

## America's Best College 2004 Main Survey Part A



**University of Wisconsin--Madison (3895, 6)**  
**05/13/2004**

**!!!!!!IMPORTANT: PLEASE READ BEFORE PROCEEDING!!!!!!**

If you have been experiencing problems with this year's surveys due to the following:

Netscape browser - **please use Internet Explorer** (if the link in your email automatically opens Netscape then please copy and paste the link into the web browser on IE).

Mac systems - **please use a PC** if you have access to one.

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

U.S. News questions are marked in **blue**. Questions which represent statistical data collected in 2003 and rolled over into this year's survey are marked in **red**.

If you have any questions, please contact Robert Morse, Data Collection Manager, at (202) 955-2389; or the researcher assigned to your school **Sean Kramer** at **(202) 955-2042** or via [e-mail](#).

1. Name of college or university:
2. Mailing address:
3. City:
4. State:
5. Zip:       Internation Zip (If applicable):
6. Street address (if different than mailing address):
7. City:
8. State:
9. Zip:
10. Main phone:  -  -       International Phone (If applicable):
11. President's name:
12. Phone:  -  -

13. Fax:  -  -

14. Director of Admissions:

15. Admissions office mailing address:

16. City:

17. State:

18. Zip:

19. Admissions phone number:  -  -

20. Admissions fax number:  -  -

21. Admissions E-mail address:

22. WWW home page address:

23. Is there a separate URL application site on the Internet? If so, please specify:

24. Do you accept electronic applications on a diskette? Mark Y  or N

25. Do you accept electronic applications sent via E-mail? Mark Y  or N

26. Do you accept electronic applications through the World Wide Web? Mark Y  or N

27. Director of Public Relations:

28. Phone:  -  -

29. Fax:  -  -

Respondent information. Who is filling out this survey?

30. Name:

31. Title:

32. Telephone:  -  -  Extension:  International Telephone (If applicable):

33. Fax:  -  -

34. E-mail:

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

- Public  
 Private (nonprofit)  
 Proprietary

36. In what year was your institution founded?

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

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

- Major city  
 City  
 Suburban  
 Rural

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

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

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

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

**2003 Fall Enrollment (CDS B1):** Please enter the number of students enrolled at your institution as of Oct. 15, 2003 (or your institution's official fall reporting date for IPEDS).

Please enter zeroes where appropriate - blanks are confusing.

	2003 Full-Time Enrollment		2003 Part-Time Enrollment	
	Men	Women	Men	Women
<b>Undergraduates</b>				
41. Degree-seeking, first-time freshmen	<input type="text" value="2,584"/>	<input type="text" value="2,968"/>	<input type="text" value="16"/>	<input type="text" value="10"/>
42. Other first-year, degree-seeking	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
43. All other degree- seeking	<input type="text" value="10,071"/>	<input type="text" value="11,347"/>	<input type="text" value="766"/>	<input type="text" value="821"/>

44. Total degree-seeking	12,655	14,315	782	831
45. All other undergraduates enrolled in credit courses	108	101	647	795
46. Total undergraduates	12,763	14,416	1,429	1,626
<b>First-Professional</b>	Men	Women	Men	Women
47. First-time, first- professional students	267	340	14	13
48. All other first- professionals	702	973	54	67
49. Total first- professional	969	1,313	68	80
<b>Graduate</b>	Men	Women	Men	Women
50. Degree-seeking, first-time	873	948	116	132
51. All other degree- seeking	2,924	2,466	734	731
52. All other graduates enrolled in credit courses				
53. Total graduate	3,797	3,414	850	863

54. Total 2003 enrollment, all undergraduates 30,234

55. Total 2003 enrollment, all graduate and professional students 11,354

56. GRAND TOTAL 2003 Enrollment 41,588

*Verification of Fall 2002 Enrollment: Please verify the 2002 enrollment figures, filling in any missing 2002 data that is now available.*

