

A1. Address Information

Name of College or University	Texas A&M University-Corpus Christi
Mailing Address	6300 Ocean Drive
City/State/Zip	CorpusChristi, TX 78412
Country	United States
Street Address (if different)	
Main Phone	361-825-5700
WWW Home Page Address	www.tamucc.edu
Admissions Phone Number	361-825-2624
Admissions Toll-Free Number	800-482-6822
Admissions Office Mailing Address	6300 Ocean Drive
City/State/Zip	CorpusChristi, TX 78412
Country	United States
Admissions Fax Number	361-825-5887
Admissions Email Address	Margaret.Dechant@tamucc.edu
If there is a separate URL application site on the internet, please specify:	www.applytexas.org

A2. Source of institutional control

Public Private (nonprofit) Proprietary

A3. Classify your undergraduate institution

Coeducational Men's Women's

A4. Academic year calendar

Semester Quarter Trimester 4-1-4 Other Continuous

Differs By Program

If you chose "Continuous", please describe here:

If you chose "Differs", please describe here:

If you chose "Others", please describe here:

A5. Degrees offered by your institution

<input type="checkbox"/>	Certificate
<input type="checkbox"/>	Diploma
<input type="checkbox"/>	Associate
<input type="checkbox"/>	Transfer
<input type="checkbox"/>	Terminal
<input checked="" type="checkbox"/>	Bachelor's
<input checked="" type="checkbox"/>	Post Bachelor's Certificate
<input checked="" type="checkbox"/>	Master's
<input type="checkbox"/>	Post Master's Certificate
<input checked="" type="checkbox"/>	Doctoral
<input type="checkbox"/>	First Professional
<input type="checkbox"/>	First Professional Certificate

Common Data Set B: Enrollment And Persistence (2004-2005)

B1. Institutional Enrollment---Men and Women

Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2004.

	FULL-TIME			PART-TIME		
Undergraduates	M	F	Total	M	F	Total
Degree-seeking, first-time freshmen	414	741	1155	0	0	0
Other first-year, degree-seeking	202	258	460	47	66	113
All other degree-seeking	1421	2213	3634	465	684	1149
<i>Total degree-seeking</i>	2037	3213		512	750	
All other undergraduates enrolled in credit courses	3	3	6	32	32	64
<i>Total undergraduates</i>	2040	3215	5255	544	782	1326
First-professional						
First-time, first-professional students	0	0	0	0	0	0
All other first-professionals	0	0	0	0	0	0
<i>Total first-professional</i>						
Graduate						

Degree-seeking, first-time	45	92	137	64	204	268
All other degree-seeking	108	191	299	289	550	839
All other graduates enrolled in credit courses	3	12	15	30	58	88
<i>Total graduate</i>	156	295		383	812	
Total all undergraduates:						6581
Total all graduate and professional students:						1646
GRAND TOTAL ALL STUDENTS:						8227

B2. Enrollment by Racial/Ethnic Category

Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2004. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns. Refer to IPEDS EF-1 Part A or IPEDS EF-2 Part A surveys based on column and line numbers in grid for totals.

	Degree-seeking First-time First year	Degree-seeking undergraduates (including first-time first-year)	Total Undergraduates (both degree- and non- degree-seeking)
Non-resident aliens	3	49	49
Black, non- Hispanic	36	186	186
American Indian or Alaskan Native	8	40	40
Asian or Pacific Islander	25	132	135
Hispanic	479	2401	2422
White, non- Hispanic	604	3702	3749
Race/ethnicity unknown	0	0	0
Total	1155	5426	6581

Persistence

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

Certificate/diploma	0
Associate degrees	0
Bachelor's degrees	1129
Post-Bachelor's certificates	0
Master's degrees	365
Post-master's certificates	0
Doctoral degrees	5
First professional degrees	0
First professional certificates	0

Graduation Rates

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

For Bachelor's or Equivalent Programs

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

B4.

Initial 1998 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students:	583
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(2003 IPEDS GRS, Section II, Part A, line 10, sum of columns 15 and 16)

B5.

Of the initial 1998 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:	1
--	---

(2003 IPEDS GRS, Section II, Part C, line 45, sum of columns 15 and 16)

B6.

Final 1998 cohort, after adjusting for allowable exclusions:	582
--	-----

(Subtract question B5 from question B4)

B7. 

Of the initial 1998 cohort, how many completed the program in four years or less (by August 31, 2002):	105
--	-----

(2003 IPEDS GRS, Section II, Part A, line 19, sum of columns 15 and 16)

B8. 

