

Common Data Set: 1999-2000
FINAL

A. GENERAL INFORMATION

A1. Address Information

Name of College or University **EMBRY-RIDDLE AERONAUTICAL UNIVERSITY, E.C.**
Mailing Address, City/State/Zip **600 S. Clyde Morris Blvd., Daytona Beach, FL 32114-3900**
Street Address (if different), City/State/Zip
Main phone **(904) 226-6190 or (800) 522-6787**
WWW Home Page Address **www.embryriddle.edu**
Admissions Phone Number **(904) 225-6100**
Admissions toll-free number **(800) 862-2416**
Admissions Office Mailing Address, City/State/Zip
Admissions Fax number: **(904) 226-7070**
Admissions E-mail Address: **ecinfo@ec.db.erau.edu**
Is there a separate URL application site on the Internet? If so, please specify:

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

- Public
 Private (nonprofit)
 Proprietary

A3. Classify your undergraduate institution:

- Coeducational college
 Men's college
 Women's college

A4. Academic year calendar

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

A5. Degrees offered by your institution

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

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B. ENROLLMENT AND PERSISTENCE

B1. Institutional Enrollment—Men and Women Provide numbers of students reported on IPEDS Fall Enrollment Survey 1999 as of the institution's official fall reporting date or as of October 15, 1999. Refer to **IPEDS EF-1 Part A** or **IPEDS EF-2 Part A (undergraduates only) survey**.

	FULL-TIME			PART-TIME		
	Men (IPEDS col. 15)	Women (IPEDS col. 16)	IPEDS line	Men (IPEDS col. 15)	Women (IPEDS col. 16)	IPEDS line
Undergraduates						
Degree-seeking, first-time freshmen	0	0	line 1	70	4	line 15
Other first-year, degree-seeking	11	0	line 2	877	102	line 16
All other degree-seeking	56	10	lines 3-6	3,118	301	lines 17-20
<i>Total degree-seeking</i>	67	10		4,065	407	
All other undergraduates enrolled in credit courses	3	0	line 7	569	108	line 21
<i>Total undergraduates</i>	70	10	line 8	4,634	515	line 22
First-professional						
First-time, first-professional students			line 9			line 23
All other first-professionals			line 10			line 24
<i>Total first-professional</i>						
Graduate						
Degree-seeking, first-time	4	2	line 11	245	45	line 25
All other degree-seeking	29	8	line 12	1,748	256	line 26
All other graduates enrolled in credit courses	1	0	line 13	105	28	line 27
<i>Total graduate</i>	34	10		2,098	329	

Total all undergraduates (IPEDS sum of lines 8 and 22, cols. 15 and 16): 5,229

Total all graduate and professional students (IPEDS sum of lines 14 and 28, cols. 15 and 16): 2,471

GRAND TOTAL ALL STUDENTS (IPEDS line 29, sum of cols. 15 and 16): 7,700

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B2. Enrollment by Racial/Ethnic Category. Provide numbers of degree-seeking undergraduate students reported on IPEDS Fall Enrollment Survey 1999 as of the institution's official fall reporting date or as of October 15, 1999. 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
	IPEDS sum of lines 1 and 15	IPEDS sum of lines 1-6 and lines 15-20
Nonresident aliens IPEDS cols. 1-2	4	103
Black, non-Hispanic IPEDS cols. 3-4	2	309
American Indian or Alaskan Native IPEDS cols. 5-6	0	59
Asian or Pacific Islander IPEDS cols. 7-8	1	132
Hispanic IPEDS cols. 9-10	7	333
White, non-Hispanic IPEDS cols. 11-12	55	3,216
Race/ethnicity unknown IPEDS cols. 13-14	5	397
Total IPEDS cols. 15-16	74	4,549

Persistence

B3. Number of degrees awarded by your institution from July 1, 1998, to June 30, 1999.

Certificate/diploma	_____
Associate degrees	<u>228</u>
Bachelor's degrees	<u>1,303</u>
Postbachelor's certificates	_____
Master's degrees	<u>900</u>
Post-master's certificates	_____
Doctoral degrees	_____
First professional degrees	_____
First professional certificates	_____

Graduation Rates

The information in this section comes from the IPEDS Graduation Rate Survey (GRS). For complete instructions and definitions of data elements, see the IPEDS GRS instructions and glossary. ****Not Available**

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 1993. Include in the cohort those who entered your institution during the summer term preceding fall 1993.

