

Common Data Set 2000-2001

A. GENERAL INFORMATION

A1. Address Information

Name of College or University **UNIVERSITY OF NORTHERN IOWA**
Mailing Address, City/State/Zip/Country **CEDAR FALLS, IA 50614 USA**
Street Address (if different), City/State/Zip/Country
Main Phone Number 273-2311
WWW Home Page Address <http://www.uni.edu>
Admissions Phone Number (319) **273-2281**
Admissions Toll-free Number 800-772-2037
Admissions Office Mailing Address, City/State/Zip/Country **120 Gilchrist Hall Cedar Falls, IA 50614-0018**
Admissions Fax Number (319) **273-2885**
Admissions E-mail Address admissions@uni.edu
Is there a separate URL application site on the Internet? If so, please specify:
<http://access.uni.edu/stdt/ugapinst.htm>

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

- | | |
|--|---|
| <input type="checkbox"/> Certificate | <input type="checkbox"/> Postbachelor's certificate |
| <input type="checkbox"/> Diploma | <input checked="" type="checkbox"/> Master's |
| <input type="checkbox"/> Associate | <input type="checkbox"/> Post-master's certificate |
| <input type="checkbox"/> Transfer | <input checked="" type="checkbox"/> Doctoral |
| <input type="checkbox"/> Terminal | <input type="checkbox"/> First professional |
| <input checked="" type="checkbox"/> Bachelor's | <input type="checkbox"/> First professional certificate |

Common Data Set 2000-2001

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, 2000. References to corresponding data elements formerly collected by IPEDS on the Fall Enrollment Survey 1999 (Part A) or currently collected by the IPEDS Web-based Data Collection System are supplied below.

	FULL-TIME			PART-TIME		
	Men (1999 IPEDS col. 15)	Women (1999 IPEDS col. 16)	1999 IPEDS line	Men (1999 IPEDS col. 15)	Women (1999 IPEDS col. 16)	1999 IPEDS line
Undergraduates						
Degree-seeking, first-time freshmen	884	1346	line 1	11	22	line 15
Other first-year, degree-seeking	351	289	line 2	17	56	line 16
All other degree-seeking	3373	4739	lines 3-6	589	736	lines 17-20
<i>Total degree-seeking</i>	4608	6374		617	814	
All other undergraduates enrolled in credit courses			line 7			line 21
<i>Total undergraduates</i>	4608	6374	line 8	617	814	line 22
First-professional						
First-time, first-professional students			line 9			line 23
All other first-professionals			line 10			line 24
<i>Total first-professional</i>						
Graduate						
Degree-seeking, first-time	92	136	line 11	36	108	line 25
All other degree-seeking	100	207	line 12	224	408	line 26
All other graduates enrolled in credit courses	8	9	line 13	117	248	line 27
<i>Total graduate</i>	200	352		377	764	

Total all undergraduates (1999 IPEDS sum of lines 8 and 22, cols. 15 and 16): **12,413**

Total all graduate and professional students (1999 IPEDS sum of lines 14 and 28, cols. 15 and 16): **1,693**

GRAND TOTAL ALL STUDENTS (1999 IPEDS line 29, sum of cols. 15 and 16): **14,106**

Common Data Set 2000-2001

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, 2000. References to corresponding data elements formerly collected by IPEDS on the Fall Enrollment Survey 1999 (Part A) or currently collected by the IPEDS Web-based Data Collection System are supplied below.

	Degree-seeking First-time First year	Degree-seeking Undergraduates	Total Undergraduates
	1999 IPEDS sum of lines 1 and 15	1999 IPEDS sum of lines 1-6 and lines 15-20	
Nonresident aliens 1999 IPEDS cols. 1-2	23	184	184
Black, non-Hispanic 1999 IPEDS cols. 3-4	67	289	289
American Indian or Alaskan Native 1999 IPEDS cols. 5-6	7	32	32
Asian or Pacific Islander 1999 IPEDS cols. 7-8	27	127	127
Hispanic 1999 IPEDS cols. 9-10	26	122	122
White, non-Hispanic 1999 IPEDS cols. 11-12	2113	11659	11659
Race/ethnicity unknown 1999 IPEDS cols. 13-14	0	0	0
Total 1999 IPEDS cols. 15-16	2263	12413	12413

Persistence

B3. Number of degrees awarded by your institution from July 1, 1999, to June 30, 2000.