Of the initial 1998 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2002 and by August 31, 2003):	102
--	-----

(2003 IPEDS GRS, Section II, Part A, line 20, sum of columns 15 and 16)

B9. 

Of the initial 1998 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2003 and by August 31, 2004):	32
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(2003 IPEDS GRS, Section II, Part A, line 21 sum of columns 15 and 16)

B10. 

Total graduating within six years (sum of questions B7, B8, and B9):	239
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(2003 IPEDS GRS, Section II, Part A, line 18 sum of columns 15 and 16)

B11. 

Six-year graduation rate for 1998 cohort (question B10 divided by question B6):	41.1
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For Two-Year Institutions

The information in this section comes from the IPEDS Graduation Rate Survey (IPEDS GRS-2). For complete instructions and definitions of data elements, see the IPEDS GRS-2 instructions and glossary.

B12.

Initial 2001 cohort, total of first-time, full-time degree/certificate-seeking students:	
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(2003 IPEDS GRS-2, Section III, line 10, sum of columns 15 and 16)

B13.

Of the initial 2001 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:

(2003 IPEDS GRS-2, Section III, line 45, sum of columns 15 and 16)

B14.

Final 2001 cohort, after adjusting for allowable exclusions:

(Subtract question B13 from question B12)

B15.

Completers of programs of less than two years duration (total):

(2003 IPEDS GRS-2, Section III, line 11, sum of columns 15 and 16)

B16.

Completers of programs of less than two years within 150 percent of normal time:

(2003 IPEDS GRS-2, Section III, line 11A, sum of columns 15 and 16)

B17.

Completers of programs of at least two but less than four years (total):

(2003 IPEDS GRS-2, Section III, line 12, sum of columns 15 and 16)

B18.

Completers of programs of at least two but less than four-years within 150 percent of normal time:

(2003 IPEDS GRS-2, Section III, line 12A, sum of columns 15 and 16)

B19.

Total transfers-out (within three years) to other institutions:

(2003 IPEDS GRS-2, Section III, line 30, sum of columns 15 and 16)

B20.

Total transfers to two-year institutions:	
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(2003 IPEDS GRS-2, Section III, line 32, sum of columns 15 and 16)

B21.

Total transfers to four-year institutions:	
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(2003 IPEDS GRS-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 2003 (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 2003 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2004?	63
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Common Data Set C: First-Time, First-Year (Freshman) Admission (2004-2005)

Applications

C1. First-time, first-year (freshman) students:

Provide the number of degree-seeking first-time, first-year who applied, were admitted, and enrolled (full- or part-time) in Fall 2004. Include early decision, early action, and students who began studies during summer in this cohort. Applicants include all students who fulfilled the requirements for consideration for admission (including payment or waiving of the application fee, if any) and who have been notified of one of the following actions: admission, no admission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted

applicants should include wait-listed students who were subsequently offered admission.

Total first-time, first-year (freshman) men who applied	1256
Total first-time, first-year (freshman) women who applied	2017
Total first-time, first-year (freshman) who applied	3273
Total first-time, first-year (freshman) men who were admitted	988
Total first-time, first-year (freshman) women who were admitted	1804
Total first-time, first-year (freshman) who were admitted	2792
Total full-time, first-time, first-year (freshman) men who enrolled	414
Total full-time, first-time, first-year (freshman) women who enrolled	741
Total full-time, first-time, first-year (freshman) who enrolled	
Total part-time, first-time, first-year (freshman) men who enrolled	0
Total part-time, first-time, first-year (freshman) women who enrolled	0
Total part-time, first-time, first-year (freshman) who enrolled	0

C2. Freshman wait-listed students

(students who met admission requirements but whose final admission was contingent on space availability)

Do you have a policy of placing students on a waiting list?	<input type="radio"/> Yes	<input checked="" type="radio"/> No
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If yes, please answer the questions below for Fall 2004 admissions:

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

Admission Requirements

C3. High school completion requirement

High school completion requirement(s) for degree-seeking entering students:

<input checked="" type="checkbox"/> High school diploma is required and GED is accepted
<input type="checkbox"/> High school diploma is required and GED is not accepted
<input type="checkbox"/> High school diploma or equivalent is not required

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

<input checked="" type="checkbox"/> Require
<input type="checkbox"/> Recommend
<input type="checkbox"/> Neither require nor recommend

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 equivalent). If you use a different system for calculating units, please convert.

