

**America's Best College 2006
Main Statistical Survey**

U.S. News & World Report

**University of Wisconsin--Madison (3895, 3, 2)
04/19/2006**

SURVEY DEADLINE APRIL 24, 2006

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

Please use Internet Explorer to complete the survey.

If you have any questions, please contact the researcher assigned to your school, **Vachelle Manly**, at **(202) 955-2242** or via [e-mail](#).

0. Survey Contacts-Whom should we notify when the survey is available to be completed? The contacts below receive all communication(URL for the survey, passwords, user names, etc.) from U.S. News regarding this survey for your institution for our online data collection for America's Best Colleges. Please review and update as necessary. Each contact must have a valid email address. If a contact is no longer valid, please delete it.

Name:	Clare Huhn
Job Title:	Associate Policy and Planning Analyst
E-Mail:	chuhn@vc.wisc.edu
Phone:	(608) 265-9276 extension: <input type="text"/>
Fax:	(608) 265-3324

Name:	<input type="text"/>
Job Title:	<input type="text"/>
E-Mail:	<input type="text"/>
Phone:	extension: <input type="text"/>
Fax:	<input type="text"/>

General Information (CDS A1): If any of the general information is incorrect, please enter the correct information. Note that cross-references to Common Data Set items appear in parentheses as (CDS xx), next to our questions. Questions 1-5, 10, 19, 21-23, and 36 are not able to be updated online. If the responses to any of these questions need to be updated, please copy or print the affected questions, mark your corrections, and fax the changes to **Vachelle Manly**, at **(202) 955-2263**. Please be sure to include your institution name and fice code on your fax.

1. Name of college or university:
2. Mailing address:

3. City:

4. State:

5. Zip: International 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: John D. Wiley, Chancellor

12. Phone: (608) 262-9946

13. Fax:

14. Director of Admissions: Robert A. Seltzer

15. Admissions office mailing address: Armory and Gymnasium, 716 Langdon Street

16. City: Madison

17. State: Wisconsin

18. Zip: 53706-1481

19. Admissions phone number:

20. Admissions fax number: (608) 262-7706

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?

Yes

No

25. Do you accept electronic applications sent via E-mail?

Yes

No

26. Do you accept electronic applications through the World Wide Web?

Yes

No

27. Director of Public Relations: Amy Toburen

28. Phone: (608) 262-0925

29. Fax:

Respondent information. Who is filling out this survey?

30. Name: Clare Huhn

31. Title: Policy and Planning Analyst

32. Telephone: (608) 265-9276 ext. **International Telephone (If applicable):**

33. Fax: (608) 265-3324

34. E-mail: chuhn@vc.wisc.edu

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

Public

Private

Proprietary

36. In what year was your institution founded? 1848

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

Post-bachelor's certificate

Post-master's certificate

First professional

First professional certificate

2005 Fall Enrollment (CDS B1): Please enter the number of students enrolled at your institution as of Oct. 15, 2005 (or your institution's official fall reporting date for IPEDS). The 2004 Fall Enrollment grid is included for your reference

Important Data Entry Notice for questions 41 thru 56

In order for your data to be saved, the numbers in each section must add up correctly. *Please* enter zeroes where appropriate.

The totals for each section (undergraduates, first professional, and graduates) must be completed if any of the fields preceding the total are used.

If there are entries in questions 41, 42, or 43, questions 44, 46, 54, and 56 must be completed or the data will not be able to be saved and will be deleted.

If there are entries in questions 47 or 48, questions 49, 55, and 56 must be completed or the data will not be able to be saved and will be deleted.

If there are entries in questions 50, 51, or 52, questions 53, 55, and 56 must be completed or the data will not be able to be saved and will be deleted.

Question 56 must be the sum of questions 54+55 or the data will not be able to be saved and will be deleted.

Last, in all cases questions 54, 55, and 56 must be completed in order to submit the survey.

	2005 Full-Time Enrollment		2005 Part-Time Enrollment	
	Men	Women	Men	Women
Undergraduates				
41 . Degree-seeking, first-time freshmen	2,684	3,434	11	12
42 . Other first-year, degree-seeking	0	0	0	0
43 . All other degree- seeking	9,901	11,115	636	665
44 . <i>Total degree-seeking</i> (Sum of 41+42+43)	12,585	14,549	647	677
45 . All other undergraduates enrolled in credit courses	143	164	593	748
46 . <i>Total undergraduates</i> (Sum of 44+45)	12,728	14,713	1,240	1,425
First-Professional	Men	Women	Men	Women

47 . First-time, first- professional students	298	357	7	14
48 . All other first- professionals	709	1,005	50	93
49 . <i>Total first- professional</i> (Sum of 47+48)	1,007	1,362	57	107
Graduate	Men	Women	Men	Women
50 . Degree-seeking, first-time	782	868	126	147
51 . All other degree- seeking	2,819	2,521	751	827
52 . All other graduates enrolled in credit courses	0	0	0	0
53 . <i>Total graduate</i> (Sum of 50+51+52)	3,601	3,389	877	974

54 . Total 2005 enrollment, all undergraduates 30,106

55 . Total 2005 enrollment, all graduate and professional students 11,374

56 . GRAND TOTAL sum of (54+55) 2005 Enrollment 41,480

Last year's enrollment data is provided for your reference.

	2004 Full-Time Enrollment		2004 Part-Time Enrollment	
	Men	Women	Men	Women
Undergraduates				
57 . Degree-seeking, first-time freshmen	2,493	3,124	11	14
58 . Other first-year, degree-seeking				
59 . All other degree- seeking	10,020	11,143	705	707
60 . <i>Total degree-seeking</i> (Sum of 57+58+59)	12,513	14,267	716	721
61 . All other undergraduates enrolled in credit courses	111	123	592	723
62 . <i>Total undergraduate</i> (Sum				

of 61+62)	12,624	14,390	1,308	1,444
First-Professional	Men	Women	Men	Women
63 . First-time, first-professional students	279	343	4	3
64 . All other first-professionals	698	981	69	83
65 . Total First- Professional (Sum of 63+64)	977	1,324	73	86
Graduate	Men	Women	Men	Women
66 . Degree-seeking, first-time	765	915	138	127
67 . All other degree- seeking	2,918	2,542	735	803
68 . All other graduates enrolled in credit courses				
69 . Total Graduate (Sum of 66+67+68)	3,683	3,457	873	930

70 . Total 2004 enrollment of undergraduates : 29,766

71 . Total 2004 enrollment, all graduate and professional students : 11,403

72 . GRAND TOTAL (Sum of 70+71) 2004 Enrollment : 41,169

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 2005 as of Oct. 15 2005 (or your institution's official fall reporting date).

Note: Degree seeking undergraduates (2nd column) should include the degree seeking, first-time, first year students in column one.