	2002 Full-Time Enrollment		2002 Part-Time Enrollment	
	Men	Women	Men	Women
<b>Undergraduates</b>				
<b>57. Degree-seeking, first-time freshmen</b>	2,472	3,016	12	14
<b>58. Other first-year, degree-seeking</b>	0	0	0	0

<b>59. All other degree- seeking</b>	9,968	11,388	710	783
<b>60. Total degree-seeking</b>	12,440	14,404	722	797
<b>61. All other undergraduates enrolled in credit courses</b>	85	99	590	571
<b>62. Total undergraduate</b>	12,525	14,503	1,312	1,368
<b>First-Professional</b>	Men	Women	Men	Women
<b>63. First-time, first- professional students</b>				
<b>64. All other first- professionals</b>				
<b>65. Total First- Professional</b>	906	1,284	87	92
<b>Graduate</b>	Men	Women	Men	Women
<b>66. Degree-seeking, first-time</b>				
<b>67. All other degree- seeking</b>				
<b>68. All other graduates enrolled in credit courses</b>				
<b>69. Total Graduate</b>	3,722	3,290	895	900

70. Total 2002 enrollment of undergraduates : 29,708

71. Total 2002 enrollment, all graduate and professional students : 11,176

72. GRAND TOTAL 2002 Enrollment : 40,884

**Enrollment by Racial & Ethnic Category** (CDS B2) Please provide the number of degree-seeking undergraduate students in each racial or ethnic category, as reported on the IPEDS Fall Enrollment Survey 2003 as of Oct. 15 2003 (or your institution's official fall reporting date).

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

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	Degree-seeking first-time, first year students	Degree-seeking Undergraduates	Total Undergraduates (Is not the sum of the Degree seeking undergraduates and first year student columns)
73. Non-resident aliens	213	957	
74. Black, non-Hispanic	151	678	
75. American Indian or Alaskan Native	35	152	
76. Asian or Pacific Islander	296	1,358	
77. Hispanic	147	692	
78. White, non-Hispanic	4,668	24,373	
79. Race/ethnicity unknown	68	373	
80. Total	5,578	28,583	

**Six-Year Graduation Rate for the 1997 Entering Class.** The following questions ask for information needed to calculate the six-year graduation rate for the cohort of full-time, first-time, bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution in the Fall of 1997. This number **INCLUDES** students who entered your institution during the Summer term preceding Fall of 1997.

If Fall 1997 cohort data are not available, provide data for Fall 1996 cohort. It's very important to U.S. News to receive the Fall 1997 cohort data. If your institution needs to wait until after the IPEDS Spring 2004 collection in order to supply the Fall 1997 cohort, please do so.

Fall 1996 cohort	Fall 1997 cohort
81A. (CDS B4) Initial 1996 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students <input type="text" value="5,455"/>	81B. (CDS B4) Initial 1997 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students <input type="text" value="5,881"/>
82A. (CDS B5) Of the initial 1996 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions;	82B. (CDS B5) 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 0	Total allowable exclusions 0
83A. (CDS B6) Final 1996 cohort, after subtracting the number of students under allowable exclusions 5,455	83B. (CDS B6) Final 1997 cohort, after subtracting the number of students under allowable exclusions 5,881
84A. (CDS B7) Of the initial 1996 initial cohort, how many completed the program by Aug. 31, 2000 2,247	84B. (CDS B7) Of the initial 1997 initial cohort, how many completed the program by Aug. 31, 2001 2,476
85A. (CDS B8) Of the initial 1996 cohort, how many completed the program <i>after</i> Aug. 31, 2000 and <i>by</i> Aug. 31, 2001 1,741	85B. (CDS B8) Of the initial 1997 cohort, how many completed the program <i>after</i> Aug. 31, 2001 and <i>by</i> Aug. 31, 2002 1,882
86A. (CDS B9) Of the initial 1996 cohort, how many completed the program <i>after</i> Aug. 31, 2001 and <i>by</i> Aug. 31, 2002, 245	86B. (CDS B9) Of the initial 1997 cohort, how many completed the program <i>after</i> Aug. 31, 2002 and <i>by</i> Aug. 31, 2003, 276
87A. (CDS B10) Total graduating <i>within six years</i> (sum of CDS questions B7, B8, and B9) or <i>by</i> Aug. 31, 2002 4,233	87B. (CDS B10) Total graduating <i>within six years</i> (sum of CDS questions B7, B8, and B9) or <i>by</i> Aug. 31, 2003 4,634
88A. (CDS B11) Six-year graduation rate for 1996 cohort ( <i>Equal to CDS question B10/ CDS B6</i> ) 78 %	88B. (CDS B11) Six-year graduation rate for 1997 cohort ( <i>Equal to CDS question B10/ CDS B6</i> ) 79 %