Certificate/diploma	-----
Associate degrees	-----
Bachelor's degrees	2386
Postbachelor's certificates	-----
Master's degrees	436
Post-master's certificates	-----
Doctoral degrees	8
First professional degrees	-----
First professional certificates	-----

Graduation Rates

The items in this section correspond to data elements formerly collected by IPEDS or currently 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 1999 paper-based survey or the 2000 Web-based survey.

For Bachelor's or Equivalent Programs

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 1994. Include in the cohort those who entered your institution during the summer term preceding fall 1994.

B4. Initial 1994 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students: **1856**
(1999 IPEDS GRS, Section II, Part A, line 10, sum of columns 15 and 16)

Common Data Set 2000-2001

- B5.** Of the initial 1994 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions: **0**
(1999 IPEDS GRS, Section II, Part C, line 45, sum of columns 15 and 16)
- B6.** Final 1994 cohort, after adjusting for allowable exclusions: **1856**
(Subtract question B5 from question B4)
- B7.** Of the initial 1994 cohort, how many completed the program in four years or less (by August 31, 1998): **539**
(1999 IPEDS GRS, Section II, Part A, line 19, sum of columns 15 and 16)
- B8.** Of the initial 1994 cohort, how many completed the program in more than four years but in five years or less (after August 31, 1998 and by August 31, 1999): **524**
(1999 IPEDS GRS, Section II, Part A, line 20, sum of columns 15 and 16)
- B9.** Of the initial 1994 cohort, how many completed the program in more than five years but in six years or less (after August 31, 1999 and by August 31, 2000): **92**
(1999 IPEDS GRS, Section II, Part A, line 21, sum of columns 15 and 16)
- B10.** Total graduating within six years (sum of questions B7, B8, and B9): **1155**
(1999 IPEDS GRS, Section II, Part A, line 18, sum of columns 15 and 16)
- B11.** Six-year graduation rate for 1994 cohort (question B10 divided by question B6): **62.2 %**

For Two-Year Institutions:

- B12.** Initial 1997 cohort, total of first-time, full-time degree/certificate-seeking students: _____
(1999 IPEDS GRS-2, Section III, line 10, sum of columns 15 and 16)
- B13.** Of the initial 1997 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions: _____
(1999 IPEDS GRS-2, Section III, line 45, sum of columns 15 and 16)
- B14.** Final 1997 cohort, after adjusting for allowable exclusions _____
(Subtract question B13 from question B12)
- B15.** Completers of programs of less than two years duration (total): _____
(1999 IPEDS GRS-2, Section III, line 11, sum of columns 15 and 16)
- B16.** Completers of programs of less than two years within 150 percent of normal time: _____
(1999 IPEDS GRS-2, Section III, line 11A, sum of columns 15 and 16)
- B17.** Completers of programs of at least two but less than four years (total): _____
(1999 IPEDS GRS-2, Section III, line 12, sum of columns 15 and 16)
- B18.** Completers of programs of at least two but less than four-years within 150 percent of normal time: _____
(1999 IPEDS GRS-2, Section III, line 12A, sum of columns 15 and 16)
- B19.** Total transfers-out (within three years) to other institutions: _____
(1999 IPEDS GRS-2, Section III, line 30, sum of columns 15 and 16)
- B20.** Total transfers to two-year institutions: _____
(1999 IPEDS GRS-2, Section III, line 32, sum of columns 15 and 16)
- B21.** Total transfers to four-year institutions: _____
(1999 IPEDS GRS-2, Section III, line 33, sum of columns 15 and 16)

