



<b>B. 2004-05 ENROLLMENT AND PERSISTENCE</b>
----------------------------------------------

**B1. Institutional Enrollment—Men and Women** Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of **October 15, 2004**.

	FULL-TIME		PART-TIME	
	Men	Women	Men	Women
<b>Undergraduates</b>				
Degree-seeking, first-time freshmen	1,154	1,122	65	52
Other first-year, degree-seeking	648	724	295	400
All other degree-seeking	6,224	6,228	2,309	2,442
<i>Total degree-seeking</i>	8,026	8,074	2,669	2,894
All other undergraduates enrolled in credit courses				
<i>Total undergraduates</i>	8,026	8,074	2,669	2,894
<b>First-professional</b>				
First-time, first-professional students				
All other first-professionals				
<i>Total first-professional</i>	0	0	0	0
<b>Graduate</b>				

**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, 2004**. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns.

	Degree-seeking First-time First year	Degree-seeking Undergraduates (include first-time first-year)	Total Undergraduates
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persist and did not graduate for the following reasons: death, permanent disability, or service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions: \_\_\_\_\_

**B6.** Final **1998** cohort, after adjusting for allowable exclusions: 1,963  
(Subtract question B5 from question B4)

**B7.** Of the initial **1998** cohort, how many completed the program in four years or less (by August 31, 2002): 140

**B8.** Of the initial **1998** cohort, how many completed the program in more than four years but in five years or less (after August 31, 2002 and by August 31, 2003): 351

**B9.** Of the initial **1998** cohort, how many completed the program in more than five years but in six years or less (after August 31, 2003 and by August 31, 2004): 257

**B10.**Total graduating within six years (sum of questions B7, B8, and B9): 748

**B11.**Six-year graduation rate for **1999** cohort (question B10 divided by question B6): 38 %

persist and did not graduate for the following reasons: death, permanent disability, or service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions: \_\_\_\_\_

**B6.** Final **1997** cohort, after adjusting for allowable exclusions: 0  
(Subtract question B5 from question B4)

**B7.** Of the initial **1997** cohort, how many completed the program in four years or less (by August 31, 2001): \_\_\_\_\_

**B8.** Of the initial **1997** cohort, how many completed the program in more than four years but in five years or less (after August 31, 2001 and by August 31, 2002): \_\_\_\_\_

**B9.** Of the initial **1997** cohort, how many completed the program in more than five years but in six years or less (after August 31, 2002 and by August 31, 2003): \_\_\_\_\_

**B10.**Total graduating within six years (sum of questions B7, B8, and B9): \_\_\_\_\_

**B11.**Six-year graduation rate for **1997** cohort (question B10 divided by question B6):  
\_\_\_\_\_ %

**For Two-Year Institutions**

Please provide data for the **2001** cohort if available. If **2001** cohort data are not available, provide data for the **2000** cohort.

**2001 Cohort**

**B12.**Initial **2001** cohort, total of first-time, full-time degree/certificate-seeking students:  
\_\_\_\_\_

**B13.**Of the initial **2001** cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, or service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions: \_\_\_\_\_

**B14.**Final **2001** cohort, after adjusting for allowable exclusions \_\_\_\_\_  
(Subtract question B13 from question B12)

**B15.**Completers of programs of less than two years duration (total): \_\_\_\_\_

**2000 Cohort**

**B12.**Initial **2000** cohort, total of first-time, full-time degree/certificate-seeking students:  
\_\_\_\_\_

**B13.**Of the initial **2000** cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, or service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions: \_\_\_\_\_

**B14.**Final **2000** cohort, after adjusting for allowable exclusions \_\_\_\_\_  
(Subtract question B13 from question B12)

**B15.**Completers of programs of less than two years duration (total): \_\_\_\_\_



## C. 2004-05 FIRST-TIME, FIRST-YEAR (FRESHMAN) ADMISSION

**Applications**

**C1. First-time, first-year (freshman) students:** Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in **fall 2004**. 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, nonadmission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission.