**Historical six-year graduation rates.**

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

89. Fall 1995 and completed a bachelor's degree from your school before fall 2001 78 %

90. Fall 1994 and completed a bachelor's degree from your school before fall 2000 77 %

91. **Freshman retention rate** (CDS B22) For the cohort of all first-time, full-time, bachelor's degree-seeking undergraduate students who entered your institution in fall 2002 (or the preceding summer term), what percentage was enrolled at your institution in fall 2003 (i.e. enrolled on the date your institution calculates its official enrollment for fall 2003)? *Note that the initial cohort can be adjusted ONLY for the number of students who departed to serve in the armed services, on official church missions, or in a recognized foreign aid service of the U.S. government; who died, or who became permanently disabled.* 93 %

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

92. the fall of 2001 and returned to your institution in fall 2002? 91 %

93. the fall of 2000 and returned to your institution in fall 2001? 90 %

94. the fall of 1999 and returned to your institution in fall 2000? 90 %

Number of degrees awarded by your institution from July 1, 2002 to June 30, 2003. (CDS B3)

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

**First-time, first-year (freshman) students (CDS C1)** : Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in fall 2003. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, nonadmission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission.

	Fall 2003	Fall 2002
104. Total men applied	<input type="text" value="9,743"/>	<input type="text" value="9,991"/>
105. Total women applied	<input type="text" value="10,858"/>	<input type="text" value="11,220"/>
106. Total applications	<input type="text" value="20,601"/>	<input type="text" value="21,211"/>
107. Total men admitted	<input type="text" value="6,025"/>	<input type="text" value="5,684"/>
108. Total women admitted	<input type="text" value="7,377"/>	<input type="text" value="7,125"/>
109. Total men and women admitted	<input type="text" value="13,402"/>	<input type="text" value="12,809"/>
110. Total full-time, first-time, first-year (freshman) men enrolled	<input type="text" value="2,584"/>	<input type="text" value="2,472"/>
111. Total part-time, first-time, first-year (freshman) men enrolled	<input type="text" value="16"/>	<input type="text" value="12"/>
112. Total full-time, first-time, first-year (freshman) women enrolled	<input type="text" value="2,968"/>	<input type="text" value="3,016"/>
113. Total part-time, first-time, first-year (freshman) women enrolled	<input type="text" value="10"/>	<input type="text" value="14"/>



114. Total first-time, first-year enrolled, men and women, full- and part- time

5,578

5,514

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

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

If yes, please answer the questions below for the fall 2003 admissions:

116. Number of qualified applicants placed on waiting list

117. Number accepting a place on the waiting list

118. Number of wait-listed students admitted

### Admission Requirements

#### High school completion requirement (CDS C3)

119. 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

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

- Require  
 Recommend  
 Neither require nor recommend

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

	Units Required	Units Recommended
Total academic units	<input type="text" value="17"/>	<input type="text" value="20"/>
121. English	<input type="text" value="4"/>	<input type="text" value="4"/>
122. Mathematics	<input type="text" value="3"/>	<input type="text" value="4"/>
123. Science	<input type="text" value="3"/>	<input type="text" value="4"/>
124. Of these, units that must be lab	<input type="text"/>	<input type="text"/>