	Units required	Units recommended
Total academic units	15	
English	4	
Mathematics	3	
Science	3	
-of these, units that must be lab		
Foreign language	2	
Social Studies	3	
History		
Academic electives		
Other:		

Basis for Selection

C6. 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:

<input type="checkbox"/> Open admission policy as described above for all students
Open admission policy as described above for most students, but
<input type="checkbox"/> selective admission for out-of-state students
<input type="checkbox"/> selective admission to some programs
Other (explain)

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

	Very important	Important	Considered	Not considered
<i>Academic</i>				
Secondary school record	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class rank	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standardized test scores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Non-Academic</i>				
Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extracurricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talent/ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Character/personal qualities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alumni/ae relation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geographical residence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State residency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious affiliation/commitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minority status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SAT and ACT Policies

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

C8. Entrance exams

Does your institution make use of SAT Reasoning Test, ACT, or SAT Subject Test scores in admission decisions for first-time, first-year degree-seeking applicants?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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If yes, please select the appropriate boxes below to reflect your institution's policies for use in admission.

	ADMISSIONS				
	Require	Recommend	Require for some	Consider if submitted	Not used
SAT Reasoning Test only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACT Only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT Reasoning or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT Reasoning or SAT Subject Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT Reasoning and SAT Subject Tests or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT Subject Tests only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. If your institution will make use of the ACT in admission decisions for first-time, first-year, degree-seeking applicants for **Fall 2006**, please indicate which ONE of the following applies:

- ACT with Writing component required
- ACT without Writing component accepted
- ACT with or without Writing component accepted

C. If your institution will make use of the new SAT Reasoning Test scores in admission decisions for first-time, first-year, degree-seeking applicants for **Fall 2006**, please indicate which ONE of the following applies:

- New SAT Reasoning Test required
- New SAT Reasoning Test or the “old” SAT I (administered prior to March 2005 and without a writing component) accepted

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

Placement	<input type="checkbox"/> Yes <input type="checkbox"/> No
Counseling	<input type="checkbox"/> Yes <input type="checkbox"/> No

E. Does your institution use the SAT Reasoning or SAT Subject Tests or the ACT

for placement only? If so, please mark the appropriate boxes below:			
	PLACEMENT		
	Require	Recommend	Require for some
SAT Reasoning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT Subject Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT Reasoning or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Latest date by which SAT or ACT scores must be received for fall-term admission:			07/01
Latest date by which SAT Subject Tests scores must be received for fall-term admission:			
G. If necessary, use this space to clarify your test policies (e.g. if tests recommended for some students, or if tests not required of some students):			
Local placement exams in Reading, Writing and Math are required of all first- time freshmen			

Freshman Profile

Provide percentages for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students** enrolled in Fall 2004, including students who began studies during summer, international students/nonresident aliens, and students admitted under special arrangements.

C9. Percent and number of first-time, first-year (freshman) students enrolled in Fall 2004 who submitted national standardized (SAT/ACT) test scores.

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

Percent submitting SAT scores	76	
Percent submitting ACT scores	57	
Number submitting SAT scores	877	
Number submitting ACT scores	658	
	25th percentile	75th percentile
SAT I Verbal	420	520
SAT I Math	403	520
ACT Composite	19	23

ACT English	18	25
ACT Math	19	24

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

	SAT I Verbal	SAT I Math
700-800	1.1	0.6
600-699	8.4	10.3
500-599	35.1	35.5
400-499	45.6	44
300-399	9	9.4
200-299	0.7	0.3

	ACT Composite	ACT English	ACT Math
30-36	0.6	1.2	0.5
24-29	15.5	16.7	15.7
18-23	65.2	50.9	50.8
12-17	18.5	29.2	33
6-11	0.2	2	0.2
Below 6	0	0	0

C10. Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within each of the following ranges (report information for those students from whom you collected high school rank information).

Percent in top 10th of high school graduating class	17.3
Percent in top quarter of high school graduating class	32.5
Percent in top half of high school graduating class	84.9
Percent in bottom half of high school graduating class	15.1
Percent in bottom quarter of high school graduating class	1
Percent of total first-time, first-year (freshman) students who submitted high school class rank:	100

C11. Percent of all enrolled, degree-seeking first-time, first-year(freshman) students who had high school grade-point averages within each of the following

ranges (using 4.0 scale); report information only for those students from whom you collected high school GPA.

