

General Information (CDS A1): Please help us keep our records up-to-date. If any of this general information is incorrect, please enter the right information. Note that cross-references to Common Data Set appear in parentheses as (CDS xx), next to our questions. If you have a change for the name of your school in Question 1, please fax the former and the new name on the letterhead containing the new name to (202) 955-2263.

If you have any question, please contact Eileen Tokunaga, Data Collection Manager, at (202) 955-2240 or etokunaga@usnews.com; or the researcher assigned to your school Todd Georgelas at (202)955-2028, or via email at tgeorgelas@usnews.com.

1. Name of college or university:
2. Mailing address
3. City
4. State:
5. Zip:
6. Street address (if different than mailing address):
7. City:
8. State:
9. Zip:
10. Main phone:
11. President's name:
12. Phone:
13. Fax:
14. Director of admissions:
15. Admissions office mailing address:
16. City:
17. State:
18. Zip:
19. Admissions phone number:
20. Admissions fax number:
21. Admissions E-mail address:
22. WWW home page address:
23. Is there a separate URL application site on the Internet? If so, please specify:
24. Do you accept electronic applications on a diskette? Yes No
25. Do you accept electronic applications sent via E-mail? Yes No
26. Do you accept electronic applications through the World Wide Web? Yes No
27. Director of Public Relations:
28. Phone:
29. Fax:



Respondent information. Who is filling out this survey?

30. Name:

31. Title:

32. Phone:

33. Fax:

34. E-mail:

35. Source of institutional control (CDS A2). Please CHECK the one best response:

Public Private (nonprofit) Proprietary

36. In what year was your institution founded?

37. Religious Affiliation (please specify, if no religious affiliation, leave blank):

38. Which of the following best describes the campus setting of your institution? Please CHECK the one best response:

Major City City Suburban Rural

39. Academic Year Calendar (CDS A4). Which of the following best describes your institution's academic year calendar? Please CHECK the one best response:

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

40. Degrees Offered by your Institution (CDS A5): Which of the following degrees does your institution grant? Please CHECK all that apply:

Bachelor's Master's Doctoral Certificate Diploma

Associate Transfer-Associate Terminal-Associate Postbachelor's certificate

Post-master's certificate First professional First professional certificate

2002 **Fall Enrollment** (CDS B1): Please enter the number of students enrolled at your institution as of Oct. 15, 2002 (or your institution's official fall reporting date for IPEDS). Please enter zeroes where appropriate - blanks are confusing.

	2002 Full-Time Enrollment		2002 Part-Time Enrollment	
	Men	Women	Men	Women
Undergraduates				
41. Degree-seeking, first-time freshmen	516	678	8	22
42. Other first-year, degree-seeking	619	837	201	348
43. All other degree-seeking	1828	2811	879	1533
44. Total degree-seeking	2963	4326	1088	1903
45. All other undergraduates enrolled in credit courses	23	17	146	301
46. Total undergraduates	2986	4343	1234	2204

	Men	Women	Men	Women
First-Professional				
47. First-time, first-professional students				
48. All other first-professionals				
49. Total first-professional				

	Men	Women	Men	Women
Graduate				
50. Degree-seeking, first-time	47	120	182	383
51. All other degree-seeking	70	113	815	1650
52. All other graduates enrolled in credit courses	5	6	417	1060
53. Total graduate	122	239	1414	3093



54. Total 2002 enrollment, all undergraduates:

55. Total 2002 enrollment, all graduate and professional students:

56. GRAND TOTAL 2002 Enrollment:

Verification of Fall 2001 Enrollment: Please verify the 2001 enrollment figures, filling in any missing 2001 data that is now available.

	2001 Full-Time Enrollment		2001 Part-Time Enrollment	
Undergraduates	Men	Women	Men	Women
57. Degree-seeking, first-time freshmen	425	592	17	46
58. Other first-year, degree-seeking	648	843	198	387
59. All other degree- seeking	1580	2591	890	1527
60. Total degree-seeking	2653	4026	1105	1960
61. All other undergraduates enrolled in credit courses	15	23	99	231
62. Total undergraduates	2668	4049	1204	2191
First-Professional	Men	Women	Men	Women
63. First-time, first- professional students				
64. All other first- professionals				
65. Total first-professional				
Graduate	Men	Women	Men	Women
66. Degree-seeking, first-time	56	93	212	404
67. All other degree- seeking	58	114	776	1710
68. All other graduates enrolled in credit courses	4	5	408	1185
69. Total graduate	118	212	1396	3299

70. Total 2001 enrollment, all undergraduates:

71. Total 2001 enrollment, all graduate and professional students:

72. GRAND TOTAL 2001 Enrollment:



Enrollment by Racial & Ethnic Category (CDS B2): Please provide the number of degree-seeking undergraduate students racial or ethnic category, as reported on the IPEDS Fall Enrollment Survey 2002 as of Oct. 15 2002 (or your institution's official fall reporting date).

Note: the third column, total undergraduates should be completed only if data is not available for the first two columns. Degree seeking undergraduates (2nd column) should include the degree seeking, first-time, first year students in column one. The third column should include both degree seeking and non-degree seeking students.

	Degree-seeking first-time, first year students	Degree-seeking Undergraduates	Total Undergraduates (Is not the sum of the Degree seeking undergraduates and first year student columns)
73. Non-resident aliens	36	519	529
74. Black, non-Hispanic	255	2,944	3,096
75. American Indian or Alaskan Native	2	6	6
76. Asian or Pacific Islander	189	1,003	1,025
77. Hispanic	149	1,112	1,145
78. White, non-Hispanic	593	4,696	4,966
79. Race/ethnicity unknown	0	0	0
80. Total	1,224	10,280	10,767

Six-Year Graduation Rate for the 1996 Entering Class: The following questions ask for information needed to calculate the six-year graduation rate for the cohort of full-time, first-time, bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution in the fall of 1996. This number INCLUDES students who entered your institution during the summer term preceding fall of 1996.

81. (CDS B4) Initial 1996 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students:

82. (CDS B5) Of the initial 1996 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

83. (CDS B6) Final 1996 cohort, after subtracting the number of students under allowable exclusions

84. (CDS B7) Of the initial 1996 initial cohort, how many completed the program by Aug. 31, 2000

85. (CDS B8) Of the initial 1996 cohort, how many completed the program after Aug. 31, 2000 and by Aug. 31, 2001

86. (CDS B9) Of the initial 1996 cohort, how many completed the program after Aug. 31, 2001 and by Aug. 31 2002

87. (CDS B10) Total graduating within six years (sum of CDS questions B7, B8, and B9) or by Aug. 31, 2002

88. (CDS B11) Six-year graduation rate for 1996 cohort (Equal to CDS question B10/CDS B6)

Historical six-year graduation rates.