	Degree-seeking first-time, first year students	Degree-seeking Undergraduates
73 . Non-resident aliens	202	923
74 . Black, non-Hispanic	176	718
75 . American Indian or Alaskan Native		

	35	165
76 . Asian or Pacific Islander	366	1,535
77 . Hispanic	206	805
78 . White, non-Hispanic	4,959	23,574
79 . Race/ethnicity unknown	197	738
80 . Total (sum of 73 through 79)	6,141	28,458

Six-Year Graduation Rate for the 1999 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 1999. This number **INCLUDES** students who entered your institution during the Summer term preceding Fall of 1999.

If Fall 1999 cohort data are not available, provide data for Fall 1998 cohort. It's very important to U.S. News to receive the Fall 1999 cohort data. If your institution needs to wait until after the IPEDS Spring 2006 collection in order to supply the Fall 1999 cohort, please do so.

Fall 1998 cohort	Fall 1999 cohort
81 A. (CDS B4) Initial 1998 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students <input type="text" value="5,596"/>	81 B. (CDS B4) Initial 1999 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students <input type="text" value="5,665"/>
82 A. (CDS B5) Of the initial 1998 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; Total allowable exclusions <input type="text" value="0"/>	82 B. (CDS B5) Of the initial 1999 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 <input type="text" value="0"/>
83 A. (CDS B6) Final 1998 cohort, after subtracting the number of students under allowable exclusions <input type="text" value="5,596"/>	83 B. (CDS B6) Final 1999 cohort, after subtracting the number of students under allowable exclusions <input type="text" value="5,665"/>
84 A. (CDS B7) Of the initial 1998 initial cohort, how many completed the program by Aug. 31, 2002 <input type="text" value="2,389"/>	84 B. (CDS B7) Of the initial 1999 initial cohort, how many completed the program by Aug. 31, 2003 <input type="text" value="2,408"/>
85 A. (CDS B8) Of the initial 1998 cohort, how	85 B. (CDS B8) Of the initial 1999 cohort, how

many completed the program <i>after</i> Aug. 31, 2002 and <i>by</i> Aug. 31, 2003 <input type="text" value="1,819"/>	many completed the program <i>after</i> Aug. 31, 2003 and <i>by</i> Aug. 31, 2004 <input type="text" value="1,773"/>
86 A. (CDS B9) Of the initial 1998 cohort, how many completed the program <i>after</i> Aug. 31, 2003 and <i>by</i> Aug. 31, 2004, <input type="text" value="230"/>	86 B. (CDS B9) Of the initial 1999 cohort, how many completed the program <i>after</i> Aug. 31, 2004 and <i>by</i> Aug. 31, 2005, <input type="text" value="243"/>
87 A. (CDS B10) Total graduating <i>within six years</i> (sum of CDS questions B7, B8, and B9) or <i>by</i> Aug. 31, 2004 <input type="text" value="4,438"/>	87 B. (CDS B10) Total graduating <i>within six years</i> (sum of CDS questions B7, B8, and B9) or <i>by</i> Aug. 31, 2005 <input type="text" value="4,424"/>
88 A. (CDS B11) Six-year graduation rate for 1998 cohort (<i>Equal to CDS question B10/ CDS B6</i>) <input type="text" value="79"/> %	88 B. (CDS B11) Six-year graduation rate for 1999 cohort (<i>Equal to CDS question B10/ CDS B6</i>) <input type="text" value="78"/> %

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 1997 and completed a bachelor's degree from your school before fall 2003 %

90 . Fall 1996 and completed a bachelor's degree from your school before fall 2002 %

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 2004 (or the preceding summer term), what percentage was enrolled at your institution in fall 2005 (i.e. enrolled on the date your institution calculates its official enrollment for fall 2005)? *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.* %

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 . Fall of 2003 and returned to your institution in fall 2004? %

93 . Fall of 2002 and returned to your institution in fall 2003? %

94 . Fall of 2001 and returned to your institution in fall 2002? %

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

95 . Certificate/diploma

96 . Associate degrees

97 . Bachelor's degrees

98 . Post-bachelor'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 2005. 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, non-admission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission. Fall 2004 data is included for your reference.

	Fall 2005	Fall 2004
104 . Total men applied	<input type="text" value="10,130"/>	<input type="text" value="9,669"/>
105 . Total women applied	<input type="text" value="11,552"/>	<input type="text" value="10,826"/>
106 . Total applications	<input type="text" value="21,682"/>	<input type="text" value="20,495"/>
107 . Total men admitted	<input type="text" value="6,494"/>	<input type="text" value="5,980"/>
108 . Total women admitted	<input type="text" value="8,224"/>	<input type="text" value="7,608"/>
109 . Total men and women admitted	<input type="text" value="14,718"/>	<input type="text" value="13,588"/>
110 . Total full-time, first-time, first-year (freshman) men enrolled	<input type="text" value="2,684"/>	<input type="text" value="2,493"/>
111 . Total part-time, first-time, first-year (freshman) men enrolled	<input type="text" value="11"/>	<input type="text" value="11"/>
112 . Total full-time, first-time, first-year (freshman) women enrolled	<input type="text" value="3,434"/>	<input type="text" value="3,124"/>
113 . Total part-time, first-time, first-year (freshman) women enrolled	<input type="text" value="12"/>	<input type="text" value="14"/>
114 . Total first-time, first-year enrolled, men and women, full- and part- time (Sum of 110 through 113)	<input type="text" value="6,141"/>	<input type="text" value="5,642"/>

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 2005 admissions:

116 . Number of qualified applicants offered a place 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 (Sum of 121 thru 129 excluding 124)	<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="4"/>
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" value="2"/>	<input type="text" value="2"/>
129 . Other (<i>specify</i>)		

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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. Please do not include bullets, paragraph breaks, special characters, or other special formatting. (500 characters maximum)

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 . Rigor of secondary school record	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
136 . Class rank	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
137 . Academic GPA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
138 . Recommendation(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
139 . Standardized test scores	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
140 . Application essay	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Nonacademic</i>				
141 . Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	—	—	—	—

142 . Extracurricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
143 . Talent/ability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
144 . Character/personal qualities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
145 . First generation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
146 . Alumni/ae relation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
147 . Geographical residence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
148 . State residency	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
149 . Religious affiliation/commitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
150 . Racial/ethnic status	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
151 . Volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
152 . Work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
153 . Level of applicant's interest	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

SAT and ACT Policies (CDS C8)

154 . Does your institution make use of SAT, ACT, or SAT Subject Test scores in admission decisions for first-time, first-year, degree-seeking applicants?

Yes, please continue with question 155.

No, please skip to question 195.