125. Foreign language	<input type="text" value="2"/>	<input type="text" value="2"/>
126. Social studies	<input type="text" value="3"/>	<input type="text" value="4"/>
127. History	<input type="text"/>	<input type="text"/>
128. Academic electives	<input type="text"/>	<input type="text"/>
129. Other ( <i>specify</i> ) <input type="text"/>	<input type="text"/>	<input type="text"/>

### Basis for Selection

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

- Yes  
 No

131. Open admission policy as described above for all students:

Open admission policy as described above for most students, but:

132. selective admission for out-of-state students

133. selective admission to some programs

134. other

Explain

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

	Very Important	Important	Considered	Not Considered
<i>Academic</i>				
135. Secondary school record	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
136. Class rank	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
137. Recommendation(s)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
138. Standardized test scores	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
139. Essay	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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

### SAT and ACT Policies (CDS C8)

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

- No. Please skip to question 192  
 Yes. Please continue with question 152

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

	Required	Recommended	Required for some	Considered if submitted	Not Used	Row Not Applicable
152. SAT I	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
153. ACT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
154. SAT I or ACT (no preference)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

155. SAT I or ACT, SAT I preferred	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
156. SAT I or ACT--ACT preferred	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
157. SAT I and SAT II	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
158. SAT I and SAT II or ACT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
159. SAT II	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

159A. If you require or consider (test optional schools) either SAT or ACT scores in making admission decisions, which of the following will your institution accept for students applying for the Fall 2006 entering Class. (Check all that apply)

- The old SAT test  
 The new SAT test  
 The old ACT test  
 The new ACT test

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

160. Placement:  Yes  No

161. Counseling:  Yes  No

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

	PLACEMENT		
	Require	Recommend	Require for some
162. SAT I	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
163. SAT II	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
164. ACT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
165. SAT I or ACT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

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

**Test Score Submission (CDS C9)** : In the following questions, please provide the percent and number of fall 2003 freshman students who submitted national standardized (SAT/ACT) test scores. Include information for ALL *enrolled*, first-time, first-year (freshman) degree-seeking students -- full or part time-- who submitted test scores, including students who began studies during summer, international students and nonresident aliens, and students admitted under special arrangements.

169. How many first-time, first-year (freshman) students who enrolled in fall 2003 submitted SAT scores?

170. What percent of first-time, first-year (freshman) students who enrolled in fall 2003 submitted SAT scores?  %

171. How many first-time, first-year (freshman) students who enrolled in fall 2003 submitted ACT scores?

172. What percent of first-time, first-year (freshman) students who enrolled in fall 2003 submitted ACT scores?  %

**SAT and ACT Scores (CDS C9)**: Please enter SAT and ACT scores at the 25th and 75th percentile for freshmen students who ENROLLED in 2003 and 2002 and submitted test scores. "*Freshman*" includes all full- and part-time, first-time, first-year (freshman) students, including students who began studies during the summer, international students and nonresident aliens, and students admitted under special arrangements.

Note: SAT scores should be *recentered* scores. The 25th percentile is the score that 25 percent scored at or below; the 75th percentile score is the one that 25 percent scored at or above. Please *do not* include partial test scores (e.g., mathematics scores but not verbal for a category of students) or combine other standardized test results (such as TOEFL) in this item.