Percent who had a GPA of 3.0 or higher	
Percent who had a GPA between 2.0 and 2.99	
Percent who had a GPA between 1.0 and 1.99	
Percent who had a GPA below 1.0	

C12.

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

Admission Policies

C13. Application Fee

Does your institution have an application fee?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Amount of application fee	20
Can it be waived for applicants with financial need?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

C14. Application Closing Date

Does your institution have an application closing date?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Application closing date (Fall)	07/01
Priority date	

C15.

Are first-time, first-year students accepted for terms other than the fall?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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C16. Notification to applicants of admission decision sent (fill in one only)

On a rolling basis beginning (date)	12/01
By (date)	

Other	Within 2 weeks of receipt of completed application
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C17. Reply policy for admitted applicants (fill in one only)

Must reply by (date)	
No set date	<input checked="" type="checkbox"/>
Must reply by May 1 or within	weeks if notified thereafter
Other	

C18. Deferred admission:

Does your institution allow students to postpone enrollment after admission?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, maximum period of postponement:	

C19. Early admission of high school students:

Does your institution allow high school students to enroll as full-time, first-time, first-year (freshman) students one year or more before high school graduation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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C20. Common application

Will you accept the Common Application distributed by the National Association of Secondary School Principals if submitted?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If "yes," are supplemental forms required?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Is your college a member of the Common Application Group?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Early Decision and Early Action Plans

C21. Early decision

Does your institution offer an early decision plan (an admission plan that permits students to apply and be notified of an admission decision well in advance of the regular notification date and that asks students to commit to attending if accepted) for first-time, first-	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
--	---

year (freshman) applicants for Fall enrollment?	
---	--

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	
Number of early decision applicants received by your institution for the Fall 2004 entering class:	
Number of applicants admitted under early decision plan for the Fall 2004 entering class:	
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?	<input type="checkbox"/> Yes <input type="checkbox"/> No
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If "yes," please complete the following:

Early action closing date	
Early action notification date	
<input type="checkbox"/> Rolling <input type="checkbox"/> Not Rolling	

Common Data Set D: Transfer Admission (2004-2005)

Fall Applicants

D1.

Does your institution enroll transfer students?	<input type="checkbox"/> Yes <input type="checkbox"/> No
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(If no, please skip to Section E)

If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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D2. Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in Fall 2004.

	Applicants	Admitted Applicants	Enrolled Applicants
Men	728	573	560
Women	1054	865	852
Total	1782	1438	1412

Application for Admission

D3. Indicate terms for which transfers may enroll:

<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Winter <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer
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D4.

Must a transfer applicant have a minimum number of credits completed or else must apply as an entering freshman?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, what is the minimum number of credits and the unit of measure?	30

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

	Required of All	Recommended of All	Recommended of Some	Required of Some	Not Required
High school transcript	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
College transcript(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essay or personal statement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standardized test score	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Statement of good standing from prior institution(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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D6.

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

D7.

If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale): 2.0

D8.

List any other application requirements specific to transfer applicants:

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					<input checked="" type="checkbox"/>
Winter					<input type="checkbox"/>
Spring					<input checked="" type="checkbox"/>
Summer					<input checked="" type="checkbox"/>

D10.

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

D11.

Describe additional requirements for transfer admission, if applicable:

At least 60 hours fo previous regionally accredited college work required.
Maximun of 70 hours of lower division credit allowed toward bachlore's degree.
Applicants with fewer than 30 transferable credit hours mut submit high school transcript and entrance exam scores.

Transfer Credit Policies

D12.

Report the lowest grade earned for any course that may be transferred for credit: D

D13.

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

unit type:

D14.

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

unit type:

D15.

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

D16.

Minimum number of credits that transfers must complete at your institution to earn a bachelor's degree:

36

D17.

Describe other transfer credit policies:

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E1. Special study options:

Identify those programs available at your institution. Refer to the glossary for definitions.

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

E2. Has been removed from the CDS.

E3. Areas in which all or most students are required to complete some course work prior to graduation

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

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

Common Data Set F: Student Life (2004-2005)

F1. Percentage of first-times, first-year (freshman) students and all degree-seeking undergraduates enrolled in Fall 2004 who fit the following categories:

	First-time, first-year (freshman) students	Undergraduates
Percent of students who are from out of state (exclude internat'l/nonresident aliens)	2.6	2.3
Percent of men who join fraternities		
Percent of women who join sororities		
Percent who live in college-owned, -operated, or -affiliated housing		
Percent who live off campus or commute		
Percent of students age 25 and older	0.2	14.4
Average age of full-time students	19.2	22.9
Average age of all students (full- and part-time)	19.2	24.5

F2. Activities offered:

Identify those programs available at your institution.