B4. Initial 1993 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students: _____

(IPEDS GRS, Section II, Part A, line 10, sum of columns 15 and 16)

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B5. Of the initial 1993 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: _____
(IPEDS GRS, Section II, Part C, line 45, sum of columns 15 and 16)

B6. Final 1993 cohort, after adjusting for allowable exclusions: _____
(Subtract question B5 from question B4)

B7. Of the initial 1993 cohort, how many completed the program in four years or less (by August 31, 1997): _____
(IPEDS GRS, Section II, Part A, line 19, sum of columns 15 and 16)

B8. Of the initial 1993 cohort, how many completed the program in more than four years but in five years or less (after August 31, 1997 and by August 31, 1998): _____
(IPEDS GRS, Section II, Part A, line 20, sum of columns 15 and 16)

B9. Of the initial 1993 cohort, how many completed the program in more than five years but in six years or less (after August 31, 1998 and by August 31, 1999): _____
(IPEDS GRS, Section II, Part A, line 21, sum of columns 15 and 16)

B10. Total graduating within six years (sum of questions B7, B8, and B9): _____
(IPEDS GRS, Section II, Part A, line 18, sum of columns 15 and 16)

B11. Six-year graduation rate for 1993 cohort (question B10 divided by question B6): _____ %

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 1996 cohort, total of first-time, full-time degree/certificate-seeking students: _____
(IPEDS GRS-2, Section III, line 10, sum of columns 15 and 16)

B13. 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: _____
(IPEDS GRS-2, Section III, line 45, sum of columns 15 and 16)

B14. Final 1996 cohort, after adjusting for allowable exclusions _____
(Subtract question B13 from question B12)

B15. Completers of programs of less than two years duration (total): _____
(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: _____
(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): _____
(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: _____
(IPEDS GRS-2, Section III, line 12A, sum of columns 15 and 16)

B19. Total transfers-out (within three years) to other institutions: _____
(IPEDS GRS-2, Section III, line 30, sum of columns 15 and 16)

B20. Total transfers to two-year institutions: _____
(IPEDS GRS-2, Section III, line 32, sum of columns 15 and 16)

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B21. Total transfers to four-year institutions: _____
(IPEDS GRS-2, Section III, line 33, sum of columns 15 and 16)

Retention Rates **Not Available

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 1998 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

B22. For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshmen in fall 1998 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in fall 1999? _____ %

C. FIRST-TIME, FIRST-YEAR (FRESHMAN) ADMISSION

Applications

C1. First-time, first-year (freshman) students: Provide the number of degree-seeking students who applied, were admitted, and enrolled (full- or part-time) in fall 1999. 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, nonadmission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission.

Total men applied _____ ****Not Available**

Total women applied _____

Total men admitted _____

Total women admitted _____

Total full-time, first-time, first-year (freshman) men enrolled _____

Total part-time, first-time, first-year (freshman) men enrolled _____

Total full-time, first-time, first-year (freshman) women enrolled _____

Total part-time, first-time, first-year (freshman) women enrolled _____

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

Do you have a policy of placing students on a waiting list? Yes: _____ No: **X**

If yes, please answer the questions below for fall 1999 admissions:

Number of qualified applicants placed on waiting list _____

Number accepting a place on the waiting list _____

Number of wait-listed students admitted _____

Admission Requirements

C3. High school completion requirement

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

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

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

- Required
- Recommended
- Neither required nor recommended

C5. Distribution of high school units required and/or recommended. Specify the distribution of academic high school course units required and/or recommended of all or most degree-seeking students using Carnegie units (one unit equals one year of study or its equivalent). If you use a different system for calculating units, please convert.

**Not Applicable

	Units required	Units recommended
Total academic units		
English		
Mathematics		
Science		
Of these, units that must be lab		
Foreign language		
Social studies		
History		
Academic electives		
Other (<i>specify</i>)		

Basis for Selection

C6. Do you have an open admission policy, under which virtually all secondary school graduates or students with GED equivalency diplomas are admitted without regard to academic record, test scores, or other qualifications? If so, check which applies:

Open admission policy as described above for all students____

Open admission policy as described above for most students, but
 selective admission for out-of-state students____
 selective admission to some programs____
 other (explain) _____

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

	Very important	Important	Considered	Not Considered
Academic				
Secondary school record	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Class rank	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Recommendation(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standardized test scores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Essay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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	Very important	Important	Considered	Not Considered
<i>Nonacademic</i>				
Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Extracurricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Talent/ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Character/personal qualities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alumni/ae relation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Geographical residence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
State residency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Religious affiliation/commitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minority status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Work experience	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SAT and ACT Policies

C8. Entrance exams

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

If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission.