If yes, select the appropriate boxes to reflect your institution's policies for use in admission for Fall 2007. (CDS C8A)

	Required	Recommended	Required for some	Considered if submitted	Not Used	Row Not Applicable
155 . SAT or ACT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
156 . ACT Only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
157 . SAT Only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
158 . SAT and SAT Subject Test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

159 . SAT and SAT Subject Tests or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
160 . SAT Subject Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

161. If your institution will make use of the ACT in **admission** decisions for first-time, first-year, degree-seeking applicants for **Fall 2007**, please indicate which ONE of the following applies: (CDS C8B)

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

162. Please indicate how your institution will use the SAT or ACT writing component. Check all that apply: (CDS C8C)

- For admission
 For placement
 For advising
 In place of an application essay
 As a validity check on the application essay
 No college policy as of now

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

163 . Placement:

- Yes
 No

164 . Counseling:

- Yes
 No

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

	PLACEMENT		
	Require	Recommend	Require for some
165 . SAT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
166 . SAT Subject Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
167 . ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
168 . SAT or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

169 . Latest date by which SAT or ACT scores must be received for fall-term admission (MM/DD):

02 / 01

170 . Latest date by which SAT Subject Tests scores must be received for fall-term admission (MM/DD): /

171 . 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). Do not include bullets, paragraph breaks, special characters, or other special formatting : *Maximum number of allowable characters is 4000*

Test Score Submission (CDS C9) : In the following questions, please provide the percent and number of first-time, first-year students enrolled in fall 2005 who submitted national standardized (SAT/ACT) test scores. Include information for *ALL enrolled*, first-time, first-year (freshman) degree-seeking students -- 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. 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 these items.

172 . How many first-time, first-year (freshman) degree-seeking students who enrolled in fall 2005 submitted SAT scores? 1,923

173 . What percent of first-time, first-year (freshman) degree-seeking students who enrolled in fall 2005 submitted SAT scores? 31 %

174 . How many first-time, first-year (freshman) degree-seeking students who enrolled in fall 2005 submitted ACT scores? 5,080

175 . What percent of first-time, first-year (freshman) degree-seeking students who enrolled in fall 2005 submitted ACT scores? 83 %

SAT and ACT Scores (CDS C9): Please enter SAT and ACT scores at the 25th and 75th percentile for **ALL enrolled, degree-seeking, full- and part-time, first-time, first-year (freshman) students** who enrolled in fall 2005 and submitted test scores, including students who began studies during summer, international students/nonresident aliens, and students admitted under special arrangements. 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.

Note: 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. We have provided the data that you submitted last year for reference.

	Fall 2005			Fall 2004		
	25th Percentile	75th Percentile		25th Percentile	75th Percentile	
176 . SAT Verbal	560	670		SAT Verbal	560	670
177 . SAT Math	600	700		SAT Math	600	700

178 . ACT Composite	<input type="text" value="26"/>	<input type="text" value="30"/>	ACT Composite	<input type="text" value="26"/>	<input type="text" value="30"/>
179 . ACT English	<input type="text"/>	<input type="text"/>	ACT English	<input type="text"/>	<input type="text"/>
180 . 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 2005 with scores in each range:

	SAT Verbal	SAT Math
181 . 700-800	<input type="text" value="16"/> %	<input type="text" value="29"/> %
182 . 600-699	<input type="text" value="44"/> %	<input type="text" value="50"/> %
183 . 500-599	<input type="text" value="30"/> %	<input type="text" value="19"/> %
184 . 400-499	<input type="text" value="8"/> %	<input type="text" value="2"/> %
185 . 300-399	<input type="text" value="2"/> %	<input type="text" value="0"/> %
186 . 200-299	<input type="text" value="0"/> %	<input type="text" value="0"/> %
	100%	100%

	ACT Composite	ACT English	ACT Math
187 . 30-36	<input type="text" value="27"/> %	<input type="text" value="29"/> %	<input type="text" value="28"/> %
188 . 24-29	<input type="text" value="64"/> %	<input type="text" value="55"/> %	<input type="text" value="59"/> %
189 . 18-23	<input type="text" value="8"/> %	<input type="text" value="15"/> %	<input type="text" value="12"/> %
190 . 12-17	<input type="text" value="1"/> %	<input type="text" value="1"/> %	<input type="text" value="1"/> %
191 . 6-11	<input type="text" value="0"/> %	<input type="text" value="0"/> %	<input type="text" value="0"/> %
192 . Below 6	<input type="text" value="0"/> %	<input type="text" value="0"/> %	<input type="text" value="0"/> %
	100%	100%	100%

Average Test Scores: Please enter average test scores for "freshmen" enrolling in fall of 2005. *"Freshman" includes all full- and part-time, first-time, first-year (freshman) students who enrolled in fall of 2005, including students who began studies during the summer, international students and nonresident aliens, and students admitted under special arrangements.*

Average Test Scores	SAT Verbal	SAT Math	ACT Composite Score
193 . 2005 enrolled freshmen	610	650	28
194 . 2004 enrolled freshmen Last year's data is provided for your reference.	611	649	28

(CDS C10). Please enter the percent of all degree-seeking, first-time, first-year (freshmen) students who 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 2005, including students who began studies during the summer, international students and nonresident aliens, and students admitted under special arrangements. We have provided the data that was submitted last year for your reference.*

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

	Fall 2005	Fall 2004
195 . % in top tenth of high school graduating class	56 %	58 %
196 . % in top quarter of high school graduating class	91 %	93 %
197 . % in top half of high school graduating class	99 %	99 %
198 . % in bottom half of high school graduating class	1 %	1 %
Note: Top half(197) + bottom half(198) = 100%		
199 . % of total first-time, first-year (freshman) students who submitted high school class rank	75 %	81 %

200 . Were test scores of *all international* students who provided test score information included in the calculation of SAT and ACT scores for 2005 first- time, first-year (freshman) degree-seeking students?

Yes

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

201 . Were test scores of *all minority* students who provided test score information included in the calculation of SAT and ACT scores for 2005 first-time, first-year (freshman) degree-seeking students?

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

202 . Were test scores of *all student-athletes* who provided test score information included in the calculation of SAT and ACT scores for 2005 first-time, first-year (freshman) degree-seeking students?

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

203 . 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 2005 first-time, first-year (freshman) degree-seeking students?

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

204 . 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 2005 first-time, first-year (freshman) degree-seeking students?

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

205 . Were test scores of *all students who applied for summer 2005 admission* (under regular or special enrollment programs) and who provided test score information included in the calculation of SAT and ACT scores for 2005 first-time, first-year (freshman) degree-seeking students?

- Yes
- No
- NA, no students admitted for summer 2005 or scores not provided to school

(CDS 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.

206 . Percent who had GPA of 3.75 and higher	
--	--

	51 %
207 . Percent who had GPA between 3.50 and 3.74	23 %
208 . Percent who had GPA between 3.25 and 3.49	12 %
209 . Percent who had GPA between 3.00 and 3.24	8 %
210 . Percent who had GPA between 2.50 and 2.99	5 %
211 . Percent who had GPA between 2.00 and 2.49	1 %
212 . Percent who had GPA between 1.00 and 1.99	0 %
213 . Percent who had GPA below 1.00	0 %
	100%

214 . What *percent* of total, first-time, first-year freshman students who enrolled in the fall of 2005 submitted high school GPA? (CDS C12) 95 %

215 . What was the *average* high school GPA of all first-time, first-year students who enrolled in the fall of 2005 and submitted GPA? Please state to ONE decimal place. *Report information only for those students from whom you collected high school GPA.* 3.7

215 a. What *percent* of first-time, first-year fall 2005 students had a GPA between 2.5 and 3.5, inclusive? 26 %

215 b. What was the GPA of first-time, first-year fall 2005 students at the 25th and 75th percentile?