Common Data Set 2000-2001

Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 1999 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: deceased, permanently disabled, 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 1999 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in fall 2000? **81.4 %**

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 2000. 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	2039
Total first-time, first-year (freshman) women who applied	2931
Total first-time, first-year (freshman) men who were admitted	1589
Total first-time, first-year (freshman) women who were admitted	2477
Total full-time, first-time, first-year (freshman) men who enrolled	883
Total part-time, first-time, first-year (freshman) men who enrolled	10
Total full-time, first-time, first-year (freshman) women who enrolled	1348
Total part-time, first-time, first-year (freshman) women who enrolled	22

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 2000 admissions:

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

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

Common Data Set 2000-2001

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	3	
Of these, units that must be lab		
Foreign language		2
Social studies	3	
History		
Academic electives	2	
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 ____

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.

	Very Important	Important	Considered	Not Considered
Academic				
Secondary school record	x <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class rank	x <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recommendation(s)	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>
Standardized test scores	x <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>
Nonacademic				
Interview	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>
Extracurricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>
Talent/ability	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>
Character/personal qualities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>
Alumni/ae relation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>
Geographical residence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>
State residency	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>
Religious affiliation/commitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>
Minority status	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>
Volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>
Work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>

Common Data Set 2000-2001

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 Some	Consider If Submitted	Not Used
SAT I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT I or ACT (no preference)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT I or ACT--SAT I preferred	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT I or ACT--ACT preferred	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT I and SAT II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT I and SAT II or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Placement Yes No

Counseling Yes No

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

	PLACEMENT		
	Require	Recommend	Require for some
SAT I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT I or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- C. Latest date by which SAT I or ACT scores must be received for fall-term admission **8/15**

Latest date by which SAT II scores must be received for fall-term admission _____

- D. 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):

Common Data Set 2000-2001

Freshman Profile

Provide percentages for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students** enrolled in fall 2000, 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 2000 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 4.0% Number submitting SAT scores 91
 Percent submitting ACT scores 98.5% Number submitting ACT scores 2231

	25th Percentile	75th Percentile
SAT I Verbal	450	570
SAT I Math	480	590
ACT Composite	20.0	25.8
ACT English		
ACT Math		

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

	SAT I Verbal	SAT I Math
700-800	3.3	6.6
600-699	14.3	15.4
500-599	38.4	46.1
400-499	35.2	24.2
300-399	7.7	6.6
200-299	1.1	1.1

	ACT Composite	ACT English	ACT Math
30-36	4.4		
24-29	37.6		
18-23	53.4		
12-17	4.6		
6-11	0		
Below 6	0		

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 18.7
 Percent in top quarter of high school graduating class 49.8
 Percent in top half of high school graduating class 91.4
 Percent in bottom half of high school graduating class 8.6
 Percent in bottom quarter of high school graduating class 0.6

Percent of total first-time, first-year (freshman) students who submitted high school class rank: 94.0

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.

Common Data Set 2000-2001

Percent who had GPA of 3.0 and higher _____
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: _____%

Admission Policies

C13. Application fee

Does your institution have an application fee? Yes No
Amount of application fee: \$20
Can it be waived for applicants with financial need? Yes No

C14. Application closing date

Does your institution have an application closing date? Yes No
Application closing date (fall): Aug.15
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): 9/1
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 _____ 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: 6 years

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

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

Common Data Set 2000-2001

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 2000 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 2000-2001

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 2000.

	Applicants	Admitted Applicants	Enrolled Applicants
Men	1046	742	559
Women	1183	862	608
Total	2229	1604	1167

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? 24

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): _____

D7. If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale): _____

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

Minimum 2.00 GPA required for those with 60 credits or more, 2.25 GPA required for those with 42-59 credits, and 2.50 GPA required for those with 41 credits or less.

