

Common Data Set 2000-2001

A. GENERAL INFORMATION

A1. Address Information

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
--	-----------	-----------

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	15	82	166
Black, non-Hispanic 1999 IPEDS cols. 3-4	32	153	206
American Indian or Alaskan Native 1999 IPEDS cols. 5-6	187	694	1,086
Asian or Pacific Islander 1999 IPEDS cols. 7-8	21	112	158
Hispanic 1999 IPEDS cols. 9-10	24	117	162
White, non-Hispanic 1999 IPEDS cols. 11-12	482	2,678	4,152
Race/ethnicity unknown 1999 IPEDS cols. 13-14	75	240	428
Total 1999 IPEDS cols. 15-16	836	4,076	6,358

Persistence

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

Certificate/diploma	115
Associate degrees	166
Bachelor's degrees	445
Postbachelor's certificates	—
Master's degrees	169
Post-master's certificates	—
Doctoral degrees	20
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 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: 562
(1999 IPEDS GRS Section II, Part A line 10, sum of columns 15 and 16)

Common Data Set 2000-2001

Common Data Set 2000-2001

(1999)IHSCS -2, Section III, line 33, sum of columns 15 and 16)

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 freshman 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? 61 %

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

time, first-year stu

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	16	
English	4	
Mathematics	3	
Science	3	
Of these, units that must be lab	1	
Foreign language		2
Social studies	3	
History		
Academic electives	3	
Other (specify)		

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:

Common Data Set 2000-2001

Volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

SAT and ACT Policies

C8. Entrance exams

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

If yes, please 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
SATI	<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"/>
SATI or ACT (no preference)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SATI or ACT --SATI preferred	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SATI or ACT --ACT preferred	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SATI and SATII	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SATI and SATII or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SATII	<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 SATI or II or the ACT for placement only? If so, please mark the appropriate boxes below

	PLACEMENT		
	Require	Recommend	Require for some
SATI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SATII	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SATI or ACT	X	<input type="checkbox"/>	<input type="checkbox"/>

C Latest date by which SATI or ACT scores must be received for fall-term admission 8/1

Latest date by which SATII 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 reported as 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	___ 47	Number submitting SAT scores	___ 395
Percent submitting ACT scores	___		

Common Data Set 2000-2001

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

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		8/1			
Winter					
Spring		12/1			
Summer					

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

D11. Describe additional requirements for transfer admission, if applicable:
 ___ 2.0 GPA _____

Transfer Credit Policies

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

D13. Minimum number of credits or courses that may be transferred from two-year institution:
 Number ___ No Limit _____ Unit type ___ None _____

D14. Minimum number of credits or courses that may be transferred from four-year institution:
 Number ___ No Limit _____ Unit type ___ None _____

D15. Minimum number of credits that transfers must complete at your institution to earn an associate degree:
 ___ 15 Semester Hours _____

D16. Minimum number of credits that transfers must complete at your institution to earn a bachelor's degree:
 ___ 30 Semester Hours _____

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 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 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 586,421 (sum of lines 27 and 29, column 2)
- E5.** Current serial subscriptions (paper, microform, electronic): 6,825 (sum of lines 30 and 31, column 2)
- E6.** Microform (units) 1,093,607 (line 28, column 2)
- E7.** Audiovisual materials (units): 662,503 (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)	<u> 10 </u>	<u> 15 </u>
Percent of men who join fraternities	_____	_____
Percent of women who join sororities	_____	_____
Percent who live in college -owned, -operated, or -affiliated housing	<u> 49 </u>	<u> 30 </u>
Percent who live off campus or commute	<u> 51 </u>	<u> 70 </u>
Percent of students age 25 and older	<u> 14 </u>	<u> 37 </u>
Average age of full -time students		

Common Data Set 2000-2001

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

Choral groups

Concert band

Marching band

Music ensembles

Student government

Student newspaper

Common Data Set 2000-2001

G. ANNUAL EXPENSES

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

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-year plan. Room and board is defined as double occupancy and 19 meals per week or the maximum 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
IN-STATE		
IN-DISTRICT	2,535	2,535
In-district:	2,535	2,535
In-state (out-of-district):	7,605	7,605
Out-of-state:	7,605	7,605
NON-RESIDENT ALIENS	7,605	7,605
REQUIREMENTS	960	960

~~ROOM AND BOARD~~ 4,770
 (on-campus) (on-campus)

Common Data Set 2000-2001

Common Data Set 2000-2001

G6. Undergraduate per-credit-hour charges:

RESIDENTS	
RESIDENTS In-district:	84.5
In-state (out -of -district):	84.5
Out -of -state:	253.5
NONRESIDENTS	253.5

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 staff whose major or regular assignment is instruction, including those with released time for research. Institutions are asked to EXCLUDE

s
-research staff

- (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 full-time 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:

Common Data Set 2000-2001

Fall 2000 Student to Faculty ratio: ___ 12_ to 1.

