

# Common Data Set 2004-05

## A. GENERAL INFORMATION

### A0. Respondent Information (Not for Publication)

Name **Sheila Craft**  
Title **Strategic Planning Analyst**  
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Phone **(614) 292-1311**  
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E-mail Address **craft.40@osu.edu**  
Are your responses to the CDS posted for reference on your institution's Web site?  Yes  No  
If yes, please provide the URL of the corresponding Web page: **[http://oaa.osu.edu/irp/iroso\\_cds.htm](http://oaa.osu.edu/irp/iroso_cds.htm)**

### A1. Address Information

Name of College or University: **The Ohio State University**  
Mailing Address, City/State/Zip/Country **Enarson Hall, 154 W. 12th Avenue, Columbus, OH 43210**  
Main Phone Number **(614) 292-OHIO**  
WWW Home Page Address **<http://www.osu.edu>**  
Admissions Phone Number **(614) 292-3980**  
Admissions Office Mailing Address **Undergraduate Admissions and First Year Experience  
110 Enarson Hall  
154 W. 12<sup>th</sup> Avenue  
Columbus, OH 43210**  
City/State/Zip/Country **Columbus, OH 43210**  
Admissions Fax Number **(614) 292-4818**  
Admissions E-mail Address **Freshmen and Transfer – [askabuckeye@osu.edu](mailto:askabuckeye@osu.edu)  
Professional – [professional@osu.edu](mailto:professional@osu.edu)  
Domestic Graduate – [domestic.grad@osu.edu](mailto:domestic.grad@osu.edu)  
International Graduate – [international.grad@osu.edu](mailto:international.grad@osu.edu)**  
Is there a separate URL application site on the Internet? **<http://www.applyweb.com/aw?osu>**

### A2. Source of institutional control (check one only)

- Public  
 Private (nonprofit)  
 Proprietary

### A3. Classify your undergraduate institution:

- Coeducational college  
 Men's college  
 Women's college

### A4. Academic year calendar

- Semester  4-1-4  
 Quarter  Continuous  
 Trimester  Differs by program (describe):  
 Other (describe):

### A5. Degrees offered by your institution

- Certificate  Post-bachelor's certificate  
 Diploma  Master's  
 Associate  Post-master's certificate  
 Transfer  Doctoral  
 Terminal  First professional  
 Bachelor's  First professional certificate

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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, 2004.

	FULL-TIME		PART-TIME	
	Men	Women	Men	Women
<b>Undergraduates</b>				
Degree-seeking, first-time freshmen	<b>3,144</b>	<b>2,893</b>	<b>8</b>	<b>12</b>
Other first-year, degree-seeking	<b>898</b>	<b>615</b>	<b>55</b>	<b>42</b>
All other degree-seeking	<b>13,493</b>	<b>12,234</b>	<b>1,507</b>	<b>1,196</b>
<i>Total degree-seeking</i>	<b>17,535</b>	<b>15,742</b>	<b>1,570</b>	<b>1,250</b>
All other undergraduates enrolled in credit courses	<b>139</b>	<b>168</b>	<b>492</b>	<b>613</b>
<i>Total undergraduates</i>	<b>17,674</b>	<b>15,910</b>	<b>2,062</b>	<b>1,863</b>
<b>First-professional</b>				
First-time, first-professional students	<b>419</b>	<b>453</b>	<b>0</b>	<b>1</b>
All other first-professionals	<b>1103</b>	<b>1241</b>	<b>19</b>	<b>40</b>
<i>Total first-professional</i>	<b>1522</b>	<b>1694</b>	<b>19</b>	<b>41</b>
<b>Graduate</b>				
Degree-seeking, first-time	<b>807</b>	<b>954</b>	<b>197</b>	<b>385</b>
All other degree-seeking	<b>2645</b>	<b>2590</b>	<b>1034</b>	<b>1598</b>
All other graduates enrolled in credit courses	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<i>Total graduate</i>	<b>3452</b>	<b>3544</b>	<b>1231</b>	<b>1983</b>