	25th	75th
GPA	3.5	3.9

Application Fee (CDS C13)

216 . Does your institution have an application fee?

Yes

No

217 . Amount of application fee: \$ 35

218 . Can the fee be waived for applicants with financial need?

Yes

No

Application Closing Date (CDS C14)

219 . Does your institution have an application closing date?

Yes

No

220 . Application closing date(mm/dd): (Fall) /

221 . Priority date (mm/dd): /

222 . Are first-time, first-year students accepted for terms other than the fall? (CDS C15):

Yes

No

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

On a rolling basis beginning (date mm/dd): /

By (date mm/dd): /

Other:

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

Must reply by (date mm/dd): /

No set date:

Must reply by May 1 or within weeks if notified thereafter

Other:

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

Yes

No

226 . If yes, maximum period of postponement:

227 . 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)

228 . Will you accept the Common Application distributed by the National Association of Secondary School Principals if submitted?

Yes

No

229 . If "Yes," are supplemental forms required?

- Yes
 No

230 . Is your college a member of the Common Application Group?

- Yes
 No

231 . 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.*)

- Yes, please continue with the next question.
 No, skip to question 239.

232 . First or only early decision plan closing date (mm/dd)	<input type="text"/> / <input type="text"/>
233 . First or only early decision plan notification date (mm/dd)	<input type="text"/> / <input type="text"/>
234 . Other early decision plan closing date (mm/dd)	<input type="text"/> / <input type="text"/>
235 . Other early decision plan notification date (mm/dd)	<input type="text"/> / <input type="text"/>
236 . Number of early decision applications received by your institution for fall 2005 entering class	<input type="text"/>
237 . Number of applicants admitted under early decision plan for fall 2005 entering class	<input type="text"/>
238 . Number of applicants enrolled under early decision plan for fall 2005 entering class.	<input type="text"/>

239 . Early Action Admissions. 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? (*CDS C22*)

- Yes, please continue with the next question.
 No, skip to question 245.

239b . Is your early action plan a "restrictive" plan under which you limit students from applying to other early plans?

- Yes
 No

240 . What is the closing date for submitting early action applications? (mm/dd)	<input type="text"/> / <input type="text"/>
241 . What is the notification date for submitting early action applications? (mm/dd)	<input type="text"/> / <input type="text"/>
242 . Number of early action applications received by your institution for fall 2005 entering class?	<input type="text"/>
243 . Number of applicants admitted under early action plan for fall 2005 entering class?	<input type="text"/>
244 . Number of applicants enrolled under early action plan for fall 2005 entering class?	<input type="text"/>

245 . If SAT Subject Tests are required or recommended, specify which ones:



Check special requirements for admission to specific programs

- 246 . Portfolio required of art program applicants
- 247 . Audition required of music program applicants
- 248 . Audition required of dance program applicants
- 249 . Audition required of theatre program applicants
- 250 . R.N. required of nursing program applicants
- 251 . Others:

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

- 252 . HEOP
- 253 . EOP
- 254 . Conditional admission
- 255 . other:

Other Admissions Policies/Procedures

256 . Campus visit is:

- Required
- Recommended
- Neither required/recommended

257 . Admission interview is:

—

- Required
 Recommended
 Neither required/recommended

258 . Off-Campus admissions interviews:

- may be arranged with an admission representative
 may not be arranged with an admission representative
 are not available

259 . Is the application fee refundable:

- Yes
 No

260 . Tuition deposit amount \$

261 . Check one:

- Tuition deposit is nonrefundable
 Tuition deposit is partially refundable
 Tuition deposit is refundable (MM/DD) /

262 . Amount of housing deposit (CDS C17) \$

263 . Refundable if student does not enroll?

- Yes, in full
 Yes, in part
 No

TRANSFER ADMISSION

Fall Applicants

264 .Does your institution enroll transfer students? (CDS D1):

- Yes
 No

(If no, please skip questions 265 to 292 and go to Question 293)

265 . 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 2005. (CDS D2)

	Applicants	Admitted Applicants	Enrolled Applicants
266 . Men	1,865	959	617
267 . Women	1,898	1,089	552
268 . Total	3,763	2,048	1,169

Application for Admission - Transfers

269 . Indicate terms for which transfers may enroll: (CDS D3)

- Fall
 Winter
 Spring
 Summer

270 . Must a transfer applicant have a minimum number of credits completed or else must apply as an entering freshman? (CDS D4)

- Yes
 No

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

24

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

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

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

280 . List any other application requirements specific to transfer applicants. Do not include bullets, paragraph breaks, special characters, or other special formatting : (CDS D8) *Maximum number of allowable characters is 3000*

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
281 . Fall (mm/dd)	<input type="text"/> / <input type="text"/>	<input type="text" value="03"/> / <input type="text" value="01"/>	<input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/>	<input checked="" type="checkbox"/>
282 . 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"/>
283 . Spring (mm/dd)	<input type="text"/> / <input type="text"/>	<input type="text" value="11"/> / <input type="text" value="01"/>	<input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/>	<input checked="" type="checkbox"/>
284 . Summer (mm/dd)	<input type="text"/> / <input type="text"/>	<input type="text" value="03"/> / <input type="text" value="01"/>	<input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/>	<input checked="" type="checkbox"/>

285 . Does an open admission policy, if reported, apply to transfer students? (CDS D10)

Yes

No

286 . Describe additional requirements for transfer admission, if applicable. Do not include bullets, paragraph breaks, special characters, or other special formatting. (CDS D11) *Maximum number of allowable characters is 3000*

Transfer Credit Policies

287 . Report the lowest grade (0-100) earned for any course that may be transferred for credit (CDS D12):

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

Number Unit type


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

Number Unit type

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

291 . Minimum number of credits that transfers must complete at your institution to earn an bachelor's degree (CDS D16):

292 . Describe other transfer credit policies. Do not include bullets, paragraph breaks, special characters, or other special formatting. (CDS D17) Maximum number of allowable characters is 3000

Guaranteed Transfer Admission Program for students who attend the UW Colleges - 
see 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.*)

293 . Number of undergraduate alumni of record in 2004-2005?

294 . Number of undergraduate alumni of record in 2003-2004? (provided for your reference)

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

295 . Number of undergraduate alumni of record solicited in 2004-2005?

296 . Number of undergraduate alumni of record solicited in 2003-2004? (provided for your reference)

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*)

297 . Number of undergraduate alumni donors in 2004-2005?