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, cooperative programs, internships, foreign language taped tutor sessions, practicum, 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-

Common Data Set 2000-2001

Common Data Set 2000-2001

Certificate: See Postsecondary award, certificate, or diploma.

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

College-

Common Data Set 2000-2001

programs offered. For example, a school might offer a two-semester program in January, March, May, September, and November; and a three-semester program in January, April, and October.

Diploma: See Postsecondary award, certificate, or diploma.

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

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

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

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

Early action plan: An admission plan that allows students to apply and be notified of an admission decision well in advance of the regular notification dates. If admitted, the candidate is not committed to enroll; the student may reply to the offer under the college's regular reply policy.

Early admission: Policy under which students who have not completed high school are admitted and enroll full time in college, usually after completion of their junior year.

Early decision plan: A plan that permits students to apply and be notified of an admission decision (and financial aid offer if applicable) well in advance of the regular notification date. Applicants agree to accept an offer of admission and, if admitted, to withdraw their applications from other colleges. There are three possible decisions for early decision applicants: admitted, denied, or not admitted but forwarded for consideration with the regular applicant pool, without prejudice.

English as a Second Language (ESL): A course of study designed specifically for students whose native language is not English.

Exchange student program-domestic: Any arrangement between a student and a college that permits study for a semester or more at another college in the United States without extending the amount of time required for a degree. See also Study abroad.

External degree program: A program of study in which students earn credits toward a degree through independent study, college courses, proficiency examinations, and personal experience. External degree programs require minimal or no classroom attendance.

Extracurricular activities (as admission factor): Special consideration in the admissions process given for participation in both school and nonschool-related activities of interest to the college, such as clubs, hobbies, student government, athletics, performing arts, etc.

First professional certificate (postdegree): An award that requires completion of an organized program of study designed for persons who have completed the first professional degree. Examples could be refresher courses or additional units of study in a specialty or subspecialty.

First professional degree: An award in one of the following fields: Chiropractic (DC, DCM), dentistry (DDS, DMD), medicine (MD), optometry (OD), osteopathic medicine (DO), rabbinical and Talmudic studies (MRL, Rav), Pharmacy (BPharm, PharmD), podiatry (PodD, DP, DPM), veterinary medicine (DVM), law (LLB, JD), divinity/ministry (BD, MDiv).

Common Data Set 2000-

Common Data Set 2000-2001

Liberal arts/career combination: Program in which a student earns undergraduate degrees in two separate fields, one in a liberal arts major and the other in a professional or specialized major, whether on campus or through cross-registration.

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

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

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

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

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

Open admission: Admission policy under which virtually all secondary school graduates or students with GED equivalency diplomas are admitted without regard to academic record, test scores, or other qualifications.

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

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

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

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

Post-baccalaureate certificate: Awarded to students who have completed a bachelor's degree and wish to gain additional knowledge and skills in a specific field.

Common Data Set 2000-2001

Private nonprofit institution: A private institution in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for the assumption of risk. These include both independent nonprofit schools and those affiliated with a religious organization.

Proprietary institution: See **Private for-profit institution.**

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

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

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

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

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

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

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

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

Resident alien or other eligible non-citizen: A person who is not a citizen or national of the United States and who has been admitted as a legal immigrant for the purpose of obtaining permanent resident alien status (and who holds either an alien registration card [Form I-551 or I-151], a Temporary Resident Card [Form I-688], or an Arrival-Departure Record [Form I-94] with a notation that conveys legal immigrant status, such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant, Parolee or Cuban-Haitian) (30 CFR 100.153-0.1875 Tw() Tj -114-0

Common Data Set 2000-2001

Common Data Set 2000-2001

Financial aid definitions

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

Indebtedness: Aggregate dollar amount borrowed through any loan programs (federal, state, subsidized, unsubsidized, private, etc.; excluding parent loans) while the student was enrolled at an institution.

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

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

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

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

Need-based self-help aid: Loans and jobs from institutional, state, federal, or other sources for which a student must demonstrate financial need to qualify.

Non-need-based gift aid: Scholarships and grants, gifts, or merit-based aid from institutional, state, federal, or other sources (including unrestricted funds or gifts and endowment income) awarded solely on the basis of academic achievement, merit, or any other non-need-based reason. When reporting questions H and H2, non-need-based aid that is used to meet need -