Total all undergraduates: **37,509**

Total all graduate and professional students: **13,486**

GRAND TOTAL ALL STUDENTS: **50,995**

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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, 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 (both degree- and non- degree-seeking)
Nonresident aliens	<b>103</b>	<b>1,188</b>	
Black, non-Hispanic	<b>404</b>	<b>2,789</b>	
American Indian or Alaska Native	<b>21</b>	<b>145</b>	
Asian or Pacific Islander	<b>347</b>	<b>1,976</b>	
Hispanic	<b>167</b>	<b>881</b>	
White, non-Hispanic	<b>4,937</b>	<b>28,438</b>	
Race/ethnicity unknown	<b>78</b>	<b>680</b>	
<b>Total</b>	<b>6,057</b>	<b>36,097</b>	

### Persistence

**B3. Number of degrees awarded by your institution from July 1, 2003, to June 30, 2004.**

Certificate/diploma	<b>0</b>
Associate degrees	<b>342</b>
Bachelor's degrees	<b>8288</b>
Post-bachelor's certificates	<b>5</b>
Master's degrees	<b>2606</b>
Post-master's certificates	<b>2</b>
Doctoral degrees	<b>560</b>
First professional degrees	<b>782</b>
First professional certificates	<b>0</b>

### Graduation Rates

The items in this section correspond to data elements collected by the IPEDS Web-based Data Collection System's Graduation Rate Survey (GRS). For complete instructions and definitions of data elements, see the IPEDS GRS instructions and glossary on the 2004 Web-based survey.

#### For Bachelor's or Equivalent Programs

Please provide data for the fall 1998 cohort if available. If fall 1998 cohort data are not available, provide data for the fall 1997 cohort.

#### Fall 1997 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall **1997**. Include in the cohort those who entered your institution during the summer term preceding fall **1997**.

**B4.** Initial **1997** cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students: \_\_\_\_\_

#### Fall 1998 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall **1998**. Include in the cohort those who entered your institution during the summer term preceding fall **1998**.

**B4.** Initial **1998** cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students: **6,171**

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**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:  
\_\_\_\_\_

**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):  
\_\_\_\_\_

**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): \_\_\_\_\_ %

**B5.** Of the initial **1998** 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: **0**

**B6.** Final **1998** cohort, after adjusting for allowable exclusions: **6,171**  
(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):  
**1,886**

**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): **1,592**

**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): **335**

**B10.** Total graduating within six years (sum of questions B7, B8, and B9): **3,813**

**B11.** Six-year graduation rate for **1998** cohort (question B10 divided by question B6): **61.8 %**

### 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.

#### 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): \_\_\_\_\_

**B16.** Completers of programs of less than two years

#### 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): \_\_\_\_\_

**B16.** Completers of programs of less than two years

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within 150 percent of normal time: \_\_\_\_\_

**B17.** Completers of programs of at least two but less than four years (total): \_\_\_\_\_

**B18.** Completers of programs of at least two but less than four-years within 150 percent of normal time:  
\_\_\_\_\_

**B19.** Total transfers-out (within three years) to other institutions: \_\_\_\_\_

**B20.** Total transfers to two-year institutions:  
\_\_\_\_\_

**B21.** Total transfers to four-year institutions:  
\_\_\_\_\_

within 150 percent of normal time: \_\_\_\_\_

**B17.** Completers of programs of at least two but less than four years (total): \_\_\_\_\_

**B18.** Completers of programs of at least two but less than four-years within 150 percent of normal time:  
\_\_\_\_\_

**B19.** Total transfers-out (within three years) to other institutions: \_\_\_\_\_

**B20.** Total transfers to two-year institutions:  
\_\_\_\_\_

**B21.** Total transfers to four-year institutions:  
\_\_\_\_\_

### Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 2003 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: death, permanent disability, or service in the armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

**B22.** For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshmen in fall 2003 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in fall 2004? **88.0%**

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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 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, non-admission, 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	8839
Total first-time, first-year (freshman) women who applied	8115
Total first-time, first-year (freshman) men who were admitted	6661
Total first-time, first-year (freshman) women who were admitted	6161
Total full-time, first-time, first-year (freshman) men who enrolled	3144
Total part-time, first-time, first-year (freshman) men who enrolled	8
Total full-time, first-time, first-year (freshman) women who enrolled	2893
Total part-time, first-time, first-year (freshman) women who enrolled	12

**C2. Freshman wait-listed students (students who met admission requirements but whose final admission was contingent on space availability)**

Do you have a policy of placing students on a waiting list?  Yes  No  
If yes, please answer the questions below for fall 2004 admissions:

Number of qualified applicants placed on waiting list	288
Number accepting a place on the waiting list	88
Number of wait-listed students admitted	4

#### Admission Requirements

**C3. High school completion requirement**

Check the appropriate box to identify your high school completion requirement for degree-seeking entering students:

- High school diploma is required and GED is accepted  
 High school diploma is required and GED is not accepted  
 High school diploma or equivalent is not required

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

- Require  
 Recommend  
 Neither require nor recommend

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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.