Please verify (or enter, if missing) the percent of first-time, full-time, degree-seeking freshmen who entered in

89. Fall 1995 and completed a bachelor's degree from your school before fall 2001

90. Fall 1994 and completed a bachelor's degree from your school before fall 2000

91. Fall 1993 and completed a bachelor's degree from your school before fall 1999

92. **Freshman retention rate (CDS B22)** For the cohort of all first-time, full-time, bachelor's degree-seeking undergraduate students who entered your institution in fall 2001 (or the preceding summer term), what percentage was enrolled at your institution in fall 2002 (i.e. enrolled on the date your institution calculates its official enrollment for fall 2002)? Note that the initial cohort can be adjusted ONLY for the number of students who departed to serve in the armed services, on official church missions, or in a recognized foreign aid service of the U.S. government; who died, or who became permanently disabled.

Historical retention rates. Please confirm the following historical freshman retention rates (calculated as above). The percentage of first-time, full-time, degree-seeking freshman who entered in:

93. Fall of 2000 and returned to your institution in fall 2001 ?
94. Fall of 1999 and returned to your institution in fall 2000 ?
95. Fall of 1998 and returned to your institution in fall 1999 ?

Number of degrees awarded by your institution from July 1, 2001 to June 30, 2002. (CDS B3)

96. Certificate/diploma
97. Associate degrees
98. Bachelor's degrees
99. Postbachelor's certificates
100. Master's degrees
101. Post-master's certificates
102. Doctoral degrees
103. First professional degrees
104. First professional certificates

First-time, first-year (freshman) students (CDS C1): Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in fall 2002. 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.

	Fall 2002	Fall 2001
105. Total men applied	2,529	1,866
106. Total women applied	3,655	2,447
107. Total applications	6,184	4,313
108. Total men admitted	920	844
109. Total women admitted	1,295	1,174
110. Total men and women admitted	2,215	2,018
111. Total full-time, first-time, first-year (freshman) men enrolled	516	425
112. Total part-time, first-time, first-year (freshman) men enrolled	8	17
113. Total full-time, first-time, first-year (freshman) women enrolled	678	592
114. Total part-time, first-time, first-year (freshman) women enrolled	22	46
115. Total first-time, first-year enrolled, men and women, full- and part- time	1,224	1,080



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

116. Do you have a policy of placing students on a waiting list? Yes No

If yes, please answer the questions below for fall 2002 admissions:

117. Number of qualified applicants placed on waiting list

118. Number accepting a place on the waiting list

119. Number of wait-listed students admitted

Admission Requirements

High school completion requirement (CDS C3)

120. 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

121. Does your institution require or recommend a general college-preparatory program for degree-seeking students? (CDS C4) Check appropriate box

- Require
- Recommend
- Neither required nor recommend

Distribution of high school units required and/or recommended. (CDS C5) 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		21
122. English		4
123. Mathematics		3
124. Science		3
125. Of these, units that must be lab		
126. Foreign language		3
127. Social studies		4
128. History		
129. Academic electives		4
130. Other (specify) <input type="text"/>		



Basis for Selection

131. 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? (CDS C6) If yes, check which applies:

Yes No

132. Open admission policy as described above for all students

Open admission policy as described above for most students, but

133. selective admission for out-of-state students

134. selective admission to some programs

135. other (explain) No Open Admission Policy

Relative importance of each of the following academic and nonacademic factors in your first-time, first-year, degree-seeking (freshman) admission decisions. (CDS C7) Please mark one column from each row.

Very Important Important Considered Not Considered

Academic

136. Secondary school record	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
137. Class rank	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
138. Recommendation(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
139. Standardized test scores	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
140. Essay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Nonacademic

141. Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
142. Extracurricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
143. Talent/ability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
144. Character/personal qualities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
145. Alumni/ae relation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
146. Geographical residence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
147. State residency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
148. Religious affiliation/commitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
149. Minority status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
150. Volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
151. Work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



SAT and ACT Policies (CDS C8)

152. Does your institution use SAT I, SAT II or ACT scores in admission decisions for first-time, first-year (freshman) applicants?

- No. Please skip to question 193
 Yes. Please continue with question 153

In the box below, please check the one box in each row that BEST describes your admission policies:

	Required	Recommended	Required for some	Considered if submitted	Not Used	Not Applicable
153. SAT I						X
154. ACT						X
155. SAT I or ACT (no preference)	X					
156. SAT I or ACT, SAT I preferred						X
157. SAT I or ACT, ACT preferred						X
158. SAT I and SAT II						X
159. SAT I and SAT II or ACT						X
160. SAT II		X				

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

161. Placement Yes No
 162. Counseling Yes No

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
163. SAT I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
164. SAT II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
165. ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
166. SAT I or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

167. Latest date by which SAT I or ACT scores must be received for fall-term admission

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

169. 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 Score Submission (CDS C9). In the following questions, please provide the percent and number of fall 2002 freshman students who submitted national standardized (SAT/ACT) test scores. Include information for ALL enrolled, first-time, first-year (freshman) degree-seeking students -- full or part time-- who submitted test scores, including students who began studies during summer, international students and nonresident aliens, and students admitted under special arrangements.

170. How many first-time, first-year (freshman) students who enrolled in fall 2002 submitted SAT scores?

171. What percent of first-time, first-year (freshman) students who enrolled in fall 2002 submitted SAT scores? %

172. How many first-time, first-year (freshman) students who enrolled in fall 2002 submitted ACT scores?

173. What percent of first-time, first-year (freshman) students who enrolled in fall 2002 submitted ACT scores? %

SAT and ACT Scores (CDS C9): Please enter SAT and ACT scores at the 25th and 75th percentile for freshmen students who ENROLLED in 2002 and 2001 and submitted test scores. "Freshman" includes all full- and part-time, first-time, first-year (freshman) students, including students who began studies during the summer, international students and nonresident aliens, and students admitted under special arrangements.

Note: 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. Please 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.

Fall 2002		
	25th Percentile	75th Percentile
174. SAT I Verbal	440	550
175. SAT I Math	470	570
176. ACT Composite		
177. ACT English		
178. ACT Math		

Fall 2001		
	25th Percentile	75th Percentile
174. SAT I Verbal	430	560
175. SAT I Math	460	570
176. ACT Composite		
177. ACT English		
178. ACT Math		

Percent of first-time, first-year (freshman) students enrolled in fall 2002 with scores in each range:

	SAT I Verbal	SAT I Math
179. 700-800	2.0%	3.0%
180. 600-699	11.0%	15.0%
181. 500-599	35.0%	44.0%
182. 400-499	40.0%	34.0%
183. 300-399	10.0%	4.0%
184. 200-299	2.0%	0.0%

	ACT Composite	ACT English	ACT Math
185. 30-36			
186. 24-29			
187. 18-23			
188. 12-17			
189. 6-11			
190. Below 6			



Average Test Scores: Please enter average test scores for "freshmen" enrolling in fall 2002. "Freshman" includes all full- and part-time, first-time, first-year (freshman) students who enrolled in fall of 2002, including students who began studies during the summer, international students and nonresident aliens, and students admitted under special arrangements. Also check that 2001 data are correct as recorded.