298 . Number of undergraduate alumni donors in 2003-2004? (provided for your reference)

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 2005 - 2006 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 12)	Total Expenditures (Salary and Fringe Benefits)
299 . Professor, 9-month	717	\$ 72,864,474	\$ 20,546,463	\$ 93,410,937
300 . Associate professor, 9-month	172	\$ 13,488,588	\$ 4,152,339	\$ 17,640,927
301 . Assistant professor, 9-month	334	\$ 21,559,035	\$ 7,181,451	\$ 28,740,486
302 . Professor, 12-month	71	\$ 7,764,114	\$ 2,137,394	\$ 9,901,508
303 . Associate professor, 12-month	49	\$ 4,182,217	\$ 1,691,945	\$ 5,874,162
304 . Assistant professor, 12-month	34	\$ 2,569,166	\$ 801,601	\$ 3,370,767

(CDS I-1). Please report number of instructional faculty members in each category for Fall 2005.

Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP. Fall 2004 data is provided for your reference.

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. Use the chart below to determine inclusions and exclusions:

--	--

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

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

Part-time instructional faculty: Adjuncts and other instructors being paid solely for part-time classroom instruction. Also includes full-time faculty teaching less than two semesters, three quarters, two trimesters, or two four-month sessions. Employees who are not considered full-time instructional faculty but who teach one or more non-clinical credit courses may be counted as part-time faculty.

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

Doctorate: includes such degrees as Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and Doctor of Philosophy degree in any field such as arts, services, education, engineering, business, or public administration.

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).

2005 Instructional Faculty Members

	Full time	Part time	Total
305 . Total number of instructional faculty	2,365	610	2,975
306 . Total number who are members of minority groups	344	67	411
307 . Total number who are women	773	313	1,086
308 . Total number who are men	1,592	297	1,889
309 . Total number who are non-resident aliens (international)	86	30	116
310 . Total number with doctorate, first professional, or other terminal degree	2,183	392	2,575
311 . Total number whose highest degree is a master's but not a terminal master's	180	217	397
312 . Total number whose highest degree is a bachelor's	2	1	3
312 a. Total number whose highest degree is unknown or other (Note items 310, 311, 312, and 312a must sum up to item 305.)	0	0	0
312 b. Total number in stand-alone graduate professional programs in which faculty teach virtually only graduate-level students	176	42	218
313 . Total number whose highest degree is a Doctorate	2,074	372	2,446

2004 Instructional Faculty Members

	Full time	Part time	Total
314 . Total number of instructional faculty	2,371	602	2,973
315 . Total number who are members of minority groups	327	57	384
316 . Total number who are women	752	308	1,060

317 . Total number who are men	1,619	294	1,913
318 . Total number who are non-resident aliens (international)	98	31	129
319 . Total number with doctorate, first professional, or other terminal degree	2,193	389	2,582
320 . Total number whose highest degree is a master's but not a terminal master's	176	212	388
321 . Total number whose highest degree is a bachelor's	2	1	3
322 . Total number whose highest degree is a Doctorate	2,083	382	2,465

Student to Faculty Ratio: (CDS I-2) Report the Fall 2005 ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate level students. Do not count undergraduate or graduate student teaching assistants as faculty.

323 . Fall 2005 student to faculty ratio: 13 to 1 (based on 28329 students and 2167 faculty)

324 . Fall 2004 student to faculty ratio (provided for your reference): 13 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 2005 term. Fall 2004 data provided for your reference.

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 2005. 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)**

325 . Class Sections:

	2-9	10-19	20-29	30-39	40-49	50-99	100+
2005 Undergraduate Class Sections	307	1,055	807	252	158	276	303
2004 Undergraduate Class Sections	267	1,048	796	249	172	284	290

326 . Class Subsections:

	2-9	10-19	20-29	30-39	40-49	50-99	100+
2005 Undergraduate Class Subsections	236	1,483	1,612	49	21	23	9

Graduate Teaching Assistants

327 . Of the "undergraduate class sections" entered above for fall 2005, how many officially list a graduate teaching assistant as the primary instructor? 654

328 . 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

329 . Of the "undergraduate class subsections" reported above for fall 2005, how many officially list a graduate teaching assistant as the primary instructor? 2,878

330 . 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

331 . Unique Qualities during the 2005-2006 academic year.

As part of each entry in a much-expanded directory of colleges and universities, U.S. News would like to feature a brief description of the school's mission and unique qualities. In 100 words or less, please provide a thoughtful summary of what makes your school special. What are its special strengths and attributes? What is it not? Maximum number of allowable characters is 4000. Please do not include bullets, paragraph breaks, special characters, or other special formatting.

Founded in 1848, the University of Wisconsin-Madison is among the largest and most-respected universities in the nation. Few institutions are more widely recognized as leaders in teaching, research and public service. UW-Madison offers 136 undergraduate majors, 155 master's, 109 doctoral and 6 professional degree programs, all of which expose students to world-class faculty and staff who are responsible for not only teaching, but using their skills and research to change the world. Located on the wooded shores of Lake Mendota, the 933-acre main campus is adjacent to the busy city streets of downtown Madison, a community consistently ranked among the best places to live in the nation.

Curriculum/Academic and programs offered are for the 2005-2006 academic year.

POPULAR MAJORS (CDS J) The first table below lists the most popular majors for 2004 graduates as reported to U.S. News during 2005 . In the second table below for 2005 Graduates, identify the five majors with the largest percent of bachelor's degrees conferred between July 1, 2004 and June 30, 2005 from your institution by entering the CIP 2000 code next to the name. Then list the percent of students graduating with degrees in those fields. Please visit this link: [CIP 2000 codes](#) and check it carefully before entering data. Only five majors can be entered. U.S. News will only accept CIP 2000 codes for questions 332, 338, and 339. For more information on CIP 2000, visit: <http://nces.ed.gov/ipeds/web2000/cip2000.asp>. U.S. News will no longer accept CIP 1990.

Question 332 :

2004 Graduates		
CIP Major Name	CIP Code Number	Percent of Graduates
Political Science and Government, General	45.1001	6
Psychology, General	42.0101	5
History, General	54.0101	4
English Language and Literature, General	23.0101	4
Communication Studies/Speech Communication and Rhetoric	9.0101	4

2005 Graduates		
CIP Major Name	CIP Code Number	Percent of Graduates
Political Science and Government, General	45.1001	6
Psychology, General	42.0101	5
English Language and Literature, General	23.0101	5
Economics, General	45.0601	4
Communication Studies/Speech Communication and Rhetoric	9.0101	4

Questions 333 - 337 and 340 do not use CIP codes.

Note: When reporting degrees in questions 333-337, please do not report majors leading to a degree (ex. BA is acceptable, BA in Psychology is not acceptable). Majors should be reported in questions 338-339.

333 . List associate degrees separated by commas. (Ex. AS, AAS) Do not include subject areas:
Maximum number of allowable characters is 4000

334 . List bachelor's degrees separated by commas. (Ex. BA, BS) Do not include subject areas:
Maximum number of allowable characters is 4000

B.A. , B.B.A. , B.F.A. , B.Mus. , Bachelor of Naval Science, B.S.