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

**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) \_\_\_\_\_

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

	<b>Very Important</b>	<b>Important</b>	<b>Considered</b>	<b>Not Considered</b>
<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 type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
State residency	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religious affiliation/commitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minority status	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volunteer work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work experience	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**SAT and ACT Policies**

**Note: The SAT I is now called SAT Reasoning or the SAT; SAT II Tests are now called SAT Subject Tests. As of March 2005 the SAT Reasoning Test will include a mandatory writing component; the SAT Subject Test in Writing will not be administered after January 2005. The ACT will have an optional writing component as of February 2005.**

**C8. Entrance exams**

A. Does your institution make use of SAT Reasoning Test, 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**.

	Require	Recommend	ADMISSION Require for Some	Consider If Submitted	Not Used
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 without Writing component accepted.
- 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? [formerly part of C8A]

- Placement  Yes  No
- Counseling  Yes  No

E. Does your institution use the SAT Reasoning or SAT Subject Tests or the ACT for **placement only**? If so, please mark the appropriate boxes below: [formerly part of C8B]

	Require	Recommend	PLACEMENT Require for some
SAT Reasoning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT Subject Tests	<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"/>



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F. [formerly C8C]

Latest date by which SAT or ACT scores must be received for fall-term admission **February 1**

Latest date by which SAT Subject Test scores must be received for fall-term admission \_\_\_\_\_

G. [formerly C8D]

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): **Test scores not required for applicants more than two years removed from high school.**

### Freshman Profile

Provide percentages for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students** enrolled in fall 2004, 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 2004 who submitted national standardized (SAT/ACT) test scores.** Include information for **ALL enrolled, degree-seeking, first-time, first-year (freshman) students who submitted test scores.** Do not include partial test scores (e.g., mathematics scores but not verbal for a category of students) or combine other standardized test results (such as TOEFL) in this item. SAT scores should be recentered scores. The 25th percentile is the score that 25 percent scored at or below; the 75th percentile score is the one that 25 percent scored at or above.

Percent submitting SAT scores	<b>61%</b>	Number submitting SAT scores	<b>3685</b>
Percent submitting ACT scores	<b>87%</b>	Number submitting ACT scores	<b>5267</b>

	<b>25th Percentile</b>	<b>75th Percentile</b>
SAT Verbal	<b>520</b>	<b>630</b>
SAT Math	<b>550</b>	<b>660</b>
ACT Composite	<b>23</b>	<b>28</b>
ACT English	<b>22</b>	<b>28</b>
ACT Math	<b>23</b>	<b>28</b>

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

	<b>SAT Verbal</b>	<b>SAT Math</b>
700-800	<b>9</b>	<b>14</b>
600-699	<b>33</b>	<b>40</b>
500-599	<b>43</b>	<b>37</b>
400-499	<b>14</b>	<b>9</b>
300-399	<b>1</b>	<b>0</b>
200-299	<b>0</b>	<b>0</b>
	<b>100%</b>	<b>100%</b>

	<b>ACT Composite</b>	<b>ACT English</b>	<b>ACT Math</b>
30-36	<b>14</b>	<b>17</b>	<b>18</b>
24-29	<b>58</b>	<b>47</b>	<b>57</b>
18-23	<b>27</b>	<b>33</b>	<b>23</b>
12-17	<b>1</b>	<b>3</b>	<b>2</b>
6-11	<b>0</b>	<b>0</b>	<b>0</b>
Below 6	<b>0</b>	<b>0</b>	<b>0</b>

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	100%	100%	100%
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**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	<b>34</b>		
Percent in top quarter of high school graduating class	<b>71</b>		
Percent in top half of high school graduating class	<b>96</b>	} Top half + bottom half = 100%.	
Percent in bottom half of high school graduating class	<b>4</b>		
Percent in bottom quarter of high school graduating class	___ <b>0</b>		
Percent of total first-time, first-year (freshman) students who submitted high school class rank: <b>81%</b>			