	SAT I Verbal (Recentered)	SAT I Math (Recentered)	ACT Composite Score
191. 2002 enrolled freshmen	497	523	
192. 2001 enrolled freshmen	496	517	

Please enter the percent of all freshmen who enrolled in the fall of 2002 and had high school class rank within each of the following ranges. (CDS C10). "Freshman" includes all full- and part-time, first-time, first-year (freshman) students who enrolled in fall 2002, including students who began studies during the summer, international students and nonresident aliens, and students admitted under special arrangements.

Note: Please report information just for those students from whom collected high school class rank information.

	Fall 2002	Fall 2001
193. % in top tenth of high school graduating class	14 %	17 %
194. % in top quarter of high school graduating class	37 %	44 %
195. % in top half of high school graduating class	69 %	80 %
196. % in bottom half of high school graduating class	31 %	20 %
197. % of total first-time, first-year (freshman) students who submitted high school class rank	89 %	88 %

198. Were test scores of all international students who provided test score information included in the calculation of SAT and ACT scores for 2002 first-time, first-year (freshman) degree-seeking students?

- Yes
- No
- NA, no international students enrolled or scores not provided to school

199. Were test scores of all minority students who provided test score information included in the calculation of SA ACT scores for 2002 first-time, first-year (freshman) degree-seeking students?

- Yes
- No
- NA, no minority students enrolled or scores not provided to school

200. Were test scores of all student athletes who provided test score information included in the calculation of SAT and ACT scores for 2002 first-time, first-year (freshman) degree-seeking students?

- Yes
- No
- NA, no athletes enrolled or scores not provided to school

201. Were test scores of all legacy students (ie. applicants who are children of alumni) who provided test score information included in the calculation of SAT and ACT scores for 2002 first-time, first-year (freshman) degree-seeking students?

- Yes
- No
- NA, no legacy students enrolled or scores not provided to school

202. Were test scores of all students admitted under special admission circumstances and who provided test information included in the calculation of SAT and ACT scores for 2002 first-time, first-year (freshman) degree-seeking students?

- Yes
 No
 NA, no students admitted under special circumstances or scores not provided to school

203. Were test scores of all students who applied for summer 2002 admission (under regular or special enrollment programs) and who provided test score information included in the calculation of SAT and ACT scores for 2002 first-time, first-year (freshman) degree-seeking students?

- Yes
 No
 NA, no students admitted for summer 2002 or scores not provided to school

GPA (CDS C11-C12): Please enter the percent of all enrolled, degree-seeking, first-time, first-year (freshman) students who enrolled in the fall of 2002 AND had high school grade-point averages within each of the following ranges (using a 4.0 scale).

Note: please report information only for those students from whom you collected high school GPA.

204. What percent of enrolled first-time, first-year fall 2002 students had a GPA of 3.0 and higher? %

205. What percent of enrolled first-time, first-year fall 2002 students had a GPA between 2.0 and 2.99, inclusive? %

206. What percent of enrolled first-time, first-year fall 2002 students had a GPA between 1.0 and 1.99, inclusive? %

207. What percent of enrolled first-time, first-year fall 2002 students had a GPA below 1.0? %

208. What percent of total, first-time, first-year freshman students who enrolled in the fall of 2002 submitted high school GPA? %

209. What was the average high school GPA of all first-time, first-year students enrolled in the fall of 2002 and submitted GPA? Please state to ONE decimal place. Report information only for those students from whom you collected high school GPA.

Application Fee (CDS C13)

210. Does your institution have an application fee? Please check one.

- Yes
 No

211. Amount of application fee: \$

212. Can the fee be waived for applicants with financial need? Please check one.

- Yes
 No

Application Closing Date (CDS C14)

213. Does your institution have an application closing date? Please check one.

- Yes
 No



214. Application closing date(mm/dd): (Fall)

215. Priority date (mm/dd):

216. Are first-time, first-year students accepted for terms other than the fall? (CDS C15) Yes No

Notification to Applicants of Admission Decision Sent (CDS C16) Please mark only one

217. On a rolling basis beginning (date mm/dd)

218. By (date mm/dd):

219. Other:

Reply Policy for admitted applicants (CDS C17) Please mark only one

220. Must reply by (date mm/dd):

221. No set date:

222. Must reply by May 1 or within weeks if notified thereafter

223. Other:

224. Deferred admission: (CDS C18) Does your institution allow students to postpone enrollment after admission?

Yes No

225. If yes, maximum period of postponement:

226. Early admission of high school students: (CDS C19) 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

Common Application (CDS C20)

227. Will you accept the Common Application distributed by the National Association of Secondary School Principals if submitted? Please check one

Yes
 No

228. If "Yes," are supplemental forms required? Please check one

Yes
 No

229. Is your college a member of the Common Application Group? Please check one

Yes
 No



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

- No. Skip to question 238.
 Yes. Please continue with the next question.

231. First or only early decision plan closing date (mm/dd)	
232. First or only early decision plan notification date (mm/dd)	
233. Other early decision plan closing date (mm/dd)	
234. Other early decision plan notification date (mm/dd)	
235. Number of early decision applications received by your institution for fall 2002 entering class	
236. Number of applicants admitted under early decision plan for fall 2002 entering class	
237. Number of applicants enrolled under early decision plan for fall 2002 entering class.	

238. **Early Action Admissions (CDS C22):** 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?

- No. Skip to question 244.
 Yes. Please continue with the next question.

239. What is the closing date for submitting early action applications? (mm/dd)	
240. What is the notification date for submitting early action applications? (mm/dd)	
241. Number of early action applications received by your institution for fall 2002 entering class?	
242. Number of applicants admitted under early action plan for fall 2002 entering class?	
243. Number of applicants enrolled under early action plan for fall 2002 entering class?	

244. If SAT II tests are required or recommended, specify which ones:

Recommended

Check special requirements for admission to specific programs

245. Portfolio required of art program applicants
 246. Audition required of music program applicants
 247. Audition required of dance program applicants
 248. Audition required of theatre program applicants
 249. R.N. required of nursing program applicants

250. Others:

List special programs or policies for applicants who are not normally admissible due to academic deficiencies and/or economic disadvantages.