	Require	Recommend	ADMISSION Require for some	Considered if submitted	Not used
SAT I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT I or ACT (no preference)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT I or ACT--SAT I preferred	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT I or ACT--ACT preferred	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT I and SAT II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT I and SAT II or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

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

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

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

D. If necessary, use this space to clarify your test policies (e.g., if tests are recommended for some students, or if tests are not required of some students):_____

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Freshman Profile

Provide percentages for **ALL enrolled degree-seeking full-time and part-time, first-time, first-year (freshman) students** enrolled in fall 1999, 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 1999 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

Number submitting SAT scores

Percent submitting ACT scores

Number submitting ACT scores

	25th percentile	75th percentile
SAT I Verbal		
SAT I Math		
ACT Composite		
ACT English		
ACT Math		

***Not Applicable**

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

	SAT I Verbal	SAT I Math
700-800		
600-699		
500-599		
400-499		
300-399		
200-299		

	ACT Composite	ACT English	ACT Math
30-36			
24-29			
18-23			
12-17			
6-11			
below 6			

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

Percent in top 10th of high school graduating class _____
Percent in top quarter of high school graduating class _____ *Not Applicable
Percent in top half of high school graduating class _____
Percent in bottom half of high school graduating class _____
Percent in bottom quarter of high school graduating class _____

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

C11. Percentage of all enrolled, degree-seeking first-time, first-year (freshman) students who had high school grade-point averages within each of the following ranges (using 4.0 scale); report information only for those students from whom you collected high school GPA.

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

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

Percent of total first-time, first-year (freshman) students who submitted high school GPA: _____ %

Admission Policies

C13. Application fee

Does your institution have an application fee? **Yes**
Amount of application fee \$30
Can it be waived for applicants with financial need? **Yes**

C14. Application closing date

Does your institution have an application closing date? **No**
Application closing date (fall) _____
Priority date _____

C15. Are first-time, first-year students accepted for terms other than the fall? Yes

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

On a rolling basis beginning (date) continuous
By (date) _____
Other _____

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

Must reply by (date) _____
No set date _____
Must reply by May 1 or within _____ weeks if notified thereafter
Other Within 75 days prior to start of the term for International students

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

Yes

If yes, maximum period of postponement: **1 year**

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? **No**

C20. Common application: Will you accept the Common Application distributed by the National Association of Secondary School Principals if submitted? **No**

If "yes," are supplemental forms required?

Is your college a member of the Common Application Group? **No**

Early Decision and Early Action Plans

C21. Early decision: Does your institution offer an early decision plan (an admission plan that permits students to apply and be notified of an admission decision well in advance of the regular notification date and that asks students to commit to attending if accepted) for first-time, first-year (freshman) applicants for fall enrollment? **No**

If "yes," please complete the following:

First or only early decision plan closing date_____

First or only early decision plan notification date_____

Other early decision plan closing date_____

Other early decision plan notification date_____

For the Fall 1999 entering class:

Number of early decision applications received by your institution _____

Number of applicants admitted under early decision plan _____

Please provide significant details about your early decision plan: _____

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

No

If "yes," please complete the following:

Early action closing date_____

Early action notification date_____

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D. TRANSFER ADMISSION

Fall Applicants

- D1.** Does your institution enroll transfer students? Yes No

(If no, please skip to Section E)

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

- D2.** Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 1999.

****Not Available**

	Applicants	Admitted applicants	Enrolled applicants
Men			
Women			
Total			

Application for Admission

- D3.** Indicate terms for which transfers may enroll:

Fall Winter Spring Summer

- D4.** Must a transfer applicant have a minimum number of credits completed or else must apply as an entering freshman?