Common Data Set 2000-2001

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		8/15			X
Winter					
Spring		1/1			X
Summer		6/1			X

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

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

College of Business Administration and College of Education require 2.50 GPA for admission; Majors in Psychology and Communication Studies require 2.50 GPA for declaration of major; Major in Communicative Disorders require 3.0 GPA and recommends transfer for sophomore year.

Transfer Credit Policies

D12. Report the lowest grade earned for any course that may be transferred for credit: 1.00

D13. Maximum number of credits or courses that may be transferred from a two-year institution:

Number _____ Unit type _____

D14. Maximum number of credits or courses that may be transferred from a four-year institution:

Number _____ Unit type _____

D15. Minimum number of credits that transfers must complete at your institution to earn an associate degree: _____

D16. Minimum number of credits that transfers must complete at your institution to earn a bachelor’s degree: 32

D17. Describe other transfer credit policies:

Common Data Set 2000-2001

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

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

Library Collections

Report the number of holdings. Refer to the 1998 IPEDS Academic Libraries Survey, Part D, for corresponding equivalents.

E4. Books, serial backfiles, electronic documents, and government documents (titles) that are accessible through the library's catalog **731,256** (sum of lines 27 and 29, column 2)

E5. Current serial subscriptions (paper, microform, electronic): **6,781** (sum of lines 30 and 31, column 2)

E6. Microforms (units) : **1,036,752** (line 28, column 2)

E7. Audiovisual materials (units): **18,452** (line 32, column 2)

F. STUDENT LIFE

F1. Percentages of first-time, first-year (freshman) students and all degree-seeking undergraduates enrolled in fall 2000 who fit the following categories:

	First-time, first-year (freshman) students	Undergraduates
Percent who are from out of state (exclude international/nonresident aliens)	5.2%	4.1%
Percent of men who join fraternities	7.6%	4.7%
Percent of women who join sororities	3.1%	3.3%
Percent who live in college-owned, -operated, or -affiliated housing	90.1%	39.0%
Percent who live off campus or commute	10.1%	61.0%
Percent of students age 25 and older	0%	8.9%
Average age of full-time students	18.2	20.6
Average age of all students (full- and part-time)	18.2	21.3

Common Data Set 2000-2001

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 checked="" type="checkbox"/> Opera | <input checked="" type="checkbox"/> Symphony orchestra |
| <input checked="" type="checkbox"/> Jazz band | <input checked="" type="checkbox"/> Pep band | <input 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 type="checkbox"/> Special housing for disabled students |
| <input checked="" type="checkbox"/> Men's dorms | <input type="checkbox"/> Special housing for international students |
| <input checked="" type="checkbox"/> Women's dorms | <input checked="" type="checkbox"/> Fraternity/sorority housing |
| <input checked="" type="checkbox"/> Apartments for married students | <input type="checkbox"/> Cooperative housing |
| <input checked="" type="checkbox"/> Apartments for single students | |
| <input checked="" type="checkbox"/> Other housing options (specify): Facilities accessible by persons with disabilities | |

Common Data Set 2000-2001

G. ANNUAL EXPENSES

Provide 2001-2002 academic year costs for the following categories that are applicable to your institution.

Note: Information below is for 2000-2001 academic year

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 2001-2002 academic year. A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters or 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 INSTITUTIONS:		
PUBLIC INSTITUTIONS	2906	2906
In-district:		
In-state (out-of-district):	2906	2906
Out-of-state:	7870	7870
NONRESIDENT ALIENS:	7870	7870
REQUIRED FEES:	224	224
ROOM AND BOARD:	4149	4149
(on-campus)		
ROOM ONLY:	1897	1897
(on-campus)		
BOARD ONLY:	2252	2252
(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 **18** 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: _____

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:	750	750	750
Room only:			1897
Board only:		2252	2252
Transportation:	514	514	514
Other expenses:	2232	2232	2232

Common Data Set 2000-2001

Common Data Set 2000-2001

G6. Undergraduate per-credit-hour charges:

PRIVATE INSTITUTIONS:	
PUBLIC INSTITUTIONS	192
In-district:	
In-state (out-of-district):	192
Out-of-state:	473
NONRESIDENT ALIENS:	473