**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.**

Percent who had GPA of 3.0 and higher	<b>Not Collected</b>
Percent who had GPA between 2.0 and 2.99	
Percent who had GPA between 1.0 and 1.99	
Percent who had GPA below 1.0	

**C12. Average high school GPA of all degree-seeking, first-time, first-year (freshman) students who submitted GPA:**

Percent of total first-time, first-year (freshman) students who submitted high school GPA: **Not Required**

**C13. Application fee**

Does your institution have an application fee?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Amount of application fee: <b>\$40.00</b>		
Can it be waived for applicants with financial need?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**C14. Application closing date**

Does your institution have an application closing date?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Application closing date (fall): <b>February 1</b>		
Priority date: _____		

**C15. Are first-time, first-year students accepted for terms other than the fall?**  Yes  No

**C16. Notification to applicants of admission decision sent** (*fill in one only*)

On a rolling basis beginning (date): **December 1**  
 By (date): \_\_\_\_\_  
 Other: \_\_\_\_\_

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

Must reply by (date): \_\_\_\_\_  
 No set date: \_\_\_\_\_  
 Must reply by May 1 or within **4** weeks if notified thereafter  
 Other: \_\_\_\_\_

**C18. Deferred admission:** Does your institution allow students to postpone enrollment after admission?

Yes  No  
 If yes, maximum period of postponement: \_\_\_\_\_

**C19. Early admission of high school students:** Does your institution allow high school students to enroll as full-time, first-time, first-year (freshman) students one year or more before high school graduation?  Yes  No

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- C20. Common Application:** Will you accept the Common Application distributed by the National Association of Secondary School Principals if submitted?  Yes  No  
If "yes," are supplemental forms required?  Yes  No  
Is your college a member of the Common Application Group?  Yes  No

### 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?  Yes  No

If "yes," please complete the following:

First or only early decision plan closing date \_\_\_\_\_

First or only early decision plan notification date \_\_\_\_\_

Other early decision plan closing date \_\_\_\_\_

Other early decision plan notification date \_\_\_\_\_

#### For the Fall 2003 entering class:

Number of early decision applications received by your institution \_\_\_\_\_

Number of applicants admitted under early decision plan \_\_\_\_\_

Please provide significant details about your early decision plan: \_\_\_\_\_

- C22. Early action:** Do you have a nonbinding early action plan whereby students are notified of an admission decision well in advance of the regular notification date but do not have to commit to attending your college?

Yes  No

If "yes," please complete the following:

Early action closing date \_\_\_\_\_

Early action notification date \_\_\_\_\_

## Common Data Set 2004-05

### 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 2004.

	<b>Applicants</b>	<b>Admitted Applicants</b>	<b>Enrolled Applicants</b>
Men	<b>1942</b>	<b>1672</b>	<b>988</b>
Women	<b>1712</b>	<b>1453</b>	<b>819</b>
<b>Total</b>	<b>3654</b>	<b>3125</b>	<b>1807</b>

#### 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? \_\_\_\_\_

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

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

**D6.** If a minimum high school grade point average is required of transfer applicants, specify

(on a 4.0 scale): \_\_\_\_\_

**D7.** If a minimum college grade point average is required of transfer applicants, specify

(on a 4.0 scale): **2.0 or 45+ quarter hours; applicants with less than 45 qtr hrs considered for admission based on college and/or high school performance where the criteria vary by hours earned**

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

**List of courses in progress.**

## Common Data Set 2004-05

**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		6/25			X
Winter		11/1			X
Spring		2/1			X
Summer		5/1			X

**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: **C- (D for students who have earned an AA/AS degree at a regionally accredited institutions).**

**D13.** Maximum number of credits or courses that may be transferred from a two-year institution: **Not Applicable**  
 Number \_\_\_\_\_ Unit type \_\_\_\_\_

**D14.** Maximum number of credits or courses that may be transferred from a four-year institution: **Not Applicable**  
 Number \_\_\_\_\_ Unit type \_\_\_\_\_

**D15.** Minimum number of credits that transfers must complete at your institution to earn an associate degree: **Not Applicable**

**D16.** Minimum number of credits that transfers must complete at your institution to earn a bachelor’s degree: **45 quarter hours**

