

University of Wisconsin-Madison

COMMON DATA SET: 2000-2001

A. GENERAL INFORMATION

A1. Address Information

Name of College or University	University of Wisconsin-Madison
Mailing Address	161 Bascom Hall , 500 Lincoln Drive
City/State/Zip	Madison, WI 53706
Country	United States
Street Address (if different)	
Main Phone	608-262-1234
WWW Home Page Address	www.wisc.edu
Admissions Phone Number	608-262-3961
Admissions Toll-Free Number	
Admissions Office Mailing Address	3rd Floor Armory and Gymnasium , 716 Langdon Street
City/State/Zip	Madison, WI 53706-1400
Country	United States
Admissions Fax Number	608-262-1429
Admissions Email Address	on.wisconsin@mail.admin.wisc.edu
If there is a separate URL application site on the internet, please specify:	http://apply.wisconsin.edu/

A2. Source of institutional control

- Public Private (nonprofit)

A3. Classify your undergraduate institution

- Coeducational Men's Women's

A4. Academic year calendar

- Semester Quarter Trimester 4-1-4 Other Continuous
 Differs By Progr

If you chose "Continuous", please describe here:

If you chose "Differs", please describe here:

A5. Degrees offered by your institution

- Certificate
- Diploma
- Associate
 - Transfer
 - Terminal
- Bachelor's
- Post Bachelor's Certificate
- Master's
- Post Master's Certificate
- Doctoral
- First Professional
- First Professional Certificate

COMMON DATA SET: 2000-2001
B. ENROLLMENT AND PERSISTENCE

B1. Institutional Enrollment---Men and Women

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

	FULL-TIME			PART-TIME		
	Men (1999 IPEDS col. 15)	Women (1999 IPEDS col. 16)	1999 IPEDS line	Men (1999 IPEDS col. 15)	Women (1999 IPEDS col. 16)	1999 IPEDS line
Undergraduates						
Degree-seeking, first-time freshmen	2,559	3,021	Line 1	34	45	Line 15
Other first-year, degree-seeking	197	122	Line 2	30	31	Line 16
All other degree-seeking	9,439	10,559	Lines 3-6	973	1,011	Lines 17-20
<i>Total degree-seeking</i>	12,181	13,627		1,037	1,087	
All other undergraduates enrolled in credit courses	77	75	Line 7	591	724	Line 21
<i>Total undergraduates</i>	12,195	13,702	Line 8	1,628	1,811	Line 22
First-professional						
First-time,						

first-professional students	301	350	Line 9	12	15	Line 23
All other first-professionals	619	736	Line 10	55	71	Line 24
<i>Total first-professional</i>	920	1,086		67	86	
Graduate						
Degree-seeking, first-time	873	818	Line 11	144	149	Line 25
All other degree-seeking	2,841	2,252	Line 12	718	809	Line 26
All other graduates enrolled in credit courses	0	0	Line 13	0	0	Line 27
<i>Total graduate</i>	3,714	3,070		862	958	
Total all undergraduates (1999 IPEDS sum of lines 8 and 22, cols. 15 and 16):						29,336
Total all graduate and professional students (1999 IPEDS sum of lines 14 and 28, cols. 15 and 16):						10,763
GRAND TOTAL ALL STUDENTS (1999 IPEDS line 29, sum of cols. 15 and 16):						40,099

B2. Enrollment by Racial/Ethnic Category

Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2000. References to corresponding data elements formerly collected by IPEDS on the Fall Enrollment Survey 1999 (Part A) or currently collected by the IPEDS Web-based Data Collection System are supplied below. **Refer to IPEDS EF-1 Part A or IPEDS EF-2 Part A surveys based on column and line numbers in grid for totals.**

	Degree-seeking first-time first year	Degree-seeking undergradutes	
	1999 IPEDS sum of lines 1 and 15	1999 IPEDS sum of lines 1-6 and 15-20	
Non-resident aliens 1999 IPEDS cols. 1-2	145	1,084	1,295
Black, non-Hispanic 1999 IPEDS cols. 3-4	136	568	580
American Indian or Alaskan Native 1999 IPEDS cols. 5-6	35	138	144
Asian or Pacific Islander 1999 IPEDS cols. 7-8	249	1,200	1,260
Hispanic 1999 IPEDS cols. 9-10	147	652	679
White, non-Hispanic 1999 IPEDS cols.11-12	4,947	24,227	25,378
Race/ethnicity unknown 1999 IPEDS cols. 13-14	0	0	0
Total 1999 IPEDS cols. 15-16	5,659	27,869	29,336

Persistence

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

Certificate/diploma	
Associate degrees	
Bachelor's degrees	5,477
Post-Bachelor's certificates	
Master's degrees	1,793
Post-master's certificates	
Doctoral degrees	730
First professional degrees	496
First professional certificates	

Graduation Rates

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

For Bachelor's or Equivalent Programs

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

B4.

Initial 1994 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students:	4,680
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(1999 IPEDS GRS, Section II, Part A, line 10, sum of columns 15 and 16)

B5.

Of the initial 1994 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:

(1999 IPEDS GRS, Section II, Part C, line 45, sum of columns 15 and 16)

B6.

Final 1994 cohort, after adjusting for allowable exclusions: 4,680

(Subtract question B5 from question B4)

B7.

Of the initial 1994 cohort, how many completed the program in four years or less (by August 31, 1998): 1,832

(1999 IPEDS GRS, Section II, Part A, line 19, sum of columns 15 and 16)

B8.

Of the initial 1994 cohort, how many completed the program in more than four years but in five years or less (after August 31, 1998 and by August 31, 1999): 1,468

(1999 IPEDS GRS, Section II, Part A, line 20, sum of columns 15 and 16)

B9.

Of the initial 1994 cohort, how many completed the program in more than five years but in six years or less (after August 31, 1999 and by August 31, 2000): 224

(1999 IPEDS GRS, Section II, Part A, line 21 sum of columns 15 and 16)

B10.

Total graduating within six years (sum of questions B7, B8, and B9): 3,524

(1999 IPEDS GRS, Section II, Part A, line 18 sum of columns 15 and 16)

B11.

Six-year graduation rate for 1994 cohort (question B10 divided by question B6): 75

For Two-Year Institutions

The information in this section comes from the IPEDS Graduation Rate Survey (IPEDS GRS-2). For complete instructions and definitions of data elements, see the IPEDS GRS-2 instructions and glossary.

B12.

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

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

B13.

Of the initial 1997 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:

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

B14.

Final 1997 cohort, after adjusting for allowable exclusions:

(Subtract question B13 from question B12)

B15.

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

(1999 IPEDS GRS-2, Section III, line 11, sum of columns 15 and 16)

B16.

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

(1999 IPEDS GRS-2, Section III, line 11A, sum of columns 15 and 16)

B17.

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

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

B18.

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

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

B19.

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

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

B20.

Total transfers to two-year institutions:

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

B21.

Total transfers to four-year institutions:

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

Retention Rates

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

B22.

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

91

Applications

C1. First-time, first-year (freshman) students:

Provide the number of degree-seeking first-time, first-year who applied, were admitted, and enrolled (full- or part-time) in Fall 2000. Include early decision, early action, and students who began studies during summer in this cohort. Applicants include all students who fulfilled the requirements for consideration for admission (including payment or waiving of the application fee, if any) and who have been notified of one of the following actions: admission, no admission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission.