335 . List master's degrees separated by commas. (Ex. MA, MS) Do not include subject areas: Maximum number of allowable characters is 4000

Master of Accountancy, M.A. , MBA, M.Eng. , M.F.A. , Master of International Public Affairs, Master of Legal Institutions, M.M. , Master of Professional French Studies, M.P.A. , M.S.

336 . List doctoral degrees separated by commas. (Ex. PHD, EdD) Do not include subject areas:
Maximum number of allowable characters is 4000

D.M.A. , PH.D.

337 . List first professional degrees separated by commas. (Ex. DC, DO, JD) Do not include subject areas: Maximum number of allowable characters is 4000

Aud.D, J.D., Doctor of Juridial Science, M.D., Pharm.D., D.V.M., LL.M., M.P.T., M.P.H., Professional Development-Engineering

Note: When reporting majors in Questions 338 and 339 below, please do not list majors in conjunction with a concentration, emphasis, minor, or subject area. Concentrations, etc., may be reported in question 340.

These two questions use the CIP 2000.

Under the box titled "Majors Available", please click on a subject to highlight the Major category. This will open another box directly below which lists the sub-categories of majors (CIP code numbers with up to 4 digits to the right of the decimal place). The sub-categories are arranged by ascending CIP code number. Highlight a major offered by clicking on it (you may click and drag your mouse to highlight multiple selections). Then, click on the button in the middle column with the arrow pointing to the right. Clicking on this button moves the CIP code number of your selection into the right column titled "Majors Offered". To undo a selection, highlight the CIP code number in the "Majors Offered" column and click on the button with the arrow pointing to the left. There is no limit on the number of majors that can be stored in the "Majors Offered" column. The HTML file will only display the CIP code, not its name. U.S. News will only accept [CIP 2000](http://nces.ed.gov/ipeds/web2000/cip2000.asp), for more information on CIP 2000 visit: <http://nces.ed.gov/ipeds/web2000/cip2000.asp>

338 . List majors leading to associate degree:

Majors available		Majors offered

<p>1--Agriculture, Agriculture Operations, and Related Sciences 1--Agriculture, General 3--Natural Resources and Conservation 4--Architecture and Related Services 5--Area, Ethnic, Cultural, and Gender Studies</p>		<p>⇌> <⇌</p>	
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Full list of majors offered(view only)

339 . List majors leading to bachelor's degree:

Majors available		Majors offered
<p>1--Agriculture, Agriculture Operations, and Related Sciences 1--Agriculture, General 3--Natural Resources and Conservation 4--Architecture and Related Services 5--Area, Ethnic, Cultural, and Gender Studies</p>	<p>⇌> <⇌</p>	<p>1.0101 1.0103 1.0802 1.0901 1.0905 1.0907 1.1001 1.1102 1.1103 1.1201 11.0101 13.1001 13.1202 13.1301 13.1302</p>

Full list of majors offered(view only)

1.0101,1.0103,1.0802,1.0901,1.0905,1.0907,1.1001,1.1102,1.1103,1.1201,11.0101,13.1001,13.1202,13.1301,13.1302,13.1308,13.1312,13.1316,13.1318,14.0301,14.0501,14.0701,14.0801,14.0901,14.1001,14.1101,14.1201,14.1801,14.1901,14.2201,14.2301,14.3501,14.3901,16.0102,16.0104,16.0201,16.0301,16.0302,16.0402,16.0407,16.0500,16.0901,16.0902,16.0904,16.0905,16.1102,16.1200,16.1203,19.0101,19.0202,19.0203,19.0402,19.0701,19.0902,22.0000,23.0101,26.0101,26.0202,26.0204,26.0301,26.0305,26.0502,26.0503,26.0701,26.0702,26.0801,26.1007,26.1307,27.0101,27.0301,27.0501,3.0502,3.0601,30.1901,30.2001,30.9999,31.0301,31.0505,38.0101,38.0201,38.0206,4.0601,40.0202,40.0401,40.0501,40.0599,40.0601,40.0801,42.0101,44.0701,45.0201,45.0601,45.0701,45.0702,45.1001,45.1101,5.0103,5.0107,5.0111,5.0112,5.0201,5.0207,50.0301,50.0408,50.0501,50.0701,50.0703,50.0901,50.0903,51.0204,51.0912,51.1005,51.1102,51.1601,51.2310,52.0201,52.0205,52.0301,52.0801,52.1101,52.1201,52.1304,52.1401,52.1501,52.1701,54.0101,54.0104,9.0101,9.0401

340 . List minors and other miscellaneous programs offered for undergraduates. Do not include bullets, paragraph breaks, special characters, or other special formatting. Maximum number of allowable characters is 4000

There are too many of these types of programs to list. A complete list can be found at http://registrar.wisc.edu/faculty/degree_majors_options_certificates/index.php

341 . Check one:

- Minor is required of all for graduation
- Minor is required of some for graduation
- Minor is not required for graduation

342 . General education/core curriculum is required:

- Yes
- No

343 . Physical education is required for graduation:

- Yes
- No

Number of units required:

unit:

344 . Religion/theology is required for graduation:

- Yes
- No

Number of units required: unit:

Academic Offerings and Policies

Special Study Options. (CDS E1) For the following questions, please check each program offered. Then report the percent of 2005 graduating seniors who have participated in these programs during their undergraduate years.

Note: you can find definitions of each type of program on the Web site at www.commondataset.org.

	Offered?	Participation rate
345 . Accelerated program	<input checked="" type="checkbox"/>	14 %
346 . Cooperative (work-study) plan program	<input checked="" type="checkbox"/>	5 %
347 . Cross-registration	<input type="checkbox"/>	%
348 . Distance learning	<input checked="" type="checkbox"/>	40 %
349 . Double major	<input checked="" type="checkbox"/>	24 %
350 . Dual enrollment	<input checked="" type="checkbox"/>	1 %
351 . English as a second language (ESL)	<input checked="" type="checkbox"/>	3 %
352 . Exchange student program (domestic)	<input type="checkbox"/>	%
353 . External degree program	<input type="checkbox"/>	%
354 . Honors program	<input checked="" type="checkbox"/>	4 %
355 . Independent study	<input checked="" type="checkbox"/>	46 %
356 . Internships	<input checked="" type="checkbox"/>	20 %
357 . Liberal arts/career combination	<input checked="" type="checkbox"/>	1 %
358 . Student-designed major	<input checked="" type="checkbox"/>	1 %
359 . Study abroad	<input checked="" type="checkbox"/>	18 %
360 . Teacher certificate program	<input checked="" type="checkbox"/>	5 %
361 . Weekend college	<input type="checkbox"/>	%
	—	

362 . Other	<input type="checkbox"/>	<input type="text"/> %
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U.S. News Undergraduate Academic Program Offerings Study

Please check each program offered and report the percent of 2005 graduating seniors who have participated in these programs during their undergraduate years. Please use the U.S. News definitions to answer questions 363 through 370. The definitions for these questions appear on the last page of the HTML file. To view a complete list of definitions from the online survey click [here](#).