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

---



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## Common Data Set 2004-05

### 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 checked="" 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 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 checked="" type="checkbox"/> Exchange student program (domestic) | <input 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 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 checked="" type="checkbox"/> Other (describe): <b>Data Analysis</b> |   |

**E4-E8 Library Collections: The CDS publishers will collect library data again when a new Academic Libraries Survey is fielded.**

# Common Data Set 2004-05

## F. STUDENT LIFE

**F1. Percentages of first-time, first-year (freshman) students and all degree-seeking undergraduates enrolled in fall 2004 who fit the following categories:**

	First-time, first-year (freshman) students	Undergraduates
Percent who are from out of state (exclude international/nonresident aliens)	<b>11.8%</b>	<b>8.8%</b>
Percent of men who join fraternities	<b>5.2%</b>	<b>5.8%</b>
Percent of women who join sororities	<b>9.0%</b>	<b>6.7%</b>
Percent who live in college-owned, -operated, or -affiliated housing	<b>90.0%</b>	<b>24.8%</b>
Percent who live off campus or commute	<b>10.0%</b>	<b>75.2%</b>
Percent of students age 25 and older	<b>0.0%</b>	<b>8.5%</b>
Average age of full-time students	<b>18.1</b>	<b>20.7</b>
Average age of all students (full- and part-time)	<b>18.1</b>	<b>21.1</b>

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

- |   |   |  |
|---|---|--|
| <input checked="" type="checkbox"/> Choral groups     | <input checked="" type="checkbox"/> Marching band   | <input checked="" type="checkbox"/> Student government |
| <input checked="" type="checkbox"/> Concert band      | <input checked="" type="checkbox"/> Music ensembles | <input checked="" type="checkbox"/> Student newspaper  |
| <input checked="" type="checkbox"/> Dance             | <input checked="" type="checkbox"/> Musical theater | <input type="checkbox"/> Student-run film society      |
| <input checked="" type="checkbox"/> Drama/theater     | <input type="checkbox"/> Opera                      | <input checked="" type="checkbox"/> Symphony orchestra |
| <input checked="" type="checkbox"/> Jazz band         | <input checked="" type="checkbox"/> Pep band        | <input checked="" type="checkbox"/> Television station |
| <input checked="" type="checkbox"/> Literary magazine | <input checked="" type="checkbox"/> Radio station   | <input checked="" type="checkbox"/> Yearbook           |

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

Army ROTC is offered:

- On campus  
 At cooperating institution (name): \_\_\_\_\_

Naval ROTC is offered:

- On campus  
 At cooperating institution (name): \_\_\_\_\_

Air Force ROTC is offered:

- On campus  
 At cooperating institution (name): \_\_\_\_\_

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

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Coed dorms   | <input checked="" type="checkbox"/> Special housing for disabled students      |
| <input type="checkbox"/> Men's dorms   | <input checked="" type="checkbox"/> Special housing for international students |
| <input type="checkbox"/> Women's dorms   | <input checked="" type="checkbox"/> Fraternity/sorority housing                |
| <input checked="" type="checkbox"/> Apartments for married students                        | <input checked="" type="checkbox"/> Cooperative housing                        |
| <input checked="" type="checkbox"/> Apartments for single students                         |  |
| <input checked="" type="checkbox"/> Other housing options (specify): <b>Honors Housing</b> |  |

## Common Data Set 2004-05

### G. ANNUAL EXPENSES

Provide 2005-2006 academic year costs of attendance for the following categories that are applicable to your institution.

- Check here if your institution's 2005-2006 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 2005-2006 academic year costs of attendance will be available: **07/01/2005**

**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 2005-2006 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:	<b>\$7,479</b>	<b>\$7,383</b>
In-state (out-of-district):	<b>\$7,479</b>	<b>\$7,383</b>
Out-of-state:	<b>\$18,066</b>	<b>\$17,970</b>
NONRESIDENT ALIEN: Tuition:		
REQUIRED FEES:	<b>\$63</b>	<b>\$63</b>
ROOM AND BOARD: (on-campus)	<b>\$6,909</b>	<b>\$6,909</b>
ROOM ONLY: (on-campus)		
BOARD ONLY: (on-campus meal plan)		

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 **No Limit** 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:**  
**Technology Fees vary by college.**