251. HEOP
 252. EOP
 253. Conditional admission

254. other:

Other Admissions Policies/Procedures

255. Campus visit is:

- Required Recommended Neither required/recommended



256. Admission interview is

- Required Recommended Neither required/recommended

257. Off-Campus admissions interviews

- may be arranged with an admission representative
 may not be arranged with an admission representative
 are not available

258. Is the application fee refundable: Yes No

259. Tuition deposit amount

260. Check one:

- Tuition deposit is nonrefundable
 Tuition deposit is partially refundable
 Tuition deposit is refundable (give date)

261. Room deposit amount

262. Check one:

- Room deposit is nonrefundable
 Room deposit is partially refundable
 Room deposit is refundable (give date)

TRANSFER ADMISSION

Fall Applicants

263. Does your institution enroll transfer students? (CDS D1) Yes No

If No, please skip questions 264 to 291 and go to question 292

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

Provide the number of students who applied, were admitted, and enrolled as degree-seeking students in fall 2002 . (CDS D2)

	Applicants	Admitted Applicants	Enrolled Applicants
265. Men			467
266. Women			781
267. Total			1,248



Application for Admission

268. Indicate terms for which transfers may enroll: (CDS D3)

Fall Winter Spring Summer

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

Yes No

270. If yes, what is the minimum number of credits and the unit of measure?

Indicate all items required of transfer students to apply for admission: (CDS D5)

	Required of All	Recommended of All	Recommended of Some	Required of Some	Not Required
271. High school transcript	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
272. College transcript(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
273. Essay or personal statement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
274. Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
275. Standardized test scores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
276. Statement of good standing from prior institution(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

277. If a minimum high school grade point average is required of transfer applicants, specify (on a 4.0 scale) (CDS D6) :

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

279. List any other application requirements specific to transfer applicants: (CDS D8)

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. (CDS D9)

	Priority Date	Closing Date	Notification Date	Reply Date	Rolling Admission
280. Fall					<input checked="" type="checkbox"/>
281. Winter					<input checked="" type="checkbox"/>
282. Spring					<input checked="" type="checkbox"/>
283. Summer					<input checked="" type="checkbox"/>

284. Does an open admission policy, if reported, apply to transfer students? (CDS D10)

Yes No

285. Describe additional requirements for transfer admission, if applicable: (CDS D11)

Transfer Credit Policies

286. Report the lowest grade earned for any course that may be transferred for credit (CDS D12):

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

Number Unit type

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

Number Unit type

289. Minimum number of credits that transfers must complete at your institution to earn an associate degree (CDS D15):

290. Minimum number of credits that transfers must complete at your institution to earn a bachelor's degree (CDS D16):

291. Describe other transfer credit policies: (CDS D17)

Undergraduate Alumni Giving: Please enter information on undergraduate alumni giving, as defined below. As noted, *exclude* students who earned only graduate degrees and undergraduates who didn't graduate from your institution.

What was the number of undergraduate alumni of record at your institution? (**Alumni of record** are former full- or part-time students with an undergraduate degree from your institution and for whom you have a current address.)

292. Number of undergraduate alumni of record 2001 - 2002 ?

293. Number of undergraduate alumni of record 2000 - 2001 ?

What was the number of undergraduate alumni solicited at least once during the year?

294. Number of undergraduate alumni of record solicited in 2001 - 2002 ?

295. Number of undergraduate alumni of record solicited in 2000 - 2001 ?

What was the number of undergraduate alumni donors for your institution in the following years? (*Alumni donors* are alumni with undergraduate degrees from your institution who made one or more gifts for either current operations or capital expenses during the specified academic year)

296. Number of undergraduate alumni donors in 2001 - 2002 ?

297. Number of undergraduate alumni donors in 2000 - 2001 ?

Note: For colleges with graduate schools, the alumni-giving data reported to U.S. News will be different than what was submitted to the Council for Aid to Education in its annual Voluntary Support of Education Survey.



Faculty Salaries 2002 - 2003 Academic Year: Please report salaries for full-time instructional faculty, defined as full time faculty whose regular assignment is instruction. *Include* those on paid leave. *Exclude* administrative officers with titles such as dean, librarian, and registrar, even if they devote time to instruction. *Exclude* non-professorial rank faculty with title of instructor, lecturer or no-rank. *Exclude* faculty on unpaid leave, but *include* visitors who are temporarily replacing them. Full-time salaries other than 9- or 12-month should be converted to an academic year before inclusion. If you are not able to separate fringe benefits from salary, you may indicate the combined figure in the total expenditures column.

Note: These definitions and the line references refer to those found in the annual AAUP survey of faculty compensation.

Faculty By Contract Length	# of Faculty (Sec. Ia,b, lines 1-3, Cols 1 +5)	Salary Expenditures (Sec. Ia,b, lines 1-3, Cols 2+6)	Fringe Benefit Expenditures (Sec. IIa,b, Line 11)	Total Expenditures (Salary and Fringe Benefits)
298. Professor, 9-month	211	19,509,390	4,760,291	24,269,681
299. Associate professor, 9-month	117	8,254,461	2,170,923	10,425,384
300. Assistant professor, 9-month	127	6,807,485	1,946,941	8,754,426
301. Professor, 12-month				
302. Associate professor, 12-month				
303. Assistant professor, 12-month				

(CDS I-1). Please report number of instructional faculty members in each category for Fall 2002

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).

2002 Instructional Faculty Members

	Full time	Part time	Total
304. Total number of instructional faculty	485	507	992
305. Total number who are members of minority groups	85	117	202
306. Total number who are women	170	235	405
307. Total number who are men	315	272	587
308. Total number who are non-resident aliens (international)	16	38	54
309. Total number with doctorate, first professional, or other terminal degree	442	171	613
310. Total number whose highest degree is a master's but not a terminal master's	30		
311. Total number whose highest degree is a bachelor's	12		
312. Total number whose highest degree is a Doctorate	427		

2001 Instructional Faculty Members

	Full time	Part time	Total
313. Total number of instructional faculty	491	444	935
314. Total number who are members of minority groups	86	98	184
315. Total number who are women	174	213	387
316. Total number who are men	317	231	548
317. Total number who are non-resident aliens (international)	15	36	51
318. Total number with doctorate, first professional, or other terminal degree	452	155	607
319. Total number whose highest degree is a master's but not a terminal master's	28		
320. Total number whose highest degree is a bachelor's	11		
321. Total number whose highest degree is a Doctorate	438		

Student to Faculty Ratio: (CDS I-2) Report the Fall 2002 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.

322. Fall 2002 student to faculty ratio: to 1

323. Fall 2001 student to faculty ratio: to 1

Graduate Teaching Assistants

326. Of the "undergraduate class sections" entered above for fall 2002 , how many officially list :
graduate teaching assistant as the primary instructor?

327. If you can't provide the number of assistants, please indicate why:

- Not applicable - don't use graduate teaching assistants
 Not available - don't track use of teaching assistants

328. Of the "undergraduate class subsections" reported above for fall 2002 , how many officially list a graduate teaching
assistant as the primary instructor?

329. If you can't provide a count, please indicate why:

- Not applicable - don't use graduate teaching assistants
 Not available - don't track use of teaching assistants



330. Unique Qualities during the 2002-2003 academic year.

As part of each entry in a much-expanded directory of colleges and universities, U.S. News would like to feature a brief description of the school's mission and unique qualities. In 100 words or less, please provide a thoughtful summary of what makes your school special. What are its special strengths and attributes? What is it not?

Brooklyn College, founded in 1930, was ranked first last year by the Princeton Review's The Best 345 Colleges as the most beautiful campus in the country. It was also ranked fifth in the country for providing the best academic bang for your buck and for its friendly, diverse campus.

Curriculum/Academic and programs offered are for the 2002 2003 academic year.

POPULAR MAJORS (CDS J) The first table below lists the most popular majors for 2001 graduates as reported to U.S. News during 2002 converted to CIP 2000. In the second table below for 2002 Graduates, identify the five majors with the largest percent of bachelor's degrees conferred between July 1, 2001 and June 30, 2002 from your institution by entering the CIP 2000 code next to the name. Then list the percent of students graduating with degrees in those fields. Please visit this link: CIP 2000 codes and check it carefully before entering data. Only five majors can be entered. U.S. News will only accept CIP 2000 codes for questions 331, 337 and 338. For more information on CIP 2000 visit: <http://nces.ed.gov/ipeds/web2000/cip2000.asp>. U.S. News will no longer accept CIP 1990.

331.

2001 Graduates		
CIP Major Name	CIP Code Number	Pct of Graduates
Business, Management, Marketing, and Re	52	19
Education	13	15
Psychology	42	13
Computer and Information Sciences and Su	11	12
Social Sciences	45	9

2002 Graduates		
CIP Major Name	CIP Code Number	Pct of Graduates
Business, Management, Marketing, and Re	52	22
Education	13	15
Psychology	42	13
Computer and Information Sciences and Su	11	11
Social Sciences	45	10

Questions 332 - 336 and 339 don't use CIP codes. For questions 337 and 338, majors should be reported using CIP 2000. There is no limit to the number of majors you may submit. **Note:** When reporting degrees in questions 332-336, please do not report majors leading to a degree (ex. BA is acceptable, BA in Psychology is not acceptable). Majors should be reported in questions 337-338.

332. List associate degree:

Not Applicable



333. List bachelor's degrees:

BA,BFA,BMUS,BS,BS-MPS,BA-MD

334. List master's degrees:

MA,MFA,MM,MPH,MS,MSED,AD

335. List doctoral degrees:

Not Applicable

336. List first professional degrees:

Not Applicable

Note: When reporting majors in Question 337 and 338 below please do not list majors in conjunction with a concentration, emphasis, minor, or subject area. Concentrations, etc., may be reported in question 339.

337. List majors leading to associate degree:

338 List majors leading to bachelor's degree:

10.0202,11.01,11.04,11.07,11.99,13.01,13.0404,13.1001,13.1012,13.1101,13.1202,13.1205,13.1210,13.1302,13.1305,13.1306,13.1307,13.1311,13.1312,13.1314,13.1315,13.1318,13.1322,13.1323,13.1325,13.1329,13.1330,13.1331,16.0102,16.0402,16.0901,16.0902,16.0905,16.1200,19.0501,23.01,23.05,23.1,24.0101,24.0103,26.0101,27.0101,27.0303,30.01,31.0505,38.01,40.0501,40.0601,40.0801,42.01,42.08,42.09,42.17,45.0

339. List minors and other miscellaneous programs offered for undergraduates:

Minors: Accounting, African Studies, African American Studies, American Studies, Anthropology & Archaeology, Archival Studies & Community Doc., Art, Biochemistry, Biology, Caribbean Studies, Chemistry, Children's Studies, Classics, Cognitive Science, Comparative Literature, Computer & Information Science, Economics, Economics-Finance, Economics-Marketing, English, Environmental Studies, Film, Film (TV & radio)

340. Check one:

- Minor is required of all for graduation
- Minor is required of some for graduation
- Minor is not required for graduation

341. General education/core curriculum is required: Yes No

342. Physical education is required for graduation: Yes No

Number of units required: unit:

343. Religion/theology is required for graduation: Yes No

Number of units required: unit:



Check programs offered [CDS-E1]:

Academic Offerings and Policies Special Study Options. (CDS E1) For the following questions, please check each program offered. Then report the percent of 2002 graduating seniors who have participated in these programs during their undergraduate years. Note: you can find definitions of each type of program on the Web site at www.commondataset.org.

	Offered?	Participation rate
344. Accelerated program	X	%
345. Cooperative (work-study) plan program	X	%
346. Cross-registration	X	%
347. Distance learning	X	%
348. Double major	X	%
349. Dual enrollment	X	%
350. English as a second language (ESL)	X	%
351. Exchange student program (domestic)	X	%
352. External degree program		%
353. Honors program	X	%
354. Independent study	X	%
355. Internships	X	%
356. Liberal arts/career combination		%
357. Student-designed major		%
358. Study abroad	X	%
359. Teacher certificate program	X	%
360. Weekend college	X	%
361. Other		%

U.S. News Undergraduate Academic Program Offerings Study

U.S. News is doing research on whether these programs below (questions 362.--369.) are offered to undergraduates at your school and what proportion of 2002 graduating seniors have participated in these same programs during their undergraduate year. Please check each program offered and report the percent of 2002 graduating seniors who have participated in these programs during their undergraduate years.

Please use the U.S. News definitions to answer questions 362 through 369. The definitions for these questions appear on the last page of the PDF file.

NOTE: The U.S. News definitions for Study Abroad and Internships, Cooperative Education, or Practica are different than those in (CDS E1) questions 345, 355, and 358 above. The CDS definitions should be used for the section above.

362. First-year Experiences	X	%
363. Service Learning	X	%
364. Study Abroad	X	%
365. Senior Capstone or Culminating Academic Experiences		%
366. Writing in the Disciplines	X	%
367. Undergraduate Research/Creative Projects	X	%
368. Learning Communities	X	%
369. Internships, Cooperative Education, or Practica	X	%



**Areas in which all or most students are required to complete some course work prior to graduation:
(CDS E3) (check as many as apply)**

370. Arts/fine arts
372. Computer literacy
374. English (including composition)
376. Foreign languages
378. History
380. Other (describe):
371. Humanities
373. Mathematics
375. Philosophy
377. Sciences (biological or physical)
379. Social science

381. Cooperative education programs offered: (check as many as offered)

- Agriculture Home Economics Art Humanities Business
Natural Science Computer Science Social/Behavioral Science Education
Technologies Engineering Vocational Arts Health Professions
Other

382. Teacher certifications offered: (check as many as offered)

- Early childhood Special Education Elementary Vo-tech
Middle/Junior High Adult Education Secondary Bilingual/bicultural

383. Specify number of specific subject areas in which you offer education certification:

384. Graduate schools/programs offered: Yes No

385. Qualified undergraduate students may take graduate-level classes at your school: Yes No

386. Check pre-professional programs that are designed specifically as preparation for graduate study: (check as many as offered)

- Pre-law Pre-dentistry Pre-medicine Pre-theology
Pre-veterinary science Pre-optometry Pre-pharmacy
Other:

387. List combined-degree programs (2-2 programs, 3-1 programs, and 3-2 programs):

388. List consortium(s) in which your institution has membership:

389. Check domestic off-campus semester-away (or term-away) study programs: (check as many as offered):

- Washington Semester (American University) UN Semester Sea Semester
American Studies Program (Washington, D.C.) Los Angeles Film Studies Center
Oak Ridge Science Semester (TN) Washington Center Program
AuSable Institute of Environmental Studies Program (MI) Newberry Library Program (IL)
New York Arts Program New York Studio Program (AICAD)
Other:

390. List schools with which domestic exchange programs are offered:

391. List all countries in which study abroad is offered, noting specific schools with foreign exchange programs:

392. List any additional special or unique academic programs not yet noted:

**College Credit and placement options offered during the 2002 - 2003 academic year
(Please mark the appropriate box for questions 393, 396-404)**

393. College Entrance Examination Board (CEEB) Advanced Placement tests :

Credit only Credit and/or placement Placement only Neither

394. Credit/placement offered for CEEB scores of: (check as many as apply)

2 3 4 5

395. Specify any restrictions on CEEB Advanced Placement options:

396. College-Level Examination Program (CLEP):

Credit only Credit and/or placement Placement only Neither

397. CLEP subject exams:

Credit only Credit and/or placement Placement only Neither

398. Regents College Exams (RCE):

Credit only Credit and/or placement Placement only Neither

399. Home school portfolio:

Credit only Credit and/or placement Placement only Neither

400. DANTES subject standardized tests:

Credit only Credit and/or placement Placement only Neither

401. School's own challenge exams:

Credit only Credit and/or placement Placement only Neither

402. Relevant military experience:

Credit only Credit and/or placement Placement only Neither

403. Relevant life experience:

Credit only Credit and/or placement Placement only Neither

404. International Baccalaureate:

Credit only Credit and/or placement Placement only Neither

405. Describe credit and placement programs other than the above and options available:

Student Activities/Social Organizations/Societies/ offered during the 2002 - 2003 academic year.

406. Number of social fraternities on campus:

407. Number of fraternities with chapter houses:

408. Number of social sororities on campus:

409. Number of sororities with chapter houses:

Other Student Characteristics (CDS F1): Please provide the percentages of first-time, first-year (freshman) students and all degree-seeking undergraduates enrolled in Fall 2002 who fit the following categories:

	First-time, First-year Students (Freshman), Fall 2002	Undergraduates Fall 2002
410. % who are from out of state (exclude international/nonresident aliens)	4 %	2 %
411. % of men who join fraternities	2 %	3 %
412. % of women who join sororities	2 %	3 %
413. % who live in college-owned, operated or affiliated housing	0 %	0 %
414. % who live off campus or commute	100 %	100 %
415. % of students age 25 and older	3 %	32 %
416. Average age of full-time students	19.0	23
417. Average age of students (full- and part-time)	19	25

STUDENT LIFE

Activities Offered (CDS F2): Identify the programs available at your institution by checking the box next to each program name:

418. Choral groups	<input type="checkbox"/>	424. Marching band	<input type="checkbox"/>	430. Student government	<input checked="" type="checkbox"/>
419. Concert band	<input type="checkbox"/>	425. Music ensembles	<input checked="" type="checkbox"/>	431. Student newspaper	<input checked="" type="checkbox"/>
420. Dance	<input checked="" type="checkbox"/>	426. Musical theater	<input type="checkbox"/>	432. Student film society	<input checked="" type="checkbox"/>
421. Drama/theater	<input checked="" type="checkbox"/>	427. Opera	<input type="checkbox"/>	433. Symphony orchestra	<input type="checkbox"/>
422. Jazz band	<input checked="" type="checkbox"/>	428. Pep band	<input type="checkbox"/>	434. Television station	<input type="checkbox"/>
423. Literary magazine	<input checked="" type="checkbox"/>	429. Radio station	<input checked="" type="checkbox"/>	435. Yearbook	<input checked="" type="checkbox"/>

436. List name/frequency of student paper(s):

Kingsman, Excelsior, Nightcall

437. List names of honor societies

N/A

438. List campus-based religious organizations:

Hillel Club, Newman Catholic Club, Chinese Christian Fellowship, Intervarsity Christian Fellowship, Campus Advance

439. List ethnic/racial (including international) student organizations:

Asian Student Union, Chinese Culture Language, Shobuj Bangla, Black Family, DESI Culture Club, West African Students Association, Black Students' Union, Caribbean Student Union, Puerto Rican Alliance, Haitian American Student

440. List other student organizations, musical groups, activities, and committees:

See Website: <http://students.brooklyn.cuny.edu/dirindex.htm>

441. Total number of registered organizations:

120

442. List names of the most popular cultural and campus events

Asian Heritage Month Committee, Black History Month Committee, Women's Herstory Month Committee, Israel, Independence Day Committee, Make a Difference Week



ROTC (programs offered in cooperation with the Reserve Officers' Training Corps) (check those that apply) offered during the 2002 -2003 academic year.

443. Army ROTC is [CDS-F3]:

- Offered on campus
- Offered at cooperating institution, Name:
- Not offered

444. Navy ROTC is [CDS-F3]

- Offered on campus
- Offered at cooperating institution, Name:
- Not offered

445. Air Force ROTC is [CDS-F3]

- Offered on campus
- Offered at cooperating institution, Name:
- Not offered

HOUSING offered during the 2002 -2003 academic year.

446. Institution offers housing: Yes No

Check all types of college-owned, -operated, or -affiliated housing available for undergraduates at your institution and specify percentages living in each type (CDS F4). Exclude students not living in these housing types from percentages.

	Check if Offered	Percentages living in each type during the 2002 - 2003 academic year
447. Coed dorms	<input type="checkbox"/>	<input style="width: 80px;" type="text"/>
448. Women's dorms	<input type="checkbox"/>	<input style="width: 80px;" type="text"/>
449. Men's dorms	<input type="checkbox"/>	<input style="width: 80px;" type="text"/>
450. Sorority housing	<input type="checkbox"/>	<input style="width: 80px;" type="text"/>
451. Fraternity housing	<input type="checkbox"/>	<input style="width: 80px;" type="text"/>
452. Apartments for married students	<input type="checkbox"/>	<input style="width: 80px;" type="text"/>
453. Apartments for single students	<input type="checkbox"/>	<input style="width: 80px;" type="text"/>
454. Special housing for disabled students	<input type="checkbox"/>	<input style="width: 80px;" type="text"/>
455. Special housing for international students	<input type="checkbox"/>	<input style="width: 80px;" type="text"/>
456. Cooperative housing	<input type="checkbox"/>	<input style="width: 80px;" type="text"/>
457. Other housing options	<input type="checkbox"/>	<input style="width: 80px;" type="text"/>
		100%

458. Describe the Other school-owned/-operated/-affiliated types in question 457

459. If yes to question 446, Total number of college-owned, -operated, or -affiliated housing units available for undergraduates at your institution and number of undergraduates that can be accommodated in those units

460. Average percentage of students on campus during weekends:

461. Are students required to live in school housing? Yes No

If Yes, then explain requirement

462. Campus housing is available for all unmarried students regardless of year: Yes No

If No, explain:

463. School provides assistance in locating off-campus housing if on-campus housing is not available: Yes No



Computers/Facilities/Services offered during the 2002 - 2003 academic year.

464. Every student is required to take a computer course: Yes No

465. Every student is required to lease or own a computer: Yes No

466. Total number of microcomputers available to all students:

467. School provides: Internet access for all students: Yes No

468. School provides: E-mail services/accounts for all students: Yes No

469. Computer equipment/network access for student use is provided in: (check all that apply)

Residence halls Computer Center/Labs Library Student Center

470. Describe all other computer facilities/services:

Library resources/facilities offered during the 2002-2003 academic year.

471. School has a library on campus: Yes No

472. Library Official's name:

Title:

E-mail:

Report for the 2002-2003 academic year the number of holdings (refer to the IPEDS 2000 Academic Libraries Survey, Section D "Library Collections, FY 2000," lines 26-30, column 2 for corresponding equivalents)

473. [CDS-E4] Books, serial backfiles, and other material including government documents (paper titles - line 27) that are accessible through the library's catalog:

474. [CDS-E5] Current serial subscriptions in paper and microform - not electronic - including government documents (line 29)

475. [CDS-E6] Microforms (units - line 28):

476. [CDS-E7] Audiovisual materials (units - line 30):

477. School is a member of library consortium(s): Yes No

478. List additional library facilities/collections:

479. List museums and other special academic buildings/equipment on campus, specifying type:

Regulations/rules in effect during the 2002 - 2003 academic year.

480. All students may have cars on campus: Yes No If No, specify:

481. Percentage of all students who have cars on campus:

482. Alcohol is permitted on campus to students of legal age: Yes No

483. If Yes, indicate whether additional restrictions apply: Yes No

Explain:

484. Check applicable other policies and rules:

Permission required for student marriages Class attendance mandatory
Class attendance policies set by individual instructors Dress/hair code Honor code Hazing prohibited
Smoking prohibited Other:



485. Check any of the following at which attendance is mandatory:

Chapel Convocations Assemblies None of these

How often must students attend any checked in 485 : n/a

Other mandatory: n/a

Student Employment offered during the 2002_2003 academic year.

NOTE: Do not include Work-Study in this section.

486. Institutional employment is available: Yes No

487. Percentage of full-time undergraduates who work on campus during 2002 - 2003 academic year: 0

488. Average amount undergraduates may expect to earn per year from part-time on-campus work: \$ 8

489. Part-time off-campus employment opportunities for undergraduates are: (check one)

Excellent Fair Good Poor

490. Freshmen are discouraged from working during first term: Yes No

Programs/Services for Learning Disabled Students offered during the 2002 - 2003 academic year.

According to the National Joint Committee on Learning Disabilities, learning disabilities is a "general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities." A learning disability is presumably due to central nervous system dysfunction, and is not primarily due to other handicapping conditions, environmental, or cultural influences. It is not a form of mental retardation, or an emotional disorder.

491. According to the above definition, institution accepts learning disabled (LD) students: Yes No

492. Check one:

- Specific program is available for LD students
program name: _____
- Support service(s) but no specific program available for LD students
- No specific program/support services available for LD students

493. LD program limited to specific number of students: Yes No , If Yes, specify number: _____

494. LD program limited to specific percentage of students: Yes No If Yes, specify percentage: _____ %

495. Number of completed self-identified LD applications received for the 2002 - 2003 academic year: _____

496. Number of self-identified LD applicants offered admission for the 2002 - 2003 academic year: _____

497. Number of self-identified LD applicants offered admission who enrolled for the 2002 - 2003 academic year: _____

498. Total number of undergraduate students in LD program or receiving services for the 2002 - 2003 academic year: 75

499. Check applicable admissions requirements for LD students:

Requirements for LD students are the same as for other students.

OR

SAT I is not required Required Minimum scores:
Verbal: _____ Math: _____ Combined: _____

ACT is not required Required Minimum scores:
English: _____ Math: _____ Composite: _____

Diagnostic test(s) are: not required Required Recommended

Child Study Team report required if student is classified Yes No

Other: _____



500. Personal interview is: (check one)

- Required
- Recommended
- Not necessary

501. Essay is required: Yes No

If Yes, may it be typed: Yes No

502. Untimed standardized tests are accepted: Yes No

503. GED certification is accepted: Yes No

504. Minimum class rank accepted:

505. Minimum letter grade average accepted:

506. Specify any admissions requirements for LD students that may be waived on individual basis:

507. Check services available to all LD students: (check all that apply)

- Remedial math Other testing accommodations Remedial English Reading machines
- Remedial reading Tape recorder Other special classes Videotaped classes
- Diagnostic testing service Untimed tests Note-taking services Special bookstore section
- Oral tests Learning Center Readers Extended time for tests Tutors
- Other:

508. Learning disabled students are: (check one)

- Tutored individually
- Tutored in small groups
- Tutored individually and in small groups

509. Credit toward degree is given for remedial courses taken: Yes No

510. Check term that best describes LD program/services:

- Minimal
- Partial
- Full

511. Lighter course load for LD students: Yes No

512. Additional time given to complete degree: Yes No

513. Are there any additional costs for LD program/services: Yes No

Extra cost: \$ per

514. Number of staff persons available to work with LD students:

Full-time:
Part-time:

515. Key staff person available to work with LD students:

Name:
Title:

516. Person to contact for additional information on LD program:

Name:
Title:
Phone:
E-mail:

517. Comments (on any areas not covered above that would describe your LD program or its requirements):

International Applicant Information for the 2002 -2003 academic year.

Check test requirements for undergraduate international applicants whose native language is not English, and specify the minimum score that is acceptable for each . Use Q (Required), M (Required of some), C (Recommended), S (Considered if submitted), or N (Not used). Use letter codes in Questions: 518, 523, 524

518. TOEFL only: Michigan Test only: TOEFL or Michigan Test:

519. TOEFL may be submitted in place of SAT or ACT

- Yes
- No

520. Minimum TOEFL score required: Paper:
Computer:

521. Average TOEFL score (paper):

522. Michigan Test minimum score:

523. SAT I or ACT requirement:

524. SAT II requirement:

525. SAT I minimum score: Verbal : Math: Combined:

526. ACT: minimum score English: Math: Composite:

527. SAT II minimum score

528. If SAT I/ACT/SAT II is required, check correct statement:

- SAT I/ACT/SAT II may replace TOEFL/Michigan Test
- TOEFL/Michigan Test also must be taken

529. Advanced deposit (in addition to tuition/room deposits required of all students) is required of international applicants: Yes No

530. Preapplication form is required of international applicants: Yes No

531. Separate application form is required of international applicants: Yes No

532. Application closing date for international applicants:(mm/dd)

- (fall enrollment)
- (winter enrollment)
- (spring enrollment)
- (summer enrollment)

533. Number of foreign countries represented by degree-seeking undergraduate nonresident aliens (Fall) 2002



534. List up to six countries most often represented:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

535. Special services offered for international applicants: (check all that apply)

- English lab International student center Special counselors/advisors ESL program/classes
Host family program Special orientation Other:

536. International student contact:

- Name:
- Title:
- Phone:
- E-mail:

Guidance Facilities/Student Services/Campus Security offered during the 2002 -2003 academic year.

537. Check remedial learning services offered: (check all that apply)

- Reading Math Writing Study skills Other:

538. Check additional services offered: (check all that apply)

- Nonremedial tutoring Women's Center Placement service Day care Health service
Health insurance Other:

539. Check counseling services offered: (check all that apply)

- Minority student Career Military Personal Veteran student Academic
Older student Psychological Birth control Religious
Other

540. Check services available in career placement center: (check all that apply)

- Co-op education On-campus job interviews Internships Resume assistance
Career/job search classes Alumni network Interest inventory Interview training
Other:

541. Check special programs offered for physically disabled students: (check all that apply)

- Note-taking service: Special transportation Tape recorders Special housing
Tutors Adaptive equipment Reader services Braille services
Interpreters for hearing-impaired Talking books
Other:

542. Specify percentage of campus that is accessible to physically disabled students:

543. OR: Check term that best describes accessibility of campus to physically disabled students

- Fully Partially Mostly Not at all

544. Check campus safety and security services offered

- 24-hour foot and vehicle patrols Late night transport-escort service 24-hour emergency telephones
Lighted pathways/sidewalks Student patrols Controlled dormitory access(key, security card, etc)

Graduate Career Data for a recent typical graduating class of from a recent survey of alumni.

545. Percentages of graduates who pursue further graduate school study:

continue immediately

continue within one year

continue within five years

% continue within years

546. Of all graduates who pursue further study, what percentages pursue further study in the following fields

Master of Business Administration (MBA)

Law school:

Medical school:

Dental school:

Engineering:

Theological school/seminary:

Education:

Graduate arts and sciences programs:

Veterinary medicine:

547. List names of graduate schools most often selected by your recent graduates:

548. Percentage of graduates who enter job market in field related to major:

within six months of graduation: %

within one year of graduation: %

within two years of graduation: %

549. List firms that most frequently hire graduates:

550. List up to three of your institution's most prominent alumni/ae along with their titles or fields of endeavor:



Accreditation of school and programs during the 2002 -2003 academic year.

551. Check regional or national agencies that accredit your institution.

- NEASC (New England Assn. of Schools and Colleges)
- MSACS (Middle States Assn. of Colleges and Schools)
- NCACS (North Central Assn. of Colleges and Schools)
- NASC (Northwest Assn. of Schools and Colleges)
- SACS (Southern Assn. of Colleges and Schools)
- WASC (Western Assn. of Schools and Colleges)
- ACICS (Accrediting Council for Independent Schools and Colleges)
- ACCSC (Accrediting Comm. for Career Schools/Colleges of Technology)
- AABC (Accrediting Assn. of Bible Colleges)
- AARTS (Assn. of Advanced Rabbinical & Talmudic Schools)
- TRACS (Transnational Assn. of Christian Colleges & Schools)

552. List accrediting groups or associations that professionally accredit your undergraduate programs. Please list only those agencies recognized by the Department of Education (DOE); do not list state agencies. Visit <http://www.chea.org/Directories/special.cfm> for a list of agencies.

1. American Dietetic Association, Commission on Accreditation/Approval for Dietetics Education 2. American Speech-La

Environment/Transportation during the 2002 -2003 academic year.

553. Check region of country from which majority of U.S. students come:

- Northeast Southwest Midwest West Central Plains Northwest
- Southeast Middle Atlantic

554. Campus size acres

555. Check one:

- Campus is within one mile of city/town Campus is more than one mile from city/town

556. City/town where school is located Population

557. Major city closest to school: Population Distance from campus:

558. City where nearest international or other major airport used by your students is located:

Distance of airport from campus (miles):

559. City/town where nearest other airport used by your students is located:

Distance of airport from campus (miles):

560. City/town where passenger train service (e.g., Amtrak) used by your students is located:

Distance of station from campus (miles):

561. City/town where passenger bus service (e.g., Greyhound, Trailways) used by your students is located:

Distance of station from campus (miles):

562. Public transportation (municipal bus/trolley, subway, commuter rail) serves campus: Yes No

563. College/university operates transportation to:

564. Locations of any branch/satellite campuses:

Definitions:

U.S. News Undergraduate Academic Program Offerings Study

First-year Experiences

Curricular and/or co-curricular programs beyond orientation that bring together faculty and/or staff and groups of first-year students to: address the development of knowledge, skills, and/or perspectives for academic and college success; promote meaningful student-faculty interaction (one-on-one or in small groups).

Learning Communities

Groups of students that take part as a cohort in intentional, institutionally-designed curricula, most often consisting of at least two linked courses, that are designed to address academic and social development inside and outside the classroom through planned interactions among the cohort and with the faculty.

Senior Capstone or Culminating Academic Experiences

Integrative, credit-bearing experiences, offered in the last stages of a student's program of studies, which aim to have the student synthesize the academic experience, often in the creation of a product that demonstrates the ability to frame and resolve an open-ended question, or of a performance or an exhibit.

Undergraduate Research/Creative Projects

Self-directed academic work by an individual student or by small groups of students that deals with an open-ended issue with the expectation of a substantial scholarly or creative product that can be formally presented on or off campus. Such work is undertaken with a faculty mentor for at least one academic term or intensive summer, and students understand their roles as researchers/creators and act in those roles.

Service Learning

An academically based instructional strategy, credit-bearing or required for a degree, that provides students with both meaningful service opportunities in interactive partnership with the community and academic structures for analysis and reflection on their contributions and learning.

Study Abroad

Substantial academic, credit-bearing study, the equivalent of at least one full course, under faculty supervision, conducted outside the United States but approved by the home institution, which includes substantive interaction between the student and the host culture and/or environment.

Internships, Cooperative Education, or Practica

The practical application of learning from a specific academic program in a pre-planned out-of-class situation equivalent in time to at least 1 academic credit, paid or unpaid, requiring structured reflection and/or an end product, supervised and evaluated by faculty, field person, or cooperating professional directing the learning activity.

Writing in the Disciplines

Institutional commitment, manifest through an organized approach, to significant student participation in writing embedded in courses at all levels and in all divisions of the curriculum. To accomplish significant writing over time and at increasing levels of sophistication, it often includes writing experiences in many different disciplines, varied forms of writing for varied audiences, and iterative writing processes.