Fall 2003			Fall 2002		
	25th Percentile	75th Percentile		25th Percentile	75th Percentile
173. SAT I Verbal	<input type="text" value="550"/>	<input type="text" value="660"/>	SAT I Verbal	<input type="text" value="560"/>	<input type="text" value="670"/>
174. SAT I Math	<input type="text" value="600"/>	<input type="text" value="710"/>	SAT I Math	<input type="text" value="610"/>	<input type="text" value="700"/>
175. ACT Composite	<input type="text" value="26"/>	<input type="text" value="30"/>	ACT Composite	<input type="text" value="25"/>	<input type="text" value="30"/>
176. ACT English	<input type="text"/>	<input type="text"/>	ACT English	<input type="text"/>	<input type="text"/>
177. ACT Math	<input type="text"/>	<input type="text"/>	ACT Math	<input type="text"/>	<input type="text"/>

Percent of first-time, first-year (freshman) students enrolled in fall 2003 with scores in each range:

	SAT I Verbal	SAT I Math
178. 700-800	15 %	30 %
179. 600-699	45 %	50 %
180. 500-599	28 %	18 %
181. 400-499	10 %	2 %
182. 300-399	2 %	0 %
183. 200-299	0 %	0 %
	100%	100%

	ACT Composite	ACT English	ACT Math
184. 30-36	26 %	%	%
185. 24-29	65 %	%	%
186. 18-23	9 %	%	%
187. 12-17	0 %	%	%
188. 6-11	0 %	%	%
189. Below 6	0 %	%	%
	100%	100%	100%

**Average Test Scores:** Please enter average test scores for "freshmen" enrolling in fall of 2003.

"Freshman" includes all full- and part-time, first-time, first-year (freshman) students who enrolled in fall of 2003, including students who began studies during the summer, international students and nonresident aliens, and students admitted under special arrangements. Also check that 2002 data are correct as recorded.

Average Test Scores	SAT I Verbal (Recentered)	SAT I Math (Recentered)	ACT Composite Score

<b>190. 2003 enrolled freshmen</b>	605	653	28
<b>191. 2002 enrolled freshmen</b>	613	652	27

*(CDS C10). Please enter the percent of all freshmen who enrolled in the fall of 2003 and had high school class rank within each of the following ranges. "Freshman" includes all full- and part-time, first-time, first-year (freshman) students who enrolled in fall of 2003, including students who began studies during the summer, international students and nonresident aliens, and students admitted under special arrangements.*

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

	Fall 2003	Fall 2002
192. % in top tenth of high school graduating class	55 %	55 %
193. % in top quarter of high school graduating class	93 %	93 %
194. % in top half of high school graduating class	99 %	99 %
195. % in bottom half of high school graduating class	1 %	1 %
<b>Note:</b> Top half(194) + bottom half(195) = 100%		
196. % of total first-time, first-year (freshman) students who submitted high school class rank	79 %	82 %

**197. Were test scores of all international students who provided test score information included in the calculation of SAT and ACT scores for 2003 first-time, first-year (freshman) degree-seeking students?**

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

**198. Were test scores of all minority students who provided test score information included in the calculation of SAT and ACT scores for 2003 first-time, first-year (freshman) degree-seeking students?**

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

**199. Were test scores of all student athletes who provided test score information included in the**

**calculation of SAT and ACT scores for 2003 first-time, first-year (freshman) degree-seeking students?**

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

**200. Were test scores of *all legacy* students (ie. applicants who are children of alumni) who provided test score information included in the calculation of SAT and ACT scores for 2003 first-time, first-year (freshman) degree-seeking students?**

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

**201 . Were test scores of all *students admitted under special admission circumstances* and who provided test score information included in the calculation of SAT and ACT scores for 2003 first-time, first-year (freshman) degree-seeking students?**

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

**202. Were test scores of *all students who applied for summer 2003 admission* (under regular or special enrollment programs) and who provided test score information included in the calculation of SAT and ACT scores for 2003 first-time, first-year (freshman) degree-seeking students?**

- Yes  
 No  
 NA, no students admitted for summer 2003 or scores not provided to school

