

General Information (CDS A1): Please help us keep our records up-to-date. If any of this general information is incorrect, please enter the right information. Note that cross-references to Common Data Set appear in parentheses as (CDS xx), next to our questions. If you have a change for the name of your school in Question 1, please fax the former and the new name on the letterhead containing the new name to (202) 955-2263.

If you have any question, please contact Amy Isenberg Cooke, Data Collection Manager, at (202) 955-2240 or acooke@usnews.com; or the researcher assigned to your school Elizabeth Kline at (202)955-2690, or via email at ekline@usnews.com.

1. Name of college or university:
2. Mailing address
3. City
4. State:
5. Zip:
6. Street address (if different than mailing address):
7. City:
8. State:
9. Zip:
10. Main phone:
11. President's name:
12. Phone:
13. Fax:
14. Director of admissions:
15. Admissions office mailing address:
16. City:
17. State:
18. Zip:
19. Admissions phone number:
20. Admissions fax number:
21. Admissions E-mail address:
22. WWW home page address:
23. Is there a separate URL application site on the Internet? If so, please specify:
24. Do you accept electronic applications on a diskette? 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:

28. Phone:

29. Fax:

Respondent information. Who is filling out this survey?

30. Name:

31. Title:

32. Phone:

33. Fax:

34. E-mail:

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

- Public
- Private (nonprofit)

36. In what year was your institution founded?

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

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

- Major City
- City
- Suburban
- Rural

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

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

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

- Associate
- Bachelor's
- Master's
- Doctoral

2001 Fall Enrollment (CDS B1): Please enter the number of students enrolled at your institution as of Oct. 15, 2001 (or your institution's official fall reporting date for IPEDS).

Please enter zeroes where appropriate - blanks are confusing.

	2001 Full-Time Enrollment		2001 Part-Time Enrollment	
	Men	Women	Men	Women
Undergraduates				
41. Degree-seeking, first-time freshmen	2680	3370	18	27
42. Other first-year, degree-seeking	0	0	0	0
43. All other degree- seeking	9861	10946	769	775
44. Total degree-seeking	12541	14316	787	802
45. All other undergraduates enrolled in credit courses	73	91	570	681
46. Total undergraduates	12614	14407	1357	1483
First-Professional				
47. First-time, first- professional students				
48. All other first- professionals				
49. Total first-professional	921	1214	78	115
Graduate				
50. Degree-seeking, first-time				
51. All other degree- seeking				
52. All other graduates enrolled in credit courses				
53. Total graduate	3770	3190	893	880

54. Total 2001 enrollment, all undergraduates:

55. Total 2001 enrollment, all graduate and professional students:

56. GRAND TOTAL 2001 Enrollment:

Verification of Fall 2000 Enrollment: Please verify the 2000 enrollment figures, filling in any missing 2000 data that is now available.

	2000 Full-Time Enrollment		2000 Part-Time Enrollment	
	Men	Women	Men	Women
Undergraduates				
57. Degree-seeking, first-time freshmen	2544	3169	12	11
58. Other first-year, degree-seeking	192	153	29	39
59. All other degree- seeking	9562	10798	867	814
60. Total degree-seeking	12298	14120	908	864
61. All other undergraduates enrolled in credit courses	71	92	597	747
62. Total undergraduates	12369	14212	1505	1611
First-Professional				
63. First-time, first- professional students	253	342	11	9
64. All other first- professionals	702	900	67	98
65. Total first-professional	955	1242	78	107
Graduate				
66. Degree-seeking, first-time	859	825	147	130
67. All other degree- seeking	2883	2260	735	740
68. All other graduates enrolled in credit courses	0	0	0	0
69. Total graduate	3742	3085	882	870

70. Total 2000 enrollment, all undergraduates:

71. Total 2000 enrollment, all graduate and professional students:

72. GRAND TOTAL 2000 Enrollment:

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 2001 as of Oct. 15 2001 (or your institution's official fall reporting date).

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

	Degree-seeking first-time, first year students	Degree-seeking Undergraduates	Total Undergraduates (Is not the sum of the Degree seeking undergraduates and first year student columns)
73. Non-resident aliens	211	993	1249
74. Black, non-Hispanic	147	619	652
75. American Indian or Alaskan Native	25	137	142
76. Asian or Pacific Islander	311	1199	1258
77. Hispanic	142	632	665
78. White, non-Hispanic	5259	24866	25895
79. Race/ethnicity unknown	0	0	0
80. Total	6095	28446	29861

Six-Year Graduation Rate for the 1995 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 1995. This number INCLUDES students who entered your institution during the summer term preceding fall of 1995.