Total first-time, first-year (freshman) men who applied	8,320
Total first-time, first-year (freshman) women who applied	9,407
Total first-time, first-year (freshman) men who were admitted	5,687
Total first-time, first-year (freshman) women who were admitted	7,104
Total full-time, first-time, first-year (freshman) men who enrolled	2,522
Total part-time, first-time, first-year (freshman) men who enrolled	11
Total full-time, first-time, first-year (freshman) women who enrolled	3,139
Total part-time, first-time, first-year (freshman) women who enrolled	11

C2. Freshman wait-listed students

(students who met admission requirements but whose final admission was contingent on space availability)

Do you have a policy of placing students on a waiting list?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
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If yes, please answer the questions below for Fall 2000 admissions:

Number of qualified applicants placed on waiting list	0
Number accepting a place on the waiting list	0
Number of wait-listed students admitted	0

Admission Requirements

C3. High school completion requirement

High school completion requirement(s) for degree-seeking entering students:

<input checked="" type="checkbox"/> High school diploma is required and GED is accepted
<input type="checkbox"/> High school diploma is required and GED is not accepted
<input type="checkbox"/> High school diploma or equivalent is not required

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

<input checked="" type="radio"/> Require
<input type="radio"/> Recommend
<input type="radio"/> Neither require nor recommend

C5. Distribution of high school units required and/or recommended.

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

	Units required	Units recommended
Total academic units	17	20
English	4	4
Mathematics	3	4
Science	3	4
-of these, units that must be lab		
Foreign language	2	2
Social Studies	3	4
History		
Academic electives		
Other:		

Basis for Selection

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

<input type="checkbox"/> Open admission policy as described above for all students
Open admission policy as described above for most students, but
<input type="checkbox"/> selective admission for out-of-state students
<input type="checkbox"/> selective admission to some programs
Other (explain) <input type="text"/>

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

	Very important	Important	Considered	Not considered
<i>Academic</i>				
Secondary school record	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class rank	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommendations	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standardized test scores	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Essays	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<i>Non-Academic</i>				
Interview	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Extracurricular activities	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Talent/ability	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Character/personal qualities	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Alumni/ae relation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Geographical residence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
State residency	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious affiliation/commitment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Minority status	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Volunteer work	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Work experience	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

SAT and ACT Policies

C8. Entrance exams

A. Does your institution make use of SAT I, SAT II, or ACT scores in admission decisions for first-time, first-year, degree-seeking applicants?	<input checked="" type="radio"/> Yes <input type="radio"/> No
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If yes, please select the appropriate boxes below to reflect your institution's policies for use in admission.

	ADMISSIONS				
	Require	Recommend	Require for some	Consider if submitted	Not used
SAT I	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SAT I or ACT (no preference)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SAT I or ACT-SAT I preferred	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SAT I or ACT-ACT preferred	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SAT I or SAT II	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SAT I and SAT II or ACT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SAT II	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

B. Does your institution use the SAT I or II or the ACT for placement only? If so, please mark the appropriate boxes below:			
	PLACEMENT		
	Require	Recommend	Require for some
SAT I	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SAT II	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SAT I or ACT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C. Latest date by which SAT I or ACT scores must be received for fall-term admission:	02/01
Latest date by which SAT II scores must be received for fall-term admission:	
D. If necessary, use this space to clarify your test policies (e.g. if tests recommended for some students, or if tests not required of some students):	

Freshman Profile

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

C9. Percent and number of first-time, first-year (freshman) students enrolled in Fall 2000 who submitted national standardized (SAT/ACT) test scores.

Include information for **ALL enrolled, first-time, first-year (freshman) degree-seeking students who submitted test scores**. Do not include partial test scores (e.g. mathematics scores but not verbal for a category of students) or combine other standardized test results (such as TOEFL) in this item. SAT scores should be recentered scores. The 25th percentile is the score that 25 percent scored at or below; the 75th percentile score is the one that 25 percent scored at or above.

Percent submitting SAT scores	30
Percent submitting ACT scores	85
Number submitting SAT scores	1,718
Number submitting ACT scores	4,380

	25th percentile	75th percentile
SAT I Verbal	550	660
SAT I Math	590	690
ACT Composite	25	29
ACT English		
ACT Math		

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

	SAT I Verbal	SAT I Math
700-800	15	24
600-699	40	48
500-599	35	24
400-499	8	3
300-399	2	
200-299		

	ACT Composite	ACT English	ACT Math
30-36	23		
24-29	64		
18-23	13		
12-17	1		
6-11			
below 6			

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

Percent in top 10th of high school graduating class	48
Percent in top quarter of high school graduating class	90
Percent in top half of high school graduating class	99
Percent in bottom half of high school graduating class	1
Percent in bottom quarter of high school graduating class	0
Percent of total first-time, first-year (freshman) students who submitted high school class rank:	83

C11. Percent of all enrolled, degree-seeking first-time,

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

Percent who had a GPA of 3.0 or higher	93
Percent who had a GPA between 2.0 and 2.99	7
Percent who had a GPA between 1.0 and 1.99	
Percent who had a GPA below 1.0	

C12.

Average high school GPA of all degree-seeking, first-time, first year (freshman) students who submitted GPA:	3.6
Percent of total first-time, first-year (freshman) students who submitted high school GPA:	96

Admission Policies

C13. Application Fee

Does your institution have an application fee?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Amount of application fee	35
Can it be waived for applicants with financial need?	<input checked="" type="radio"/> Yes <input type="radio"/> No

C14. Application Closing Date

Does your institution have an application closing date?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Application closing date (Fall)	02/01
Priority date	02/01

C15.

Are first-time, first-year students accepted for terms other than the fall?	<input checked="" type="radio"/> Yes <input type="radio"/> No
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C16. Notification to applicants of admission decision sent (fill in one only)

On a rolling basis beginning (date)	10/15
By (date)	
Other	

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

Must reply by (date)	05/01
No set date	<input type="checkbox"/>
Must reply by May 1 or within	_____ weeks if notified thereafter
Other	

C18. Deferred admission:

Does your institution allow students to postpone enrollment after admission?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If yes, maximum period of postponement:	1 year

C19. Early admission of high school students:

Does your institution allow high school students to enroll as full-time, first-time, first-year (freshman) students one year or more before high school graduation?	<input type="radio"/> Yes <input checked="" type="radio"/> No
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C20. Common application

Will you accept the Common Application distributed by the National Association of Secondary School Principals if submitted?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If "yes," are supplemental forms required?	<input type="radio"/> Yes <input checked="" type="radio"/> No
Is your college a member of the Common Application Group?	<input type="radio"/> Yes <input checked="" type="radio"/> No

Early Decision and Early Action Plans

C21. Early decision

Does your institution offer an early decision plan (an admission plan that permits students to apply and be notified of an admission decision well in advance of the regular notification date and that asks students to commit to attending if accepted) for first-time, first-year (freshman) applicants for Fall enrollment?	<input type="radio"/> Yes <input checked="" type="radio"/> No
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If "yes," please complete the following:

First or only early decision plan closing date	
First or only early decision plan notification date	
Other early decision plan closing date	
Other early decision plan notification date	
Number of early decision applicants received by your institution for the Fall 2000 entering class:	
Number of applicants admitted under early decision plan for the Fall 2000 entering class:	
Please provide significant details about your early decision plan.	

C22. Early action:

Do you have a nonbinding early action plan whereby students are notified of an admission decision well in advance of the regular notification date but do not have to commit to attending your college?	<input type="radio"/> Yes <input checked="" type="radio"/> No
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If "yes," please complete the following:

Early action closing date	
Early action notification date	

COMMON DATA SET: 2000-2001
D. TRANSFER ADMISSION

Fall Applicants

D1.