Yes No

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

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

	Required of all	Recommended of all	Recommended of some	Required of some	Not required
High school transcript					<input checked="" type="checkbox"/>
College transcript(s)	<input checked="" type="checkbox"/>				
Essay or personal statement			<input checked="" type="checkbox"/>		
Interview					<input checked="" type="checkbox"/>
Standardized test scores					<input checked="" type="checkbox"/>
Statement of good standing from prior institution(s)	<input checked="" type="checkbox"/>				

- D6.** If a minimum high school grade point average is required of transfer applicants, specify (on a 4.0 scale): n/app

- D7.** If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale): 2.00

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

Last institution attended CGPA must be a 2.00 & a combined 2.00 of all institutions attended.

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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					X
Winter					X
Spring					X
Summer					X

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

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

If either the last institution or overall combined CGPA is below 2.00, a petition outlining the circumstances that resulted from the poor performance is required in order to be considered for admission.

Transfer Credit Policies

D12. Report the lowest grade earned for any course that may be transferred for credit: **D (undergraduate); B (graduate)**

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

Number **Up to the residency credit of 15 hrs. for AS & 30 hrs. for BS**

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

Number **Same as above.**

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

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

D17. Describe other transfer credit policies:

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E. ACADEMIC OFFERINGS AND POLICIES

E1. Special study options: Identify those programs available at your institution. Refer to 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 type="checkbox"/> Internships |
| <input type="checkbox"/> Distance learning | <input type="checkbox"/> Liberal arts/career combination |
| <input 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 | <input type="checkbox"/> Teacher certification program |
| <input type="checkbox"/> Exchange student program (domestic) | <input type="checkbox"/> Weekend college |
| <input checked="" 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 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 type="checkbox"/> Philosophy |
| <input type="checkbox"/> Foreign languages | <input checked="" type="checkbox"/> Sciences (biological or physical) |
| <input type="checkbox"/> History | <input type="checkbox"/> Social science |
| <input type="checkbox"/> Other (describe): | |

Library Collections

Report the number of holdings. Refer to most recent IPEDS Library Survey, Part D, for corresponding equivalents.

E4. Books, serial backfiles, electronic documents, and government documents (titles) that are accessible through the library's catalog 91,443 (sum of lines 27 and 29, column 2)

E5. Current serial subscriptions (paper, microform, electronic): 1,971 (sum of lines 30 and 31, column 2)

E6. Microforms (units) : 287,195 (line 28, column 2)

E7. Audiovisual materials (units): 4,000 (line 32, column 2)

F. STUDENT LIFE

F1. Percentages of first-time, first-year (freshman) students and all degree-seeking undergraduates enrolled in fall 1999 who fit the following categories: **Not Available

	First-time, first-year (freshman) students	Undergraduates
Percent who are from out of state (exclude internat'l/nonresident aliens)	_____	_____
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	_____	_____
Average age of full-time students	_____	_____
Average age of all students (full- and part-time)	_____	_____

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F2. Activities offered Identify those programs available at your institution. ****Not Applicable**

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

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

Army ROTC is offered:

- On campus
 At cooperating institution (name):

Naval ROTC is offered

- On campus
 At cooperating institution (name):

Air Force ROTC is offered

- On campus
 At cooperating institution (name):

F4. Housing: Check all types of college-owned, -operated, or -affiliated housing available for undergraduates at your institution. ****Not Applicable**

- | | |
|---|---|
| <input type="checkbox"/> Coed dorms | <input type="checkbox"/> Special housing for disabled students |
| <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 type="checkbox"/> Apartments for single students | |
| <input type="checkbox"/> Other housing options (specify): | |

Common Data Set: 1999-2000
FINAL

G. ANNUAL EXPENSES

Provide 2000-2001 academic year costs for the following categories that are applicable to your institution.

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

List the typical tuition, required fees, and room and board for a full-time undergraduate student for the FULL 2000-2001 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:		\$141-172 per cr. hr.
PUBLIC INSTITUTIONS In-district:		
In-state (out-of-district):		
Out-of-state:		
NONRESIDENT ALIENS:		
REQUIRED FEES:		N/app.
ROOM AND BOARD: (on-campus)		N/app.
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)? Yes No

G4. If tuition and fees vary by undergraduate instructional program, describe briefly: _____

G5. Provide the estimated expenses for a typical full-time undergraduate student: **Not applicable

	Residents	Commuters (living at home)	Commuters (not living at home)
Books and supplies:			
Room only:			
Board only:			
Transportation:			
Other expenses:			

G6. Undergraduate per-credit-hour charges:

