

Common Data Set A: General Information (2005-2006)

A0. Respondent Information (Not for Publication)

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Are your responses to the CDS posted for references on your institution's Web site?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, please provide the URL of the corresponding Web page:	
We invite you to indicate if there are items on the CDS for which you cannot use the requested analytic convention, or cannot provide data for the cohort requested, whose methodology is unclear, or about which you have questions or comments in general. This information will not be published but will help the publishers further refine CDS items.	

A1. Address Information

Name of College or University	Cornell College
Mailing Address	600 First Street West
City/State/Zip	Mount Vernon, IA 52314-1098
Country	United States
Street Address (if different)	
Main Phone	319-895-4000
WWW Home Page Address	www.cornellcollege.edu
Admissions Phone Number	319-895-4477
Admissions Toll-Free Number	800-747-1112
Admissions Office Mailing Address	600 First Street West
City/State/Zip	Mount Vernon, IA 52314-1098
Country	United States

Admissions Fax Number	319-895-4451
Admissions Email Address	admissions@cornellcollege.edu
If there is a separate URL for your school's online application, please specify:	
If you have a mailing address other than the above to which applications should be sent, please provide:	
City/State/Zip	,
Country	

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 "Differs", please describe here:	
If you chose "Others", please describe here:	We have nine 3 and 1/2 week terms.

A5. Degrees offered by your institution

Certificate
 Diploma
 Associate
 Transfer
 Terminal
 Bachelor's
 Post Bachelor's Certificate
 Master's
 Post Master's Certificate

<input type="checkbox"/>	Doctoral
<input type="checkbox"/>	First Professional
<input type="checkbox"/>	First Professional Certificate

Common Data Set B: Enrollment And Persistence (2005-2006)

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 as of October 15, 2005.

	FULL-TIME			PART-TIME		
Undergraduates						
Degree-seeking, first-time freshmen	161	158	Line 1			Line 15
Other first-year, degree-seeking	12	3	Line 2			Line 16
All other degree-seeking	349	477	Lines 3-6	2	9	Lines 17-20
<i>Total degree-seeking</i>	522	638		2	9	
All other undergraduates enrolled in credit courses	3	3	Line 7	1	1	Line 21
<i>Total undergraduates</i>	525	641	Line 8	3	10	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			Line 11			Line 25
All other degree-seeking			Line 12			Line 26
All other graduates enrolled in credit courses			Line 13			Line 27
<i>Total graduate</i>						
Total all undergraduates:					1,179	
Total all graduate and professional students:					0	
GRAND TOTAL ALL STUDENTS:					1,179	

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, 2005. 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	7	28	33
Black, non-Hispanic	18	42	42
American Indian or Alaskan Native	2	5	5
Asian or Pacific Islander	5	11	11
Hispanic	13	39	39
White, non-Hispanic	264	1,002	1,005
Race/ethnicity unknown	10	44	44
Total	319	1,171	1,179

Persistence

B3. Number of degrees awarded by your institution from July 1, 2004 to June 30, 2005

Certificate/diploma	
Associate degrees	
Bachelor's degrees	220
Post-Bachelor's certificates	
Master's degrees	
Post-master's certificates	
Doctoral degrees	
First professional degrees	
First professional certificates	

Graduation Rates

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

instructions and glossary on the 2005 Web-based survey.

For Bachelor's or Equivalent Programs

Please provide data for the fall 1999 cohort if available. If fall 1999 cohort data are not available, please provide for the fall 1998 cohort.

Fall 1999 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 1999. Include in the cohort those who entered your institution during the summer term preceding fall 1999.

B4.

Initial 1999 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students:	271
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B5.

Of the initial 1999 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:	
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B6.

Final 1999 cohort, after adjusting for allowable exclusions: (Subtract question B5 from question B4)	271
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B7.

Of the initial 1999 cohort, how many completed the program in four years or less (by August 31, 2003):	162
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B8.

Of the initial 1999 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2003 and by August 31, 2004):	17
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B9.

Of the initial 1999 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2004 and by August 31, 2005):	3
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B10.

Total graduating within six years (sum of questions B7, B8, and B9):	182
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B11.