Does your institution enroll transfer students?	<input checked="" type="radio"/> Yes <input type="radio"/> No
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(If no, please skip to Section E)

If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities?	<input checked="" type="radio"/> Yes <input type="radio"/> No
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D2. Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in Fall 2000.

	Applicants	Admitted Applicants	Enrolled Applicants
Men	1,664	1,193	614
Women	1,808	1,425	674
Total	3,472	2,618	1,288

Application for Admission

D3. Indicate terms for which transfers may enroll:

<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Winter <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer
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D4.

Must a transfer applicant have a minimum number of credits completed or else must apply as an entering freshman?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If yes, what is the minimum number of credits?	24

D5. Indicate all items required of transfer students to apply for

admission:

	Required of All	Recommended of All	Recommended of Some	Required of Some	Not Required
High school transcript	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College transcript(s)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Essay or personal statement	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Standardized test score	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Statement of good standing from prior institution(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D6.

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

D7.

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

D8.

List any other application requirements specific to transfer applicants:

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

	Priority Ddate	Closing Date	Notification Date	Reply Date	Rolling Admission
Fall		03/01			<input checked="" type="checkbox"/>
Winter					<input type="checkbox"/>
Spring		11/01			<input checked="" type="checkbox"/>
Summer		03/01			<input checked="" type="checkbox"/>

D10.

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

D11.

Describe additional requirements for transfer admission, if applicable:

Transfer Credit Policies

D12.

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

D13.

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

D14.

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

D15.

Minimum number of credits that transfers must complete at your institution to earn an associate degree: 0

D16.

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

D17.

Describe other transfer credit policies:
Guaranteed Transfer Admission Program for students who attend the UW Colleges, see www.uwc.edu.

COMMON DATA SET: 2000-2001
E. ACADEMIC OFFERINGS AND POLICIES

E1. Special study options:

Identify those programs available at your institution. Refer to the glossary for definitions.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Accelerated program | <input checked="" type="checkbox"/> Honors program |
| <input checked="" type="checkbox"/> Cooperative (work-study) program | <input checked="" type="checkbox"/> Independent study |
| <input type="checkbox"/> Cross-registration | <input checked="" type="checkbox"/> Internships |
| <input checked="" type="checkbox"/> Distance learning | <input checked="" type="checkbox"/> Liberal arts/career combination |
| <input checked="" type="checkbox"/> Double major | <input checked="" type="checkbox"/> Student-designed major |
| <input type="checkbox"/> Dual enrollment | <input checked="" type="checkbox"/> Study abroad |
| <input checked="" type="checkbox"/> English as a Second Language (ESL) | <input checked="" type="checkbox"/> Teacher certification program |
| <input type="checkbox"/> Exchange student program (domestic) | <input type="checkbox"/> Weekend college |
| <input checked="" type="checkbox"/> External degree program | |
| <input type="checkbox"/> Other (specify): | |

E2. Has been removed from the CDS.

E3. Areas in which all or most students are required to complete some course work prior to graduation

- Arts/fine arts
- Computer literacy
- English (including composition)
- Foreign languages
- History
- Other (describe):
- Humanities
- Mathematics
- Philosophy
- Sciences (biological or physical)
- Social science

Other (describe): Ethnic studies

Library collections

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

E4.

Books, serial backfiles, electronic documents, and government documents (titles) that are accessible through the library's catalog (sum of lines 27 and 29, column 2)	5,902,197
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E5.

Current serial subscriptions (paper, microform, electronic): (sum of lines 30 and 31, column 2)	57,052
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E6.

Microforms (units): (line 28, column 2)	4,500,989
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E7.

Audiovisual materials (units):(line 32, column 2)	238,803
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COMMON DATA SET: 2000-2001

F. STUDENT LIFE

F1. Percentage of first-times, first-year (freshman) students and all

degree-seeking undergraduates enrolled in Fall 2000 who fit the following categories:

	First-time, first-year (freshman) students	Undergraduates
Percent of students who are from out of state (exclude internat'l/nonresident aliens)	35	31
Percent of men who join fraternities	10	10
Percent of women who join sororities	8	8
Percent who live in college-owned, -operated, or -affiliated housing	78	24
Percent who live off campus or commute	22	76
Percent of students age 25 and older	1	7
Average age of full-time students	18	20
Average age of all students (full- and part-time)	18	21

F2. Activities offered:

Identify those programs available at your institution.

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

F3. ROTC

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

Army ROTC is offered: <input checked="" type="checkbox"/> On campus <input type="checkbox"/> At cooperating institutions (name):	Navy ROTC is offered: <input checked="" type="checkbox"/> On campus <input type="checkbox"/> At cooperating institutions (name):	Air Force ROTC is offered: <input checked="" type="checkbox"/> On campus <input type="checkbox"/> At cooperating institutions (name):
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F4. Housing

Check all types of college-owned, -operated, or -affiliated housing available for undergraduates at your institution.

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

COMMON DATA SET:2000-2001

G. ANNUAL EXPENSES

Provide 2001-2002 academic year costs for the following categories that are applicable to your institution.

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

List the typical tuition, required fees, and room and board for a full-time undergraduate student for the FULL 2001-2002 academic year. A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters or trimesters, three quarters, or the period covered by a four-one-four plan. Room and board is defined as double occupancy and 19 meals per week or the maximum meal plan. Required fees include only charges that all full-time students must pay that are NOT included in tuition (e.g., registration, health, or activity fees.) Do NOT include optional fees (e.g., parking, laboratory use).

	FIRST-YEAR	UNDERGRADUATES
PUBLIC INSTITUTIONS: (in-district)	\$3,650.00	\$3,650.00
In-state: (out-of-district)	\$3,650.00	\$3,650.00
Out-of-state	\$12,400.00	\$12,400.00
NONRESIDENT ALIENS:	\$12,400.00	\$12,400.00
REQUIRED FEES:		
ROOM AND BOARD: (on-campus)	\$5,250.00	\$5,250.00
ROOM ONLY: (on-campus)	\$3,500.00	\$3,500.00
BOARD ONLY: (on-campus meal plan)	\$1,750.00	\$1,750.00

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

G2.

Number of credits per term a student can take for the stated full-time tuition			
Minimum	12	Maximum	18

G3.

Do tuition and fees vary by year of study (e.g., sophomore, junior, senior)?	<input type="radio"/> Yes	<input checked="" type="radio"/> No
--	---------------------------	-------------------------------------

G4.

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

G5. Provide the estimated expenses for a typical full-time undergraduate student.