81. (CDS B4) Initial 1995 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students:

82. (CDS B5) Of the initial 1995 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

83. (CDS B6) Final 1995 cohort, after subtracting the number of students under allowable exclusions

84. (CDS B7) Of the initial 1995 initial cohort, how many completed the program by Aug. 31, 1999

85. (CDS B8) Of the initial 1995 cohort, how many completed the program after Aug. 31, 1999 and by Aug. 31, 2000

86. (CDS B9) Of the initial 1995 cohort, how many completed the program after Aug. 31, 2000 and by Aug. 31, 2001

87. (CDS B10) Total graduating within six years (sum of CDS questions B7, B8, and B9) or by Aug. 31, 2001

88. (CDS B11) Six-year graduation rate for 1995 cohort (Equal to CDS question B10/CDS B6)

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 1994 and completed a bachelor's degree from your school before fall 2000
90. Fall 1993 and completed a bachelor's degree from your school before fall 1999
91. Fall 1992 and completed a bachelor's degree from your school before fall 1998

92. **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 2000 (or the preceding summer term), what percentage was enrolled at your institution in fall 2001 (i.e. enrolled on the date your institution calculates its official enrollment for fall 2001)? *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:

93. Fall of 1999 and returned to your institution in fall 2000?
94. Fall of 1998 and returned to your institution in fall 1999?
95. Fall of 1997 and returned to your institution in fall 1998?

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 2001. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, nonadmission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission.

	Fall 2001	Fall 2000
96. Total men applied	9492	8320
97. Total women applied	10780	9407
98. Total applications	20272	17727
99. Total men admitted	6011	5687
100. Total women admitted	7592	7104
101. Total men and women admitted	13603	12791
102. Total full-time, first-time, first-year (freshman) men enrolled	2680	2522
103. Total part-time, first-time, first-year (freshman) men enrolled	18	11
104. Total full-time, first-time, first-year (freshman) women enrolled	3370	3139
105. Total part-time, first-time, first-year (freshman) women enrolled	27	11
106. Total first-time, first-year enrolled, men and women, full- and part- time	6095	5683

SAT and ACT Policies (CDS C8)

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

- No. Please skip to question 116
 Yes. Please continue with question 108

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

	Required	Recommended	Required for some	Considered if submitted	Not Used	Row Not Applicable
108. SAT I						
109. ACT						
110. SAT I or ACT (no preference)	X					
111. SAT I or ACT, SAT I preferred						
112. SAT I or ACT, ACT preferred						
113. SAT I and SAT II						
114. SAT I and SAT II or ACT						
115. SAT II						

Test Score Submission (CDS C9). In the following questions, please provide the percent and number of fall 2001 freshman students who submitted national standardized (SAT/ACT) test scores. Include information for ALL enrolled, first-time, first-year (freshman) degree-seeking students -- full or part time-- who submitted test scores, including students who began studies during summer, international students and nonresident aliens, and students admitted under special arrangements.

116. How many first-time, first-year (freshman) students who enrolled in fall 2001 submitted SAT scores?
117. What percent of first-time, first-year (freshman) students who enrolled in fall 2001 submitted SAT scores? %
118. How many first-time, first-year (freshman) students who enrolled in fall 2001 submitted ACT scores?
119. What percent of first-time, first-year (freshman) students who enrolled in fall 2001 submitted ACT scores? %

SAT and ACT Scores (CDS C9): Please enter SAT and ACT scores at the 25th and 75th percentile for freshmen students who ENROLLED in 2001 and 2000 and submitted test scores. "Freshman" includes all full- and part-time, first-time, first-year (freshman) students, including students who began studies during the summer, international students and nonresident aliens, and students admitted under special arrangements.

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

Fall 2001			Fall 2000		
	25th Percentile	75th Percentile		25th Percentile	75th Percentile
120. SAT I Verbal	540	660	120. SAT I Verbal	550	660
121. SAT I Math	600	700	121. SAT I Math	590	690
122. ACT Composite	25	29	122. ACT Composite	25	29
123. ACT English			123. ACT English		
124. ACT Math			124. ACT Math		

Average Test Scores: Please enter average test scores for "freshmen" enrolling in fall of 2001. "Freshman" includes all full- and part-time, first-time, first-year (freshman) students who enrolled in fall of 2001, including students who began studies during the summer, international students and nonresident aliens, and students admitted under special arrangements. Also check that 2000 data are correct as recorded.