**GPA: (CDS C11-C12) Please enter the percent of all enrolled, degree-seeking, first-time, first-year (freshman) students who enrolled in the fall of 2003 AND had high school grade-point averages within each of the following ranges (using a 4.0 scale).**

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

203. What <i>percent</i> of enrolled first-time, first-year fall 2003 students had a GPA of 3.0 and higher ?	95 %
204. What <i>percent</i> of enrolled first-time, first-year fall 2003 students had a GPA between 2.0 and 2.99, inclusive?	5 %
205. What <i>percent</i> of enrolled first-time, first-year fall 2003 students had a GPA between 1.0 and 1.99, inclusive?	0 %
206. What <i>percent</i> of enrolled first-time, first-year fall 2003 students had a GPA below 1.0?	0 %
	100%



207. What *percent* of total, first-time, first-year freshman students who enrolled in the fall of 2003 submitted high school GPA? 95 %

208. What was the *average* high school GPA of all first-time, first-year students enrolled in the fall of 2003 and submitted GPA? Please state to ONE decimal place. Report information only for those students from whom you collected high school GPA. 3.7

**Application Fee (CDS C13)**

209. Does your institution have an application fee?  Yes  No

210. Amount of application fee: \$ 35

211. Can the fee be waived for applicants with financial need?  Yes  No

**Application Closing Date (CDS C14)**

212. Does your institution have an application closing date?  Yes  No

213. Application closing date(mm/dd): (Fall) 02 / 01

214. Priority date (mm/dd): 02 / 01

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

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

216. On a rolling basis beginning (date mm/dd): 10 / 01

217. By (date mm/dd): /

218. Other:

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

219. Must reply by (date mm/dd): 05 / 01

220. No set date:

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

222. Other:

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

Yes  No

224. If yes, maximum period of postponement: 1 Year

**225. Early admission of high school students: (CDS C19) Does your institution allow high school students to enroll as full-time, first-time, first-year (freshman) students one year or more before high school graduation?**  Yes  No

**Common Application (CDS C20)**

226. Will you accept the Common Application distributed by the National Association of Secondary School Principals if submitted?  Yes  No

227. If "Yes," are supplemental forms required?  Yes  No

228. Is your college a member of the Common Application Group?  Yes  No

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

- No. Skip to question 237.  
 Yes. Please continue with the next question.

230. First or only early decision plan closing date (mm/dd)	<input type="text"/> / <input type="text"/>
231. First or only early decision plan notification date (mm/dd)	<input type="text"/> / <input type="text"/>
232. Other early decision plan closing date (mm/dd)	<input type="text"/> / <input type="text"/>
233. Other early decision plan notification date (mm/dd)	<input type="text"/> / <input type="text"/>
234. Number of early decision applications received by your institution for fall 2003 entering class	<input type="text"/>
235. Number of applicants admitted under early decision plan for fall 2003 entering class	<input type="text"/>
236. Number of applicants enrolled under early decision plan for fall 2003 entering class.	<input type="text"/>

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

- No. Skip to question 243.  
 Yes. Please continue with the next question.

238. What is the closing date for submitting early action applications? (mm/dd)	<input type="text"/> / <input type="text"/>
239. What is the notification date for submitting early action applications? (mm/dd)	<input type="text"/> / <input type="text"/>
240. Number of early action applications received by your institution for fall 2003 entering class?	<input type="text"/>
241. Number of applicants admitted under early action plan for fall 2003	<input type="text"/>

entering class?	
242. Number of applicants enrolled under early action plan for fall 2003 entering class?	<input type="text"/>

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

Check special requirements for admission to specific programs

244.  Portfolio required of art program applicants

245.  Audition required of music program applicants

246.  Audition required of dance program applicants

247.  Audition required of theatre program applicants

248.  R.N. required of nursing program applicants

249.  Others:

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

250.  HEOP

251.  EOP

252.  Conditional admission

253.  other:

