Sports

Last year, Davidson offered ten intramural sports, with 584 students participating in the fall and 739 students participating in the spring. There was a wide variety in the 18 student-led club sports with 420 students participating in the 2013-14 academic year.

Varsity Athletics Highlights, 2013-14

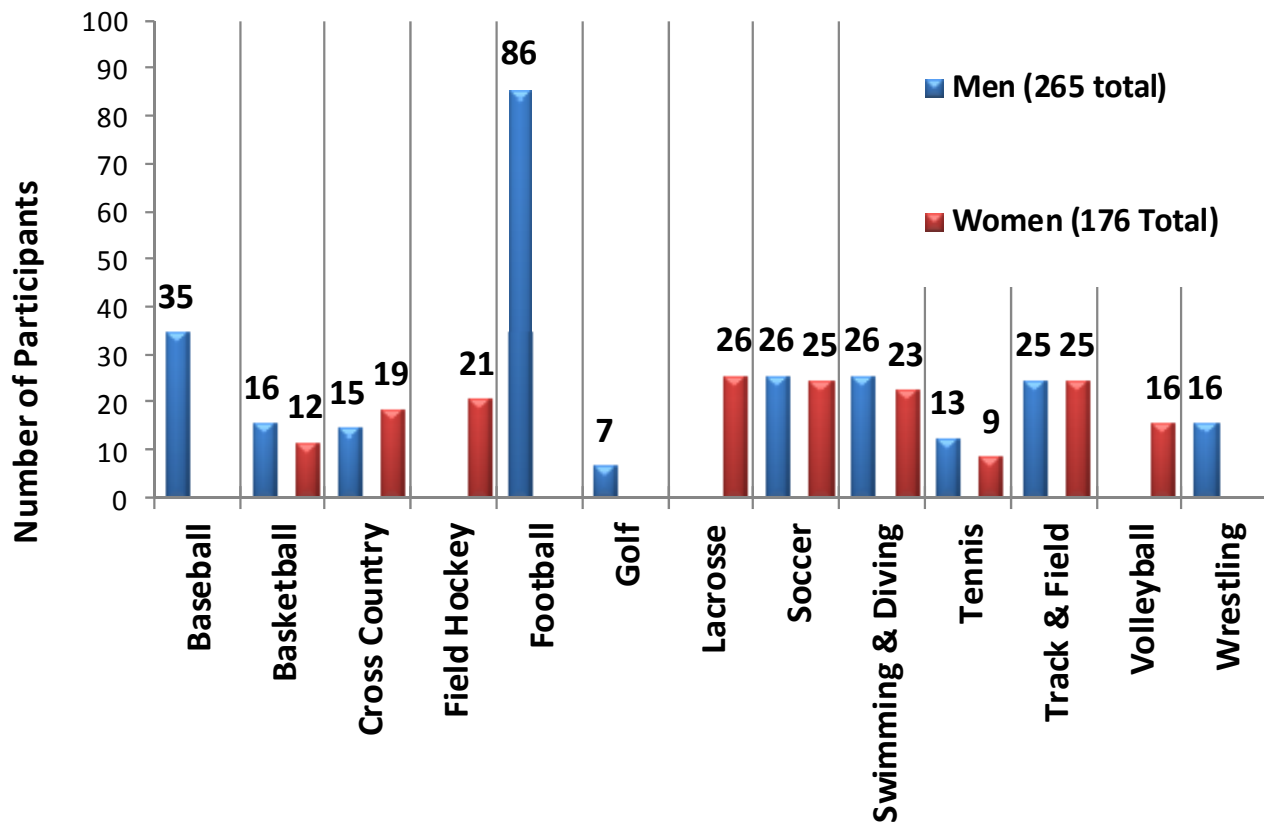
Number of Varsity Sports:
11 men's, 10 women's

Participation (unduplicated): 407
Men: 249, Women: 158
26% of On-Campus Population

Graduation rate - scholarship athletes: 91%
Graduation rate - all students: 92%

Student Athlete Graduation Success Rate:
98%*

Participation in Varsity Sports, 2013-2014



*The Student Athlete Graduation Success Rate is the percentage of student athletes graduating within a six-year period, with institutional credit for transfers -- both incoming and outgoing -- as long as they are academically eligible, unlike the federal graduation rate. It also accounts for midyear enrollees and is calculated for every sport.