	SAT I Verbal (Recentered)	SAT I Math (Recentered)	ACT Composite Score
125. 2001 enrolled freshmen	600	648	27
126. 2000 enrolled freshmen	611	638	27

Please enter the percent of all freshmen who enrolled in the fall of 2001 and had high school class rank within each the following ranges. (CDS C10). "Freshman" includes all full- and part-time, first-time, first-year (freshman) students who enrolled in fall of 2001, including students who began studies during the summer, international students and nonresident aliens, and students admitted under special arrangements.

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

	Fall 2001	Fall 2000
127. % in top tenth of high school graduating class	50 %	48 %
128. % in top quarter of high school graduating class	93 %	90 %
129. % in top half of high school graduating class	99 %	99 %
130. % in bottom half of high school graduating class	1 %	1 %
131. % of total first-time, first-year (freshman) students who submitted high school class rank	82 %	83 %

132. Were test scores of all international students who provided test score information included in the calculation of SAT and ACT scores for 2001 first-time, first-year (freshman) degree-seeking students?

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

133. Were test scores of all minority students who provided test score information included in the calculation of SAT and ACT scores for 2001 first-time, first-year (freshman) degree-seeking students?

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

134. Were test scores of all student athletes who provided test score information included in the calculation of SAT and ACT scores for 2001 first-time, first-year (freshman) degree-seeking students?

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

135. 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 2001 first-time, first-year (freshman) degree-seeking students?

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

136. 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 2001 first-time, first-year (freshman) degree-seeking students?

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

137. Were test scores of all students who applied for summer 2001 admission (under regular or special enrollment programs) and who provided test score information included in the calculation of SAT and ACT scores for 2001 first-time, first-year (freshman) degree-seeking students?

- Yes
 No
 NA, no students admitted for summer 2001 or scores not provided to school

GPA (CDS C11-C12): Please enter the percent of all enrolled, degree-seeking, first-time, first-year (freshman) students who enrolled in the fall of 2001 AND had high school grade-point averages within each of the following ranges (using a 4.0 scale).

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

138. What *percent* of enrolled first-time, first-year fall 2001 students had a GPA of 3.0 and higher ? %

139. What *percent* of enrolled first-time, first-year fall 2001 students had a GPA between 2.0 and 2.99, inclusive? %

140. What *percent* of enrolled first-time, first-year fall 2001 students had a GPA between 1.0 and 1.99, inclusive? %

141. What *percent* of enrolled first-time, first-year fall 2001 students had a GPA below 1.0? %

142. What *percent* of total, first-time, first-year freshman students who enrolled in the fall of 2001 submitted high school GPA? %

143. What was the *average* high school GPA of all first-time, first-year students enrolled in the fall of 2001 and submitted GPA? Please state to ONE decimal place. *Report information only for those students from whom you collected high school GPA.*

Application Fee (CDS C13)

144. Does your institution have an application fee? Please check one.

- Yes
 No

145. Amount of application fee: \$

146. Can the fee be waived for applicants with financial need? Please check one.

- Yes
 No

Application Closing Date (CDS C14)

147. Does your institution have an application closing date? Please check one.

- Yes
 No

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

149. Priority date (mm/dd):

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

150. On a rolling basis beginning (date mm/dd)

151. By (date mm/dd):

152. Other:

Common Application (CDS C20)

153. Will you accept the Common Application distributed by the National Association of Secondary School Principals if submitted? Please check one

- Yes
 No

154. If "Yes," are supplemental forms required? Please check one

- Yes
 No

155. Is your college a member of the Common Application Group? Please check one

- Yes
 No

156. TOEFL required for international students:

- Yes
 No

157. TOEFL may be submitted in place of SAT or ACT

- Yes
 No

158. Minimum TOEFL score required: Paper:

Computer:

159. Average TOEFL score (paper):

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

- No. Skip to question 167.
 Yes. Please continue with the next question.

161. First or only early decision plan closing date (mm/dd)	
162. First or only early decision plan notification date (mm/dd)	
163. Other early decision plan closing date (mm/dd)	
164. Other early decision plan notification date (mm/dd)	
165. Number of early decision applications received by your institution for fall 2001 entering class	
166. Number of applicants admitted under early decision plan for fall 2001 entering class	
166a. Number of applicants enrolled under early decision plan for fall 2001 entering class.	

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

- No. Skip to question 172.
 Yes. Please continue with the next question.

168. What is the closing date for submitting early action applications? (mm/dd)	
169. What is the notification date for submitting early action applications? (mm/dd)	
170. Number of early action applications received by your institution for fall 2001 entering class?	
171. Number of applicants admitted under early action plan for fall 2001 entering class?	
171a. Number of applicants enrolled under early action plan for fall 2001 entering class?	

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.)