**Common Data Set 2004-05**

**G5. Provide the estimated expenses for a typical full-time undergraduate student:**

	<b>Residents</b>	<b>Commuters (living at home)</b>	<b>Commuters (not living at home)</b>
Books and supplies:	<b>\$1,044</b>	<b>\$1,044</b>	<b>\$1,044</b>
Room only:			<b>\$7,344</b>
Board only:		<b>\$3,396</b>	<b>INCLUDED</b>
Transportation:	<b>\$120</b>	<b>\$2,112</b>	<b>\$120</b>
Other expenses:	<b>\$3,165</b>	<b>\$2,709</b>	<b>\$3,165</b>

**G6. Undergraduate per-credit-hour charges:**

PRIVATE INSTITUTIONS:	
PUBLIC INSTITUTIONS	
In-district:	
In-state (out-of-district):	
Out-of-state:	
NONRESIDENT ALIENS:	

# Common Data Set 2004-05

## H. 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:

2004-2005 estimated or  2003-2004 final

Which needs-analysis methodology does your institution use in awarding institutional aid? (Formerly H3)

- Federal methodology (FM)  
 Institutional methodology (IM)  
 Both FM and IM

	Need-based (Include non-need-based aid use to meet need.)	Non-need-based (Exclude non-need-based aid use to meet need.)
	\$	\$
<b>Scholarships/Grants</b>		
Federal	\$ 23,033,543	
State (i.e., all states, not only the state in which your institution is located)	\$ 9,318,367	\$ 3,976,980
Institutional (endowment, alumni, or other institutional awards) and external funds awarded by the college excluding athletic aid and tuition waivers (which are reported below)	\$ 35,365,797	\$ 23,281,437
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	\$ 4,983,794	\$ 5,504,706
<b>Total Scholarships/Grants</b>	<b>\$ 72,701,501</b>	<b>\$ 32,763,123</b>
<b>Self-Help</b>		
Student loans from all sources (excluding parent loans)	\$ 91,621,692	\$ 36,848,380
Federal Work-Study	\$ 12,853,146	
State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)		
<b>Total Self-Help</b>	<b>\$ 104,474,838</b>	<b>\$ 36,848,380</b>
<b>Parent Loans</b>		<b>\$ 46,209,153</b>
<b>Tuition Waivers</b> Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.		<b>\$ 5,118,734</b>
<b>Athletic Awards</b>		<b>\$ 9,293,431</b>

**Common Data Set 2004-05**

**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 non-need-based but that was used to meet need should be counted as need-based aid.** Numbers should reflect the cohort awarded the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

	<b>First-time Full-time Freshmen</b>	<b>Full-time Undergrad (Incl. Fresh)</b>	<b>Less Than Full-time Undergrad</b>
a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2004 cohort)	<b>6,037</b>	<b>33,584</b>	<b>3,925</b>
b) Number of students in line <b>a</b> who applied for need-based financial aid	<b>4,743</b>	<b>21,792</b>	<b>1,530</b>
c) Number of students in line <b>b</b> who were determined to have financial need	<b>3,318</b>	<b>17,311</b>	<b>1,291</b>
d) Number of students in line <b>c</b> who were awarded any financial aid	<b>3,318</b>	<b>17,272</b>	<b>1,272</b>
e) Number of students in line <b>d</b> who were awarded any need-based scholarship or grant aid	<b>3,126</b>	<b>15,123</b>	<b>849</b>
f) Number of students in line <b>d</b> who were awarded any need-based self-help aid	<b>2,835</b>	<b>15,940</b>	<b>1,242</b>
g) Number of students in line <b>d</b> who were awarded any non-need-based scholarship or grant aid	<b>354</b>	<b>807</b>	<b>3</b>
h) Number of students in line <b>d</b> whose need was fully met ( <u>exclude PLUS loans, unsubsidized loans, and private alternative loans</u> )	<b>927</b>	<b>3,836</b>	<b>126</b>
i) On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC ( <u>PLUS loans, unsubsidized loans, and private alternative loans</u> )	<b>69.97%</b>	<b>67.81%</b>	<b>54.39%</b>
j) The average financial aid package of those in line <b>d</b> . Exclude any resources that were awarded to replace EFC ( <u>PLUS loans, unsubsidized loans, and private alternative loans</u> )	<b>\$ 8,939</b>	<b>\$ 9,149</b>	<b>\$ 7,701</b>
k) Average need-based scholarship or grant award of those in line <b>e</b>	<b>\$ 5,702</b>	<b>\$ 4,917</b>	<b>\$ 3,317</b>
l) Average need-based self-help award ( <u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u> ) of those in line <b>f</b>	<b>\$ 3,879</b>	<b>\$ 5,150</b>	<b>\$ 5,673</b>
m) Average need-based loan ( <u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u> ) of those in line <b>f</b> who were awarded a need-based loan	<b>\$ 3,317</b>	<b>\$ 4,254</b>	<b>\$ 4,593</b>