NOTE: the U.S. News definitions for Study Abroad and Internships, Cooperative Education, or Practica are different than those in (CDS E1) questions 346, 356, and 359 above. The CDS definitions should be used for the section above.

	Offered?	Participation rate
363 . First-year Experiences	<input checked="" type="checkbox"/>	<input type="text" value="60"/> %
364 . Service Learning	<input checked="" type="checkbox"/>	<input type="text" value="15"/> %
365 . Study Abroad	<input checked="" type="checkbox"/>	<input type="text" value="20"/> %
366 . Senior Capstone or Culminating Academic Experiences	<input checked="" type="checkbox"/>	<input type="text" value="35"/> %
367 . Writing in the Disciplines	<input checked="" type="checkbox"/>	<input type="text" value="95"/> %
368 . Undergraduate Research/Creative Projects	<input checked="" type="checkbox"/>	<input type="text" value="24"/> %
369 . Learning Communities	<input checked="" type="checkbox"/>	<input type="text" value="60"/> %
370 . Internships, Cooperative Education, or Practica	<input checked="" type="checkbox"/>	<input type="text" value="20"/> %

Areas in which all or most students are required to complete some course work prior to graduation: (CDS E3) (check as many as apply)

371 . Arts/fine arts	<input type="checkbox"/>	372 . Humanities	<input checked="" type="checkbox"/>
373 . Computer literacy	<input type="checkbox"/>	374 . Mathematics	<input checked="" type="checkbox"/>
375 . English (including composition)	<input checked="" type="checkbox"/>	376 . Philosophy	<input type="checkbox"/>
377 . Foreign languages	<input type="checkbox"/>	378 . Sciences (biological	<input type="checkbox"/>

	<input checked="" type="checkbox"/>	or physical)	<input checked="" type="checkbox"/>
379 . History	<input type="checkbox"/>	380 . Social science	<input checked="" type="checkbox"/>
381 . Other Describe: <input type="text" value="Ethnic Studies"/>	<input checked="" type="checkbox"/>		

382 . Cooperative education programs offered (check as many as apply)

Agriculture	<input checked="" type="checkbox"/>	Home Economics	<input type="checkbox"/>
Art	<input type="checkbox"/>	Humanities	<input type="checkbox"/>
Business	<input type="checkbox"/>	Natural Science	<input type="checkbox"/>
Computer Science	<input type="checkbox"/>	Social/Behavioral Science	<input type="checkbox"/>
Education	<input type="checkbox"/>	Technologies	<input type="checkbox"/>
Engineering	<input checked="" type="checkbox"/>	Vocational Arts	<input type="checkbox"/>
Health Professions	<input type="checkbox"/>		
Other Describe: <input type="text"/>	<input type="checkbox"/>		

383 . Teacher certifications offered (check as many as apply)

Early childhood	<input checked="" type="checkbox"/>	Special Education	<input checked="" type="checkbox"/>
Elementary	<input checked="" type="checkbox"/>	Vo-tech	<input type="checkbox"/>
Middle/Junior High	<input checked="" type="checkbox"/>	Adult Education	<input type="checkbox"/>
Secondary	<input checked="" type="checkbox"/>	Bilingual/bicultural	<input checked="" type="checkbox"/>

384 . Specify number of specific subject areas in which you offer education certification:

385 . Graduate schools/programs offered:

- Yes
 No

386 . *Qualified undergraduate students may take graduate-level classes at your school:*

Yes

No

387 . *Check pre-professional programs that are designed specifically as preparation for graduate study (check as many as offered):*

Pre-law	<input type="checkbox"/>	Pre-dentistry	<input type="checkbox"/>
Pre-medicine	<input type="checkbox"/>	Pre-theology	<input type="checkbox"/>
Pre-veterinary science	<input type="checkbox"/>	Pre-optometry	<input type="checkbox"/>
Pre-pharmacy	<input type="checkbox"/>		
Other	<input type="checkbox"/>		

Describe Other. Do not include bullets, paragraph breaks, special characters, or other special formatting. Maximum number of allowable characters is 4000

388 . *List combined-degree programs separated by commas (Ex. 2-2 programs, 3-1 programs, and 3-2 programs). Do not include bullets, paragraph breaks, special characters, or other special formatting. Maximum number of allowable characters is 4000*

389 . *List consortium(s) in which your institution has membership (Ex. Five Colleges (Amherst, Smith, Mt. Holyoke, Hampshire College, and U. of Mass.)). Do not include bullets, paragraph breaks, special characters, or other special formatting. Maximum number of allowable characters is 4000*

390 . *Check domestic off-campus semester-away (or term-away) study programs (check as many as offered):*

Washington Semester (American University)	<input type="checkbox"/>	UN Semester	<input type="checkbox"/>
Sea Semester	<input type="checkbox"/>	American Studies Program (Washington, D.C.)	<input type="checkbox"/>
Los Angeles Film Studies Center	<input type="checkbox"/>	Oak Ridge Science Semester (TN)	<input type="checkbox"/>
Washington Center Program	<input type="checkbox"/>	AuSable Institute of Environmental Studies Program (MI)	<input type="checkbox"/>
Newberry Library Program (IL)	<input type="checkbox"/>	New York Arts Program	<input type="checkbox"/>

	<input type="checkbox"/>		<input type="checkbox"/>
New York Studio Program (AICAD)	<input type="checkbox"/>		
Other Describe: <input type="text"/>	<input type="checkbox"/>		

391 . List schools with which domestic exchange programs are offered separated by commas. Do not include bullets, paragraph breaks, special characters, or other special formatting. Maximum number of allowable characters is 4000

392 . List all countries in which study abroad is offered, noting specific schools with foreign exchange programs separated by semi-colons. Do not include bullets, paragraph breaks, special characters, or other special formatting. Maximum number of allowable characters is 4000

Argentina, Australia, Austria, Belgium, Brazil, Canada, Chile, China, Costa Rica, Croatia, Cyprus, Czech. Republic, Denmark, Dominican Republic, Ecuador, Egypt, Finland, France, Germany, Ghana, Great Britian, Greece, Hong Kong, Hungary, India, Ireland, Israel, Italy, Japan, Kenya, Kyrgyzstan, Mexico, Nepal, Netherlands, Norway, Phillipines, Poland, Portugal, Russia, Senegal, Singapore, South Africa, South Korea, Spain, Sweden, Thailand, Trinidad and Tobago, Turkey, Uganda, Vietnam

393 . List any additional special or unique academic programs not yet noted separated by commas or semi-colons as appropriate. Do not include bullets, paragraph breaks, special characters, or other special formatting. Maximum number of allowable characters is 4000

College Credit and placement options offered during the 2005- 2006 academic year.

