Swarthmore College Fall 2001 Enrollment Summary, for IPEDS (presented in 1999 reporting format)																		
		[		Fall 20	01 Enrol					ed in 1999	reporting					CRAND T		
99.0000 Summary	Line No.	Nonresident alien		Black, non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White, non-Hispanic		Race/ethnicity Unknown		GRAND TOTAL ALL STUDENTS		
All students enrolled for credit		Men (1)	Women (2)	Men (3)	Women (4)	Men (5)	Women (6)	Men (7)	Women (8)	Men (9)	Women (10)	Men (11)	Women (12)	Men (13)	Women (14)	Men (15)	Women (16)	TOTAL M+W
FULL-TIME STUDENTS																		
Undergraduate Degree-seeking																		
First-time freshmen	01	9	13	6	12	1	2	30	35	14	16	127	116			187	194	381
Other first year	02			1	0		0	0	1	2	1	0	1			3	2	6
Other first year	02				0		0	0	1	۷	I	0	1			3	3	0
Second year	03	9	8	13	26	1	0	22	32	12	22	112	97			169	185	354
Third year	04	17	7	9	15	1	3	25	30	10	21	99	113			161	189	350
		10	47	10	10	0		10	05	40		100	110			101	400	0.57
Fourth year	05	12	17	12	18	0	3	19	35	12	8	109	112			164	193	357
Unclassified by level	06															0	0	0
Total of Degree-Seeking																		
("Regular Swarthmore" Students)	Inserte d Line	47	45	41	71	3	8	96	133	50	68	447	439			684	764	1,448
(Not Degree-seeking) All other undergraduates																		
enrolled in credit courses	07			0	1					2	1		3			2	5	7
TOTAL FULL-TIME																		
UNDERGRADUATES	08	47	45	41	72	3	8	96	133	52	69	447	442	C	0 0	686	769	1,455
(Not Degree-seeking)																		
TOTAL PART-TIME	20					0	~			~		2				4	0	40
UNDERGRADUATES	22		1	1	3	0	0	1		0	0	2	4			4	8	12
GRAND TOTAL ALL STUDENTS	29	47	46	42	75	3	8	97	133	52	69	449	446	c	0 0	690	777	1,467

Notes: These figures include 94 students who are studying abroad. Though "First-time freshmen" in line 1 do reflect the fall entering class, the class standing on lines 2-6 is based on credits earned, and not on Swarthmore Class.

Part-time undergraduates account for 2.3 Full-Time Equivalent Students, for a total Fall FTES of 1457.3

Special thanks to Jason Casey, Director of HEDS for sharing this spreadsheet format!