### Other Admissions Policies/Procedures

254. Campus visit is:

Required

Recommended

Neither required/recommended

255. Admission interview is:

Required

Recommended

Neither required/recommended

256. Off-Campus admissions interviews:

may be arranged with an admission representative

may not be arranged with an admission representative

are not available

257. Is the application fee refundable:  Yes  No

258. Tuition deposit amount \$

259. Check one:

Tuition deposit is nonrefundable

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

260. Room deposit amount \$

261. Check one:

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

**TRANSFER ADMISSION**

**Fall Applicants**

262. Does your institution enroll transfer students? (CDS D1):  Yes  No  
 (If no, please skip questions 263 to 290 and go to Question 291)

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

Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 2003. (CDS D2)

	Applicants	Admitted Applicants	Enrolled Applicants
264. Men	<input type="text" value="1,928"/>	<input type="text" value="930"/>	<input type="text" value="581"/>
265. Women	<input type="text" value="1,972"/>	<input type="text" value="994"/>	<input type="text" value="551"/>
266. Total	<input type="text" value="3,900"/>	<input type="text" value="1,924"/>	<input type="text" value="1,132"/>

**Application for Admission**

267. Indicate terms for which transfers may enroll: (CDS D3)  Fall  Winter  Spring  Summer

268. Must a transfer applicant have a minimum number of credits completed or else must apply as an entering freshman? (CDS D4)  Yes  No

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

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

	Required of All	Recommended of All	Recommended of Some	Required of Some	Not required

270. High school transcript	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
271. College transcript(s)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
272. Essay or personal statement	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
273. Interview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
274. Standardized test scores	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
275. Statement of good standing from prior institution(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

278. List any other application requirements specific to transfer applicants: (CDS D8) *Maximum number of allowable characters is 4000*

List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a check mark in the "Rolling admission" column. (CDS D9)

	Priority Date	Closing Date	Notification Date	Reply Date	Rolling Admission
279. Fall (mm/dd)	<input type="text"/> / <input type="text"/>	<input type="text"/> 03 / <input type="text"/> 01	<input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/>	<input checked="" type="checkbox"/>
280. Winter (mm/dd)	<input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/>	<input type="checkbox"/>
281. Spring (mm/dd)	<input type="text"/> / <input type="text"/>	<input type="text"/> 11 / <input type="text"/> 01	<input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/>	<input checked="" type="checkbox"/>
282. Summer (mm/dd)	<input type="text"/> / <input type="text"/>	<input type="text"/> 03 / <input type="text"/> 01	<input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/>	<input checked="" type="checkbox"/>

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

284. Describe additional requirements for transfer admission, if applicable: (CDS D11) *Maximum number of allowable characters is 4000*

## Transfer Credit Policies

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

D

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

Number 72 Unit type

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

Number 90 Unit type

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

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

290. Describe other transfer credit policies: (*CDS D17*) *Maximum number of allowable characters is 4000*

Guaranteed Transfer Admission Program for students who attend the UW Colleges - see [www.uwc.edu](http://www.uwc.edu)

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

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

291. Number of undergraduate alumni of record in 2002-2003? 252,038

292. Number of undergraduate alumni of record in 2001-2002? 215,450

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

293. Number of undergraduate alumni of record solicited in 2002-2003? 230,766

294. Number of undergraduate alumni of record solicited in 2001-2002? 215,450

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

295. Number of undergraduate alumni donors in 2002-2003? 36,540

296. Number of undergraduate alumni donors in 2001-2002? 31,140

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

**Faculty Salaries 2003 - 2004 Academic Year:** Please report salaries for full-time instructional faculty, defined as full time faculty whose regular assignment is instruction. *Include* those on paid leave. *Exclude* administrative officers with titles such as dean, librarian, and registrar, even if they devote time to instruction. *Exclude* non-professorial rank faculty with title of instructor, lecturer or no-rank. *Exclude* faculty on unpaid leave, but *include* visitors who are temporarily replacing them. Full-time salaries other than 9- or 12-month should be converted to an academic year before inclusion. If you are not able to separate fringe benefits from salary, you may indicate the combined figure in the total expenditures column.