**H2A. Number of Enrolled Students Awarded Non-need-based Scholarships and Grants:** List the number of degree-seeking full-time and less-than-full-time undergraduates who had no financial need and who were awarded institutional—not external—non-need-based scholarship or grant aid. Numbers should reflect the cohort awarded the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

	<b>First-time Full-time Freshmen</b>	<b>Full-time Undergrad (Incl. Fresh)</b>	<b>Less Than Full-time Undergrad</b>
n) Number of students in line <b>a</b> who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletic awards and tuition benefits)	<b>1,540</b>	<b>5,432</b>	<b>129</b>
o) Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line <b>n</b>	<b>\$ 3,244</b>	<b>\$ 3,816</b>	<b>\$ 2,856</b>
p) Number of students in line <b>a</b> who were awarded an institutional non-need-based athletic scholarship or grant	<b>99</b>	<b>437</b>	<b>4</b>
q) Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line <b>p</b>	<b>\$ 15,595</b>	<b>\$ 16,007</b>	<b>\$ 5,830</b>

## Common Data Set 2004-05

**H3:** Incorporated into H1 above.

**H4.** Provide the percentage of the 2004 undergraduate class who graduated between July 1, 2003 and June 30, 2004 and borrowed at any time through any loan programs (federal, state, subsidized, unsubsidized, private, etc.; exclude parent loans). Include only students who borrowed while enrolled at your institution. **54.44%**

**H5.** Report the average per-borrower cumulative undergraduate indebtedness of those in line H4. Do not include money borrowed at other institutions: **\$15,962.83**

**Aid to Undergraduate Degree-seeking Nonresident Aliens** (Note: Report numbers and dollar amounts for the same academic year checked in item H1.)

**H6.** Indicate your institution's policy regarding institutional scholarship and grant aid for undergraduate degree-seeking nonresident aliens:

- Institutional need-based scholarship or grant aid is available
- Institutional non-need-based scholarship or grant aid is available
- Institutional scholarship and grant aid is not available

If institutional financial aid is available for undergraduate degree-seeking nonresident aliens, provide the number of undergraduate degree-seeking nonresident aliens who were awarded need-based or non-need-based aid: **156**

Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens: **\$13,474**

Total dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens: **\$ 2,101,939**

### Process for First-Year/Freshman Students

**H7.** Check off all financial aid forms domestic first-year (freshman) financial aid applicants must submit:

- FAFSA
- Institution's own financial aid form
- CSS/Financial Aid PROFILE
- State aid form
- Noncustodial (Divorced/Separated) Parent's Statement
- Business/Farm Supplement
- Other: \_\_\_\_\_

**H8.** Check off all financial aid forms nonresident alien first-year financial aid applicants must submit:

- Institution's own financial aid form
- CSS/Financial Aid PROFILE
- Foreign Student's Financial Aid Application
- Foreign Student's Certification of Finances
- Other: **Institution's own "Affidavit of Financial Support for International Students"**

**H9.** Indicate filing dates for first-year (freshman) students:

Priority date for filing required financial aid forms: **March 1**

Deadline for filing required financial aid forms: \_\_\_\_\_

No deadline for filing required forms (applications processed on a rolling basis): \_\_\_\_\_

## Common Data Set 2004-05

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

- a.) Students notified on or about (date): **April 5**
- b.) Students notified on a rolling basis: yes/no    If yes, starting date: \_\_\_\_\_

**H11.** Indicate reply dates:

Students must reply by (date): **May 1** or within **4** 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	
<b>X</b>	<b>X</b>	Academics	<b>X</b>	<b>X</b>	Leadership
<b>X</b>	<b>X</b>	Alumni affiliation	<b>X</b>	<b>X</b>	Minority status
<b>X</b>	<b>X</b>	Art	<b>X</b>	<b>X</b>	Music/drama
<b>X</b>	<b>X</b>	Athletics			Religious affiliation
<b>X</b>	<b>X</b>	Job skills	<b>X</b>	<b>X</b>	State/district residency
<b>X</b>		ROTC	<b>X</b>	-----	

## Common Data Set 2004-05

### I. INSTRUCTIONAL FACULTY AND CLASS SIZE

**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. Also includes full-time faculty teaching less than two semesters, three quarters, two trimesters, or two four-month sessions. Employees who are not considered full-time instructional faculty but who teach one or more non-clinical credit courses may be counted as part-time faculty.