Study Abroad

Davidson Study Abroad Program Offerings

<i>Program</i>	<i>Offered Fall Semester</i>	<i>Offered Spring Semester</i>	<i>Offered Full Academic Year</i>	<i>Notes</i>
China (Shanghai)	Yes			Offered every two years
Classics Semester Abroad		Yes		Offered every two years
Peru	Yes			Offered every year
Duke/Davidson in Germany (Berlin)	Yes	Yes	Yes	Offered every year
France (Tours)	Yes	Yes	Yes	Offered every year
India	Yes			Offered every year
Spain (Madrid)	Yes	Yes	Yes	Offered every year
Cyprus				Summer program
England (Cambridge)				Summer program
Ghana				Summer program
Spain (Cadiz)				Summer program
Zambia				Summer program
School for Field Studies (Australia, Costa Rica, Panama, Tanzania, Turks and Caicos)	All Programs Offered	All Programs Offered		Summer program in Australia/New Zealand, Bhutan, Costa Rica, Kenya, Turks and Caicos

Study Abroad Participation Level during College Experience

Seniors in the Class of	Studied abroad for credit	Went abroad, not for credit **	Total with experience abroad
2014	62%	14%	76%
2013	65%	10%	75%
2012	59%	13%	71%
2011	64%	14%	78%
2010	65%	12%	77%
2009	64%	13%	77%
2008	67%	14%	81%
2007	74%	6%	80%
2006	63%	8%	71%
2005	65%	16%	81%
2004	63%	21%	84%

*** Non-credit experiences could include service, internships, or non-credit research.*

Career Development

Leveraging the Davidson network, the Center for Career Development empowers students to assess and achieve their post-graduate goals. Staff manage services, programs and opportunities that allow students to explore how their academic and personal interests relate to future professional opportunities; prepare for entrance into internships, employment, fellowships and graduate school programs; gain experience through internship and summer research opportunities; and launch from Davidson in to employment opportunities and graduate school

Advising Services - Career advisors work with students to define and pursue a specialized career plan that is a fit with their professional goals.

Career Presentations and Panel Discussions - Alumni and parents provide students with important industry trends as well as “day in the life” job information.

Online Career Resources - The Center for Career Development website links to multiple online career information resources to help students learn about career paths.

Resume Reviews, Mock Interviews & Career Coaching - Career advisors, alumni, parents and employers provide resume reviews, mock interviews and career coaching to help students succeed in the application and interview process.

2013-2014 Academic Year Statistics

69.5% of students used the Center for Career Development
(6,040 total contacts)