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PRIVATE INSTITUTIONS:	\$141-172 per cr. hr.
PUBLIC INSTITUTIONS In-district:	
In-state (out-of-district):	
Out-of-state:	
NONRESIDENT ALIENS:	

Common Data Set: 1999-2000
FINAL

H. FINANCIAL AID

Aid Awarded to Enrolled Undergraduates

H1. Enter total dollar amounts **awarded** to full-time and less than full-time degree-seeking undergraduates (**using the same cohort reported in CDS Question B1, “total degree-seeking” undergraduates**) in the following categories. Include aid awarded to international students (i.e., those not qualifying for federal aid). **Aid that is non-need-based but that was used to meet need should be reported in the need-based aid columns. (For a suggested order of precedence in assigning categories of aid to cover need, see the definitions section.)**

Indicate academic year for which data are reported: 1999-2000 actual 1999-2000 estimated 1998-99 actual X

	Need-based	Non-need-based
	\$	\$
Scholarships/Grants		
Federal	766,789	0
State	97,483	0
Institutional (endowment, alumni, or other institutional awards) and external funds awarded by the college excluding athletic aid and tuition waivers (which are reported below)	63,075	0
Scholarships/grants from external sources (e.g., Kiwanis, NMSQT) not awarded by the college	11,627	0
Total Scholarships/Grants	841,491	0
Self-Help		
Student loans from all sources (excluding parent loans)	2,513,373	0
Federal Work-Study	0	
State and other work-study/employment	0	0
Total Self-Help	2,513,373	
Parent Loans	37,690	0
Tuition waivers		
Athletic awards	0	0

Common Data Set: 1999-2000
FINAL

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 received financial aid. **Aid that is non-need-based but that was used to meet need should be counted as need-based aid. Numbers should reflect the cohort receiving the dollars reported in H1.**

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

Need-based awards	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 1999 cohort)	0	77	4,472
b) Number of students in line a who were financial aid applicants (include applicants for all types of aid)		23	766
c) Number of students in line b who were determined to have financial need		18	670
d) Number of students in line c who received any financial aid		18	670
e) Number of students in line d who received any need-based gift aid		17	459
f) Number of students in line d who received any need-based self-help aid		18	598
g) Number of students in line d who received any non-need-based gift aid		1	82
h) Number of students in line d whose need was fully met (<u>exclude PLUS loans, unsubsidized loans and private alternative loans</u>).		N/av	N/av
i) On average, the percentage of need that was met of students who received any need-based aid. Exclude any resources that were awarded to replace EFC (<u>PLUS loans, unsubsidized loans, and private alternative loans</u>).		N/av	N/av
j) The average financial aid package of those in line d . Exclude any resources that were awarded to replace EFC (<u>PLUS loans, unsubsidized loans, and private alternative loans</u> .)		7,093	0
k) Average need-based gift award of those in line e		2,912	3,260
l) Average need-based self-help award (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f		3,059	3,581
m) Average need-based loan (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f who received a need-based loan.		3,059	3,581

Common Data Set: 1999-2000
FINAL

Non-need-based awards	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 who received non-need-based aid (exclude those receiving athletic awards and tuition benefits)		N/app	N/app
o) Average award to students in line (n)		N/app	N/app
p) Number of students in line a who received a non-need-based athletic award		N/app	N/app
q) Average non-need-based athletic award to those in line (p)		N/app	N/app

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

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

H4. Percent of 1999 graduating undergraduate class who have borrowed through any loan programs (federal, state, subsidized, unsubsidized, private etc.; exclude parent loans). Include only students who borrowed while enrolled at your institution.

92 %

H5. Average per-borrower cumulative undergraduate indebtedness of those in line H4; do not include money borrowed at other institutions: \$ 17,125

Aid to Undergraduate International Students

H6. Indicate your institution's policy regarding financial aid for undergraduate international (nonresident alien) students:

- College-administered need-based financial aid is available for undergraduate international students
 College-administered non-need-based financial aid is available for undergraduate international students
 College-administered financial aid is not available for undergraduate international students

If college-administered financial aid is available for undergraduate international students, provide the number of undergraduate international students who received need- or non-need-based aid: _____

Average dollar amount awarded to undergraduate international students: \$ _____

Total dollar amount of financial aid from all sources awarded to all undergraduate international students: \$ _____

Common Data Set: 1999-2000
FINAL

Process for First-Year/Freshman Students

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

FAFSA

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

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

- Institution's own financial aid form
CSS/Financial Aid PROFILE
Foreign Student's Financial Aid Application
Foreign Student's Certification of Finances
Other: _____
-

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

Priority date for filing required financial aid forms: April 15

Deadline for filing required financial aid forms: June 31

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

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

a. Students notified on or about (date): April 1

b. Students notified on a rolling basis: yes/no If yes, starting date: April 1

H11. Indicate reply dates:

Students must reply by (date): _____ or within 4 weeks of notification.