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

**Doctorate:** includes such degrees as Doctor of Philosophy, Doctor of Education, Doctor of Juridical Science, and Doctor of Public Health in any field such as arts, sciences, education, engineering, business, and public administration.

**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 master's degree:** a master's degree that is considered the highest degree in a field: example, M. Arch (in architecture) and MFA (master of fine arts in art or theater).

## Common Data Set 2004-05

	<b>Full-time</b>	<b>Part-time</b>	<b>Total</b>
a.) Total number of instructional faculty	<b>2,789</b>	<b>993</b>	<b>3,782</b>
b.) Total number who are members of minority groups	<b>489</b>	<b>131</b>	<b>620</b>
c.) Total number who are women	<b>767</b>	<b>471</b>	<b>1,238</b>
d.) Total number who are men	<b>2,022</b>	<b>522</b>	<b>2,544</b>
e.) Total number who are nonresident aliens (international)	<b>49</b>	<b>36</b>	<b>85</b>
f.) Total number with doctorate, first professional, or other terminal degree	<b>2,761</b>		
g.) Total number whose highest degree is a master's but not a terminal master's			
h.) Total number whose highest degree is a bachelor's			
i.) Total number whose highest degree is unknown or other (Note: Items <b>f</b> , <b>g</b> , <b>h</b> , and <b>i</b> must sum up to item <b>a</b> .)			
j.) Total number in stand-alone graduate/professional programs in which faculty teach virtually only graduate-level students			

### I-2. Student to Faculty Ratio

Report the Fall 2004 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 2004 Student to Faculty ratio: **14 to 1** (based on **44,719** students and **3,782** faculty).

## Common Data Set 2004-05

### 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>	<b>800</b>	<b>920</b>	<b>929</b>	<b>380</b>	<b>293</b>	<b>414</b>	<b>253</b>	<b>3989</b>
<b>CLASS SUB-SECTIONS</b>	<b>212</b>	<b>337</b>	<b>853</b>	<b>306</b>	<b>74</b>	<b>18</b>	<b>13</b>	<b>1813</b>



## Common Data Set 2004-05

### J. DEGREES CONFERRED

#### 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 1990 Categories to Include	CIP 2000 Categories to Include
Agriculture			3.30%	1 and 2	1
Architecture			1.40%	4	4
Area and ethnic studies			0.60%	5	5
Biological/life sciences			4.80%	26	26
Business/marketing			15.50%	8 and 52	52
Communications/communication technologies			5.50%	9 and 10	9 and 10
Computer and information sciences			2.10%	11	11
Education			4.60%	13	13
Engineering/engineering technologies			9.10%	14 and 15	14 and 15
English			4.20%	23	23
Foreign languages and literature			2.50%	16	16
Health professions and related sciences			5.20%	51	51
Home economics and vocational home economics			9.70%	19 and 20	19
Interdisciplinary studies			0.90%	30	30
Law/legal studies			0.00%	22	22
Liberal arts/general studies		100.00%	0.30%	24	24
Library science			0.00%	25	25
Mathematics			0.80%	27	27
Military science and technologies			0.00%	28 and 29	29
Natural resources/environmental science			1.20%	3	3
Parks and recreation			1.00%	31	31
Personal and miscellaneous services			0.00%	12	12
Philosophy, religion, theology			0.50%	38 and 39	38 and 39
Physical sciences			1.00%	40 and 41	40 and 41
Protective services/public administration			0.80%	43 and 44	43 and 44
Psychology			5.20%	42	42
Social sciences and history			15.60%	45	45 and 54
Trade and industry			0.70%	46, 47, 48, and 49	46, 47, 48, and 49
Visual and performing arts			3.50%	50	50
<b>Other</b>			0.00%		
<b>TOTAL</b>	100%	100%	100%		