Total first-time, first-year (freshman) men who applied	<u>7,181</u>
Total first-time, first-year (freshman) women who applied	<u>7,898</u>
Total first-time, first-year (freshman) men who were admitted	<u>4,611</u>
Total first-time, first-year (freshman) women who were admitted	<u>5,324</u>
Total full-time, first-time, first-year (freshman) men who enrolled	<u>1,154</u>
Total part-time, first-time, first-year (freshman) men who enrolled	<u>65</u>
Total full-time, first-time, first-year (freshman) women who enrolled	<u>1,122</u>

**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.

	Units Required	Units Recommended
Total academic units	15	
English	4	
Mathematics	3	
Science	2	
Of these, units that must be lab	2	
Foreign language	2	
Social studies	1	
History	1	
Academic electives	1	
Other ( <i>specify</i> ) Visual & Performing Arts	1	

**Basis for Selection**

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

- Open admission policy as described above for all students
- Open admission policy as described above for most students, but selective admission for out-of-state students
- selective admission to some programs
- other (explain) [Eligibility index](#)

**C7. Relative importance of each of the following academic and nonacademic factors in your first-time, first-year, degree-seeking (freshman) admission decisions.**

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

**SAT and ACT Policies**

**C8. Entrance exams**

A. Does your institution make use of SAT, ACT, or SAT Subject Test scores in **admission** decisions for first-time, first-year, degree-seeking applicants?  Yes  No

If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for **Fall 2006**.

	<b>ADMISSION</b>				
	<b>Require</b>	<b>Recommend</b>	<b>Require for Some</b>	<b>Consider If Submitted</b>	<b>Not Used</b>
SAT Reasoning Test only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACT only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT Reasoning or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT Reasoning and SAT Subject Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT Reasoning and SAT Subject Tests or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT Subject Tests only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. If your institution will make use of the ACT in admission decisions for first-time, first-year, degree-seeking applicants for **fall 2006**, please indicate which ONE of the following applies:

- ACT with Writing component required
- ACT with Writing component recommended.
- ACT with or without Writing component accepted

C. If your institution will make use of the new SAT Reasoning Test scores in admission decisions for first-time, first-year, degree-seeking applicants for **fall 2006**, please indicate which ONE of the following applies:

- New SAT Reasoning Test required
- New SAT Reasoning Test or the "old" SAT I (administered prior to March 2005 and without a writing component) accepted

D. In addition, does your institution use applicants' test scores for placement or counseling?

	<b>Yes</b>	<b>No</b>
Placement	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Counseling	<input type="checkbox"/>	<input checked="" type="checkbox"/>

E. Does your institution use the SAT I or II or the ACT for placement only? If so, please mark the appropriate boxes below:

	<b>Require</b>	<b>Recommend</b>	<b>Require for Some</b>
SAT Reasoning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT Subject Test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT Reasoning or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. Latest date by which SAT or ACT scores must be received for fall-term admission [July 15, 2004](#)

Latest date by which SAT Subject Test scores must be received for fall-term admission [n/a](#)

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):

[If Freshman has a secondary 3.00 GPA or higher, no SAT or ACT is required for admission.](#)



**Freshman Profile**

Provide percentages for

**C10. Percent of all degree-seeking, first-time, first-year (freshman) 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).**

Percent in top tenth of high school graduating class \_\_\_\_\_

Percent in top quarter of high school graduating class \_\_\_\_\_

Percent in top half of high school graduating class \_\_\_\_\_



<b>D. 2004-05 TRANSFER ADMISSION</b>
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**Fall Applicants**

**D1.** Does your institution enroll transfer students?  Yes  No

(If no, please skip to Section E)

If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities?  Yes  No

**D2.** Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in **fall 2006**.

	<b>Applicants</b>	<b>Admitted Applicants</b>	<b>Enrolled Applicants</b>
Men	3,299	1,333	960
Women	3,784	1,649	1,161
Total	7,083	2,982	2,121

No

**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.

	Priority Date	Closing Date	Notification Date	Reply Date	Rolling Admission
Fall	11/30	2/1			
Winter					
Spring	8/30	11/1			
Summer					

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

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

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**Transfer Credit Policies**

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

**D13.** Maximum number of credits or courses that may be transferred from a two-year institution:  
 Number 70 Unit type semester

**D14.** Maximum number of credits or courses that may be transferred from a four-year institution:  
 Number unlimited Unit type \_\_\_\_\_

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

**D16.** Minimum number of credits that transfers must complete at your institution to earn a bachelor's degree:  
30.00

**D17.** Describe other transfer credit policies:

Must be in good academic standing at the last institution attended.