	Residents	Commuters (living at home)	Commuters (not living at home)
Books and supplies:	\$660.00	\$660.00	\$660.00
Room only:	\$3,500.00	\$0.00	\$3,500.00
Board only:	\$1,750.00	\$1,750.00	\$1,750.00
Transportation:	\$340.00	\$340.00	\$340.00
Other expenses:	\$1,550.00	\$1,550.00	\$1,550.00

G6. Undergraduate per-credit-hour charges:

PUBLIC INSTITUTIONS: (in-district)	\$157.95
In-state: (out-of-district)	\$157.95
Out-of-state:	\$545.95
NONRESIDENT ALIENS:	\$545.95

COMMON DATA SET: 2000-2001

H. FINANCIAL AID

Aid Awarded to Enrolled Undergraduates

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

Indicate academic year for which data are reported:	1999-2000 final
---	-----------------

	Need-based aid	Non-need-based aid
	\$	\$
Scholarships/Grants:		
Federal	\$9,378,695.00	\$546,373.00
State	\$2,492,384.00	\$3,740,580.00
Institutional (endowment, alumni, or other institutional awards) and external funds awarded by the college excluding athletic aid and tuition waivers (which are reported below)	\$1,958,244.00	\$3,505,888.00
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college		\$4,117,384.00
Total Scholarships/Grants	\$13,829,323.00	\$11,910,225.00
Self-Help		
Student Loans from all sources (excluding parent loans)	\$28,832,104.00	\$15,144,105.00
Federal Work Study	\$4,937,249.00	
State and other work study/employment		
Total Self-Help	\$33,769,353.00	\$15,144,105.00
Parent Loans		\$5,216,610.00
Tuition Waivers	\$1,324,880.00	\$264,736.00
Athletic Awards		\$3,694,681.00

Number of Enrolled Students Receiving Aid

H2. List the number of degree-seeking full-time and less-than-full-time undergraduates who applied for and received financial aid. **Aid that is non-need-based but that was used to meet need should be counted as need-based aid.** Numbers should reflect the cohort receiving the dollars reported in H1.

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

	First-time	Full-time	Less than
--	------------	-----------	-----------

	Full-time Freshmen	Undergrad (inc. fresh)	Full-time Undergrad
a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2000 cohort)	5,784	25,934	1,874
b) Number of students in line a who were financial aid applicants (include applicants for all types of aid)	3,297	13,744	
c) Number of students in line b who were determined to have financial need	2006	8,936	
d) Number of students in line c who received any financial aid	1,728	7,945	
e) Number of students in line d who received any need-based gift aid	771	3,352	
f) Number of students in line d who received any need-based self-help aid	1,524	7,327	
g) Number of students in line d who received any non-need-based gift aid	1,661	2,922	
h) Number of students in line d whose need was fully met (exclude PLUS loans, unsubsidized loans and private alternative loans.)			
i) On average, the percentage of need that was met of students who received any need-based aid. Exclude any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans and private alternative loans)			
j) The average financial aid package of those in line d . Exclude any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans and private alternative loans.)			
k) Average need-based gift award of those in line e	\$2,914.00	\$2,753.00	
l) Average need-based self-help award (excluding PLUS loans, unsubsidized loans and private alternative loans) of those in line f	\$4,610.00	\$4,609.00	
m) Average need-based loan (excluding PLUS loans, unsubsidized loans and private alternative loans) of those in line f who received a need-based loan	\$3,589.00	\$3,935.00	

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

	First-time Full-time Freshmen	Full-time Undergrad (inc. fresh)	Less than Full-time Undergrad
n) Number of students in line a who had no financial need and who received non-need-based gift aid (exclude those receiving athletic awards and tuition benefits)			
o) Average dollar amount of non-need-based gift aid awarded to students in line n			
p) Number of students in line a who received a non-need-based athletic grant or scholarship	198	892	
q) Average <u>dollar amount</u> of non-need-based <u>athletic grants and scholarships awarded</u> to students in line p	\$4,300.00	\$4,142.00	

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

<input type="radio"/>	Federal methodology (FM)
<input type="radio"/>	Institutional methodology (IM)
<input checked="" type="radio"/>	Both FM and IM

H4.

Percent of the 2000 undergraduate class who graduated between July 1, 1999 and June 30, 2000 and borrowed through any loan programs (federal, state, subsidized, unsubsidized, private, etc.; exclude parent loans). Include only students who borrowed while enrolled at your institution. _____%	44
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H5.

Average per- borrower cumulative undergraduate indebtedness of those in line H4. Do not include money borrowed at other institutions:	\$15,813.00
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Aid to Undergraduate Degree-seeking Nonresident Aliens (Note: Report numbers and dollar amounts for the same academic year checked in item H1.)

H6. Indicate your institution's policy regarding financial aid for undergraduate degree-seeking nonresident aliens:

<input type="checkbox"/>	College-administered need-based financial aid is available
<input type="checkbox"/>	College-administered non-need-based financial aid is available
<input checked="" type="checkbox"/>	College-administered financial aid is not available

If college-administered financial aid is available for undergraduate degree-seeking nonresident aliens, provide the number of undergraduate degree-seeking nonresident aliens who received need-based or non-need-based aid: _____	
Average dollar amount awarded to undergraduate degree-seeking nonresident aliens:	\$0.00
Total dollar amount of financial aid from all sources awarded to all undergraduate degree-seeking nonresident aliens: \$	\$0.00

Process for First-Year/Freshman Students

H7. Check off all financial aid forms domestic.

<input checked="" type="checkbox"/> FAFSA	<input type="checkbox"/> State aid form
<input checked="" type="checkbox"/> Institution's own financial aid form	<input type="checkbox"/> Noncustodial (Divorced/Separated) Parent's
<input type="checkbox"/> CSS/Financial Aid PROFILE	Statement
<input type="checkbox"/> Business/Farm Supplement	<input type="checkbox"/> Other:

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

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

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

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

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

a) Students notified on or about (date):	
b) Students notified on a rolling basis:	<input checked="" type="radio"/> Yes <input type="radio"/> No
If yes, starting date:	04/01

H11. Indicate reply dates:

Students must reply by (date):		or within	3	weeks of notification.
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Types of Aid Available

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

H12. Loans

FEDERAL DIRECT STUDENT LOAN PROGRAM (DIRECT LOAN)	
<input type="checkbox"/>	Direct Subsidized Stafford Loans
<input type="checkbox"/>	Direct Unsubsidized Stafford Loans
<input type="checkbox"/>	Direct PLUS loans
FEDERAL FAMILY EDUCATION LOAN PROGRAM (FFEL)	
<input checked="" type="checkbox"/>	FFEL Subsidized Stafford Loans
<input checked="" type="checkbox"/>	FFEL Unsubsidized Stafford Loans
<input checked="" type="checkbox"/>	FFEL PLUS loans, unsubsidized loans
<input type="checkbox"/>	
<input checked="" type="checkbox"/>	Federal Perkins Loans
<input checked="" type="checkbox"/>	Federal Nursing Loans
<input checked="" type="checkbox"/>	State Loans
<input checked="" type="checkbox"/>	College/university loans from institutional funds
<input type="checkbox"/>	Other (Specify):

H13. Scholarships and Grants

Need-based:	
<input checked="" type="checkbox"/>	Federal Pell
<input checked="" type="checkbox"/>	SEOG
<input checked="" type="checkbox"/>	State scholarships/grants
<input checked="" type="checkbox"/>	Private scholarships
<input checked="" type="checkbox"/>	College/university gift aid from institutional funds
<input type="checkbox"/>	United Negro College Fund
<input type="checkbox"/>	Federal Nursing Scholarships
<input type="checkbox"/>	Other (Specify):

H14. Check off criteria used in awarding institutional aid. Check all that apply.

	Non-need	Need-based
Academic	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alumni affiliation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Art	<input type="checkbox"/>	<input type="checkbox"/>
Athletics	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Job skills	<input type="checkbox"/>	<input type="checkbox"/>
ROTC	<input type="checkbox"/>	
Leadership	<input type="checkbox"/>	<input type="checkbox"/>
Minority status	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Music/drama	<input type="checkbox"/>	<input type="checkbox"/>
Religious affiliation	<input type="checkbox"/>	<input type="checkbox"/>
State/district residency	<input type="checkbox"/>	<input type="checkbox"/>

COMMON DATA SET: Spring 2000-2001

I. INSTRUCTIONAL FACULTY AND CLASS SIZE

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

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

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

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

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

includes adjuncts and part-time instructors.