3,371 career advising appointments and walk-in meetings

721 employers posted 1,490 jobs and internships for
students in WildcatLink

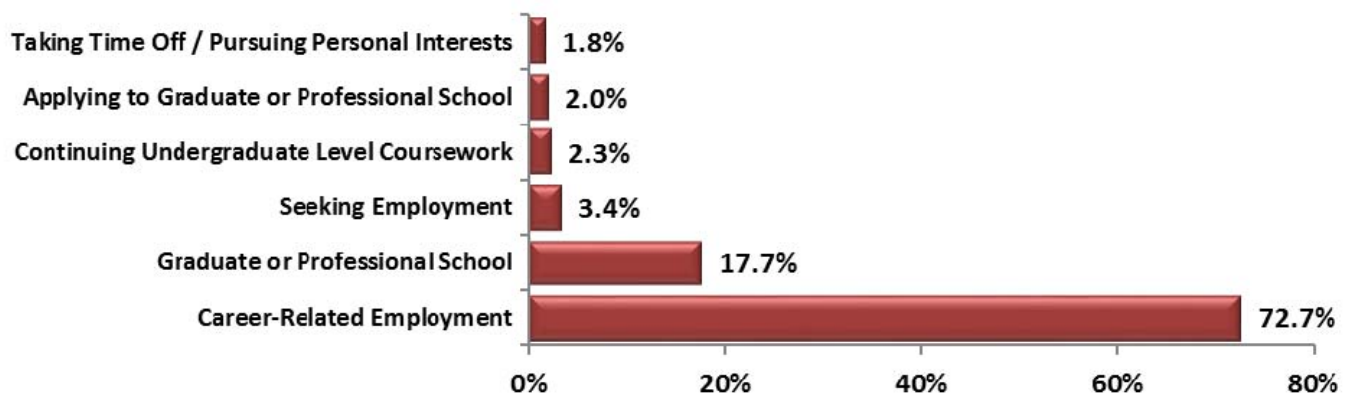
Over 20,000 additional positions shared with students
through the Liberal Arts Career Network and the
Nationwide Internship Consortium

Internships - We work closely with employers to develop internship opportunities for students and expand Davidson’s reach through our involvement in the Liberal Arts Career Network.

Alumni and Parent Network - Our alumni and parents serve as a great advising resource for preparing students for employment or graduate school in a specialized field.

Job Postings, On-campus Interviews & Information Sessions - Through WildcatLink, the office recruiting system, students can connect with employers and thousands of position openings, internships, and other opportunities.

Class of 2013 Outcomes Six Months after Graduation



Tuition and Fees

For the 2014-2015 year, tuition and mandatory fees come to \$45,377, which represents a 5.9 percent increase over 2013-2014. The amount a student spends on room and board depends on the exact housing and dining options selected. Six different meal plans and four different housing arrangements are available. A list of these choices and their corresponding costs is included in the box below.

College Costs, 2014-15

<p><i>Tuition: \$44,928</i> <i>Fees: \$449</i> <i>Tuition and Fees: \$45,377</i></p>	<p><i>Meal Plans</i> <i>21 meals per week: \$6,270</i> <i>19 meals per week: \$6,270</i> <i>16 meals per week: \$6,238</i> <i>14 meals per week: \$5,678</i> <i>10 meals per week: \$4,524</i> <i>90 Senior Block Plan: \$2,398</i></p>
<p><i>Housing</i> <i>Room, Double Occupancy: \$6,499</i> <i>Room, Suite or Single Occupancy: \$7,842</i> <i>Room, Apartment: \$8,124</i> <i>Room, Triple: \$4,577</i></p>	

Note: Tuition, fees, room, and board listed above are for a full year.

Detailed information on Davidson’s tuition and fees for 2014-2015 and the previous ten years is provided below. The double occupancy and 19 meals are options used in this table.

Tuition, Fees, Room and Board from 2004-05 to 2014-15

<u>Year</u>	<u>Tuition</u>	<u>Mandatory Fees</u>	<u>Tuition & Fees</u>	<u>Room</u>	<u>Board</u>	<u>Total</u>
2014-15	\$44,928	\$449	\$45,377	\$6,499	\$6,270	\$58,146
2013-14	\$42,425	\$424	\$42,849	\$6,249	\$5,585	\$54,683
2012-13	\$40,405	\$404	\$40,809	\$5,991	\$5,355	\$52,155
2011-12	\$38,481	\$385	\$38,866	\$5,733	\$5,124	\$49,723
2010-11	\$36,320	\$363	\$36,683	\$5,463	\$4,883	\$47,029
2009-10	\$34,776	\$348	\$35,124	\$5,231	\$4,675	\$45,030
2008-09	\$33,148	\$331	\$33,479	\$5,001	\$4,470	\$42,950
2007-08	\$31,479	\$315	\$31,794	\$4,763	\$4,257	\$40,814
2006-07	\$29,895	\$299	\$30,194	\$4,536	\$4,054	\$38,784
2005-06	\$28,390	\$277	\$28,667	\$4,308	\$3,850	\$36,825
2004-05	\$26,909	\$262	\$27,171	\$4,083	\$3,649	\$34,903