Six-year graduation rate for 1999 cohort (question B10 divided by question B6):	67
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Fall 1998 Cohort

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:	243
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B5.

Of the initial 1998 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:	0
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B6.

Final 1998 cohort, after adjusting for allowable exclusions: (Subtract question B5 from question B4)	243
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B7.

Of the initial 1998 cohort, how many completed the program in four years or less (by August 31, 2003):	152
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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, 2003 and by August 31, 2004):	6
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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, 2004 and by August 31, 2005):	0
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B10.

Total graduating within six years (sum of questions B7, B8, and B9):	158
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B11.

Six-year graduation rate for 1998 cohort (question B10 divided by question B6):	65
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For Two-Year Institutions

Please provide data for the 2002 cohort if available. If 2002 cohort data are not available, provide data for the 2001 cohort.

2002 Cohort

B12.

Initial 2002 cohort, total of first-time, full-time degree/certificate-seeking students:	
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B13.

Of the initial 2002 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:	
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B14.

Final 2002 cohort, after adjusting for allowable exclusions: (Subtract question B13 from question B12)	
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B15.

Completers of programs of less than two years duration (total):	
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B16.

Completers of programs of less than two years within 150 percent of normal time:	
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B17.

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

B18.

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

B19.

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

B20.

Total transfers to two-year institutions:

B21.

Total transfers to four-year institutions:

2001 Cohort

B12.

Initial 2001 cohort, total of first-time, full-time degree/certificate-seeking students:

B13.

Of the initial 2001 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:

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):

B16.

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

B17.

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

B18.

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

B19.

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

B20.

Total transfers to two-year institutions:

B21.

Total transfers to four-year institutions:

Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2004 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: deceased, permanently disabled, service in the 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 2004 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2005?

79

Common Data Set C: First-Time, First-Year (Freshman) Admission (2005-2006)

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-part-time) in Fall 2005. Include early decision, early action, and students who began studies during summer of 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	834
Total first-time, first-year (freshman) women who applied	819
Total first-time, first-year (freshman) who applied	1,653
Total first-time, first-year (freshman) men who were admitted	504
Total first-time, first-year (freshman) women who were admitted	592
Total first-time, first-year (freshman) who were admitted	1,096
Total full-time, first-time, first-year (freshman) men who enrolled	161
Total full-time, first-time, first-year (freshman) women who enrolled	158
Total full-time, first-time, first-year (freshman) who enrolled	319
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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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If yes, please answer the questions below for Fall 2005 admissions:

Number of qualified applicants placed on waiting list	65
Number accepting a place on the waiting list	65
Number of wait-listed students admitted	11

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

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

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

- Require
- Recommend
- Neither require nor recommend

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 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		2
Foreign language		2
Social Studies		1
History		2
Academic electives		0
Other: We recommend as many advanced, honors or AP courses as possible.		

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 so, check which applies:

- 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>				
Rigor of secondary school record	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class rank	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic GPA	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standardized test scores	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Application Essay	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommendation(s)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Non-Academic</i>				
Interview	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Extracurricular activities	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talent/ability	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Character/personal qualities	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
First Generation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Alumni/ae relation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Geographical residence	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
State residency	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Religious affiliation/commitment	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Racial/ethnic status	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Volunteer work	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work experience	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of applicant's interest	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

SAT and ACT Policies

C8. Entrance exams

Does your institution make use of SAT, 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 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 or ACT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT or SAT Subject Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT 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 checked="" 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 2007, please indicate which ONE of the following applies:**

<input type="checkbox"/> ACT with Writing component required
<input type="checkbox"/> ACT without Writing component accepted
<input checked="" type="checkbox"/> ACT with or without Writing component accepted

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

the following applies:
<input type="checkbox"/> New SAT Reasoning Test required
<input type="checkbox"/> New SAT 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. Latest date by which SAT or ACT scores must be received for fall-term admission:	03/01
Latest date by which SAT Subject Tests scores must be received for fall-term admission:	03/01
F. 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):	

Freshman Profile

Provide percentages for ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students enrolled in Fall 2005, including students who began studies during summer sessions, international students/nonresident aliens, and students admitted under special arrangements.

C9. Percent and number of first-time, first-year (freshman) students enrolled in Fall 2005 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 scores) or combine other standardized test results (such as TOEFL) in this item. The 25th percentile is the score that 25 percent scored at or below; the 75th percentile score is one that 25 percent scored at or above.

Percent submitting SAT scores	30	
Percent submitting ACT scores	86	
Number submitting SAT scores	97	
Number submitting ACT scores	275	
	25th percentile	75th percentile
SAT I Verbal	560	680
SAT I Math	550	680

ACT Composite	23	29
ACT English	23	29
ACT Math	23	28

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

	SAT I Verbal	SAT I Math
700-800	20	15
600-699	46	46
500-599	29	33
400-499	5	6
300-399	0	0
200-299	0	0

	ACT Composite	ACT English	ACT Math
30-36	20	24	13
24-29	55	46	54
18-23	25	28	32
12-17	0	2	1
6-11	0		
below 6	0		

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

Percent in top 10th of high school graduating class	24
Percent in top quarter of high school graduating class	56
Percent in top half of high school graduating class	88
Percent in bottom half of high school graduating class	2
Percent in bottom quarter of high school graduating class	12
Percent of total first-time, first-year (freshman) students who submitted high school class rank:	83

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 tho

students from whom you collected high school GPA.

Percent who had GPA of 3.75 or higher	40
Percent who had GPA between 3.50 and 3.74	22
Percent who had GPA between 3.25 and 3.49	16
Percent who had GPA between 3.00 and 3.24	10
Percent who had GPA between 2.50 and 2.99	9
Percent who had GPA between 2.00 and 2.49	3
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:	3.54
Percent of total first-time, first-year (freshman) students who submitted high school GPA:	95

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	30
Can it be waived for applicants with financial need?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If you have an application fee and an on-line application option, please indicate policy for students who apply on-line:	
Same fee:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Free:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Reduced:	<input type="checkbox"/> Yes <input type="checkbox"/> No
Can on-line application fee be waived for applicants with financial need?	<input checked="" type="checkbox"/> Yes <input 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)	03/01
Priority date	01/15

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)	
By (date)	04/01
Other	

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

Must reply by (date)	04/01
No set date	<input type="checkbox"/>
Must reply by May 1 or within	weeks if notified thereafter
Other	
Deadline for housing deposit (MM/DD):	/
Amount of housing deposit:	\$300.00
Refundable if student does not enroll?	<input checked="" type="checkbox"/> Yes, in full <input type="checkbox"/> Yes, in part <input type="checkbox"/> No

C18. Deferred admission:

Does your institution allow students to postpone enrollment after admission?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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or more before high school graduation?	
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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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If "yes," are supplemental forms required?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Is your college a member of the Common Application Group?	<input checked="" type="checkbox"/> Yes <input 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-year (freshman) applicants for Fall enrollment?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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	
Number of early decision applicants received by your institution for the Fall 2005 entering class:	
Number of applicants admitted under early decision plan for the Fall 2005 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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If "yes," please complete the following:

Early action closing date	12/01
Early action notification date	02/01
<input checked="" type="checkbox"/> Rolling <input type="checkbox"/> Not Rolling	
Is your early action plan a "restrictive" plan under which you limit students from applying to other early plans?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Common Data Set D: Transfer Admission (2005-2006)

Fall Applicants

D1.

Does your institution enroll transfer students?	<input checked="" 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
---	---

D2. Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in Fall 2005.

	Applicants	Admitted Applicants	Enrolled Applicants
Men	66	36	17
Women	70	40	16
Total	136	76	33

Application for Admission

D3. Indicate terms for which transfers may enroll:

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

D4.

Must a transfer applicant have a minimum number of credits completed or else must apply as an entering freshman?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interview	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standardized test score	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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"/>

D6.

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

If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale):	
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D8.

List any other application requirements specific to transfer applicants:
Transfer students go through the same process and the same documents are required as for our first-time first-year degree-seeking college students.

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

D10.

Does an open admission policy, if reported, apply to transfer students?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
---	---

D11.

Describe additional requirements for transfer admission, if applicable:

Transfer Credit Policies

D12.

Report the lowest grade earned for any course that may be transferred for credit:	C
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D13.

Maximum number of credits or courses that may be transferred from a two-year institution:	
unit type:64 semester hours	

D14.

Maximum number of credits or courses that may be transferred from a four-year institution:	
unit type:96 semester hours	

D15.

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

D16.

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

32

D17.

Describe other transfer credit policies:

--	--

Common Data Set E: Academic Offerings And Policies (2005-2006)

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 type="checkbox"/> Cooperative (work-study) program | <input checked="" type="checkbox"/> Independent study |
| <input type="checkbox"/> Cross-registration | <input checked="" type="checkbox"/> Internships |
| <input type="checkbox"/> Distance learning | <input type="checkbox"/> Liberal arts/career combination |
| <input checked="" type="checkbox"/> Double major | <input checked="" type="checkbox"/> Student-designed major |
| <input type="checkbox"/> Dual enrollment | <input checked="" type="checkbox"/> Study abroad |
| <input checked="" type="checkbox"/> English as a Second Language (ESL) | <input checked="" type="checkbox"/> Teacher certification program |
| <input checked="" 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 checked="" type="checkbox"/> Humanities
<input type="checkbox"/> Computer literacy	<input checked="" type="checkbox"/> Mathematics
<input checked="" type="checkbox"/> English (including composition)	<input type="checkbox"/> Philosophy
<input checked="" type="checkbox"/> Foreign languages	<input checked="" type="checkbox"/> Sciences (biological or physical)
<input type="checkbox"/> History	<input checked="" type="checkbox"/> Social science
<input type="checkbox"/> Other (describe):	

Common Data Set F: Student Life (2005-2006)

F1. Percentage of first-times, first-year (freshman) students and all degree-seeking undergraduates enrolled in Fall 2005 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)	73	70
Percent of men who join fraternities		30
Percent of women who join sororities		32
Percent who live in college-owned, -operated, or -affiliated housing	99	90
Percent who live off campus or commute	1	10
Percent of students age 25 and older	0	1
Average age of full-time students	18	20
Average age of all students (full- and part-time)	18	20

F2. Activities offered:

Identify those programs available at your institution.

<input checked="" type="checkbox"/> Choral groups	<input type="checkbox"/> Marching band	<input checked="" type="checkbox"/> Student government
<input checked="" type="checkbox"/> Concert band	<input checked="" type="checkbox"/> Music ensembles	<input checked="" type="checkbox"/> Student newspaper
<input checked="" type="checkbox"/> Dance	<input checked="" type="checkbox"/> Musical theater	<input type="checkbox"/> Student-run film society

<input checked="" type="checkbox"/> Drama/theater	<input checked="" type="checkbox"/> Opera	<input checked="" type="checkbox"/> Symphony orchestra
<input checked="" type="checkbox"/> Jazz band	<input checked="" type="checkbox"/> Pep band	<input type="checkbox"/> Television station
<input checked="" type="checkbox"/> Literary magazine	<input checked="" type="checkbox"/> Radio station	<input checked="" type="checkbox"/> Yearbook

F3. ROTC

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

Army ROTC is offered:	Navy ROTC is offered:	Air Force ROTC is offered:
<input 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 checked="" type="checkbox"/> Men's dorms	<input type="checkbox"/> Special housing for international students
<input checked="" 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 checked="" type="checkbox"/> Other housing options (specify):	
Approximately 3% of our students live in residence halls dedicated to student-initiated learning and living communities. Our first year students live on first year only floors and/or in first year only residence halls.	

Common Data Set G: Annual Expenses (2005-2006)

Provide 2006-2007 academic year costs for the following categories that are applicable to your institution.

- Check here if your institution's 2006-2007 academic year costs are not available at this time and provide an approximate date (i.e., month/day) when your institution's final 2006-2007 academic year costs will be available: **March 2006**

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 2006-2007 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:	\$23,500.00	\$23,500.00
PUBLIC INSTITUTIONS Tuition: (in-district)		
In-state: (out-of-district)		
Out-of-state		
NONRESIDENT ALIENS Tuition:		
REQUIRED FEES:	\$180.00	\$180.00
ROOM AND BOARD: (on-campus)	\$6,430.00	\$6,430.00
ROOM ONLY: (on-campus)	\$3,010.00	\$3,010.00
BOARD ONLY: (on-campus meal plan)	\$3,420.00	\$3,420.00
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	12	Maximum	20

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:	\$920.00	\$920.00	\$920.00
Room only:	\$2,920.00		
Board only:	\$3,320.00		
Transportation:			
Other expenses:			

G6. Undergraduate per-credit-hour charges (tuition only):

PRIVATE INSTITUTIONS:	\$734.00
PUBLIC INSTITUTIONS: (in-district)	
In-state: (out-of-district)	\$734.00
Out-of-state:	\$734.00
NONRESIDENT ALIENS:	\$734.00

Common Data Set H: Financial Aid (2005-2006)

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 2004-2005 academic year (see the next item below), use the 2004-2005 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"/> 2005-2006 estimated or	<input type="checkbox"/> 2004-2005 final

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

<input checked="" type="checkbox"/>	Federal methodology (FM)
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<input type="checkbox"/>	Institutional methodology (IM)		
<input type="checkbox"/>	Both FM and IM		
		Need-based aid	Non-need-based aid
		\$	\$
Scholarships/Grants:			
	Federal	\$884,443.00	\$0.00
	State (i.e., all states, not only the state in which your institution is located)	\$700,532.00	\$4,600.00
	Institutional (endowment, alumni, or other institutional awards) and external funds awarded by the college excluding athletic aid and tuition waivers (which are reported below)	\$12,127,902.00	\$3,425,514.00
	Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	\$394,252.00	\$23,300.00
	Total Scholarships/Grants	\$14,107,129.00	\$3,453,414.00
Self-Help			
	Student Loans from all sources (excluding parent loans)	\$2,759,079.00	\$1,514,206.00
	Federal Work Study	\$534,345.00	
	State and other (e.g., institutional) workstudy/employment (Note: Excludes Federal Work-Study captured above.)	\$0.00	\$184,936.00
	Total Self-Help	\$3,293,424.00	\$1,699,142.00
	Parent Loans	\$0.00	\$784,515.00
	Tuition Waivers Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.	\$409,300.00	\$161,565.00
	Athletic Awards	\$0.00	\$0.00

Number of Enrolled Students Awarded 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 awarded 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 2005 cohort)	319	1,175	11
b) Number of students in line a who applied for need-based financial aid	268	1,051	11
c) Number of students in line b who were determined to have financial need	222	940	10
d) Number of students in line c who were awarded any financial aid	222	940	10
e) Number of students in line d who were awarded any need-based scholarship or grant aid	222	940	10
f) Number of students in line d who were awarded any need-based self-help aid	222	940	10
g) Number of students in line d who were awarded any non-need-based scholarship or grant aid	207	773	6
h) Number of students in line d whose need was fully met (exclude PLUS loans, unsubsidized loans and private alternative loans.)	116	467	5
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)	100.00	91.00	95.00
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.)	\$21,795.00	\$18,510.00	\$10,310.00
k) Average need-based scholarship or grant aid of those in line e	\$17,905.00	\$15,005.00	\$8,435.00
l) Average need-based self-help award (excluding PLUS loans, unsubsidized loans and private alternative loans) of those in line f	\$3,890.00	\$3,505.00	\$1,875.00
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	\$3,155.00	\$4,370.00	\$1,925.00

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 awarded

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)	85	295	1
o) Average dollar amount of institutional non-need-based scholarship or grant aid awarded to students in line n	\$10,950.00	\$11,705.00	\$17,940.00
p) Number of students in line a who were awarded an institutional non-need-based athletic grant or scholarship	0	0	0
q) Average <u>dollar amount of institutional non-need-based athletic grants and scholarships awarded</u> to students in line p	\$0.00	\$0.00	\$0.00

H3. Incorporated into H1 above.

H4.

Provide the percentage of the 2005 undergraduate class who graduated between July 1, 2004 and June 30, 2005 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:	78.00
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H5.

Average per- borrower cumulative undergraduate indebtedness of those in line H4. Do not include money borrowed at other institutions:	\$23,185.00
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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 checked="" type="checkbox"/>	Institution need-based scholarship or grant aid is available
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<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:	28
Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:	\$18,795.00
Total dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:	\$526,230.00

H7. 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 checked="" type="checkbox"/>	International Student's Financial Aid Application
<input checked="" type="checkbox"/>	International Student's Certification of Finances
<input type="checkbox"/>	Other:

Process for First-Year/Freshman Students

H8. 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 checked="" type="checkbox"/>	Noncustodial PROFILE
<input type="checkbox"/>	CSS/Financial Aid PROFILE	<input type="checkbox"/>	Other:
<input type="checkbox"/>	Business/Farm Supplement		

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

Priority date for filing required financial aid forms:	03/01
Deadline for filing required financial aid forms:	03/01
No deadline for filing required forms (applications processed on a rolling basis):	<input type="checkbox"/>

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:	03/01

H11. Indicate reply dates:

Students must reply by (date):	05/01	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 type="checkbox"/>	College/university loans from institutional funds
<input checked="" type="checkbox"/>	Other (Specify): McElroy Loan, Sherman Loan, United Methodist Loan

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 checked="" 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
Academics	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alumni affiliation	<input type="checkbox"/>	<input type="checkbox"/>
Art	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Athletics	<input type="checkbox"/>	<input type="checkbox"/>
Job skills	<input type="checkbox"/>	<input type="checkbox"/>
ROTC	<input type="checkbox"/>	<input type="checkbox"/>
Leadership	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Minority status	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Music/drama	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religious affiliation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
State/district residency	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Common Data Set I: Instructional Faculty And Class Size (2005-2006)

I-1. Please report number of instructional faculty members in each category for Fall 2005. Include faculty 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 instructional-research staff whose major regular assignment is instruction, including those with released time for research. Institutions are asked to EXCLUDE:

	Full time	Part time
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(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	94	18	112
b.) Total number who are members of minority groups	6	2	8

c.) Total number who are women	44	7	51
d.) Total number who are men	50	11	61
e.) Total number who are non-resident aliens (international)	0	0	0
f.) Total number with doctorate, first professional, or other terminal degree	84	7	91
g.) Total number whose highest degree is a master's but not a terminal master's	9	19	28
h.) Total number whose highest degree is a bachelor's	1	1	2
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	0	0	0

I-2. Student to Faculty Ratio

Report the Fall 2005 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 2005 Student to Faculty ratio:	11 to 1 based on 1170 students and 112 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 sections offered in the Fall 2005 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 reading sessions. 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 2005. For example, a lecture class with 800 students who met 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	39	110	103	1				253
	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SUB-SECTIONS								0

Common Data Set J: Degrees Conferred (2005-2006)

Degrees conferred between July 1, 2004 and June 30, 2005

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 a 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	Associate	Bachelor's	CIP 1990 Categories to Include	CIP 2000 Categories to Include
Agriculture				1 and 2	1
Architecture				4	4
Area and ethnic studies			1.000	5	5
Biological/life sciences			7.200	26	26
Business/marketing			.300	8 and 52	52
Communications/communication technologies				9 and 10	9 and 10
Computer and information sciences			2.800	11	11
Education			10.700	13	13
Engineering/engineering technologies				14 and 15	14 and 15
English			4.400	23	23

Foreign languages and literature			2.500	16	16
Health professions and related sciences				51	51
Home economics and vocational home economics				19 and 20	19
Interdisciplinary studies			7.200	30	30
Law/legal studies				22	22
Liberal arts/general studies			1.000	24	24
Library science				25	25
Mathematics			1.900	27	27
Military science and technologies				28 and 29	29
Natural resources/environmental science			3.100	3	3
Parks and recreation			4.400	31	31
Personal and miscellaneous services				12	12
Philosophy, religion, theology			5.000	38 and 39	38 and 39
Physical sciences			3.000	40 and 41	40 and 41
Protective services/public administration				43 and 44	43 and 44
Psychology			8.800	42	42
Social sciences and history			21.200	45	45 and 54
Trade and industry				46, 47, 48, and 49	46, 47, 48, and 49
Visual and performing arts			7.200	50	50
Other					
TOTAL	100%	100%	100%		