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

F3. ROTC

(program offered in cooperation with Reserve Officer's Training Corps)

Army ROTC is offered:	Navy ROTC is offered:	Air Force ROTC is offered:
<input checked="" type="checkbox"/> On campus	<input type="checkbox"/> On campus	<input type="checkbox"/> On campus
<input type="checkbox"/> At cooperating institutions (name):	<input type="checkbox"/> At cooperating institutions (name):	<input type="checkbox"/> At cooperating institutions (name):

F4. Housing

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

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

Common Data Set G: Annual Expenses (2004-2005)

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

- Check here if your institution's 2005-2006 academic year costs are not available at this time and provide an approximate date (i.e., month/day) when your institution's final 2005-2006 academic year costs will be available: **Not Available at this time** and will be available by 07/01

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

List the typical tuition, required fees, and room and board for a full-time undergraduate student for the FULL 2005-2006 academic year. A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters or trimesters, three quarters, or the period covered by a four-one-four plan. Room and board is defined as double occupancy and 19 meals per week or the maximum meal plan. Required fees include only charges that all full-time students must pay that are NOT included in tuition (e.g., registration, health, or activity fees.) Do NOT include optional fees (e.g., parking, laboratory use).

	FIRST-YEAR	UNDERGRADUATES
PRIVATE INSTITUTIONS Tuition:		
PUBLIC INSTITUTIONS Tuition: (in-district)		
In-state: (out-of-district)		
Out-of-state		
NONRESIDENT ALIENS Tuition:		

REQUIRED FEES:		
ROOM AND BOARD: (on-campus)		
ROOM ONLY: (on-campus)		
BOARD ONLY: (on-campus meal plan)		
Comprehensive tuition/room/board fee (if your college cannot provide separate tuition/room/board/fees):		
Other:		

G2.

Number of credits per term a student can take for the stated full-time tuition			
Minimum		Maximum	

G3.

Do tuition and fees vary by year of study (e.g., sophomore, junior, senior)?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
--	------------------------------	--

G4.

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

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

	Residents	Commuters (living at home)	Commuters (not living at home)
Books and supplies:	840	840	840
Room only:			4752
Board only:		1908	2400
Transportation:	804	1400	1400
Other expenses:	1245	1019	1245

G6. Undergraduate per-credit-hour charges:

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

Common Data Set H: Financial Aid (2004-2005)

Aid Awarded to Enrolled Undergraduates

H1. Enter total dollar amounts **awarded** to enrolled full-time and less than full-time degree-seeking undergraduates (**using the same cohort reported in CDS Question B1, “total degree-seeking” undergraduates**) in the following categories. (Note: If the data being reported are final figures for the 2003-2004 academic year (see the next item below), use the 2003-2004 academic year's CDS Question B1 cohort.) Include aid awarded to international students (i.e., those not qualifying for federal aid). **Aid that is non-need-based but that was used to meet need should be reported in the need-based aid column.** (For a suggested order of precedence in assigning categories of aid to cover need, see the entry for “non-need-based scholarship or grant aid” on the last page of the definitions section.)

Indicate academic year for which data are reported:	
<input checked="" type="checkbox"/> 2004-2005 estimated or	<input type="checkbox"/> 2003-2004 final

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

<input checked="" type="checkbox"/>	Federal methodology (FM)						
<input type="checkbox"/>	Institutional methodology (IM)						
<input type="checkbox"/>	Both FM and IM						
	<table border="1"> <tr> <td></td> <td>Need-based aid</td> <td>Non-need-based aid</td> </tr> <tr> <td></td> <td>\$</td> <td>\$</td> </tr> </table>		Need-based aid	Non-need-based aid		\$	\$
	Need-based aid	Non-need-based aid					
	\$	\$					
Scholarships/Grants:							
Federal	\$6,519,111 \$0.00						
State (i.e., all states, not only the state in which your institution is located)	\$3,248,607 0						
Institutional (endowment, alumni, or other)	\$149,040 \$1,964,256						

institutional awards) and external funds awarded by the college excluding athletic aid and tuition waivers (which are reported below)		
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	\$0.00	\$715,333
Total Scholarships/Grants	\$9,916,758	\$2,679,589
Self-Help		
Student Loans from all sources (excluding parent loans)	\$9,413,895	\$8,608,932
Federal Work Study	\$437,362	0
State and other (e.g., institutional) workstudy/employment (Note: Excludes Federal Work-Study captured above.)	\$44,171	\$0.00
Total Self-Help	\$9,895,428	\$8,608,932
Parent Loans		\$4,570,219
Tuition Waivers Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.		\$0.00
Athletic Awards		\$1,065,249