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

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

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

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

	Full time	Part time	Total
a.) Total number of instructional faculty	2,322	672	2,994
b.) Total number who are members of minority groups	285	56	341
c.) Total number who are women	664	325	989
d.) Total number who are men			
e.) Total number who are non-resident aliens (international)	83	42	125
f.) Total number with doctorate, first professional, or other terminal degree	2,146	427	2,573
g.) Total number whose highest degree is a master's but not a terminal master's	172	244	216
h.) Total number whose highest degree is a bachelor's	4	1	5
i.) Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)		0	0

I-2. Student to Faculty Ratio

Report the Fall 2000 ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate level students. Do not count undergraduate or graduate student teaching assistants as faculty.

Fall 2000 Student to Faculty ratio: 13 to 1.

I-3. Undergraduate Class Size

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

Class Sections: A class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes. Each class section should be counted only once and should not be duplicated because of course catalog cross-listings.

Class Subsections: A class subsection includes any subsection of a course, such as laboratory, recitation, and discussion subsections that are supplementary in nature and are scheduled to meet separately from the lecture portion of the course. Undergraduate subsections are defined as any subsections of courses in which degree-seeking undergraduate students enrolled for credit. As above, exclude noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Each class subsection should be counted only once and should not be duplicated because of cross-listings.

Using the above definitions, please report for each of the following class-size intervals the number of class sections and class subsections offered in Fall 2000. For example, a lecture class with 800 students who met at another time in 40 separate labs with 20 students should be counted once in the "100+" column in the class section column and 40 times under the "20-29" column of the class subsections table.

Number of Class Sections with Undergraduates Enrolled.

Undergraduate Class Size (provide numbers)

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SECTIONS	366	987	830	264	157	306	294	3204
	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SUB-SECTIONS	310	1389	1532	86	37	16	6	3376

COMMON DATA SET: Spring 2000-2001

J. DEGREES CONFERRED

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

Reference: IPEDS Completions, Part A

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

Category	Diploma/ Certificates	Associate	Bachelor's	CIP categories to include here
Agriculture			2	1 and 2
Architecture			1	4
Area and ethnic studies			1	5
Biological/life sciences			7	26
Business/marketing			12	8 and 52
Communications/communication technologies			8	9 and 10
Computer and information sciences			2	11
Education			3	13
Engineering/engineering technologies			10	14 and 15
English			3	23
Foreign languages and literature			3	16
Health professions and related sciences			7	51
Home economics and vocational home economics			4	19 and 20
Interdisciplinary studies			1	30
Law/legal studies				22
Liberal arts/general studies				24

Library science				25
Mathematics			1	27
Military science and technologies				28 and 29
Natural resources/environmental science			2	3
Parks and recreation			1	31
Personal and miscellaneous services				12
Philosophy, religion, theology			1	38 and 39
Physical sciences			1	40 and 41
Protective services/public administration			1	43 and 44
Psychology			4	42
Social sciences and history			17	45
Trade and industry				46, 47, 48, and 49
Visual and performing arts			3	50
Other				
TOTAL		100%	100%	100%

REVIEW DATA SET: 2000 - 2001

GENERAL INFORMATION

Year school was founded:	1848
Environment:	<input type="radio"/> Suburban <input type="radio"/> Rural <input checked="" type="radio"/> Urban
Campus size: (number of acres)	932

ACT code:	4656
CEEB code:	1846

Religious Affiliation:	No Affiliation
Other religious specification:	
Specific Catholic affiliation:	
Number of foreign countries represented by your student population:	100

FRESHMAN ADMISSIONS

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

<input type="checkbox"/> HEOP	<input type="checkbox"/> EOP	<input type="checkbox"/> Conditional admission
Other: (specify)	Academic Advancement Program for applicants not normally admissible.	

Percent of freshmen that came from public schools:	70
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Choose option offered for CEEB Advanced Placement tests:

<input type="radio"/> Credit only	<input type="radio"/> Placement only	<input checked="" type="radio"/> Credit and / or placement	<input type="radio"/> Neither
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Do you require the TOEFL of undergraduate international applicants whose native language is not English?	<input checked="" type="radio"/> Yes	<input type="radio"/> No
If yes, what is the minimum TOEFL score required?	550	

Average scores of enrolled Fall 2000 freshmen who took standardized tests:

SAT I Verbal:	611
SAT I Math:	638
ACT Composite:	27.0

With which schools do you have the greatest overlap in your applicant pool?

1)	<input type="checkbox"/>
2)	<input type="checkbox"/>
3)	<input type="checkbox"/>
4)	<input type="checkbox"/>
5)	<input type="checkbox"/>
6)	<input type="checkbox"/>
7)	<input type="checkbox"/>
8)	<input type="checkbox"/>
9)	<input type="checkbox"/>
10)	<input type="checkbox"/>

SCHOOL SPIRIT

Preferred School Abbreviation: (e.g., Pennsylvania State University is PSU)	UW-Madison
Popular School Nicknames: (e.g., Pennsylvania State University is Penn State)	

Official School Colors:					
Color 1:	Red	Color 2:	White	Color 3:	

Prominent Alumni:	
Name	Identification
1)	
2)	
3)	
4)	
5)	
6)	
7)	

Intercollegiate Sports Team Name:	Men's:	Badgers
	Women's:	Badgers
Team Mascot:	Bucky Badger	

ELECTRONIC APPLICATION

Do you accept applications prepared using software from third-party vendors?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If yes, from whom?	
Total applications received from third party vendors last year:	
Do you have your application available on your web site?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If yes, number of students who used the application on your web site:	6,000
If yes, is it a web form or is it downloadable?	<input checked="" type="radio"/> Web Form <input type="radio"/> Downloadable

ACADEMIC OFFERINGS AND POLICIES

Do you have a concurrent enrollment program for qualified high school students?	<input type="radio"/> Yes <input checked="" type="radio"/> No
Percent of faculty teaching undergraduates:	90
Percent of classes taught by graduate students:	2

Indicate combined-degree programs offered:

<input checked="" type="checkbox"/> BA/MD <input type="checkbox"/> BA/JD <input type="checkbox"/> BA/MA <input type="checkbox"/> BA/DDS <input type="checkbox"/> BA/MEng	
Specify Engineering Program:	
Other combined - degree programs:	

Percent of graduates who pursue further study within one year:	60
Percent of graduates who pursue graduate study in arts and sciences programs:	
Percent of graduates who pursue graduate study in business programs:	
Percent of graduates who pursue graduate study in law school:	
Percent of graduates who pursue graduate study in medical school:	

Check remedial services offered:

<input checked="" type="checkbox"/> Math <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Study skills <input checked="" type="checkbox"/> Writing	
Do you offer non-remedial tutoring services?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Do you offer academic counseling services?	<input checked="" type="radio"/> Yes <input type="radio"/> No

According to the National Joint Committee on Learning Disabilities, learning disabilities is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities.

Check term that best describes LD program/services:

<input type="radio"/> Minimal <input checked="" type="radio"/> Partial <input type="radio"/> Full	
Is an interview required for learning disabled students?	<input type="radio"/> Yes <input checked="" type="radio"/> No
Is an essay required for learning disabled students?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Are untimed standardized tests accepted for learning disabled students?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Specify any admission requirements that may be waived for learning disabled students on an individual basis:	Substitution may be made for foreign language requirement. An alternative admission review process is available for students with disabilities if they choose to disclose their disability to the Office of Admissions (see http://www.dcs.wisc.edu/mcb/).