<b>E. 2004-05 ACADEMIC OFFERINGS AND POLICIES</b>
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**E1. Special study options:** Identify those programs available at your institution. Refer to the glossary for definitions.

- |                                                                             |                                                                     |
|-----------------------------------------------------------------------------|---------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Accelerated program                     | <input checked="" type="checkbox"/> Honors program                  |
| <input checked="" type="checkbox"/> <b>Cooperative (work-study) program</b> | <input checked="" type="checkbox"/> Independent study               |
| <input checked="" type="checkbox"/> Cross-registration                      | <input checked="" type="checkbox"/> Internships                     |
| <input checked="" type="checkbox"/> Distance learning                       | <input checked="" type="checkbox"/> Liberal arts/career combination |
| <input checked="" type="checkbox"/> Double major                            | <input checked="" type="checkbox"/> Student-designed major          |
| <input checked="" type="checkbox"/> Dual enrollment                         | <input checked="" type="checkbox"/> Study abroad                    |
| <input checked="" type="checkbox"/> English as a Second Language (ESL)      | <input checked="" type="checkbox"/> Teacher certification program   |
| <input type="checkbox"/> Exchange student program (domestic)                | <input checked="" type="checkbox"/> Weekend college                 |
| <input type="checkbox"/> External degree program                            |                                                                     |
| <input type="checkbox"/> Other (specify):                                   |                                                                     |

**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 checked="" type="checkbox"/> Arts/fine arts                  | <input checked="" type="checkbox"/> Humanities                        |
| <input type="checkbox"/> Computer literacy                          | <input checked="" type="checkbox"/> Mathematics                       |
| <input checked="" type="checkbox"/> English (including composition) | <input checked="" type="checkbox"/> Philosophy                        |
| <input checked="" type="checkbox"/> Foreign languages               | <input checked="" type="checkbox"/> Sciences (biological or physical) |
| <input checked="" type="checkbox"/> History                         | <input checked="" type="checkbox"/> Social science                    |
| <input type="checkbox"/> Other (describe):                          |                                                                       |

**Library Collections:** The CDS publishers will collect library data again when a new Academic Libraries Survey is in place.



<b>G. 2004-05 ANNUAL EXPENSES</b>
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Other expenses:	\$2,250	\$2,340	\$2,394
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**G6. Undergraduate per-credit-hour charges (tuition only):**

PRIVATE INSTITUTIONS:	
PUBLIC INSTITUTIONS In-district:	\$0.00
In-state (out-of-district):	\$0.00
Out-of-state:	\$339.00
NONRESIDENT ALIENS:	\$0.00

**H. 2004-05 FINANCIAL AID**

**Aid Awarded to Enrolled Undergraduates**

**H1.** Enter total dollar amounts **awarded** to enrolled full-time and less than full-time degree-seeking undergraduates (**using the same cohort reported in CDS Question B1, “total degree-seeking” undergraduates**) in the following categories. (Note: If the data being reported are final figures for the **2003-2004** academic year (see the next item below), use the **2003-2004** academic year's CDS Question B1 cohort.) Include aid awarded to international students (i.e., those not qualifying for federal aid). **Aid that is non-need-based but that was used to meet need should be reported in the need-based aid column.** (For a suggested order of precedence in assigning categories of aid to cover need, see the entry for “non-need-based scholarship or grant aid” on the last page of the definitions section.)