Number of Enrolled Students Receiving Aid

H2. List the number of degree-seeking full-time and less-than-full-time undergraduates who applied for and were awarded financial aid from any source. **Aid that is non-need-based but that was used to meet need should be counted as need-based aid.** Numbers should reflect the cohort receiving the dollars reported in H1.

Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

	First-time Full-time Freshmen	Full-time Undergrad (inc. fresh)	Less than Full-time Undergrad
a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2004 cohort)	1155	5249	1262
b) Number of students in line a who applied for need-based financial aid	866	3656	719

c) Number of students in line b who were determined to have financial need	671	3011	651
d) Number of students in line c who were awarded any financial aid	645	2895	569
e) Number of students in line d who were awarded any need-based scholarship or grant aid	526	2293	439
f) Number of students in line d who were awarded any need-based self-help aid	466	2143	417
g) Number of students in line d who were awarded any non-need-based scholarship or grant aid	300	866	44
h) Number of students in line d whose need was fully met (exclude PLUS loans, unsubsidized loans and private alternative loans.)	82	267	10
i) On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans and private alternative loans)	66	66	52
j) The average financial aid package of those in line d . Exclude any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans and private alternative loans.)	\$6859	\$6664	5154
k) Average need-based scholarship or grant aid of those in line e	\$4145	\$3812	2659
l) Average need-based self-help award (excluding PLUS loans, unsubsidized loans and private alternative loans) of those in line f	\$2949	\$3809	4087
m) Average need-based loan (excluding PLUS loans, unsubsidized loans and private alternative loans) of those in line f who were awarded a need-based loan	\$2825	\$3723	4033

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

	First-time Full-time Freshmen	Full-time Undergrad (inc. fresh)	Less than Full-time Undergrad
n) Number of students in line a who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletic awards and tuition benefits)	148	521	47
o) Average dollar amount of institutional non-need-based scholarship or grant aid awarded to students in line n	3453	4639	6254
p) Number of students in line a who were awarded an institutional non-need-based athletic grant or scholarship	7	28	1
q) Average <u>dollar amount</u> of institutional non-need-based <u>athletic grants and scholarships awarded</u> to students in line p	8395	7155	3863

H3. Incorporated into H1 above.

H4.

Provide the percentage of the 2004 undergraduate class who graduated between July 1, 2003 and June 30, 2004 and borrowed at any time through any loan programs (federal, state, subsidized, unsubsidized, private, etc.; exclude parent loans). Include only students who borrowed while enrolled at your institution:	58
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H5.

Average per- borrower cumulative undergraduate indebtedness of those in line H4. Do not include money borrowed at other institutions:	\$17,097
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Aid to Undergraduate Degree-seeking Nonresident Aliens (Note: Report numbers and dollar amounts for the same academic year checked in item H1.)

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

<input type="checkbox"/> Institution need-based scholarship or grant aid is available

<input checked="" type="checkbox"/>	Institution non-need-based scholarship or grant aid is available
<input type="checkbox"/>	Institution scholarship or grant aid is not available

If institutional financial aid is available for undergraduate degree-seeking nonresident aliens, provide the number of undergraduate degree-seeking nonresident aliens who were awarded need-based or non-need-based aid:	34
Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:	5622.13
Total dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:	191,152.38

Process for First-Year/Freshman Students

H7. Check off all financial aid forms domestic.

<input checked="" type="checkbox"/> FAFSA	<input type="checkbox"/> State aid form
<input checked="" type="checkbox"/> Institution's own financial aid form	<input type="checkbox"/> Noncustodial (Divorced/Separated) Parent's Statement
<input type="checkbox"/> CSS/Financial Aid PROFILE	<input type="checkbox"/> Other:
<input type="checkbox"/> Business/Farm Supplement	

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

<input checked="" type="checkbox"/> Institution's own financial aid form
<input type="checkbox"/> CSS/Financial Aid PROFILE
<input type="checkbox"/> Foreign Student's Financial Aid Application
<input type="checkbox"/> Foreign Student's Certification of Finances
<input type="checkbox"/> Other:

