

Common Data Set 2003-2004

A. GENERAL INFORMATION

A0. Respondent Information (Not for Publication)

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B. ENROLLMENT AND PERSISTENCE

B1. Institutional Enrollment—Men and Women Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2003.

	FULL-TIME		PART-TIME	
	Men	Women	Men	Women
Undergraduates				
Degree-seeking, first-time freshmen	563	1,190	1	0
Other first-year, degree-seeking	482	647	57	79
All other degree-seeking	3,490	5,412	582	779
<i>Total degree-seeking</i>	4,535	7,249	640	858
All other undergraduates enrolled in credit courses	120	147	182	250
<i>Total undergraduates</i>	4,655	7,396	822	1,108
First-professional				
First-time, first-professional students				
All other first-professionals				
<i>Total first-professional</i>				
Graduate				
Degree-seeking, first-time	41	131	26	120
All other degree-seeking	167	446	404	1,154
All other graduates enrolled in credit courses	7	12	155	544
<i>Total graduate</i>	215	589	585	1,818

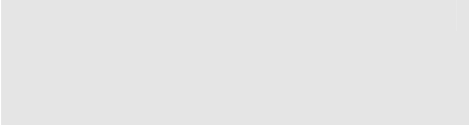
Total all undergraduates: 13,981

Total all graduate and professional students: 3,207

GRAND TOTAL ALL STUDENTS: 17,188

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B2. Enrollment by Racial/Ethnic Category. Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2003. 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**

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B5. Of the initial **1996** 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:

B6. Final **1996** cohort, after adjusting for allowable exclusions: _____
(Subtract question B5 from question B4)

B7. Of the initial **1996** cohort, how many completed the program in four years or less (by August 31, 2000):

B8. Of the initial **1996** cohort, how many completed the program in more than four years but in five years or less (after August 31, 2000 and by August 31, 2001):

B5. Of the initial **1997** 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:
N/A

B6. Final **1997** cohort, after adjusting for allowable exclusions: _____
(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):
600

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):
343

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C. 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 2003. 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>4,218</u>
Total first-time, first-year (freshman) women who applied	<u>7,071</u>
Total first-time, first-year (freshman) men who were admitted	<u>1,855</u>

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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	24	
English	4	4
Mathematics	3	4
Science	3	3
Of these, units that must be lab	3	3
Foreign language	2	4
History/Social Studies	3	3
Academic electives	6	
Other (<i>specify</i>)		

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 NO

Open admission policy as described above for most students, but
 selective admission for out-of-state students NO
 selective admission to some programs NO
 other (explain) _____

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
<i>Academic</i>				
Secondary school record	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class rank	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recommendation(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standardized test scores	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essay	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Nonacademic</i>				
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Character/personal qualities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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				

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SAT and ACT Policies

C8. Entrance exams

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

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

	ADMISSION		
	Require	Recommend	Require for

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Freshman Profile

Provide percentages for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students** enrolled in fall 2003, including students who began studies during summer, international students/nonresident aliens, and students admitted under special arrangements.

C9. Percent and number of first-time, first-year (freshman) students enrolled in fall 2003 who submitted national standardized (SAT/ACT) test scores.

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C11. Percentage of all enrolled, degree-seeking, first-time, first-year (freshman) 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.

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Early Decision and Early Action Plans

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

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D. TRANSFER ADMISSION

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 2003.

	Applicants	Admitted Applicants	Enrolled Applicants
Men	1,256	884	583
Women	1,726	1,344	827
Total	2,982	2,228	1,410

Application for Admission

D3. Indicate terms for which transfers may enroll:

Fall Winter Spring Summer

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

Yes No

If yes, what is the minimum number of credits and the unit of measure? 30 Semester Hours

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

	Required of All	Recommended of All	Recommended of Some	Required of Some	Not required
High school transcript				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 transfer applicants, specify (on a 4.0 scale): 3.00

D7. If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale): 2.50<30 credits; 2.25 30-55 credits; 2.00 56+ credits

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

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D9. List application priority, closing, notification, and candidate reply dates for transfer students. If applications are

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E. ACADEMIC OFFERINGS AND POLICIES