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

	<b>Need-based</b> <b>(Include non-need-based aid</b> <b>use to meet need.)</b>	<b>Non-need-based</b> <b>(Exclude non-need-based aid</b> <b>use to meet need.)</b>
	\$	\$
<b>Scholarships/Grants</b>		





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

- a.) Students notified on or about (date): 5/1
- b.) Students notified on a rolling basis: Yes If yes, starting date: 5/1

**H11.** Indicate reply dates:

Students must reply by (date): \_\_\_\_\_ or within \_\_\_\_\_ weeks of notification.

**Types of Aid Available**

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

**H12.** Loans

- FEDERAL DIRECT STUDENT LOAN PROGRAM (DIRECT LOAN)
  - Direct Subsidized Stafford Loans
  - Direct Unsubsidized Stafford Loans
  - Direct PLUS Loans
- FEDERAL FAMILY EDUCATION LOAN PROGRAM (FFEL)
  - FFEL Subsidized Stafford Loans
  - FFEL Unsubsidized Stafford Loans
  - FFEL PLUS Loans
- Federal Perkins Loans
- Federal Nursing Loans
- State Loans
- College/university loans from institutional funds
- Other (specify): \_\_\_\_\_

**H13.** Scholarships and Grants

- NEED-BASED:
  - Federal Pell
  - SEOG
  - State scholarships/grants
  - Private scholarships
  - College/university scholarship or grant aid from institutional funds
  - United Negro College Fund
  - Federal Nursing Scholarship
  - Other (specify): \_\_\_\_\_

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

Non-need	Need-based		Non-need	Need-based	
X	X	Academics			Leadership
		Alumni affiliation			Minority status
		Art			Music/drama
X	X	Athletics			Religious affiliation
	X	Job skills		X	State/district residency
		ROTC		-----	

<b>I. 2004-05 INSTRUCTIONAL FACULTY AND CLASS SIZE</b>
--------------------------------------------------------

**I-1. Please report the number of instructional faculty members in each category for fall 2004. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.**

The following definition of instructional faculty is used by the American Association of University Professors (AAUP) in its annual Faculty Compensation Survey. 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. facult, teach

	<b>Full-time</b>	<b>Part-time</b>	<b>Total</b>
a.) Total number of instructional 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 2004** 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 2004**. 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
<b>CLASS SECTIONS</b>	159	559	920	501	375	357	57	2,928

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
<b>CLASS SUB-SECTIONS</b>	57	235	227	26	18	21	3	587

<b>J. 2004-05 Disciplinary areas of DEGREES CONFERRED</b>
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**Degrees conferred between July 1, 2003 and June 30, 2004**

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 1<sup>st</sup> and 2<sup>nd</sup> majors for each CIP code as the numerator and the sum of the Grand Total by 1st Majors and the Grand Total by 2<sup>nd</sup> major as the denominator. If you prefer, you can compute the percentages using 1<sup>st</sup> majors only.

Category	Diploma/ Certificates	Associate	Bachelor's	CIP 2000 Categories to Include
Agriculture			0.00%	1
Natural resources/environmental science			0.67%	3
Architecture			0.00%	4
Area and ethnic studies			0.16%	5
Communications/journalism			5.35%	9
Communication technologies			5.35%	10
Computer and information sciences			7.97%	11
Personal and culinary services			0.00%	12
Education			3.22%	13
Engineering			9.39%	14
Engineering technologies			9.39%	15
Foreign languages and literature			0.67%	16
Family and consumer sciences			0.00%	19
Law/legal studies			0.00%	22
English			3.58%	23
Liberal arts/general studies			1.61%	24
Library science			0.00%	25
Biological/life sciences			1.69%	26
Mathematics			0.57%	27
Military science and technologies			0.00%	29
Interdisciplinary studies			1.38%	30
Parks and recreation			1.82%	31
Philosophy and religious studies			0.47%	38
Theology and religious vocations			0.47%	39
Physical sciences			0.86%	40
Science technologies				41
Psychology			3.30%	42
Security and protective services			3.74%	43
Public administration and social services			3.74%	44
Social sciences			6.59%	45
Construction trades			0.99%	46
Mechanic and repair technologies			0.99%	47
Precision production			0.99%	48
Transportation and materials moving			0.99%	49

<b>Common Data Set Definitions</b>
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◆ **All definitions related to the financial aid section appear at the end of the Definitions document.**

◆ Items preceded by an asterisk (\*) represent definitions agreed to among publishers which do not appear on the CDS document but may be present on individual publishers' surveys.