172. Number of undergraduate alumni of record in 2000-2001?

173. Number of undergraduate alumni of record in 1999-2000?

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

174. Number of undergraduate alumni of record solicited in 2000-2001?

175. Number of undergraduate alumni of record solicited in 1999-2000?

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)

176. Number of undergraduate alumni donors in 2000-2001?

177. Number of undergraduate alumni donors in 1999-2000?

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.

Academic Offerings and Policies Special Study Options. (CDS E1) For the following questions, please check each program offered. Then report the percent of 2001 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.

Definitions for questions 195a thru 195g can be found in the instructions to the online version of this survey.

	Offered?	Participation rate	
178. Accelerated program	X	3	%
179. Cooperative (work-study) plan program	X	8	%
180. Cross-registration			%
181. Distance learning	X	10	%
182. Double major	X	20	%
183. Dual enrollment	X	1	%
184. English as a second language (ESL)	X	1	%
185. Exchange student program (domestic)			%
186. External degree program			%
187. Honors program	X	5	%
188. Independent study	X	12	%
189. Internships	X		%
190. Liberal arts/career combination	X	1	%
191. Student-designed major	X	1	%
192. Study abroad	X	20	%
193. Teacher certificate program	X	10	%
194. Weekend college			%
195. Other			%

U.S. News Undergraduate Academic Program Offerings Study

U.S. News is doing research on whether these programs below (questions 195a.--195h.) are offered to undergraduates at your school and what proportion of 2001 graduating seniors have participated in these same programs during their undergraduate years. Please check each program offered and report the percent of 2001 graduating seniors who have participated in these programs during their undergraduate years.

Please use the U.S. News definitions to answer questions 195a through 195h. The definitions for these questions appear on the last page of the PDF file.

NOTE: the U.S. News definitions for Study Abroad and Internships, Cooperative Education, or Practica are different than those in (CDS E1) questions 179, 189, and 192 above. The CDS definitions should be used for the section above.

195a. First-year Experiences	X		%
195b. Service Learning	X	34	%
195c. Study Abroad	X	20	%
195d. Senior Capstone or Culminating Academic Experiences	X	35	%
195e. Writing in the Disciplines	X	90	%
195f. Undergraduate Research/Creative Projects	X	20	%
195g. Learning Communities	X		%
195h. Internships, Cooperative Education, or Practica	X		%

Other Student Characteristics (CDS F1): Please provide the percentages of first-time, first-year (freshman) students and all degree-seeking undergraduates enrolled in Fall 2001 who fit the following categories.

	First-time, First-year Students (Freshman), Fall 2001	Undergraduates Fall 2001
196. % who are from out of state (exclude international/nonresident aliens)	35 %	31 %
197. % of men who join fraternities	10 %	10 %
198. % of women who join sororities	8 %	8 %
199. % who live in college-owned, operated or affiliated housing	78 %	24 %
200. % who live off campus or commute	22 %	76 %
201. % of students age 25 and older	1 %	7 %
202. Average age of full-time students	18	20
203. Average age of students (full- and part-time)	18	21

STUDENT LIFE

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

204. Choral groups	<input checked="" type="checkbox"/>	210. Marching band	<input checked="" type="checkbox"/>	216. Student government	<input checked="" type="checkbox"/>
205. Concert band	<input checked="" type="checkbox"/>	211. Music ensembles	<input checked="" type="checkbox"/>	217. Student newspaper	<input checked="" type="checkbox"/>
206. Dance	<input checked="" type="checkbox"/>	212. Musical theater	<input checked="" type="checkbox"/>	218. Student film society	<input checked="" type="checkbox"/>
207. Drama/theater	<input checked="" type="checkbox"/>	213. Opera	<input checked="" type="checkbox"/>	219. Symphony orchestra	<input checked="" type="checkbox"/>
208. Jazz band	<input checked="" type="checkbox"/>	214. Pep band	<input checked="" type="checkbox"/>	220. Television station	<input checked="" type="checkbox"/>
209. Literary magazine	<input checked="" type="checkbox"/>	215. Radio station	<input checked="" type="checkbox"/>	221. Yearbook	<input checked="" type="checkbox"/>

Faculty Salaries 2001-2002 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* 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	# of Faculty (Sec.Ia,b, lines 1-3, Cols 1 +5)	Salary Expenditures (Sec.Ia,b, lines 1-3, Cols 2+6)	Fringe Benefit Expenditures (Sec. IIa,b, Line 11)	Total Expenditures (Salary and Fringe Benefits)
222. Professor, 9-month	773	72316274	16910654	89226928
223. Associate professor, 9-month	183	13154311	4003428	17157739
224. Assistant professor, 9-month	302	18097355	6606750	24704105
225. Professor, 12-month	75	7927383	1821301	9748684
226. Associate professor, 12-month	56	4425218	1359905	5785123
227. Assistant professor, 12-month	34	2429600	825657	3255257

(CDS I-1). Please report number of instructional faculty members in each category for Fall 2001.