Common Data Set 2000-2001

H. FINANCIAL AID

Aid Awarded to Enrolled Undergraduates

H1. Enter total dollar amounts **awarded** to 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. 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 columns.** (For a suggested order of precedence in assigning categories of aid to cover need, see the entry for “non-need-based gift 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:

2000-2001 estimated or 1999-2000 final

	Need-based	Non-need-based
	\$	\$
Scholarships/Grants		
Federal	6,034,760	20,208
State	479,951	606,576
Institutional (endowment, alumni, or other institutional awards) and external funds awarded by the college excluding athletic aid and tuition waivers (which are reported below)	1,141,364	4,634,776
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	0	1,581,655
Total Scholarships/Grants	7,656,075	6,843,215
Self-Help		
Student loans from all sources (excluding parent loans)	22,165,207	18,407,368
Federal Work-Study	919,842	
State and other work-study/employment	369,838	0
Total Self-Help	23,454,887	18,407,368
Parent Loans	0	6,679,978
Tuition Waivers	0	0
Athletic Awards	0	1,563,181

Common Data Set 2000-2001

H2. Number of Enrolled Students Receiving Aid: List the number of degree-seeking full-time and less-than-full-time undergraduates who applied for and received financial aid. **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 receiving 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.

	First-time Full-time Freshmen	Full-time Undergrad (Incl. Fresh)	Less Than Full-time Undergrad
a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2000 cohort)	2230	10982	1431
b) Number of students in line a who were financial aid applicants (include applicants for all types of aid)	1826	7935	924
c) Number of students in line b who were determined to have financial need	1201	5949	770
d) Number of students in line c who received any financial aid	1157	5666	513
e) Number of students in line d who received any need-based gift aid	525	2708	290
f) Number of students in line d who received any need-based self-help aid	902	4908	449
g) Number of students in line d who received any non-need-based gift aid	728	2297	119
h) Number of students in line d whose need was fully met (<u>exclude PLUS loans, unsubsidized loans, and private alternative loans</u>)	315	1921	67
i) On average, the percentage of need that was met of students who received any need-based aid. Exclude any resources that were awarded to replace EFC (<u>PLUS loans, unsubsidized loans, and private alternative loans</u>)	80%	75%	53%
j) The average financial aid package of those in line d . Exclude any resources that were awarded to replace EFC (<u>PLUS loans, unsubsidized loans, and private alternative loans</u>)	\$5381	\$5833	\$4820
k) Average need-based gift award of those in line e	\$2607	\$2787	\$2578
l) Average need-based self-help award (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f	\$3006	\$4197	\$4241
m) Average need-based loan (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f who received a need-based loan	\$2627	\$3851	\$4104

H2A. Number of Enrolled Students Receiving Non-need-based Grants and Scholarships: List the number of degree-seeking full-time and less-than-full-time undergraduates who had no financial need and who received non-need-based gift aid. Numbers should reflect the cohort receiving 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.

	First-time Full-time Freshmen	Full-time Undergrad (Incl. Fresh)	Less Than Full-time Undergrad
n) Number of students in line a who had no financial need and who received non-need-based <u>gift aid</u> (exclude those receiving athletic awards and tuition benefits)	377	1158	82
o) Average <u>dollar amount of non-need-based gift aid awarded</u> to students in line n	\$1798	\$2362	\$2775
p) Number of students in line a who received a non-need-based athletic <u>grant or scholarship</u>	33	145	0
q) Average <u>dollar amount</u> of non-need-based <u>athletic grants and scholarships awarded</u> to students in line p	\$6322	\$6339	\$0

H3: Which needs-analysis methodology does your institution use in awarding institutional aid?