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

Faculty By Contract Length	Number of Faculty (Sec. Ia,b, lines 1-3, Cols 1+6)	Salary Expenditures (Sec. Ia,b, lines 1-3, Cols 2+7)	Fringe Benefit Expenditures (Sec. IIa,b, Line 11)	Total Expenditures (Salary and Fringe Benefits)
<b>297. Professor, 9-month</b>	773	\$ 72,316,274	\$ 17,655,395	\$ 89,971,669
<b>298. Associate professor, 9-month</b>	183	\$ 13,154,311	\$ 3,602,560	\$ 16,756,871
<b>299. Assistant professor, 9-month</b>	302	\$ 18,097,355	\$ 5,370,077	\$ 23,467,432
<b>300. Professor, 12-month</b>	75	\$ 7,927,383	\$ 1,830,770	\$ 9,758,153
<b>301. Associate professor, 12-month</b>	56	\$ 4,425,218	\$ 1,183,214	\$ 5,608,432
<b>302. Assistant professor, 12-month</b>	34	\$ 2,429,600	\$ 675,777	\$ 3,105,377

**(CDS I-1). Please report number of instructional faculty members in each category for Fall 2003.**

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, optalmology, 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).

### 2003 Instructional Faculty Members

	Full time	Part time	Total
303. Total number of instructional faculty	2,398	586	2,984
304. Total number who are members of minority groups	318	66	384
305. Total number who are women	729	303	1,034
306. Total number who are men	1,669	283	1,959
307. Total number who are non-resident aliens (international)	90	33	124
308. Total number with doctorate, first professional, or other terminal degree	2,229	378	2,607
309. Total number whose highest degree is a master's but not a terminal master's	167	207	371
310. Total number whose highest degree is a bachelor's	2	1	5
<b>311. Total number whose highest degree is a Doctorate</b>	2,109	371	



## 2002 Instructional Faculty Members

	Full time	Part time	Total
<b>312. Total number of instructional faculty</b>	2,396	652	3,048
<b>313. Total number who are members of minority groups</b>	310	61	371
<b>314. Total number who are women</b>	712	316	1,028
<b>315. Total number who are men</b>	1,684	336	2,020
<b>316. Total number who are non-resident aliens (international)</b>	87	33	120
<b>317. Total number with doctorate, first professional, or other terminal degree</b>	2,225	419	2,644
<b>318. Total number whose highest degree is a master's but not a terminal master's</b>	167	232	399
<b>319. Total number whose highest degree is a bachelor's</b>	4	1	5
<b>320. Total number whose highest degree is a Doctorate</b>	2,096	395	2,491

**Student to Faculty Ratio: (CDS I-2)** Report the Fall 2003 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.

321. Fall 2003 student to faculty ratio: 13.0 to 1

322. Fall 2002 student to faculty ratio: 13.0 to 1

**Undergraduate Class Size (CDS I-3):** In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 2003 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 2003. 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)**

**323. Class Sections:**

	2-9	10-19	20-29	30-39	40-49	50-99	100+	
2003 Undergraduate Class Sections	303	979	760	265	186	267	297	3
<b>2002 Undergraduate Class Sections</b>	298	999	849	280	176	279	296	3

**324. Class Subsections:**

	2-9	10-19	20-29	30-39	40-49	50-99	100+	
2003 Undergraduate Class Subsections	235	1,257	1,643	85	21	25	9	3,

**Graduate Teaching Assistants**

325. Of the "undergraduate class sections" entered above for fall 2003, how many officially list a graduate teaching assistant as the primary instructor? 638

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

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

327. Of the "undergraduate class subsections" reported above for fall 2003, how many officially list a graduate teaching assistant as the primary instructor? 2,745

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

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