Contact person for information on learning disabled program/services:

Name:	LD Coordinator
Title:	McBurney Resouce Center
Phone:	608-263-2741

Check special programs offered for physically disabled students:

<input checked="" type="checkbox"/> Note-taking services <input checked="" type="checkbox"/> Reader services <input checked="" type="checkbox"/> Tape recorders <input checked="" type="checkbox"/> Tutors	
Percent of campus that is accessible to physically disabled students:	

COMPUTER INFORMATION

Do you have a campus-wide network in place?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If not, do you have plans to construct one?	<input type="radio"/> Yes <input type="radio"/> No

Number of computer labs, classrooms, etc. that were on campus as of May 2000?	80
Number of institutionally owned computers and workstations as of May, 2000 that were accessible by students?	1,600
Is network access available in dorm rooms?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Is network access available in dorm lounges?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Is there a wireless campus WAN?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Can students call up to get their e-mail and use the web through your college's connection?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Is there a fee for network usage?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If so, what is it?	
Do you permit student web pages?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Do you provide student web pages?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Are there rules or guidelines regarding student web pages?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If so, please describe	Access to University IT resources is a privilege granted to members of the University community which carries with it the responsibility to use them for University related activities, exercising common sense and civility. See http://www.doit.wis
Is there a formal policy on e-mail?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If so, please describe	Access to University IT resources is a privilege granted to members of the University community which carries with it the responsibility to use them for University related activities, exercising common sense and civility. See http://www.doit.wis
Are there hate speech and/or acceptable use rules on e-mail/USENET?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If so, please describe	Access to University IT resources is a privilege granted to members of the University community which carries with it the responsibility to use

Is USENET feed offered?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If so, is it offered fully or partially?	<input checked="" type="radio"/> Full <input type="radio"/> Partial
Do you have any alliances or partnerships with technology companies?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If so, please describe Numerous commercial contracts and research projects with major technology companies.	
Do you offer undergraduate online degree programs?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If so, please describe Collaborative Nursing Program. For others see www.wisc.edu/provost/collab/online.html	
Do you offer online courses?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If so, please describe Numerous offerings. See www.wisc.edu/provost/collab/online.html	
Can students register for classes online?	<input type="radio"/> Yes <input checked="" type="radio"/> No
Can any administrative functions (besides course registration) be performed online?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If so, please describe Numerous functions - scheduling, purchasing, etc.	
Percent of publicly accessible (i.e. in common area, such as computer labs, libraries, etc.) are PCs:	75
Percent of publicly accessible (i.e. in common area, such as computer labs, libraries, etc.) are Macs:	20
Percent of publicly accessible (i.e. in common area, such as computer labs, libraries, etc.) are UNIX:	5
Do you have a guideline promoting and/or requiring computers/computing resources for undergraduates?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Do you require computer instruction or proficiency for undergraduates?	<input type="radio"/> Yes <input checked="" type="radio"/> No
Do you recommend an operating system to the exclusion of others?	<input type="radio"/> Yes <input checked="" type="radio"/> No

If yes, please specify

Macintosh UNIX Windows 3.x Windows 95

Other: None

Which of the following Operating Systems do you support?

<input checked="" type="checkbox"/> Macintosh <input checked="" type="checkbox"/> UNIX <input checked="" type="checkbox"/> Windows 3.x <input checked="" type="checkbox"/> Windows 95	
<input type="checkbox"/> Other:	
Do you require that undergraduates own computers?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If so, do you recommend laptops or desktop machines?	<input type="radio"/> Laptop <input type="radio"/> Desktop
Percent of undergraduates that own computers?	80
Do you have a special pricing, discount, or resale agreement with hardware vendors?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If so, please list them.	Apple, Dell, Gateway
Do you have a usage or lab fee for computer usage on campus for undergraduates?	<input type="radio"/> Yes <input checked="" type="radio"/> No

STUDENT LIFE

Number of registered organizations:	900
Number of honor societies:	25
List museums and other special academic buildings/equipment on campus:	Art, physics, and geology museums, nuclear reactor, biotron, electron microscopes.
Number of social sororities on campus:	13
Number of social fraternities on campus:	27
Number of campus-based religious organizations:	21
Do you provide assistance in the location of off-campus housing?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If you require students to live in dorms, for how many years must student reside?	

Check services in career placement center:

<input checked="" type="checkbox"/> Alumni services <input checked="" type="checkbox"/> Career/job search classes <input checked="" type="checkbox"/> Interest inventory <input checked="" type="checkbox"/> Internships	
Are on-campus job interviews available in the career placement center?	<input checked="" type="radio"/> Yes <input type="radio"/> No

Check additional services offered:

<input checked="" type="checkbox"/> Daycare <input checked="" type="checkbox"/> Health service <input checked="" type="checkbox"/> Women's Center

Check counseling services offered:

<input checked="" type="checkbox"/> Birth Control	<input checked="" type="checkbox"/> Military	<input checked="" type="checkbox"/> Non-traditional student
<input checked="" type="checkbox"/> Veterans	<input checked="" type="checkbox"/> Career	<input checked="" type="checkbox"/> Minority student
<input type="checkbox"/> Religious	<input checked="" type="checkbox"/> Psychological	<input checked="" type="checkbox"/> Personal

FINANCIAL AID

Financial aid office phone:	608-262-3060
Average amount of each freshman scholarship/grant package:	\$2,891.00
Average amount of each freshman loan package:	\$4,374.00
Average amount undergraduates earned per year from part-time on-campus work (1999-2000) (not including College Work-Study Program):	\$4,500.00
Do you participate in the Federal Work-Study Program (CWSP)?:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Is institutional employment, other than CWSP, available?	<input checked="" type="radio"/> Yes <input type="radio"/> No

Part-time off-campus employment opportunities for undergraduates are:

<input checked="" type="radio"/> Excellent <input type="radio"/> Good <input type="radio"/> Fair <input type="radio"/> Poor

SPORTS

What is your institution's most predominant intercollegiate athletic association?	Division I
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Please check all intercollegiate sports offered at your institution.

Baseball	<input type="checkbox"/> Men	<input type="checkbox"/> Women
Basketball	<input checked="" type="checkbox"/> Men	<input checked="" type="checkbox"/> Women
Cheerleading	<input checked="" type="checkbox"/> Men	<input checked="" type="checkbox"/> Women
Crew	<input checked="" type="checkbox"/> Men	<input checked="" type="checkbox"/> Women