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

Priority date for filing required financial aid forms:	04/01
Deadline for filing required financial aid forms:	

No deadline for filing required forms (applications processed on a rolling basis):	<input type="checkbox"/>
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H10. Indicate notification dates for first-year (freshman) students: (answer a or b)

a) Students notified on or about (date):	
b) Students notified on a rolling basis: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, starting date:	05/01

H11. Indicate reply dates:

Students must reply by (date):		or within	2	weeks of notification.
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Types of Aid Available

Please check off all types of aid available to undergraduates at your institution:

H12. Loans

FEDERAL DIRECT STUDENT LOAN PROGRAM (DIRECT LOAN)	
<input type="checkbox"/>	Direct Subsidized Stafford Loans
<input type="checkbox"/>	Direct Unsubsidized Stafford Loans
<input type="checkbox"/>	Direct PLUS loans
FEDERAL FAMILY EDUCATION LOAN PROGRAM (FFEL)	
<input checked="" type="checkbox"/>	FFEL Subsidized Stafford Loans
<input checked="" type="checkbox"/>	FFEL Unsubsidized Stafford Loans
<input checked="" type="checkbox"/>	FFEL PLUS loans, unsubsidized loans
<input checked="" type="checkbox"/>	Federal Perkins Loans
<input type="checkbox"/>	Federal Nursing Loans
<input type="checkbox"/>	State Loans
<input checked="" type="checkbox"/>	College/university loans from institutional funds
<input type="checkbox"/>	Other (Specify):

H13. Scholarships and Grants

Need-based:

<input checked="" type="checkbox"/>	Federal Pell
<input checked="" type="checkbox"/>	SEOG
<input checked="" type="checkbox"/>	State scholarships/grants
<input type="checkbox"/>	Private scholarships
<input checked="" type="checkbox"/>	College/university scholarship or grant aid from institutional funds
<input type="checkbox"/>	United Negro College Fund
<input type="checkbox"/>	Federal Nursing Scholarships
<input type="checkbox"/>	Other (Specify):

H14. Check off criteria used in awarding institutional aid. Check all that apply.

	Non-need	Need-based
Academic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Alumni affiliation	<input type="checkbox"/>	<input type="checkbox"/>
Art	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Athletics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Job skills	<input type="checkbox"/>	<input type="checkbox"/>
ROTC	<input type="checkbox"/>	
Leadership	<input type="checkbox"/>	<input type="checkbox"/>
Minority status	<input type="checkbox"/>	<input type="checkbox"/>
Music/drama	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religious affiliation	<input type="checkbox"/>	<input type="checkbox"/>
State/district residency	<input type="checkbox"/>	<input type="checkbox"/>

Common Data Set I: Instructional Faculty And Class Size (2004-2005)

I-1. Please report number of instructional faculty members in each category for Fall 2004. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.

The following definition of instructional faculty is used by the American Association of University Professors (AAUP) in its annual Faculty Compensation Survey. Instructional Faculty is defined as those members of the instructional-research staff whose major regular assignment is instruction, including those with released time

for research. 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	Part time
(a) instructional faculty in preclinical and clinical medicine, faculty who are not paid (e.g., those who donate their services or are in the military), or research-only faculty, post-doctoral fellows, or predoctoral fellows	Exclude	Include only if they teach one or more non-clinical credit courses
(b) administrative officers with titles such as dean of students, librarian, registrar, coach, and the like, even though they may devote part of their time to classroom instruction and may have faculty status	Exclude	Include if they teach one or more non-clinical credit courses
(c) other administrators/staff who teach one or more non-clinical credit courses even though they do not have faculty status	Exclude	Include
(d) undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, teaching fellow, and the like	Exclude	Exclude
(e) faculty on sabbatical or leave with pay	Include	Exclude
(f) faculty on leave without pay	Exclude	Exclude
(g) replacement faculty for faculty on sabbatical leave or leave with pay	Exclude	Include

Full-time instructional faculty: faculty employed on a full-time basis for instruction (including those with released time for research)

Part-time instructional faculty: Adjuncts and other instructors being paid solely for part-time classroom instruction. Also includes full-time faculty teaching less than two semesters, three quarters, two trimesters, or two four-month sessions.

Employees who are not considered full-time instructional faculty but who teach one or more non-clinical credit courses may be counted as part-time faculty.