Federal methodology (FM)

Common Data Set 2000-2001

- Institutional methodology (IM)
 Both FM and IM

H4. Percent of the 2000 undergraduate class who graduated between July 1, 1999 and June 30, 2000 and borrowed through any loan programs (federal, state, subsidized, unsubsidized, private, etc.; exclude parent loans). Include only students who borrowed while enrolled at your institution. **65%**

H5. Average per-borrower cumulative undergraduate indebtedness of those in line H4. Do not include money borrowed at other institutions: **\$18,235**

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 financial aid for undergraduate degree-seeking nonresident aliens:

- College-administered need-based financial aid is available
 College-administered non-need-based financial aid is available
 College-administered financial aid is not available

If college-administered financial aid is available for undergraduate degree-seeking nonresident aliens, provide the number of undergraduate degree-seeking nonresident aliens who received need-based or non-need-based aid: **50**

Average dollar amount awarded to undergraduate degree-seeking nonresident aliens: **\$ 6824**

Total dollar amount of financial aid from all sources awarded to all undergraduate degree-seeking nonresident aliens:
\$ 341,234

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: _____

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

Priority date for filing required financial aid forms: _____

Deadline for filing required financial aid forms: _____

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

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

Common Data Set 2000-2001

a.) Students notified on or about (date): _____

b.) Students notified on a rolling basis: **yes/no** If yes, starting date: **3/20**

H11. Indicate reply dates:

Students must reply by (date): _____ or within **2 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): **Private, alternative loans**
-

H13. Scholarships and Grants

NEED-BASED:

- Federal Pell
 - SEOG
 - State scholarships/grants
 - Private scholarships
 - College/university gift 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	X		Leadership
		Alumni affiliation	X		Minority status
X		Art	X		Music/drama
X		Athletics			Religious affiliation
		Job skills			State/district residency
X		ROTC		-----	

Common Data Set 2000-2001

I. INSTRUCTIONAL FACULTY AND CLASS SIZE

I-1. Please report number of instructional faculty members in each category for Fall 2000.

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	716	144	860
b.) Total number who are members of minority groups	83	14	97
c.) Total number who are women	296	75	371
d.) Total number who are men	420	69	489
e.) Total number who are nonresident aliens (international)	--	--	--
f.) Total number with doctorate, first professional, or other terminal degree	508	30	538
g.) Total number whose highest degree is a master's but not a terminal master's	160	71	231
h.) Total number whose highest degree is a bachelor's	45	39	84
i.) Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)	3	4	7

I-2. Student to Faculty Ratio

Report the Fall 2000 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 2000 Student to Faculty ratio: 16 to 1.

Common Data Set 2000-2001

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 2000 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 2000. 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
CLASS SECTIONS	200	429	570	361	132	111	48	1851
CLASS SUB-SECTIONS	7	30	44	5	3	10	0	99

Common Data Set 2000-2001

J. DEGREES CONFERRED

Degrees conferred between July 1, 1999 and June 30, 2000

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 Categories to Include
Agriculture			0	1 and 2
Architecture			0	4
Area and ethnic studies			0.2	5
Biological/life sciences			5.1	26
Business/marketing			21.3	8 and 52
Communications/communication technologies			4.9	9 and 10
Computer and information sciences			1.7	11
Education			21.8	13
Engineering/engineering technologies			3.3	14 and 15
English			3.9	23
Foreign languages and literature			1.3	16
Health professions and related sciences			2.9	51
Home economics and vocational home economics			2.3	19 and 20
Interdisciplinary studies			1.1	30
Law/legal studies			0	22
Liberal arts/general studies			5.4	24
Library science			0	25
Mathematics			1.0	27
Military science and technologies			0	28 and 29
Natural resources/environmental science			0.2	3
Parks and recreation			2.0	31
Personal and miscellaneous services			0	12
Philosophy, religion, theology			0.3	38 and 39
Physical sciences			1.2	40 and 41
Protective services/public administration			3.6	43 and 44
Psychology			3.4	42
Social sciences and history			8.3	45
Trade and industry			0	46, 47, 48, and 49
Visual and performing arts			4.8	50
Other				
TOTAL	100%	100%	100%	

Common Data Set 2000-2001