Cross-Country Skiing	<input type="checkbox"/>	Men	<input type="checkbox"/>	Women
Cross-Country Track	<input checked="" type="checkbox"/>	Men	<input checked="" type="checkbox"/>	Women
Diving	<input checked="" type="checkbox"/>	Men	<input checked="" type="checkbox"/>	Women
Equestrian	<input type="checkbox"/>	Men	<input type="checkbox"/>	Women
Fencing	<input type="checkbox"/>	Men	<input type="checkbox"/>	Women
Field Hockey	<input type="checkbox"/>	Men	<input type="checkbox"/>	Women
Football	<input checked="" type="checkbox"/>	Men	<input type="checkbox"/>	Women
Golf	<input checked="" type="checkbox"/>	Men	<input checked="" type="checkbox"/>	Women
Gymnastics	<input type="checkbox"/>	Men	<input type="checkbox"/>	Women
Ice Hockey	<input checked="" type="checkbox"/>	Men	<input checked="" type="checkbox"/>	Women
Indoor Track	<input checked="" type="checkbox"/>	Men	<input checked="" type="checkbox"/>	Women
Lacrosse	<input type="checkbox"/>	Men	<input type="checkbox"/>	Women
Rifle	<input type="checkbox"/>	Men	<input type="checkbox"/>	Women
Rodeo	<input type="checkbox"/>	Men	<input type="checkbox"/>	Women
Rugby	<input type="checkbox"/>	Men	<input type="checkbox"/>	Women
Sailing	<input type="checkbox"/>	Men	<input type="checkbox"/>	Women
Skiing (Alpine)	<input type="checkbox"/>	Men	<input type="checkbox"/>	Women
Skiing (Nordic)	<input type="checkbox"/>	Men	<input type="checkbox"/>	Women
Soccer	<input checked="" type="checkbox"/>	Men	<input checked="" type="checkbox"/>	Women
Softball	<input type="checkbox"/>	Men	<input checked="" type="checkbox"/>	Women
Squash	<input type="checkbox"/>	Men	<input type="checkbox"/>	Women
Swimming	<input checked="" type="checkbox"/>	Men	<input checked="" type="checkbox"/>	Women
Tennis	<input checked="" type="checkbox"/>	Men	<input checked="" type="checkbox"/>	Women
Track & Field	<input checked="" type="checkbox"/>	Men	<input checked="" type="checkbox"/>	Women
Volleyball	<input type="checkbox"/>	Men	<input checked="" type="checkbox"/>	Women
Water Polo	<input type="checkbox"/>	Men	<input type="checkbox"/>	Women
Wrestling	<input checked="" type="checkbox"/>	Men	<input type="checkbox"/>	Women

MAJORS

List specific majors (not concentrations, divisions, area, or double majors) with highest enrollment among 2000 bachelor degree recipients.	
Highest enrollment	Psychology
Second highest enrollment	Political Science
Third highest enrollment	English

Please check off all majors offered at your institution:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Accounting | <input type="checkbox"/> Health and Medical Assistants |
| <input type="checkbox"/> Administrative and Secretarial Services | <input type="checkbox"/> Health and Medical Diagnostic and Treatment Services |
| <input type="checkbox"/> Advertising | <input checked="" type="checkbox"/> Health and Medical Laboratory Technologies |
| <input type="checkbox"/> Aerospace, Aeronautical and Astronautical Engineering | <input type="checkbox"/> Health and Medical Preparatory programs |
| <input type="checkbox"/> Agricultural and Food Products Processing | <input type="checkbox"/> Health and Physical Education/Fitness |
| <input checked="" type="checkbox"/> Agricultural Business and Management | <input type="checkbox"/> Health Products and Services Marketing Operations |
| <input type="checkbox"/> Agricultural Business and Production, Other | <input type="checkbox"/> Health Professions and Related Sciences, Other |
| <input checked="" type="checkbox"/> Agricultural Engineering | <input type="checkbox"/> Health-Related Knowledge and Skills |
| <input checked="" type="checkbox"/> Agricultural Mechanization | <input type="checkbox"/> Heating, Air Conditioning and Refrigeration Mechanics and Repairers |
| <input type="checkbox"/> Agricultural Production Workers and Managers | <input type="checkbox"/> High School/Secondary Certificates |
| <input type="checkbox"/> Agricultural Supplies and Related Services | <input type="checkbox"/> High School/Secondary Diplomas |
| <input type="checkbox"/> Agriculture/Agricultural Sciences | <input type="checkbox"/> Historic Preservation, Conservation and Architectural History |
| <input type="checkbox"/> Agriculture/Agricultural Sciences, Other | <input checked="" type="checkbox"/> History |
| <input type="checkbox"/> Air Force R.O.T.C. | <input type="checkbox"/> Home and Office Products Marketing Operations |
| <input type="checkbox"/> Air Transportation Workers | |
| <input type="checkbox"/> American Literature (United States) | |

- Animal Sciences
- Anthropology
- Apparel and Accessories Marketing Operations
- Applied Mathematics
- Archeology
- Architectural Engineering
- Architectural Engineering Technology
- Architectural Environmental Design
- Architectural Urban Design and Planning
- Architecture
- Architecture and Related Programs, Other
- Area Studies
- Area, Ethnic and Cultural Studies, Other
- Army R.O.T.C.
- Astronomy
- Astrophysics
- Atmospheric Sciences and Meteorology
- Basic Skills
- Bible/Biblical Studies
- Home Economics Business Services
- Home Economics, General
- Home Economics, Other
- Home Furnishings and Equipment installers and Consultants
- Horticultural Services Operations and Management
- Hospitality and Recreation Marketing Operations
- Hospitality Services Management
- Housing Studies
- Human Resources Management
- Individual and Family Development Studies
- Industrial and Organizational Psychology
- Industrial Equipment Maintenance and Repairers
- Industrial Production Technologies
- Industrial/Manufacturing Engineering
- Information Sciences and Systems
- Institutional Food Workers and Administrators
- Insurance Marketing Operations
- Interior Architecture

- Biblical and Other Theological Languages and Literature
- Bilingual/Bicultural Education
- Bio-Psychology
- Biochemistry and Biophysics
- Bioengineering and Biomedical Engineering
- Biological and Physical Sciences
- Biological Sciences/Life Sciences, Other
- Biological Technologies
- Biology, General
- Botany
- Business Administration and Management
- Business and Personal Services Marketing Operation
- Business Communications
- Business Information and Data Processing Services
- Business Management and Administrative Services
- Business Management and Administrative Services, Other
- International Agriculture
- International and Comparative Education
- International Business
- International Relations and Affairs
- Interpersonal and Social Skills
- Journalism and Mass Communications
- Landscape Architecture
- Law and Legal Studies
- Leatherworkers and Upholsterers
- Leisure and Recreational Activities
- Liberal Arts and Sciences, General Studies and Humanities
- Library Assistant
- Library Science, Other
- Library Science/Librarianship
- Marketing Management and Research
- Marketing Operations/Marketing and Distribution, Other

- Business Quantitative Methods and Management Science
- Business/Managerial Economics
- Carpenters
- Cell and Molecular Biology
- Ceramic Sciences and Engineering
- Chemical Engineering
- Chemistry
- Child Care and Guidance Workers and Managers
- Chiropractic (D.C., D.C.M.)
- Citizenship Activities
- City/Urban, Community and Regional Planning
- Civil Engineering
- Civil Engineering/Civil Technology
- Classical and Ancient Near Eastern languages and Literature
- Clinical Psychology
- Masons and Tile Setters
- Materials Engineering
- Materials Science
- Mathematical Statistics
- Mathematics
- Mathematics and Computer Science
- Mathematics, Other
- Mechanical Engineering
- Mechanical Engineering-Related Technologies
- Mechanics and Repairers, Other
- Medical Basic Sciences
- Medical Clinical Sciences (M.S., Ph.D.)
- Medical Residency Programs
- Medicine (M.D.)
- Medieval and Renaissance Studies
- Mental Health Services