Common Data Set: 1999-2000
FINAL

Types of Aid Available

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

H12. Loans

FEDERAL DIRECT STUDENT LOAN PROGRAM (DIRECT LOAN)

- Direct Subsidized Stafford Loans
 Direct Unsubsidized Stafford Loans
 Direct PLUS Loans

FEDERAL FAMILY EDUCATION LOAN PROGRAM (FFEL)

- FFEL Subsidized Stafford Loans
 FFEL Unsubsidized Stafford Loans
 FFEL PLUS Loans

- Federal Perkins Loans
 Federal Nursing Loans
 State Loans
 College/university loans from institutional funds
 Other (specify):

H13. Scholarships and Grants

NEED-BASED:

- Federal Pell
 SEOG
 State scholarships/grants
 Private scholarships
 College/university gift aid from institutional funds
 United Negro College Fund
 Federal Nursing Scholarship
 Other (specify):

H14. Check off criteria used in awarding institutional aid. Check all that apply. Not Available

Non-need	Need-based		Non-need	Need-based	
		Academics			Leadership
		Alumni affiliation			Minority status
		Art			Music/drama
		Athletics			Religious affiliation
		Job skills			State/district residency
		ROTC		-----	

Common Data Set: 1999-2000
FINAL

I. INSTRUCTIONAL FACULTY AND CLASS SIZE

I-1. Please report number of instructional faculty members in each category for Fall 1999.

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 Ph.D., Ed.D in education, DMA in musical arts, DBA in business administration, D. Eng or DES in engineering.

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
Total number of instructional faculty	87	2,805	2,892
Total number who are members of minority groups	7	187	194
Total number who are women	6	445	451
Total number who are men	81	2,360	2,441
Total number who are non-resident aliens (international)	0	0	0
Total number with doctorate, first professional, or other terminal degree	36	609	645
Total number whose highest degree is a master's but not a terminal master's	48	2,023	2,071
Total number whose highest degree is a bachelor's	1	73	74

I-2. Student to Faculty Ratio

Report the Fall 1999 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 1999 Student to Faculty ratio: 3 to 1.

Common Data Set: 1999-2000 **FINAL**

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 1999 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 1999. 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.

****Not Available**

Undergraduate Class Size (provide numbers)

CLASS SECTIONS	Less than 10	10-19	20-29	30-39	40-49	50-99	100+	Total

CLASS SUB- SECTIONS	Less than 10	10-19	20-29	30-39	40-49	50-99	100+	Total

Common Data Set: 1999-2000
FINAL

1 DEGREES CONFERRED

Degrees conferred between July 1, 1998 and June 30, 1999

Reference: IPEDS Completions, Part A

For each of the following discipline areas, provide the percentage of diplomas/certificates, associate, and bachelor's degrees awarded.

Category	Diploma/ certificates	Associate	Bachelor's	CIP categories to include here
Agriculture				1 and 2
Architecture				4
Area and ethnic studies				5
Biological/life sciences				26
Business/marketing		5%	9%	8 and 52
Communications/communication technologies				9 and 10
Computer and information sciences				11
Education				13
Engineering/engineering technologies				14 and 15
English				23
Foreign languages and literature				16
Health professions and related sciences				51
Home economics and vocational home economics				19 and 20
Interdisciplinary studies				30
Law/legal studies				22
Liberal arts/general studies				24
Library science				25
Mathematics				27
Military science and technologies				28 and 29
Natural resources/environmental science				3
Parks and recreation				31
Personal and miscellaneous services				12
Philosophy, religion, theology				38 and 39
Physical sciences				40 and 41
Protective services/public administration				43 and 44
Psychology				42
Social sciences and history				45
Trade and industry		95%	91%	46, 47, 48, and 49
Visual and performing arts				50
Other				
TOTAL		100%	100%	