Note: Assumes double occupancy and 19 meals per week dining pla

Financial Aid

With the announcement of the Davidson Trust in 2007, Davidson became the first national liberal arts college to replace loans with grants in financial aid packages. Davidson also supports merit-based and athletic scholarships made without regard to financial need. In 2013-14, Davidson students received nearly \$34 million in grants and scholarships from Davidson sources. With the addition of grants from federal, state, and other outside sources, Davidson students were the beneficiaries of nearly \$42.5 million during the 2013-14 academic year.

Financial Aid Highlights, 2013-14

<u>Need-Based Financial Aid</u>		<u>Merit-Based Financial Aid</u>
Percent of students applying: 50.0%	Average Need-Based Package: \$34,391	Percent of students receiving 12.7%
Percent of financial aid applicants determined to have need: 86.7%	Average Need-Based Gift Award: \$31,630	Average Merit Award: \$18,708
	Average Need-Based Self-Help Award: \$2,761	
		<u>Athletic Scholarships</u>
Percent of students receiving Need-Based aid: 43.8%		Percent of students receiving 9.4%
Percent of need met: 100%		Average Athletic Scholarship: \$16,237

Development

The Development Office coordinates the fund-raising efforts of Davidson College. Total gifts given to the college in 2013 - 2014 were \$45,940,584.

Davidson's Office of Planned Giving supervises over \$21.2 million in life income gifts. Over the past five years, corporations and foundations have contributed an average of over \$16 million per year in grants, donor-advised gifts and matching gifts.

In 2013 - 2014, 58.6 percent of alumni made a gift to Davidson. The Annual Fund, which provides current-use dollars to help the college meet its immediate needs, raised \$17 million in gifts; parents gave nearly \$4 million in commitments; and the total gifts and commitments to Davidson were \$60,838,842.

Total Giving and Alumni Participation Rates, 2003-04 to 2013-14

<u>Year</u>	<u>Annual Fund Alumni Participation (%)</u>	<u>Total Giving - All Sources</u>
2013-14	58.6%	\$45,940,584
2012-13	60.2%	\$35,485,112
2011-12	64.3%	\$28,226,816
2010-11	60.3%	\$31,939,858
2009-10	61.0%	\$36,647,116
2008-09	60.1%	\$24,896,314
2007-08	61.0%	\$41,473,360
2006-07	60.3%	\$31,330,901
2005-06	60.0%	\$30,992,113
2004-05	61.5%	\$35,372,082
2003-04	62.8%	\$34,677,418

Endowment

As of June 30, 2014, Davidson's endowment was valued at \$649,341,792, which translates into \$363,167 per full-time equivalent student. During the past fiscal year, the endowment experienced an investment gain of 18.1%. Over the past five, ten, fifteen and twenty years, the endowment's annualized performance has been 13.1%, 8.9%, 7.9% and 10.5%, respectively. These returns place Davidson in the top quartile among a broad universe of colleges and universities. Additionally, the endowment has outperformed a 70/30 blend of global stocks and US bonds over most horizons, with significantly less volatility than these benchmarks in recent years.

The endowment is invested across a broad range of investment strategies and managers, including large exposures to hedge funds, private equity, and venture capital. The asset allocation consists of four major categories that have the following allocations as of June 30, 2014: Equity (56%), Credit and Absolute Return (25%), Real Assets (10%), and Government Bonds & Cash (9%).