**\*Academic advisement:** Plan under which each student is assigned to a faculty member or a trained adviser, who, through regular meetings, helps the student plan and implement immediate and long-term academic and vocational goals.

**Accelerated program:** Completion of a college program of study in fewer than the usual number of years, most often by attending summer sessions and carrying extra courses during the regular academic term.

**Admitted student:** Applicant who is offered admission to a degree-granting program at your institution.

**\*Adult student services:** Admission assistance, support, orientation, and other services expressly for adults who have started college for the first time, or who are re-entering after a lapse of a few years.

**American Indian or Alaska native:** A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

**Applicant (first-time, first year):** An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and who has been notified of one of the following actions: admission, nonadmission, placement on waiting list, or application withdrawn (by applicant or institution).

**Application fee:** That amount of money that an institution charges for processing a student's application for acceptance. This amount is *not* creditable toward tuition and required fees, nor is it refundable if the student is not admitted to the institution.

**Asian or Pacific Islander:** A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or Pacific Islands. This includes people from China, Japan, Korea, the Philippine Islands, American Samoa, India, and Vietnam.

**Associate degree:** An award that normally requires at least two but less than four years of full-time equivalent college work.

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

**Black, non-Hispanic:** A person having origins in any of the black racial groups of Africa (except those of Hispanic origin).

**Board (charges):** Assume average cost for 19 meals per week or the maximum meal plan.

**Books and supplies (costs):** Average cost of books and supplies. Do not include unusual costs for special groups of students (e.g., engineering or art majors), unless they constitute the majority of students at your institution.

**Calendar system:** The method by which an institution structures most of its courses for the academic year.

**\*Career and placement services:** A range of services, including (often) the following: coordination of visits of employers to campus; aptitude and vocational testing; interest inventories, personal counseling; help in resume writing, interviewing, launching the job search; listings for those students desiring employment and those seeking permanent positions; establishment of a permanent reference folder; career resource materials.

**Carnegie units:** One year of study or the equivalent in a secondary school subject.

**Certificate:** See

**Differs by program (calendar system):** A calendar system classification that is used by institutions that have occupational/vocational programs of varying length. These schools may enroll students at specific times depending on the program desired. For example, a school might offer a two-month program in January, March, May, September, and November; and a three-month program in January, April, and October.

**Diploma:** See **Postsecondary award, certificate, or diploma.**

**Distance learning:** An option for earning course credit at off-campus locations via cable television, internet, satellite classes, videotapes, correspondence courses, or other means.

**Doctoral degree:** The highest award a student can earn for graduate study. The doctoral degree classification includes such degrees as Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and the Doctor of Philosophy degree in any field such as agronomy, food technology, education, engineering, public administration, ophthalmology, or radiology. For the Doctor of Public Health degree, the prior degree is generally earned in the closely related field of medicine or in sanitary engineering.

**Double major:** Program in which students may complete two undergraduate programs of study simultaneously.

**Dual enrollment:** A program through which high school students may enroll in college courses while still enrolled in high school. Students are not required to apply for admission to the college in order to participate.

**Early action plan:**

summer term. Also includes students who entered with advanced standing (college credit earned before graduation from high school).

**First-time, first-year (freshman) student:** A student attending any institution for the first time at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

**First-year student:** A student who has completed less than the equivalent of 1 full year of undergraduate work; that is, less than 30 semester hours (in a 120-hour degree program) or less than 900 contact hours.

**Freshman:** A first-year undergraduate student.

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

**Minority affiliation (as admission factor):** Special consideration in the admission process for members of designated racial/ethnic minority groups.

**\*Minority student center:** Center with programs, activities, and/or services intended to enhance the college experience of students of color.

**Nonresident alien:** A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

**\*On-campus day care:** Licensed day care for students' children (usually age 3 and up); usually for a fee.

**Open admission:** 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.

**Other expenses (costs):** Include average costs for clothing, laundry, entertainment, medical (if not a required fee), and furnishings.