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

- | | |
|---|---|
| <input checked="" type="checkbox"/> Accelerated program | <input checked="" type="checkbox"/> Honors program |
| <input type="checkbox"/> Cooperative (work-study) program | <input checked="" type="checkbox"/> Independent study |
| <input checked="" type="checkbox"/> Cross-registration | <input checked="" type="checkbox"/> Internships |
| <input checked="" type="checkbox"/> Distance learning | <input type="checkbox"/> Liberal arts/career combination |
| <input checked="" type="checkbox"/> Double major | <input checked="" type="checkbox"/> Student-designed major |
| <input 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 checked="" type="checkbox"/> Exchange student program (domestic) | <input type="checkbox"/> Weekend college |
| <input type="checkbox"/> External degree program | |
| <input type="checkbox"/> | |

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F. STUDENT LIFE

F1. Percentages of first-time, first-year (freshman) students and all degree-seeking undergraduates enrolled in fall 2003 who fit the following categories:

	First-time, first-year (freshman) students	Undergraduates
Percent who are from out of state (exclude international/nonresident aliens)	<u>27.5</u>	<u>19.2</u>
Percent of men who join fraternities	<u>5.7</u>	<u>10.0</u>
Percent of women who join sororities	<u>7.4</u>	<u>7.0</u>
Percent who live in college-owned, -operated, or -affiliated housing	<u>78.7</u>	<u>24.3</u>
Percent who live off campus or commute	<u>21.3</u>	<u>75.7</u>

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G. ANNUAL EXPENSES

Provide 2004-2005 academic year costs of attendance for the following categories that are applicable to your institution.

- Check here if your institution's 2004-2005 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 2004-2005 academic year costs of attendance will be available: _____

G1. Undergraduate full-time tuition, required fees, room and board

List the typical tuition, required fees, and room and board for a full-time undergraduate student for the FULL 2004-2005 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. Room and board 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).

	FIRST-YEAR	UNDERGRADUATES
PRIVATE INSTITUTION Tuition:		
PUBLIC INSTITUTION Tuition:		
In-district:		
In-state (out-of-district):	\$4,890	\$4,890
Out-of-state:	\$13,570	\$13,570
NONRESIDENT ALIEN: Tuition:		
REQUIRED FEES:	\$1,782	\$1,782
ROOM AND BOARD: (on-campus)	\$6,468	\$6,468
ROOM ONLY: (on-campus)	\$3,816	\$3,816
BOARD ONLY: (on-campus meal plan)	\$2,652	\$2,652

Comprehensive tuition and room and board fee (if your college cannot provide separate tuition and room and board fees): _____

Other: _____

G2. Number of credits per term a student can take for the stated full-time tuition 12 minimum ___maximum

G3. Do tuition and fees vary by year of study (e.g., sophomore, junior, senior)? Yes No

G4. If tuition and fees vary by undergraduate instructional program, describe briefly: _____

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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:	\$800	\$800	\$800
Room only:			\$2400
Board only:		\$1200	\$2400
Transportation:	\$1500	\$1700	\$1500
Other expenses:	\$1500	\$1000	\$1500

G6. Undergraduate per-credit-hour charges:

PRIVATE INSTITUTIONS:	
PUBLIC INSTITUTIONS In-district:	\$281
In-state (out-of-district):	\$281
Out-of-state:	\$577
NONRESIDENT ALIENS:	

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H. FINANCIAL AID

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

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

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

Institutional and external funds: Endowment, alumni, or external monies for which the institution determines the recipient or the dollar amount awarded.

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

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

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

Need-based self-help aid: Loans and jobs from institutional, state, federal, or other sources for which a student must

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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 2002-2003 academic year (see the next item below), use the 2002-2003 academic year's CDS Question B1 cohort.)

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

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H3: Incorporated into H1 above.

H4. Provide the percentage of the 2003 undergraduate class who graduated between July 1, 2002 and June 30, 2003 and

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I. INSTRUCTIONAL FACULTY AND CLASS SIZE

I-1. Please report the number of instructional faculty members in each category for Fall 2003.

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. Institutions are asked to EXCLUDE:

- (a) instructional faculty in preclinical and clinical medicine
- (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,
- (c) undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, teaching fellow, and the like
- (d) faculty on leave without pay, and
- (e) replacement faculty for faculty on sabbatical leave.

Full-time: faculty employed on a full-time basis

Part-time: faculty teaching less than two semesters, three quarters, two trimesters, or two four-month sessions. Also includes adjuncts and part-time instructors.

Minority faculty: includes faculty who designate themselves as black, non-Hispanic; American Indian or Alaskan native; Asian or Pacific Islander; or Hispanic.