Endowment Highlights

Endowment Value as of June 30

2014: \$649,341,792
 2013: \$564,637,434
 2012: \$511,392,612
 2011: \$509,583,007
 2010: \$427,775,353

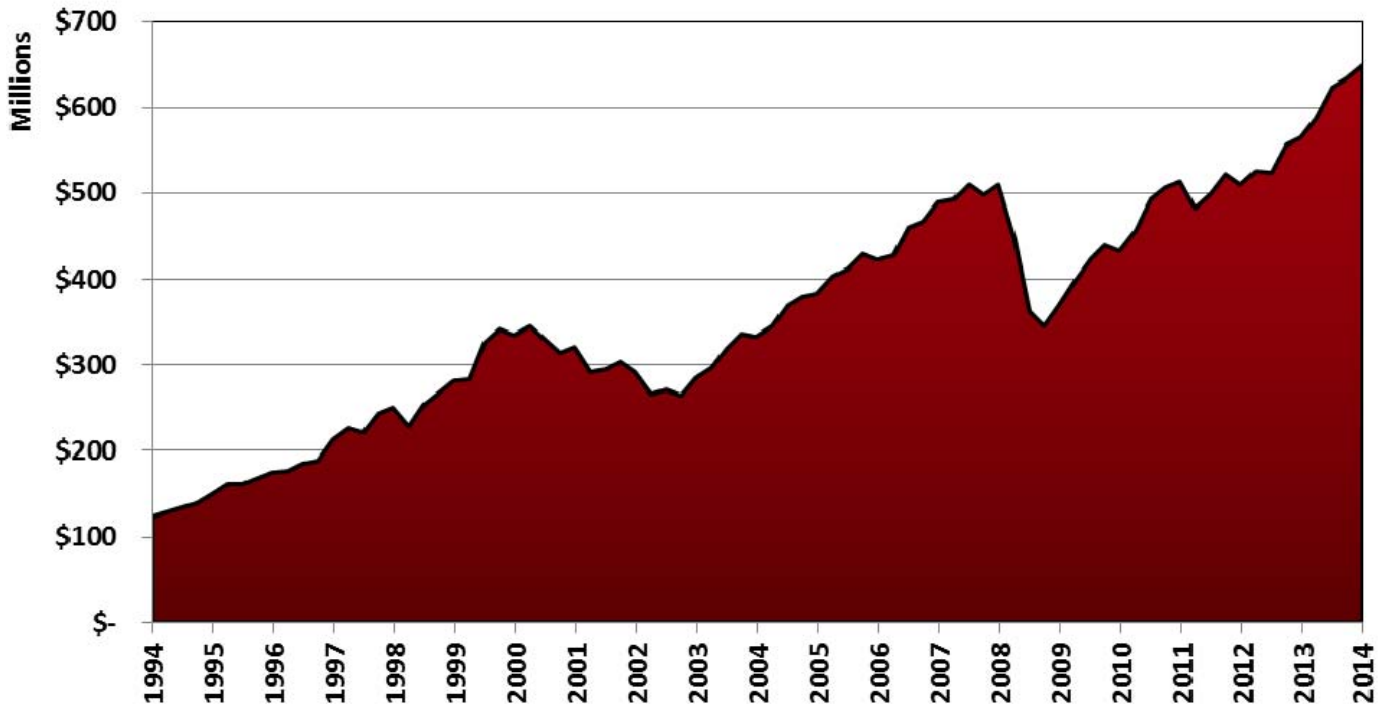
Endowment per FTE Student

2014: \$363,167

Annual Compound Return

5 years: 13.1%
 10 years: 8.9%
 15 years: 7.9%
 20 years: 10.5%

Davidson Endowment Performance over 20 years,
 Endowment value, \$ in millions



Finances

The information on this page is from the IPEDS Finance survey completed in spring 2014 and reflects the financial record for fiscal year 2013. The total revenues received that year included a return on investments of \$204,179,128 on Davidson's endowment and a total return of \$65,398,399 in private gifts, grants, and contracts.

Financial Highlights, 2013 fiscal year (from IPEDS Finance Survey)

Total Revenues and Investment Return:
\$204,179,128

Total Expenses: \$108,690,965

Salaries and Wages: \$54,647,204

Benefits: \$13,324,963

Depreciation: \$9,125,517

Interest payments: \$866,710

Core Revenues, 2013 fiscal year (from IPEDS Finance Survey)

Revenue Source	Reported values	Percent of total core revenues	Core revenues per FTE enrollment
Tuition and fees, net	\$38,515,816	21%	\$19,936
Government grants and contracts	\$4,293,939	2%	\$2,223
Private gifts, grants, and contracts	\$65,398,399	36%	\$33,850
Investment return	\$70,368,229	39%	\$36,422
Other core revenues	\$1,540,372	1%	\$797
Total core revenues	\$180,116,755	100%	\$93,228
Total revenues	\$204,179,128		\$105,683

Core revenues include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts; investment return; sales and services of educational activities; and other sources. Core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. FTE estimated using 12-month instructional activity (credit and/or contact hours) of 1,932 students.

Core Expenses, 2013 fiscal year (from IPEDS Finance Survey)

Expense function	Reported values	Percent of total core expenses	Core expenses per FTE enrollment
Instruction	\$34,063,599	39%	\$17,631
Research	\$2,111,060	2%	\$1,093
Public service	\$1,870,150	2%	\$968
Academic support	\$9,268,176	11%	\$4,797
Institutional support	\$19,029,857	22%	\$9,850
Student services	\$21,749,395	25%	\$11,257
Total core expenses	\$88,092,237	100%	\$45,596
Total expenses	\$108,690,965		\$56,258

Core expenses include expenses for instruction, research, public service, academic support, student services, institutional support, net grant aid to students, and other expenses. Core expenses exclude expenses for auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. FTE estimated using 12-month instructional activity (credit and/or contact hours) of 1,932 students.

Faculty and Staff

Davidson College employed 179 full-time faculty members during Fall 2014. Full-time faculty of color included twelve Asian-American, seven African-American, fourteen Hispanic, and four specifying ethnic identification as other or not reported. The college employed seven part-time faculty members.

Following Federal Department of Labor guidelines, Davidson's 632 full-time staff members are categorized as salaried (exempt) or hourly (non-exempt). All executive, managerial, administrative and professional positions, as well as certain technical and paraprofessional positions, fall into the exempt category. The remaining full-time positions, including all secretarial, service, maintenance, skilled craft, and clerical jobs, as well as some technical and paraprofessional positions, are non-exempt employees.

Davidson College also employed 97 part-time or part-year workers as of November 1, 2014. These employees were in a variety of job classifications.

<i>Faculty Highlights</i>
<i>Full-Time Faculty: 179</i>
<i>Student/Faculty Ratio: 10:1</i>
<i>Tenured/Tenure-Track: 161</i>
<i>Full-Time Faculty of Color: 38 (21%)</i>
<i>Tenured Faculty of Color: 20</i>
<i>Full-Time Faculty with Terminal Degrees: 173 (97%)</i>
<i>Average Class Size, Fall 2014: 15</i>
<i>Average Lab Size, Fall 2014: 11</i>

Full-Time Faculty by Gender and Rank, Fall 2014

Rank	Men	Women	Total (%)
Professor	64	30	94 (52.5%)
Associate Professor	21	19	40 (22.3%)
Assistant Professor	17	22	39 (21.8%)
Lecturer/Instructor/Post Doc Fellow	1	5	6 (3.4%)
Total	103 (57.5%)	76 (42.5%)	179 (100.0%)
<i>Visiting Faculty (included in above ranks)</i>	7	9	16 (8.9%)

Full-Time Faculty by Tenure Status, Fall 2014

Rank	Tenured			On Tenure Track			Not Tenured or Ineligible (Including Visitors)		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Professor	64	30	94	0			0		
Associate Professor	20	19	38	0			1	0	1
Assistant Professor	0			13	15	28	4	7	11
Lecturer/Instructor/Post Doc Fellow	0			0			1	5	6
Total	84	49	133	13	15	28	6	12	18
<i>Visiting Faculty (included in above ranks)</i>	1						6	9	16

Physical Plant

The Davidson College Physical Plant Department manages building maintenance, custodial operations, grounds keeping, construction and renovation, utilities, motor pool, and College rental housing with a full-time and part-time staff of 111 and supplemental part-time staff, seasonally.

Management of the current construction agenda is executed by Physical Plant staff, including an engineer, a landscape planner/horticulturist, and the support of the operations division of Physical Plant. Physical Plant continues its maintenance of a designated arboretum that is renowned in the region for its variety of species.

Physical Plant Highlights

Campus Buildings and Land

Number of Buildings: 124
Total Square Footage: 1,744,180 (includes LC)
Main Campus Area: 665 Acres
Lake Campus Area: 110 Acres

Athletic Facilities

Facilities: 210,072 sq. ft.
Fields: 36 Acres

Academic Facilities

Classrooms: 56 (42,337 sq. ft.)
Class Labs: 51 (46,710 sq. ft.)
Labs: 80 (28,123 sq. ft.)
Study Rooms: 78 (69,825 sq. ft.)
Offices: 690 (156,258 sq. ft.)

College Supported Housing

Rental Housing: 77 Rental Units
Max Distance from Campus: 1.1 mi

Residence Halls

Residence Hall Occupancy: 1,754
Residence Hall Sq. Ft.: 538,939 (includes Eco House)

Library

The library provides and organizes a wide array of information sources as well as tools, expertise, and space for students to become intentional, self-directed learners and faculty and staff to pursue their goals.

Beginning this fall, the library is now open 24 hours a day, seven days a week. This change required the coordination of the library, physical plant, and campus police, and has been well received by students. What had been the 24-hour room was converted into a state-of-the-art technology classroom and a highly sought-after teaching venue. The Center for Teaching and Learning continues to expand its campus services and outreach, so the library continues to be a busy and central part of campus.

As the library expands its resources into e-books, electronic journals, and streaming audio and video, the bulk of its "collection" is now electronic.

Library Statistics ***2013-2014***

Librarians and Professional Staff: 13
Total Staff FTE: 22

Library Instruction Classes: 138
Total attendance in these sessions: 2,213
Reference questions: 4,237

Interlibrary Loans

Provided to Other Libraries: 11,326
Received from Other Libraries: 14,317
**Document Delivery to Davidson Patrons: 3,246*

**includes document delivery and referrals to web resources*

The vast amount of information on the web, including ever-growing collections of primary source material from archives around the world, adds to the rich array of resources available to students, faculty, and staff.

Information Technology Services (ITS)

All students living in residence halls have access to wireless and data connectivity, and have personal computers and a wide variety of mobile and consumer devices connected to the campus data and wireless networks. Likewise, all faculty members are connected to the campus data and wireless networks.

Instructional facilities include a wide variety of learning spaces such as Studio D, Makerspace/Innovation Lab, the Connelly Media Lab, the Genomics, Applied Mathematics and Computer Science Lab and the Language Resource Center designed to offer innovative technological and spatial approaches to teaching, learning and research. ITS provides direct support to faculty integrating technology through a team of technologists.