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

Doctorate: includes such degrees as Doctor of Education, Doctor of Juridical

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

First-professional: includes the fields of dentistry (DDS or DMD), medicine (MD), optometry (OD), osteopathic medicine (DO), pharmacy (DPharm or BPharm), podiatric medicine (DPM), veterinary medicine (DVM), chiropractic (DC or DCM), law (JD) and theological professions (MDiv, MHL).

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

	Full time	Part time	Total
a.) Total number of instructional faculty	252	192	444
b.) Total number who are members of minority groups	63	58	121
c.) Total number who are women	105	99	204
d.) Total number who are men	147	93	240
e.) Total number who are non-resident aliens (international)	10	4	14
f.) Total number with doctorate, first professional, or other terminal degree	207	56	263
g.) Total number whose highest degree is a master's but not a terminal master's	41	115	156
h.) Total number whose highest degree is a bachelor's	4	21	25
i.) Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)	0	0	0
j.) Total number in stand-alone graduate/ professional programs in which faculty teach virtually only graduate-level students	N/a	N/a	N/a

I-2. Student to Faculty Ratio

Report the Fall 2004 ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate level students. Do not count undergraduate or graduate student teaching assistants as faculty.

Fall 2004 Student to Faculty ratio:	20.7 to 1 based on students and faculty
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I-3. Undergraduate Class Size

In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 2004 term.

Class Sections: A class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session.

Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes. Each class section should be counted only once and should not be duplicated because of course catalog cross-listings.

Class Subsections: A class subsection includes any subsection of a course, such as laboratory, recitation, and discussion subsections that are supplementary in nature and are scheduled to meet separately from the lecture portion of the course.

Undergraduate subsections are defined as any subsections of courses in which degree-seeking undergraduate students enrolled for credit. As above, exclude noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Each class subsection should be counted only once and should not be duplicated because of cross-listings.

Using the above definitions, please report for each of the following class-size intervals the number of class sections and class subsections offered in Fall 2004. For example, a lecture class with 800 students who met at another time in 40 separate labs with 20 students should be counted once in the "100+" column in the class section column and 40 times under the "20-29" column of the class subsections table.

Number of Class Sections with Undergraduates Enrolled.

Undergraduate Class Size (provide numbers)

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SECTIONS	72	156	260	125	50	107	36	806
	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SUB-SECTIONS	79	110	103	6	0	2	0	300

Common Data Set J: Degrees Conferred (2004-2005)

Degrees conferred between July 1, 2003 and June 30, 2004

Reference: IPEDS Completions, Part A

For each of the following discipline areas, provide the percentage of diplomas/certificates, associate, and Bachelor's degrees awarded. To determine the percentage, use majors, not headcount (e.g. students with one degree but a double major will be represented twice). Calculate the percentage from your institution's IPEDS Completions by using the sum of 1st and 2nd majors for each CIP code as the numerator and the sum of the Grand Total by 1st Majors and the Grand Total by 2nd major as the denominator. If you prefer, you can compute the percentages using 1st majors only.

Category	Diploma/ Certificates	Bachelor's Headcount	% of total	CIP 1990 Categories to Include	CIP 2000 Categories to Include
Agriculture				1 and 2	1
Architecture				4	4
Area and ethnic studies				5	5
Biological/life sciences		86	7.8	26	26
Business/marketing		284	25.9	8 and 52	52
Communications/communication technologies		77	7	9 and 10	9 and 10
Computer and information sciences		53	4.8	11	11
Education				13	13
Engineering/engineering technologies		9	0.8	14 and 15	14 and 15
English		39	3.5	23	23
Foreign languages and literature		6	0.5	16	16
Health professions and related sciences		72	6.5	51	51
Home economics and vocational home economics				19 and 20	19
Interdisciplinary studies		104	9.4	30	30
Law/legal studies				22	22
Liberal arts/general studies				24	24
Library science				25	25
Mathematics		10	0.9	27	27
Military science and technologies				28 and 29	29
Natural resources/environmental science		22	2	3	3
Parks and recreation		61	5.5	31	31

Personal and miscellaneous services				12	12
Philosophy, religion, theology				38 and 39	38 and 39
Physical sciences		16	1.5	40 and 41	40 and 41
Protective services/public administration		72	6.5	43 and 44	43 and 44
Psychology		96	8.7	42	42
Social sciences and history		64	6.1	45	45 and 54
Trade and industry				46, 47, 48, and 49	46, 47, 48, and 49
Visual and performing arts		31	2.8	50	50
Other					
TOTAL	100%	1102	100%		