**Out-of-state tuition:** The tuition charged by institutions to those students who do not meet the institution's or state's residency requirements.

**Part-time student (undergraduate):** A student enrolled for fewer than 12 credits per semester or quarter, or fewer than 24 contact hours a week each term.

**\*Personal counseling:** One-on-one or group counseling with trained professionals for students who want to explore personal, educational, or vocational issues.

**Post-baccalaureate certificate:** An award that requires completion of an organized program of study requiring 18 credit hours beyond the bachelor's; designed for persons who have completed a baccalaureate degree but do not meet the requirements of academic degrees carrying the title of master.

**Post-master's certificate:** An award that requires completion of an organized program of study of 24 credit hours beyond the master's degree but does not meet the requirements of academic degrees at the doctoral level.

**Postsecondary award, certificate, or diploma:** Includes the following three IPEDS definitions for postsecondary awards, certificates, and diplomas of varying durations and credit/contact hour requirements—

*Less Than 1 Academic Year:* Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) that requires 1-24 credit hours.

**Public institution:** An educational institution whose programs and activities are operated by publicly elected or appointed school officials, and which is supported primarily by public funds.

**Quarter calendar system:** A calendar system in which the academic year consists of three sessions called quarters of about 12 weeks each. The range may be from 10 to 15 weeks. There may be an additional quarter in the summer.

**Race/ethnicity:** Category used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. A person may be counted in only one group.

**Race/ethnicity unknown:** Category used to classify students or employees whose race/ethnicity is not known and whom institutions are unable to place in one of the specified racial/ethnic categories.

**Religious affiliation/commitment (as admission factor):** Special consideration given in the admission process for affiliation with a certain church or faith/religion, commitment to a religious vocation, or observance of certain religious tenets/lifestyle.

**\*Religious counseling:** One-on-one or group counseling with trained professionals for students who want to explore religious problems or issues.

**\*Remedial services:** Instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting.

**Required fees:** Fixed sum charged to students for items not covered by tuition and required of such a large proportion of all students that the student who does NOT pay is the exception. Do not include application fees or optional fees such as lab fees or parking fees.

**Resident alien or other eligible non-citizen:** A person who is not a citizen or national of the United States and who has been admitted as a legal immigrant for the purpose of obtaining permanent resident alien status (and who holds either an alien registration card [Form I-551 or I-151], a Temporary Resident Card [Form I-688], or an Arrival-Departure Record [Form I-94] with a notation that conveys legal immigrant status, such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian).

**Room and board (charges)—on campus:** Assume double occupancy in institutional housing and 19 meals per week (or maximum meal plan).

**Secondary school record (as admission factor):** Information maintained by the secondary school that may include such things as the student's high school transcript, class rank, GPA, and teacher and counselor recommendations.

**Semester calendar system:** A calendar system that consists of two semesters during the academic year with about 16 weeks for each semester of instruction. There may be an additional summer session.

**Student-designed major:** A program of study based on individual interests, designed with the assistance of an adviser.

**Study abroad:** Any arrangement by which a student completes part of the college program studying in another country. Can be at a campus abroad or through a cooperative agreement with some other U.S. college or an institution of another country.

**\*Summer session:** A summer session is shorter than a regular semester and not considered part of the academic year. It is not the third term of an institution operating on a trimester system or the fourth term of an institution operating on a quarter calendar system. The institution may have 2 or more sessions occurring in the summer months. Some schools, such as vocational and beauty schools, have year-round classes with no separate summer session.

**Talent/ability (as admission factor):** Special consideration given to students with demonstrated talent/abilities in areas of interest to the institution (e.g., sports, the arts, languages, etc.).



**Teacher certification program:** Program designed to prepare students to meet the requirements for certification as teachers in elementary, middle/junior high, and secondary schools.

**Transfer applicant:** An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of t

## Financial Aid Definitions

**External scholarships and grants:** Scholarships and grants received from outside (private) sources that students bring with them (e.g., Kiwanis, National Merit)