ITS Highlights

Internet Connectivity

10 Gigabit per second Service Providers: NCREN

Campus Internet Bandwidth:
750 million bits per second (inbound/outbound)

Classrooms

Classrooms with Computer-Equipped
Instructors' Stations: 62
Classrooms with Computer Stations for each Student: 7

Student Access

Public Computers (General Student Use): 215

Research Workstations: 200
(Music Library and
Science buildings)

Residence Hall Access

Rooms with Internet and Wireless Access: 100%
Students with Computers connected: 100%

Peer Institutions

Amherst College, Amherst, Massachusetts - <http://www.amherst.edu>

Bates College, Lewiston, Maine - <http://www.bates.edu/index.xml>

Bowdoin College, Brunswick, Maine - <http://www.bowdoin.edu/>

Carleton College, Northfield, Minnesota - <http://www.carleton.edu/>

Claremont McKenna College, Claremont, California - <http://www.claremontmckenna.edu/>

Colby College, Waterville, Maine - <http://www.colby.edu/>

Colgate University, Hamilton, New York - <http://www.colgate.edu/>

Furman University, Greenville, South Carolina - <http://www.furman.edu/index.cfm>

Grinnell College, Grinnell, Iowa - <http://www.grinnell.edu/>

Hamilton College, Clinton, New York - <http://www.hamilton.edu/>

Haverford College, Haverford, Pennsylvania - <http://www.haverford.edu/>

Macalester College, St. Paul, Minnesota - <http://www.macalester.edu/>

Middlebury College, Middlebury, Vermont - <http://www.middlebury.edu/>

Oberlin College, Oberlin, Ohio - <http://www.oberlin.edu/>

Pomona College, Claremont, California - <http://www.pomona.edu/>

Swarthmore College, Swarthmore, Pennsylvania - <http://www.swarthmore.edu/>

Vassar College, Poughkeepsie, New York - <http://www.vassar.edu/>

Washington and Lee University, Lexington, Virginia - <http://www2.wlu.edu/>

Wesleyan University, Middletown, Connecticut - <http://www.wesleyan.edu/>

Williams College, Williamstown, Massachusetts - <http://www.williams.edu/>

*The current list of peer institutions is always available online at
<http://www.davidson.edu/offices/institutional-research/peer-institutions>*

Factfile Information Sources

Applications, Acceptances, and Enrollment: NCHED form A-4.

Athletics: EADA and NCAA Graduation Rates Survey completed by Katy McNay, Director of Compliance.

Career Services: Nathan Elton, Director of Career Development.

Class of 2018: IPEDS Fall Enrollment survey.

Development: Kirsten Tuttle, Associate Director of Communications, Technology and Operations.

Endowment: Ray Jacobson, Chief Investment Officer, Office of Business & Finance, and Chris Barrera, Investment Operations Analyst, Office of Business & Finance.

Faculty: HEDS Faculty Demographics survey. (Matches the AAUP report prepared by Dana Lockwood, HRIS Database Specialist.)

Fall Student Enrollment: IPEDS Fall Enrollment survey and NCHED form A-1.3.

Finances: IPEDS Finance survey.

Financial Aid: Chad Spencer, Senior Assistant Dean of Admission and Financial Aid.

Information Technology Services (ITS): Mur Muchane, Executive Director of Information Technology.

Library: Denise Sherrill, Library Business Manager.

Study Abroad: Jessica Williams, Coordinator of Study Abroad at Davidson; Meg Sawicki, Program Assistant; Carol Sandke, Study Abroad Assistant/International Student Assistant.

Physical Plant: Rick Leichman, CAD System Operator in Physical Plant, and Rhonda Moore, Staff Assistant to Director. Residence Hall capacities from NCHED form A-2 Student Housing Report completed by Debby Harrison, Coordinator of Housing Operations in the Residence Life Office.

Staff: IPEDS Human Resources survey.

Student Life and Organizations: Ashley Owen, Assistant Director for Programs, Alvarez College Union

Student Retention and Graduation: IPEDS Completions survey, NCHED Fall Enrollment survey, HEDS Graduation and Retention survey, and IPEDS Graduation Rate survey.

Tuition & Fees: Detailed room and board rates from <http://www.davidson.edu/offices/business-services/students-and-parents/room-and-meal-rates> and NCHED form A-3.