- Clothing, Apparel and Textile Workers and Managers
- Clothing/Apparel and Textile Studies
- Cognitive Psychology and Psycholinguistics
- Communications Disorders Sciences and Services
- Communications Technologies
- Communications, General
- Communications, Other
- Community Health Services
- Community Organization, Resources and Services
- Community Psychology
- Comparative Literature
- Computer and Information Sciences, General
- Computer and Information Sciences, Other
- Computer Engineering
- Computer Programming
- Computer Science
- Computer Systems Analysis
- Conservation and Renewable Natural Resources
- Construction and Building Finishers and Managers
- Construction Trades, Other
- Construction/Building Technology
- Consumer and Homemaking Education
- Cosmetic Services
- Counseling Psychology
- Crafts, Folk Art and Artisanry
- Metallurgical Engineering
- Microbiology/Bacteriology
- Middle Eastern Languages and Literatures
- Military Technologies
- Mining and Mineral Engineering
- Mining and Petroleum Technologies
- Miscellaneous Biological Specializations
- Miscellaneous Engineering-Related Technologies
- Miscellaneous Health Aides
- Miscellaneous Health Professional
- Miscellaneous Mechanics and Repairers
- Miscellaneous Physical Sciences
- Missions/Missionary Studies and Misology
- Multi/Interdisciplinary Studies, Other
- Museology/Museum Studies
- Music
- Natural Resources Conservation
- Natural Resources Management and Protective Services
- Naval Architecture and Marine Engineering
- Navy/Marine Corps R.O.T.C.
- Nuclear and Industrial Radiological Technologies
- Nuclear Engineering
- Nursing
- Ocean Engineering
- Ophthalmic/Optometric Services

- Criminal Justice and Corrections
- Criminology
- Culinary Arts and Related Services
- Curriculum and Instruction
- Custodial, Housekeeping and Home Services Workers and Management
- Dance
- Data Processing Technology
- Demography/Population Studies
- Dental Clinical Sciences/Graduate Dentistry (M.S., Ph.D.)
- Dental Residency Programs
- Dental Services
- Dentistry (D.D.S., D.M.D.)
- Design and Applied Arts
- Development and Child Psychology
- Drafting
- Dramatic/Theater Arts and Stagecraft
- East and Southeast Asian Languages and Literatures
- East European Languages and Literatures
- Economics
- Education Administration and Supervision
- Education, General
- Education, Other
- Educational Evaluation, Research and Statistics
- Educational Psychology
- Optometry (O.D.)
- Osteopathic Medicine (D.O.)
- Parks, Recreation and Leisure Facilities Management
- Parks, Recreation and Leisure Studies
- Parks, Recreation, Leisure and Fitness Studies, Other
- Pastoral Counseling and Specialized Ministries
- Peace and Conflict Studies
- Personal and Miscellaneous Services, Other
- Personal Awareness and Self-Improvement
- Petroleum Engineering
- Pharmacy
- Philosophy
- Philosophy and Religion, Other
- Physical Science Technologies
- Physical Sciences, General
- Physical Sciences, Other
- Physics
- Physiological Psychology/Psychobiology
- Plant Sciences
- Plumbers and Pipefitters
- Podiatry (D.P.M., D.P., Pod. D.)
- Political Science and Government
- Polymer/Plastics Engineering
- Precision Metal Workers

- | | |
|--|---|
| <input type="checkbox"/> Educational/Instructional Media Design | <input type="checkbox"/> Precision Production Trades, Other |
| <input type="checkbox"/> Electrical and Electronic Engineering-Related Technology | <input type="checkbox"/> Protective Services, Other |
| <input type="checkbox"/> Electrical and Electronics Equipment Installers and Repairers | <input checked="" type="checkbox"/> Psychology |
| <input type="checkbox"/> Electrical and Power Transmissions Installers | <input type="checkbox"/> Psychology, Other |
| <input checked="" type="checkbox"/> Electrical, Electronics and Communications Engineering | <input checked="" type="checkbox"/> Public Administration |
| <input type="checkbox"/> Electromechanical Instrumentation and Maintenance Technology | <input type="checkbox"/> Public Administration and Services, Other |
| <input type="checkbox"/> Engineering Design | <input type="checkbox"/> Public Health |
| <input checked="" type="checkbox"/> Engineering Mechanics | <input checked="" type="checkbox"/> Public Policy Analysis |
| <input type="checkbox"/> Engineering Physics | <input type="checkbox"/> Public Relations and Organizational Communications |
| <input type="checkbox"/> Engineering Science | <input type="checkbox"/> Quality Control and Safety Technologies |
| <input checked="" type="checkbox"/> Engineering, General | <input checked="" type="checkbox"/> Radio and Television Broadcasting |
| <input type="checkbox"/> Engineering, Other | <input checked="" type="checkbox"/> Real Estate |
| <input type="checkbox"/> Engineering-Related Technologies, Other | <input type="checkbox"/> Rehabilitation/Therapeutic Services |
| <input type="checkbox"/> Engineering/Industrial Management | <input checked="" type="checkbox"/> Religion/Religious Studies |
| <input type="checkbox"/> English Composition | <input type="checkbox"/> Religious Education |
| <input checked="" type="checkbox"/> English Creative Writing | <input type="checkbox"/> Religious/Sacred Music |
| <input checked="" type="checkbox"/> English Language and Literature, General | <input checked="" type="checkbox"/> Romance Languages and Literature |
| <input type="checkbox"/> English Language and Literature/Letters, Other | <input checked="" type="checkbox"/> School Psychology |
| | <input type="checkbox"/> Science Technologies, Other |
| | <input type="checkbox"/> Science, Technology and Society |

- English Literature (British and Commonwealth)
- English Technical and Business Writing
- Enterprise Management and Operation
- Entrepreneurship
- Environmental Control Technologies
- Environmental/Environmental Health Engineering
- Ethnic and Cultural Studies
- Experimental Psychology
- Family and Community Studies
- Family/Consumer Resources Management
- Film/Video and Photographic Arts
- Financial Management and Services
- Financial Services Marketing Operations
- Fine Arts and Arts Studies
- Fire Protection
- Fishing and Fisheries Sciences and Management
- Floristry Marketing Operations
- Food and Nutrition Studies
- Food Products Retailing and Wholesaling Operations
- Food Sciences and Technology
- Foreign Languages and Literatures
- Foreign Languages and Literatures, Other
- Forest Production and Processing
- Social and Philosophical Foundations of Education
- Social Psychology
- Social Sciences and History, Other
- Social Sciences, General
- Social Work
- Sociology
- Soil Sciences
- South Asian languages and Literatures
- Special Education
- Speech and Rhetorical Studies
- Stationary Energy Sources Installers and Operators
- Student Counseling and Personnel Services
- Systems Engineering
- Systems Science and Theory
- Taxation
- Teacher Assistant/Aide
- Teacher Education, Specific Academic and Vocational Programs
- Teaching English as a Second Language/Foreign Language
- Technology Education/Industrial Arts
- Textile Sciences and Engineering
- Theological and Ministerial Studies

- Forestry and Related Sciences
- Funeral Services and Mortuary Science
- Gaming and Sports Officiating Services
- General Retailing and Wholesaling Operations and Skills
- General Teacher Education
- Geography
- Geological and Related Sciences
- Geological Engineering
- Geophysical Engineering
- Germanic Languages and Literatures
- Gerontology
- Graphic and Printing Equipment Operators
- Greek Languages and Literatures (Modern)
- Health and Medical Administrative Services
- Theological Studies and Religious Vocations, Other
- Tourism and Travel Services Marketing Operations
- Transportation and Materials Moving Workers, Other
- Urban Affairs/Studies
- Vehicle and Equipment Operators
- Vehicle and Mobile Equipment Mechanics and Repairers
- Vehicle and Petroleum Products Marketing Operations
- Veterinary Clinical Sciences (M.S., Ph.D.)
- Veterinary Medicine (D.V.M.)
- Veterinary Residency Programs
- Visual and Performing Arts
- Visual and Performing Arts, Other
- Vocational Home Economics, Other
- Water Transportation Workers
- Wildlife and Wildlands Management
- Woodworkers
- Zoology