394 . College Entrance Examination Board (CEEB) Advanced Placement tests :

- Credit only
 Credit and/or placement
 Placement only
 None of the above

395 . Credit/placement offered for CEEB scores of: (check as many as apply)

- 2
 3
 4
 5

396 . Specify any restrictions on CEEB Advanced Placement options. Do not include bullets, paragraph breaks, special characters, or other special formatting. Maximum number of allowable characters is 4000

Depending on the subject, some scores translate to course equivalency and others to elective credit.



397 . *College-Level Examination Program (CLEP):*

- Credit only
- Credit and/or placement
- Placement only
- None of the above

398 . *CLEP subject exams:*

- Credit only
- Credit and/or placement
- Placement only
- None of the above

399 . *Regents College Exams (RCE):*

- Credit only
- Credit and/or placement
- Placement only
- None of the above

400 . *Home school portfolio:*

- Credit only
- Credit and/or placement
- Placement only
- None of the above

401 . *DANTES subject standardized tests:*

- Credit only
- Credit and/or placement
- Placement only
- None of the above

402 . *School's own challenge exams:*

- Credit only
- Credit and/or placement
- Placement only
- None of the above

403 . *Relevant military experience:*

- Credit only
- Credit and/or placement

- Placement only
 None of the above

404 . *Relevant life experience:*

- Credit only
 Credit and/or placement
 Placement only
 None of the above

405 . *International Baccalaureate:*

- Credit only
 Credit and/or placement
 Placement only
 None of the above

406 . *Describe credit and placement programs other than the above and options available, separated by commas or semi-colons as appropriate. Do not include bullets, paragraph breaks, special characters, or other special formatting. Maximum number of allowable characters is 4000*



Student Activities/Social Organizations/Societies/ offered during the 2005- 2006 academic year.

407 . *Number of social fraternities on campus:*

408 . *Number of fraternities with chapter houses:*

409 . *Number of social sororities on campus:*

410 . *Number of sororities with chapter houses:*

Other Student Characteristics (CDS F1): Please provide the percentages of first-time, first-year (freshman) students and all degree-seeking undergraduates enrolled in Fall 2005 who fit the following categories.

	First-time, First-year Students (Freshman), Fall 2005	Undergraduates Fall 2005
411 . % who are from out of state (exclude international/nonresident aliens)	<input type="text" value="39"/> %	<input type="text" value="30"/> %
412 . % of men who join fraternities	<input type="text" value="9"/> %	<input type="text" value="9"/> %
413 . % of women who join sororities	<input type="text" value="8"/> %	<input type="text" value="8"/> %
414 . % who live in college-owned,	<input type="text" value="79"/> %	<input type="text" value="26"/> %

operated or affiliated housing		
415 . % who live off campus or commute	21 %	74 %
416 . % of students age 25 and older	0 %	5 %
417 . Average age of full-time students	18	20
418 . Average age of students (full- and part-time)	18	20

STUDENT LIFE

Activities Offered (CDS F2) Identify the programs available at your institution by checking the box next to each program name.

419 . Choral groups	<input checked="" type="checkbox"/>	420 .Marching band	<input checked="" type="checkbox"/>	421 .Student government	<input checked="" type="checkbox"/>
422 . Concert band	<input checked="" type="checkbox"/>	423 .Music ensembles	<input checked="" type="checkbox"/>	424 . Student newspaper	<input checked="" type="checkbox"/>
425 . Dance	<input checked="" type="checkbox"/>	426 . Musical theater	<input checked="" type="checkbox"/>	427 . Student film society	<input checked="" type="checkbox"/>
428 . Drama/theater	<input checked="" type="checkbox"/>	429 . Opera	<input checked="" type="checkbox"/>	430 . Symphony orchestra	<input checked="" type="checkbox"/>
431 . Jazz band	<input checked="" type="checkbox"/>	432 . Pep band	<input checked="" type="checkbox"/>	433 . Television station	<input checked="" type="checkbox"/>
434 . Literary magazine	<input checked="" type="checkbox"/>	435 . Radio station	<input checked="" type="checkbox"/>	436 . Yearbook	<input checked="" type="checkbox"/>

437 . List name/frequency of student paper(s) separated by commas. (Ex. School Paper (daily), MBA Today (weekly)). Do not include bullets, paragraph breaks, special characters, or other special formatting. Maximum number of allowable characters is 4000

The Daily Cardinal (daily); The Badger Herald (daily)

438 . List names of honor societies separated by commas. Do not include bullets, paragraph breaks, special characters, or other special formatting. Maximum number of allowable characters is 4000

<http://soo.studentorg.wisc.edu/sooform/search/default.asp>

439 . List campus-based religious organizations separated by commas. Do not include bullets, paragraph breaks, special characters, or other special formatting. Maximum number of allowable characters is 4000

440 . List ethnic/racial (including international) student organizations separated by commas. Do not include bullets, paragraph breaks, special characters, or other special formatting. Maximum number of allowable characters is 4000

441 . List other student organizations, musical groups, activities, and committees separated by commas. Do not include bullets, paragraph breaks, special characters, or other special formatting. Maximum number of allowable characters is 4000

442 . Total number of registered organizations:

443 . List names of the most popular cultural and campus events separated by commas. Do not include bullets, paragraph breaks, special characters, or other special formatting. Maximum number of allowable characters is 4000

444 . **Religious preference:** Estimated religious preference percentage of fall 2005 enrolled undergraduate students. The religion listed in 444i can only be changed by updating Q37. If your school's religious affiliation appears in both 444i and one of either 444a thru 444f, then only fill out the percentage of students with that religious preference in question 444i. Only one religion can be listed in 444j. (Percentages must equal 100% to be saved).

Note. Only answer the religious preference question if it's based on a survey of students.

a.Catholic	<input type="text"/> %	g.claim no religious preference	<input type="text"/> %
b.Protestant	<input type="text"/> %	h.don't know	<input type="text"/> %
c.Jewish	<input type="text"/> %	i.Religious affiliation (Q.37) <input type="text"/>	<input type="text"/> %
d.Muslim	<input type="text"/> %	j.Other <input type="text"/>	<input type="text"/> %
e.Hindu	<input type="text"/> %	k.All other	<input type="text"/> %
f.Buddhist	<input type="text"/> %		
			100%

445 a. **Overlap schools:** List up to five institutions that are generally the biggest overlaps (in terms of number of applicants) with your institution's applicant pool. Please use the alphabetical listing of

colleges and universities on the left hand side of the grid. Click on up to names of five institutions, then use the right arrow to move those schools to Overlap column. If you have to change them, click on their names and hit the left arrow to move them back.

List of Colleges	Selected Overlap Colleges
<p>Abilene Christian University Adams State College Adelphi University Adrian College Agnes Scott College Alabama Agricultural and Mechanical University Alabama State University Alaska Pacific University Albany State University Albertson College Albertus Magnus College Albion College Albright College Alcorn State University Alderson-Broaddus College</p>	