Doctorate: includes such degrees as Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and Doctor of Philosophy degree in any field such as agronomy, food technology, education, engineering, public administration, ophthalmology, or radiology.

First-professional: includes the fields of 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), law (JD) and theological professions (MDiv, MHL).

Terminal degree: the highest degree in a field: example, M. Arch (architecture) and MFA (master of fine arts).

	Full-time	Part-time	Total
a.) Total number of instructional faculty	611	671	1282
b.) Total number who are members of minority groups	73	55	128
c.) Total number who are women	277	335	612
d.) Total number who are men	334	336	670
e.) Total number who are nonresident aliens (international)	12	3	15
f.) Total number with doctorate, first professional, or other terminal degree	470	178	648
g.) Total number whose highest degree is a master's but not a terminal master's	136	424	560
h.) Total number whose highest degree is a bachelor's	5	67	72
i.) Total number whose highest degree is unknown or other (Note: Items f , g , h , and i must sum up to item a .)	0	2	2

I-2. Student to Faculty Ratio

Report the Fall 2003 ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate level students. Do not count undergraduate or graduate student teaching assistants as faculty.

Fall 2003 Student to Faculty ratio: 17.1 to 1.

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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 2003 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 wh

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J. DEGREES CONFERRED

Degrees conferred between July 1, 2002 and June 30, 2003

Reference: IPEDS Completions, Part A

For each of the following discipline areas, provide the percentage of diplomas/certificates, associate, and bachelor's degrees awarded.

Category	Diploma/ Certificates	Associate	Bachelor's	CIP 1990 Categories to Include	CIP 2000 Categories to Include
Agriculture			0	1 and 2	1
Architecture			0	4	4
Area and ethnic studies			0.5	5	5
Biological/life sciences			3.2	26	26
Business/marketing			18.2	8 and 52	52
Communications/communication technologies			14.5	9 and 10	9 and 10
Computer and information sciences			6.0	11	11
Education			11.4	13	13
Engineering/engineering technologies			0	14 and 15	14 and 15
English			3.5	23	23
Foreign languages and literature			0.7	16	16
Health professions and related sciences			8.1	51	51
Home economics and vocational home economics			0	19 and 20	19
Interdisciplinary studies			2.0	30	30
Law/legal studies			0	22	22
Liberal arts/general studies			0	24	24

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

Class rank: The relative numerical position of a student in his or her graduating class, calculated by the high school on the basis of the student's average, whether weighted or unweighted.

College preparatory program: Courses in academic subjects (English, history and social studies, foreign languages, mathematics, science, and the arts) that stress preparation for college or university study.

Common Application: The standard application form distributed by the National Association of Secondary School Principals for a large number of private colleges who are members of the Common Application Group.

***Community service program:** Referral center for students wishing to perform volunteer work in the community or participate in volunteer activities coordinated by academic departments.

Commuter: A student who lives off campus in housing that is not owned by, operated by, or affiliated with the college. This category includes students who commute from home and students who live in college-owned housing.

system classification that is used by institutions that enroll students in a two-year program leading to a four-year degree. This category includes students who enroll in a two-year program leading to a four-year degree.

course or program) 12.8(i) 3.8(h)-1.6(at) 3.8(can be appl) 3.8(i) 3.8(e) 2.1(d by) 4.4(a)]TJ-27.4731 -1.1677 TD0.0007 Tc0.0008 Tw[(recipient toward the

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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.

***Freshman/new student orientation:** Orientation addressing the academic, social, emotional, and intellectual issues involved in beginning college. May be a few hours or a few days in length; at some colleges, there is a fee.

Full-time student (undergraduate): A student enrolled for 12 or more semester credits, 12 or more quarter credits, or 24 or more contact hours a week each term.

Geographical residence (as admission factor): Special consideration in the admission process given to students from a particular region, state, or country of residence.

Grade-point average (academic high school GPA): The sum of grade points a student has earned in secondary school divided by the number of courses taken. The most common system of assigning numbers to grades counts four points for an A, three points for a B, two points for a C, one point for a D, and no points for an E or F. Unweighted GPA's assign the same weight to each course. Weighting gives students additional points for their grades in advanced or honors courses.

Graduate student: A student who holds a bachelor's or first professional degree, or equivalent, and is taking courses at the post-baccalaureate level.

***Health services:** Free or low cost on-campus primary and prev

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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:

Quarter calendar system:

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Financial Aid Definitions

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

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

Institutional and external funds: Endowment, alumni, or external monies for which the institu

Indebtedness: