



2000-2001 COMMON DATA SET

The University of Miami participates in the Common Data Set (CDS) initiative. Accordingly we have provided data in the CDS format.

The CDS project is coordinated by the College Board, Peterson's Guide, *U.S. News and World Report*, and Wintergreen/Orchard House. It has an advisory committee that includes representatives from the following higher education organizations: American Association of Collegiate Registrars and Admissions Officers, American Association of Community Colleges, Association for Institutional Research, National Association of College Admission Counselors, National Association of College and University Business Officers, and National Association of Student Financial Aid Administrators.

Completed by the Office of the Dean of Enrollments.

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A. GENERAL INFORMATION

A1. Address Information

Name of College or University: University of Miami
Mailing Address, City/State/Zip/Country: Coral Gables, Florida 33124.
Street Address (if different), City/State/Zip/Country:
Main phone: (305) 284-2211
WWW Home Page Address: www.miami.edu
Admissions Phone Number: (305) 284-4323
Admissions Toll-free Number: Not Available
Admissions Office Mailing Address: Office of Admission, University of Miami
(City/State/Zip/Country) P.O. Box 248025, Coral Gables, Florida 33124-4616.
Admissions Fax number: (305) 284-2507
Admissions E-mail Address: admission@miami.edu
Is there a separate URL application site on the Internet? Yes
If so, please specify: www.miami.edu/admission/apply

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

A5. Degrees offered by your institution

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

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B. ENROLLMENT AND PERSISTENCE

B1. Institutional Enrollment—Men and Women Provide numbers of students for each of the following categories as of the institution’s official fall reporting date or as of October 15, 2000. References to corresponding data elements formerly collected by IPEDS on the Fall Enrollment Survey 1999 (Part A) or currently collected by the IPEDS Web-based Data Collection System are supplied below.

	FULL-TIME			PART-TIME		
	Men (1999 IPEDS col. 15)	Women (1999 IPEDS col. 16)	1999 IPEDS Line	Men (1999 IPEDS col. 15)	Women (1999 IPEDS col. 16)	1999 IPEDS line
Undergraduates						
Degree-seeking, first-time freshmen	887	1,078	line 1	7	8	line 15
Other first-year, degree-seeking	258	266	line 2	12	28	line 16
All other degree-seeking	2,561	3,026	Lines 3-6	174	271	lines 17-20
<i>Total degree-seeking</i>	3,706	4,370		193	307	
All other undergraduates enrolled in credit courses	62	41	line 7	104	172	line 21
<i>Total undergraduates</i>	3,768	4,411	line 8	297	479	line 22
First-professional						
First-time, first-professional students	331	283	line 9	14	18	line 23
All other first-professionals	554	531	line 10	15	16	line 24
<i>Total first-professional</i>	885	814		29	34	
Graduate						
Degree-seeking, first-time	312	291	line 11	36	81	line 25
All other degree-seeking	1,034	925	line 12	182	271	line 26
All other graduates enrolled in credit courses	7	8	line 13	32	67	line 27
<i>Total graduate</i>	1,353	1,224		250	419	

Total all undergraduates (1999 IPEDS sum of lines 8 and 22, cols. 15 and 16): 8,955

Total all graduate and professional students (1999 IPEDS sum of lines 14 and 28, cols. 15 and 16): 5,008

GRAND TOTAL ALL STUDENTS (IPEDS line 29, sum of cols. 15 and 16): 13,963

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B2. Enrollment by Racial/Ethnic Category. Provide numbers of undergraduate students for each of the following categories as of the institution’s official fall reporting date or as of October 15, 2000. References to corresponding data elements formerly collected by IPEDS on the Fall enrollment Survey 1999 (Part A) or currently collected by the IPEDS Web-based Data Collection System are supplied below.

	Degree-seeking First-time first-year	Degree-seeking undergraduates	Total Undergraduates
	1999 IPEDS sum of lines 1 and 15	1999 IPEDS sum of lines 1-6 and lines 15-20	
Non-resident aliens IPEDS cols. 1-2	125	721	805
Black, non-Hispanic IPEDS cols. 3-4	165	882	921
American Indian or Alaskan Native IPEDS cols. 5-6	5	24	24
Asian or Pacific Islander IPEDS cols. 7-8	109	412	419
Hispanic IPEDS cols. 9-10	419	2,264	2,387
White, non-Hispanic IPEDS cols. 11-12	1,087	4,068	4,177
Race/ethnicity unknown IPEDS cols. 13-14	70	205	222
Total IPEDS cols. 15-16	1,980	8,576	8,955

Persistence

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

Certificate/diploma	2
Associate degrees	_____
Bachelor’s degrees	1,740
Postbachelor’s certificates	31
Master’s degrees	1,082
Post-master’s certificates	_____
Doctoral degrees	176
First professional degrees	548
First professional certificates	_____

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Graduation Rates

The items in this section correspond to data elements formerly collected by IPEDS or currently collected by the IPEDS Web-based Data Collection System's Graduation Rate Survey (GRS). For complete instructions and definitions of data elements, see the IPEDS GRS instructions and glossary on the 1999 paper-based survey or the 2000 Web-based survey.

For Bachelor's or Equivalent Programs

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 1994. Include in the cohort those who entered your institution during the summer term preceding fall 1994.

B4.	Initial 1994 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students: (1999 IPEDS GRS, Section II, Part A, line 10, sum of columns 15 and 16)	<u>1,519</u>
B5.	Of the initial 1994 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: (1999 IPEDS GRS, Section II, Part C, line 45, sum of columns 15 and 16)	<u>1</u>
B6.	Final 1994 cohort, after adjusting for allowable exclusions: (Subtract question B5 from question B4)	<u>1,518</u>
B7.	Of the initial 1994 cohort, how many completed the program in four years or less (by August 31, 1998): (1999 IPEDS GRS, Section II, Part A, line 19, sum of columns 15 and 16)	<u>718</u>
B8.	Of the initial 1994 cohort, how many completed the program in more than four years but in five years or less (after August 31, 1998 and by August 31, 1999): (1999 IPEDS GRS, Section II, Part A, line 20, sum of columns 15 and 16)	<u>187</u>
B9.	Of the initial 1994 cohort, how many completed the program in more than five years but in six years or less (after August 31, 1999 and by August 31, 2000): (1999 IPEDS GRS, Section II, Part A, line 21, sum of columns 15 and 16)	<u>41</u>
B10.	Total graduating within six years (sum of questions B7, B8, and B9): (1999 IPEDS GRS, Section II, Part A, line 18, sum of columns 15 and 16)	<u>946</u>
B11.	Six-year graduation rate for 1994 cohort (questions B10 divided by B6):	<u>62.3%</u>

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For Two-Year Institutions:

B12. Initial 1997 cohort, total of first-time, full-time degree/certificate-seeking students:

(1999 IPEDS GRS-2, Section III, line 10, sum of columns 15 and 16)

B13. Of the initial 1997 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:

(1999 IPEDS GRS-2, Section III, line 45, sum of columns 15 and 16)

B14. Final 1997 cohort, after adjusting for allowable exclusions:

(Subtract question B13 from question B12)

B15. Completers of programs of less than two years duration (total):

(1999 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:

(1999 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):

(1999 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:

(1999 IPEDS GRS-2, Section III, line 12A, sum of columns 15 and 16)

B19. Total transfers-out (within three years) to other institutions: _____

(1999 IPEDS GRS-2, Section III, line 30, sum of columns 15 and 16)

B20. Total transfers to two-year institutions: _____

(1999 IPEDS GRS-2, Section III, line 32, sum of columns 15 and 16)

B21. Total transfers to four-year institutions: _____

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

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Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 1999 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

B22. For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshmen in fall 1999 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in fall 2000? 82.3%

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

Applications

C1. First-time, first-year (freshman) students: Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in fall 2000. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, nonadmission, placement on waiting list, or application 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*	<u>6,213</u>
Total first-time, first year (freshman) women who applied*	<u>6,874</u>
Unknown	<u>1</u>
Total first-time, first year (freshman) men who were admitted	<u>3,124</u>
Total first-time, first year (freshman) women who where admitted	<u>3,751</u>
Unknown	<u>1</u>
Total full-time, first-time, first-year (freshman) men who enrolled	<u>887</u>
Total part-time, first-time, first-year (freshman) men who enrolled	<u>7</u>
Total full-time, first-time, first-year (freshman) women who enrolled	<u>1,078</u>
Total part-time, first-time, first-year (freshman) women who enrolled	<u>8</u>

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
If yes, please answer the questions below for fall 2000 admissions:		
Number of qualified applicants placed on waiting list	<u>745</u>	
Number accepting a place on the waiting list	<u>254</u>	
Number of wait-listed students admitted	<u>0</u>	

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

* Number of total applications is reported.

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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.

	Units required	Units recommended
Total academic units		16
English		4
Mathematics		4
Science		3
Of these, units that must be lab		2
Foreign language		2
Social studies/History		3
History (See 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? Yes No

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) _____

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

	Very important	Important	Considered	Not considered
<i>Academic</i>				
Secondary school record	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class rank	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recommendation(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standardized test scores	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<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 checked="" type="checkbox"/>	<input type="checkbox"/>
Talent/ability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Character/personal qualities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alumni/ae relation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Geographical residence	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
State residency	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
Volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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Placement Yes No
 Counseling Yes 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:

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

c. Latest date by which SAT I or ACT scores must be received for fall-term admission March 1

Latest date by which SAT II scores must be received for fall-term admission Jan 15

d. If necessary, use this space to clarify your test policies (e.g., if tests recommended for some students, or if tests are not required of some students): SAT II is required for Honor Programs in Medicine, Biomedical Engineering, and Physical Therapy

Freshman Profile

Provide percentages for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students** enrolled in fall 2000, including students who began studies during summer, international students/nonresident aliens, and students admitted under special arrangements.

C9. Percent and number of first-time, first-year (freshman) students enrolled in fall 2000 who submitted national standardized (SAT/ACT) test scores. Include information for **ALL enrolled, degree-seeking, first-time, first-year (freshman) students who submitted test scores.** Do not include partial test scores (e.g., mathematics scores but not verbal for a category of students) or combine other standardized test results (such as TOEFL) in this item. SAT scores should be 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 93% Number submitting SAT scores 1,842
 Percent submitting ACT scores 45% Number submitting ACT scores 894

	25th percentile	75th percentile
SAT I Verbal	530	630
SAT I Math	540	650
ACT Composite	22	28
ACT English	22	28
ACT Math	22	28

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

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	SAT I Verbal	SAT I Math
700-800	8%	10%
600-699	35%	39%
500-599	42%	42%
400-499	13%	9%
300-399	1%	0%
200-299	0%	0%

	ACT Composite	ACT English	ACT Math
30-36	11%	15%	17%
24-29	55%	47%	49%
18-23	31%	33%	31%
12-17	2%	4%	3%
6-11	0%	1%	0%
below 6	0%	0%	0%

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

Percent in top 10th of high school graduating class	<u>45%</u>
Percent in top quarter of high school graduating class	<u>77%</u>
Percent in top half of high school graduating class	<u>97%</u>
Percent in bottom half of high school graduating class	<u>3%</u>
Percent in bottom quarter of high school graduating class	<u>0%</u>
Percent of total first-time, first-year (freshman) students who submitted high school class rank	<u>68%</u>

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	<u>95%</u>
Percent who had GPA between 2.0 and 2.9	<u>5%</u>
Percent who had GPA between 1.0 and 1.99	<u>0%</u>
Percent who had GPA below 1.0	<u>0%</u>

C12. Average high school GPA of all degree-seeking first-time, first-year (freshman) students who submitted GPA: 3.88

Percent of total first-time, first-year (freshman) students who submitted high school GPA: 85%

Admission Policies

C13. Application fee

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Early Decision and Early Action Plans

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

If “yes,” please complete the following :

First or only early decision plan closing date	<u>November 15</u>
First or only early decision plan notification date	<u>December 15</u>
Other early decision plan closing date	_____
Other early decision plan notification date	_____

For the Fall 2000 entering class:

Number of early decision applications received by your institution	<u>644</u>
Number of applicants admitted under early decision plan	<u>320</u>
Please provide significant details about your early decision plan	<u>Deadline is</u>
<u>November 15, students are notified by December 15, must submit tuition deposit by</u>	
<u>January 15</u>	

C22. Early action: Do you have a non-binding early action plan whereby students are notified of an admission decision well in advance of the regular notification date but do not have to commit to attending your college? Yes No

If “yes,” please complete the following:

Early action closing date	<u>November 15</u>
Early action notification date	<u>January 15</u>

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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 2000.

	Applicants*	Admitted applicants	Enrolled applicants
Men	1,204	600	292
Women	1,460	804	358
Unknown	0	0	0
Total	2,664	1,404	650

* Number of total applications is reported.

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 for all	Recommended for some	Required for some	Not required
High school transcript				x	
College transcript(s)	x				
Essay or personal statement				x	
Interview					x
Standardized test scores				x	
Statement of good standing from prior institution(s)	x				

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

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- D7.** If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale):
2.5 re-calculated
- D8.** List any other application requirements specific to transfer applicants: recommendation letter from college professor or college advisor
- 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	March 1	None	April 1	May 1	
Winter					
Spring	November 15	None	December 1	January 1	
Summer					

- D10.** Does an open admission policy, if reported, apply to transfer students? Yes No
- D11.** Describe additional requirements for transfer admission, if applicable: Standardized test scores, high school transcript required for transfer students with fewer than 30 transferable credits

Transfer Credit Policies

- D12.** Report the lowest grade earned for any course that may be transferred for credit: C
- D13.** Maximum number of credits or courses that may be transferred from a two-year institution:
 Number: 90 Unit type: Credits
- D14.** Maximum number of credits or courses that may be transferred from a four-year institution:
 Number: 90 Unit type: Credits
- D15.** Minimum number of credits that transfers must complete at your institution to earn an associate’s degree: NA
- D16.** Minimum number of credits that transfers must complete at your institution to earn a bachelor’s degree: 45
- D17.** Describe other transfer credit policies: transcripts are evaluated for transferable credit and to determine whether courses taken have fulfilled degree requirements based on a desired course of study

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E. ACADEMIC OFFERINGS AND POLICIES

E1. Special study options: Identify those programs available at your institution. Refer to the glossary for definitions.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Accelerated program | <input checked="" type="checkbox"/> 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 checked="" 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 checked="" 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 type="checkbox"/> Exchange student program (domestic) | <input type="checkbox"/> Weekend college |
| <input type="checkbox"/> External degree program | |
| <input checked="" type="checkbox"/> Other (specify): Learning | |

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 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): | |

Library Collections

Report the number of holdings. Refer to the 1998 IPEDS Academic Libraries Survey, Part D, for corresponding equivalents.

E4. Books, serial backfiles, electronic documents, and government documents (titles) that are accessible through the library's catalog: 1,324,952 (sum of lines 27 and 29, column 2)

E5. Current serial subscriptions (paper, microform, electronic): 17,155 (sum of lines 30 and 31, column 2)

E6. Microforms (units): 3,536,670 (line 28, column 2)

E7. Audiovisual materials (units): 109,633 (line 32, column 2)

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F. STUDENT LIFE

F1. Percentages of first-time, first-year (freshman) students and all degree-seeking undergraduates enrolled in fall 2000 who fit the following categories

	First-time, first-year (freshman) Students	Undergraduate Students
Percent who are from out of state (exclude international/nonresident aliens)	52%	43%
Percent of men who join fraternities	13%	12%
Percent of women who join sororities	16%	13%
Percent who live in college-owned, -operated, or -affiliated housing	76%	39%
Percent who live off campus or commute	24%	61%
Percent of students age 25 and older	0%	8%
Average age of full-time students	18.0	20.2
Average age of all students (full- and part-time)	18.1	20.9

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

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Choral groups | <input checked="" type="checkbox"/> Marching band | <input checked="" type="checkbox"/> Student government |
| <input checked="" type="checkbox"/> Concert band | <input checked="" type="checkbox"/> Music ensembles | <input checked="" type="checkbox"/> Student newspaper |
| <input checked="" type="checkbox"/> Dance | <input checked="" type="checkbox"/> Musical theater | <input checked="" type="checkbox"/> Student-run film society |
| <input checked="" type="checkbox"/> Drama/theater | <input checked="" type="checkbox"/> Opera | <input checked="" type="checkbox"/> Symphony orchestra |
| <input checked="" type="checkbox"/> Jazz band | <input checked="" type="checkbox"/> Pep band | <input checked="" 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 Officers' Training Corps)

Army ROTC is offered:

- On campus
 At cooperating institution (name): Florida International University

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.

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

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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	UNDERGRADUATE S
PRIVATE INSTITUTIONS:	\$22,124	\$22,124
PUBLIC INSTITUTIONS		
In-district:		
In-state (out-of-district):		
Out-of-state:		
NONRESIDENT ALIENS:	\$22,124	\$22,124
REQUIRED FEES:	\$404	\$404
ROOM AND BOARD:	\$7,934	\$7,934
(on-campus)		
ROOM ONLY:	\$4,490	\$4,490
(on-campus)		
BOARD ONLY:	\$3,444	\$3,444
(on-campus meal plan)		

Comprehensive tuition/room/board fee (if your college cannot provide separate tuition and room and board fees): _____

Other _____

G2. Number of credits per term a student can take for the stated full-time tuition

12 minimum 20 maximum

G3. Do tuition and fees vary by year of study (e.g., sophomore, junior, senior)?

Yes No

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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:	\$734	\$734	\$734
Room only:	\$4,490		\$4,490
Board only:	\$3,444	\$1,800	\$3,444
Transportation:	\$1,159	\$1,258	\$1,159
Other expenses:	\$1,090	\$1,286	\$1,090

G6. Undergraduate per-credit-hour charges:

PRIVATE INSTITUTIONS:	\$899
PUBLIC INSTITUTIONS In-district:	
In-state (out-of-district):	
Out-of-state:	
NONRESIDENT ALIENS:	\$899

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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 entry for “non-need-based gift aid” on the last page of the definitions section.)

Indicate academic year for which data are reported for **items H1, H2, H2A, and H6** below:

2000-2001 estimated 1999-2000 actual

	Need-based	Non-need-based
	\$	\$
Scholarships/Grants		
Federal	6,606,200	324,344
State	11,719,183	7,535,094
Institutional (endowment, alumni, or other institutional awards) and external funds awarded by the college excluding athletic aid and tuition waivers (which are reported below)	40,242,992	16,922,266
Scholarships/grants from external sources (e.g. Kiwanis, National Merit) not awarded by the college	1,186,880	440,138
Total Scholarships/Grants	59,755,256	25,221,842
Self-Help		
Student loans from all sources (excluding parent loans)	26,064,519	8,223,488
Federal Work Study	6,517,248	
State and other work study/employment	272,230	680,940
Total Self-Help	32,853,997	8,904,428
Parent Loans	2,707,006	5,345,820
Tuition Waivers	3,403,438	8,522,715
Athletic Awards	2,113,529	3,735,977

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H2. Number of Enrolled Students Receiving Aid: 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.

	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 2000 cohort)	1,965	8,076	500
b) Number of students in line a who were financial aid applicants (include applicants for all types of aid)	1,355	5,057	112
c) Number of students in line b who were determined to have financial need	1,078	4,396	108
d) Number of students in line c who received any financial aid	1,076	4,393	108
e) Number of students in line d who received any need-based gift aid	1,056	4,346	100
f) Number of students in line d who received any need-based self-help aid	881	3,719	88
g) Number of students in line d who received any non-need-based gift aid	172	582	10
h) Number of students in line d whose need was fully met (exclude PLUS loans, unsubsidized loans, and private alternative loans).	326	1,438	16
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 (PLUS loans, unsubsidized loans, and private alternative loans).	87%	87%	70%
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.)	\$20,248	\$21,049	\$16,410
k) Average need-based gift award of those in line e	\$14,870	\$14,605	\$11,957
l) Average need-based self-help award (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f	\$5,398	\$6,620	\$5,803
m) Average need-based loan (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f who received a need-based loan.	\$3,515	\$4,875	\$4,794

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H2A. Number of Enrolled Students Receiving Non-need-based Grants and Scholarships: List the number of degree-seeking full-time and less-than-full-time undergraduates who had no financial need and who received non-need-based gift aid. Numbers should reflect the cohort receiving the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

	First-time Full-time Freshmen	Full-time Undergrad (Inc. Fresh)	Less Than Full-time Undergrad
n) Number of students in line a who had no financial need who received non-need-based <u>gift aid</u> (exclude those receiving athletic awards and tuition benefits)	535	1,939	45
o) Average <u>dollar amount of non-need-based-gift aid awarded to students in line n</u>	\$13,055	\$12,556	\$5,331
p) Number of students in line a who received a non-need-based athletic <u>grant or scholarship</u>	45	192	6
q) Average <u>dollar amount of non-need-based athletic grants and scholarships awarded to students in line p</u>	\$19,108	\$18,891	\$18,154

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 2000 undergraduate class who graduated between July 1, 1999 and June 30, 2000 and borrowed through any loan programs (federal, state, subsidized, unsubsidized, private etc.; exclude parent loans). Include only students who borrowed while enrolled at your institution. 59%

H5. Average per-borrower cumulative undergraduate indebtedness of those in line H4; do not include money borrowed at other institutions: \$20,302

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 financial aid for undergraduate degree-seeking nonresident aliens:

- College-administered need-based financial aid is available
- College-administered non-need-based financial aid is available
- College-administered financial aid is not available

If college-administered financial aid is available for undergraduate degree-seeking nonresident aliens, provide the number of undergraduate degree-seeking nonresident aliens who received need-based or non-need-based aid: 161

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Average dollar amount awarded to undergraduate degree-seeking nonresident aliens: \$14,161

Total dollar amount of financial aid from all sources awarded to all undergraduate degree-seeking nonresident aliens: \$2,279,911

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 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: February 15
Deadline for filing required financial aid forms: None
No deadline for filing required forms (applications processed on a rolling basis): _____

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: Yes No If yes, starting date: March 1

H11. Indicate reply dates:

Students must reply by (date): May 1 or within _____ 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)

- 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.

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

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I. INSTRUCTIONAL FACULTY AND CLASS SIZE

I-1. Please report number of instructional faculty members in each category for Fall 2000.

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

- (a) instructional faculty in preclinical and clinical medicine
- (b) administrative officers with titles such as dean of students, librarian, registrar, coach, and the like, even though they may devote part of their time to classroom instruction and may have faculty status,
- (c) undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, teaching fellow, and the like
- (d) faculty on leave without pay, and
- (e) replacement faculty for faculty on sabbatical leave.

Full-time: faculty employed on a full-time basis

Part-time: faculty teaching less than two semesters, three quarters, two trimesters, or two four-month sessions. Also includes adjuncts and part-time instructors.

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

Doctorate: includes such degrees as Doctor of Education, doctor of Juridical Science, Doctor of Public Health, and Doctor of Philosophy degree in any field such as agronomy, food technology, education, engineering, public administration, ophthalmology, or radiology.

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

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

	Full time	Part time	Total
a) Total number of instructional faculty	771	351	1,122
b) Total number who are members of minority groups	163	75	238
c) Total number who are women	222	150	372
d) Total number who are men	549	201	750
e) Total number who are non-resident aliens (international)	26	5	31
f) Total number with doctorate, first professional, or other terminal degree	668	178	846
g) Total number whose highest degree is a master's but not a terminal master's	78	95	173
h) Total number whose highest degree is a bachelor's	20	29	49
i) Total number whose highest degree is unknown or other (Note: Items f , g , h , and i must sum up to item a .)	5	49	54

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I-2. Student to Faculty Ratio

Report the Fall 2000 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 2000 Student to Faculty ratio: 13 to 1.

I-3. Undergraduate Class Size

In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 2000 term.

Class Sections: A class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, 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 2000. For example, a lecture class with 800 students who met at another time in 40 separate labs with 20 students should be counted once in the “100+” column in the class section column and 40 times under the “20-29” column of the class subsections table.

Number of Class Sections with Undergraduates Enrolled

Undergraduate Class Size (provide numbers)

CLASS SECTIONS	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
		248	485	419	263	99	72	28

CLASS SUB-SECTIONS	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
		34	69	35	4	8	5	0

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J. DEGREES CONFERRED

Degrees conferred between July 1, 1999 and June 30, 2000

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			3%	4
Area and ethnic studies			0%	5
Biological/life sciences			10%	26
Business/marketing			22%	8 and 52
Communications/communication technologies			7%	9 and 10
Computer and information sciences	100%		3%	11
Education			3%	13
Engineering/engineering technologies			8%	14 and 15
English			3%	23
Foreign languages and literature			0%	16
Health professions and related sciences			9%	51
Home economics and vocational home economics				19 and 20
Interdisciplinary studies				30
Law/legal studies			0%	22
Liberal arts/general studies			1%	24
Library science				25
Mathematics			1%	27
Military science and technologies				28 and 29
Natural resources/environmental science			0%	3
Parks and recreation				31
Personal and miscellaneous services				12
Philosophy, religion, theology			0%	38 and 39
Physical sciences			3%	40 and 41
Protective services/public administration			1%	43 and 44
Psychology			6%	42
Social sciences and history			6%	45
Trade and industry				46, 47, 48, and 49
Visual and performing arts			12%	50
Other				
TOTAL	100%	100%	100%	

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Definitions

- ◆ **All definitions related to the financial aid section appear at the end of the Definitions document.**
 - ◆ Items preceded by an asterisk (*) represent definitions agreed to among publishers which do not appear on the CDS document but may be present on individual publishers' surveys.
- *Academic advisement:** Plan under which each student is assigned to a faculty member or a trained adviser, who, through regular meetings, helps the student plan and implement immediate and long-term academic and vocational goals.
- Accelerated program:** Completion of a college program of study in fewer than the usual number of years, most often by attending summer sessions and carrying extra courses during the regular academic term.
- Admitted student:** Applicant who is offered admission to a degree-granting program at your institution.
- *Adult student services:** Admission assistance, support, orientation, and other services expressly for adults who have started college for the first time, or who are re-entering after a lapse of a few years.
- American Indian or Alaska native:** A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
- Applicant (first-time, first year):** An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and who has been notified of one of the following actions: admission, nonadmission, placement on waiting list, or application withdrawn (by applicant or institution).
- Application fee:** That amount of money that an institution charges for processing a student's application for acceptance. This amount is *not* creditable toward tuition and required fees, nor is it refundable if the student is not admitted to the institution.
- Asian or Pacific Islander:** A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or Pacific Islands. This includes people from China, Japan, Korea, the Philippine Islands, American Samoa, India, and Vietnam.
- Associate degree:** An award that normally requires at least two but less than four years of full-time equivalent college work.
- Bachelor's degree:** An award (baccalaureate or equivalent degree, as determined by the Secretary of the U.S. Department of Education) that normally requires at least four years but *not* more than five years of full-time equivalent college-level work. This includes ALL bachelor's degrees conferred in a five-year cooperative (work-study plan) program. (A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experience with their college studies.) Also, it includes bachelor's degrees in which the normal four years of work are completed in three years.
- Black, non-Hispanic:** A person having origins in any of the black racial groups of Africa (except those of Hispanic origin).

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Board (charges): Assume average cost for 19 meals per week or the maximum meal plan.

Books and supplies (costs): Average cost of books and supplies. Do not include unusual costs for special groups of students (e.g., engineering or art majors), unless they constitute the majority of students at your institution.

Calendar system: The method by which an institution structures most of its courses for the academic year.

***Career and placement services:** A range of services, including (often) the following: coordination of visits of employers to campus; aptitude and vocational testing; interest inventories, personal counseling; help in resume writing, interviewing, launching the job search; listings for those students desiring employment and those seeking permanent positions; establishment of a permanent reference folder; career resource materials.

Carnegie units: One year of study or the equivalent in a secondary school subject.

Certificate: See **Postsecondary award, certificate, or diploma.**

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

College-preparatory program: Courses in academic subjects (English, history and social studies, foreign languages, mathematics, science, and the arts) that stress preparation for college or university study.

Common Application: The standard application form distributed by the National Association of Secondary School Principals for a large number of private colleges who are members of the Common Application Group.

***Community service program:** Referral center for students wishing to perform volunteer work in the community or participate in volunteer activities coordinated by academic departments.

Commuter: A student who lives off campus in housing that is not owned by, operated by, or affiliated with the college. This category includes students who commute from home and students who have moved to the area to attend college.

Contact hour: A unit of measure that represents an hour of scheduled instruction given to students. Also referred to as clock hour.

Continuous basis (for program enrollment): A calendar system classification that is used by institutions that enroll students at any time during the academic year. For example, a cosmetology school or a word processing school might allow students to enroll and begin studies at various times, with no requirement that classes begin on a certain date.

Cooperative housing: College-owned, -operated, or -affiliated housing in which students share room and board expenses and participate in household chores to reduce living expenses.

Cooperative (work-study plan) program: A program that provides for alternate class attendance and employment in business, industry, or government.

***Counseling service:** Activities designed to assist students in making plans and decisions related to their

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education, career, or personal development.

Credit: Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate, or other formal award.

Credit course: A course that, if successfully completed, can be applied toward the number of courses required for achieving a degree, diploma, certificate, or other formal award.

Credit hour: A unit of measure representing an hour (50 minutes) of instruction over a 15-week period in a semester or trimester system or a 10-week period in a quarter system. It is applied toward the total number of hours needed for completing the requirements of a degree, diploma, certificate, or other formal award.

Cross-registration: A system whereby students enrolled at one institution may take courses at another institution without having to apply to the second institution.

Deferred admission: The practice of permitting admitted students to postpone enrollment, usually for a period of one academic term or one year.

Degree: An award conferred by a college, university, or other postsecondary education institution as official recognition for the successful completion of a program of studies.

Degree-seeking students: Students enrolled in courses for credit who are recognized by the institution as seeking a degree or formal award. At the undergraduate level, this is intended to include students enrolled in vocational or occupational programs.

Differs by program (calendar system): A calendar system classification that is used by institutions that have occupational/vocational programs of varying length. These schools may enroll students at specific times depending on the program desired. For example, a school might offer a two-month program in January, March, May, September, and November; and a three-month program in January, April, and October.

Diploma: See **Postsecondary award, certificate, or diploma.**

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

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

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

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

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

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

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

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

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

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

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

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

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

First-time student: A student attending any institution for the first time at the level enrolled. Includes students enrolled in the fall term who attended a postsecondary institution for the first time at the same level in the prior summer term. Also includes students who entered with advanced standing (college credit earned before graduation from high school).

First-time, first-year (freshman) student: A student attending any institution for the first time at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

First-year student: A student who has completed less than the equivalent of 1 full year of undergraduate

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work; that is, less than 30 semester hours (in a 120-hour degree program) or less than 900 contact hours.

Freshman: A first-year undergraduate student.

***Freshman/new student orientation:** Orientation addressing the academic, social, emotional, and intellectual issues involved in beginning college. May be a few hours or a few days in length; at some colleges, there is a fee.

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

Geographical residence (as admission factor): Special consideration in the admission process given to students from a particular region, state, or country of residence.

Grade-point average (academic high school GPA): The sum of grade points a student has earned in secondary school divided by the number of courses taken. The most common system of assigning numbers to grades counts four points for an A, three points for a B, two points for a C, one point for a D, and no points for an E or F. Unweighted GPA's assign the same weight to each course. Weighting gives students additional points for their grades in advanced or honors courses.

Graduate student: A student who holds a bachelor's or first professional degree, or equivalent, and is taking courses at the post-baccalaureate level.

***Health services:** Free or low cost on-campus primary and preventive health care available to students.

High school diploma or recognized equivalent: A document certifying the successful completion of a prescribed secondary school program of studies, or the attainment of satisfactory scores on the Tests of General Educational Development (GED), or another state-specified examination.

Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Honors program: Any special program for very able students offering the opportunity for educational enrichment, independent study, acceleration, or some combination of these.

Independent study: Academic work chosen or designed by the student with the approval of the department concerned, under an instructor's supervision, and usually undertaken outside of the regular classroom structure.

In-state tuition: The tuition charged by institutions to those students who meet the state's or institution's residency requirements.

International student: See **Nonresident alien**.

Internship: Any short-term, supervised work experience usually related to a student's major field, for which the student earns academic credit. The work can be full- or part-time, on- or off-campus, paid or unpaid.

***Learning center:** Center offering assistance through tutors, workshops, computer programs, or audiovisual equipment in reading, writing, math, and skills such as taking notes, managing time, taking tests.

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***Legal services:** Free or low cost legal advice for a range of issues (personal and other).

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

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

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

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

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

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

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

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

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

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

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

Post-baccalaureate certificate: An award that requires completion of an organized program of study requiring 18 credit hours beyond the bachelor's; designed for persons who have completed a baccalaureate degree but do not meet the requirements of academic degrees carrying the title of master.

Post-master's certificate: An award that requires completion of an organized program of study of 24 credit hours beyond the master's degree but does not meet the requirements of academic degrees at the doctoral level.

Postsecondary award, certificate, or diploma: Include the following three IPEDS definitions for postsecondary awards, certificates, and diplomas of varying durations and credit/contact hour requirements—

Less Than 1 Academic Year: Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in less than 1 academic year (2 semesters or 3 quarters) or in less than 900 contact hours by a student enrolled full-time.

At Least 1 But Less Than 2 Academic Years: Requires completion of an organized program of study

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at the postsecondary level (below the baccalaureate degree) in at least 1 but less than 2 full-time equivalent academic years, or designed for completion in at least 30 but less than 60 credit hours, or in at least 900 but less than 1,800 contact hours.

At Least 2 But Less Than 4 Academic Years: Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 2 but less than 4 full-time equivalent academic years, or designed for completion in at least 60 but less than 120 credit hours, or in at least 1,800 but less than 3,600 contact hours.

Private institution: An educational institution controlled by a private individual(s) or by a nongovernmental agency, usually supported primarily by other than public funds, and operated by other than publicly elected or appointed officials.

Private for-profit institution: A private institution in which the individual(s) or agency in control receives compensation, other than wages, rent, or other expenses for the assumption of risk.

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

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

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

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

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

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

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

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

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

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

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

Room and board (charges)—on campus: Assume double occupancy in institutional housing and 19 meals per week (or maximum meal plan).

Secondary school record (as admission factor): Information maintained by the secondary school that may include such things as the student's high school transcript, class rank, GPA, and teacher and counselor recommendations.

Semester calendar system: A calendar system that consists of two semesters during the academic year with about 16 weeks for each semester of instruction. There may be an additional summer session.

Student-designed major: A program of study based on individual interests, designed with the assistance of an adviser.

Study abroad: Any arrangement by which a student completes part of the college program studying in another country. Can be at a campus abroad or through a cooperative agreement with some other U.S. college or an institution of another country.

***Summer session:** A summer session is shorter than a regular semester and not considered part of the academic year. It is not the third term of an institution operating on a trimester system or the fourth term of an institution operating on a quarter calendar system. The institution may have 2 or more sessions occurring in the summer months. Some schools, such as vocational and beauty schools, have year-round classes with no separate summer session.

Talent/ability (as admission factor): Special consideration given to students with demonstrated talent/abilities in areas of interest to the institution (e.g., sports, the arts, languages, etc.).

Teacher certification program: Program designed to prepare students to meet the requirements for certification as teachers in elementary, middle/junior high, and secondary schools.

Transfer applicant: An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and who has previously attended another college or university and earned college-level credit.

Transfer student: A student entering the institution for the first time but known to have previously attended a postsecondary institution at the same level (e.g., undergraduate). The student may transfer with or without credit.

Transportation (costs): Assume two round trips to student's hometown per year for students in institutional housing or daily travel to and from your institution for commuter students.

Trimester calendar system: An academic year consisting of 3 terms of about 15 weeks each.

Tuition: Amount of money charged to students for instructional services. Tuition may be charged per

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term, per course, or per credit.

***Tutoring:** May range from one-on-one tutoring in specific subjects to tutoring in an area such as math, reading, or writing. Most tutors are college students; at some colleges, they are specially trained and certified.

Unit: A standard of measurement representing hours of academic instruction (e.g., semester credit, quarter credit, contact hour).

Undergraduate: A student enrolled in a four- or five-year bachelor's degree program, an associate degree program, or a vocational or technical program below the baccalaureate.

***Veteran's counseling:** Helps veterans and their dependents obtain benefits for their selected program and provides certifications to the Veteran's Administration. May also provide personal counseling on the transition from the military to a civilian life.

***Visually impaired:** Any person whose sight loss is not correctable and is sufficiently severe as to adversely affect educational performance.

Volunteer work (as admission factor): Special consideration given to students for activity done on a volunteer basis (e.g., tutoring, hospital care, working with the elderly or disabled) as a service to the community or the public in general.

Wait list: List of students who meet the admission requirements but will only be offered a place in the class if space becomes available.

Weekend college: A program that allows students to take a complete course of study and attend classes only on weekends.

White, non-Hispanic: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).

***Women's center:** Center with programs, academic activities, and/or services intended to promote an understanding of the evolving roles of women.

Work experience (as admission factor): Special consideration given to students who have been employed prior to application, whether for relevance to major, demonstration of employment-related skills, or as explanation of student's academic and extracurricular record.

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Financial aid definitions

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

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

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

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

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

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

Non-need-based gift aid: Scholarships and grants, gifts, or merit-based aid from institutional, state, federal, or other sources (including unrestricted funds or gifts and endowment income) awarded solely on the basis of academic achievement, merit, or any other non-need-based reason. When reporting questions H1 and H2, non-need-based aid that is used to meet need should be counted as need-based aid.

Note: Suggested order of precedence for counting non-need money as need-based:

- Non-need institutional grants
- Non-need tuition waivers
- Non-need athletic awards
- Non-need federal grants
- Non-need state grants
- Non-need outside grants
- Non-need student loans
- Non-need parent loans
- Non-need work

Scholarships/grants from external sources: Monies received from outside (private) sources that the student brings with them (e.g., Kiwanis, National Merit scholarships). The institution may process paperwork to receive the dollars, but it has no role in determining the recipient or the dollar amount awarded.

Work study and employment: Federal and state work study aid, and any employment packaged by your institution in financial aid awards.