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).

2001 Instructional Faculty Members

	Full time	Part time	Total
228. Total number of instructional faculty	2367	624	2991
229. Total number who are members of minority groups	297	59	356
230. Total number who are women	701	300	1001
231. Total number who are men	1666	324	1990
232. Total number who are non-resident aliens (international)	92	33	125
233. Total number with doctorate, first professional, or other terminal degree	2182	401	2583
234. Total number whose highest degree is a master's but not a terminal master's	181	222	403
235. Total number whose highest degree is a bachelor's	4	1	5
236. Total number whose highest degree is a Doctorate	2059	378	2437

2000 Instructional Faculty Members

	Full time	Part time	Total
237. Total number of instructional faculty	2322	672	2994
238. Total number who are members of minority groups	285	56	341
239. Total number who are women	664	325	989
240. Total number who are men	1658	347	2005
241. Total number who are non-resident aliens (international)	83	42	125
242. Total number with doctorate, first professional, or other terminal degree	2146	427	2573
243. Total number whose highest degree is a master's but not a terminal master's	172	244	416
244. Total number whose highest degree is a bachelor's	4	1	5
245. Total number whose highest degree is a Doctorate	2017	401	2418

Student to Faculty Ratio: (CDS I-2) Report the Fall 2001 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.

246. Fall 2001 student to faculty ratio: to 1

247. Fall 2000 student to faculty ratio: to 1

Undergraduate Class Size (CDS 1-3): In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 2001 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 2001. 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)**

248. Class Sections:

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
2001 Undergraduate Class Sections	333	1005	853	276	142	293	281	3183
2000 Undergraduate Class Sections	366	987	830	264	157	306	294	3204

249. Class Subsections:

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
2001 Undergraduate Class Subsections	270	1408	1549	85	35	16	4	3367

Graduate Teaching Assistants

250. Of the "undergraduate class sections" entered above for fall 2001, how many officially list a graduate teaching assistant as the primary instructor?

251. 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

252. Of the "undergraduate class subsections" reported above for fall 2001, how many officially list a graduate teaching assistant as the primary instructor?

253. 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

POPULAR MAJORS (CDS J) In the chart below, identify the five majors with the largest percent of 2001 graduates with bachelor's degrees conferred between July 1, 2000 and June 30, 2001 from your institution. Then list the percent of students graduating with degrees in those fields. Please check the CIP codes!

2000 Graduates		
CIP Major Name	CIP Code Number	Pct of Graduates
psychology	42.0101	5
communications	9.0101	4
political science	45.1001	4
history	45.0801	3
journalism	9.0401	3

2001 Graduates		
CIP Major Name	CIP Code Number	Pct of Graduates
	420101	5.1
	90101	4.4
	90401	3.9
	230101	3.6
	451001	3.6

Definitions:

U.S. News Undergraduate Academic Program Offerings Study

First-year Experiences

Curricular and/or co-curricular programs beyond orientation that bring together faculty and/or staff and groups of first-year students to: address the development of knowledge, skills, and/or perspectives for academic and college success; promote meaningful student-faculty interaction (one-on-one or in small groups).

Learning Communities

Groups of students that take part as a cohort in intentional, institutionally-designed curricula, most often consisting of at least two linked courses, that are designed to address academic and social development inside and outside the classroom through planned interactions among the cohort and with the faculty.

Senior Capstone or Culminating Academic Experiences

Integrative, credit-bearing experiences, offered in the last stages of a student's program of studies, which aim to have the student synthesize the academic experience, often in the creation of a product that demonstrates the ability to frame and resolve an open-ended question, or of a performance or an exhibit.

Undergraduate Research/Creative Projects

Self-directed academic work by an individual student or by small groups of students that deals with an open-ended issue with the expectation of a substantial scholarly or creative product that can be formally presented on or off campus. Such work is undertaken with a faculty mentor for at least one academic term or intensive summer, and students understand their roles as researchers/creators and act in those roles.

Service Learning

An academically based instructional strategy, credit-bearing or required for a degree, that provides students with both meaningful service opportunities in interactive partnership with the community and academic structures for analysis and reflection on their contributions and learning.

Study Abroad

Substantial academic, credit-bearing study, the equivalent of at least one full course, under faculty supervision, conducted outside the United States but approved by the home institution, which includes substantive interaction between the student and the host culture and/or environment.

Internships, Cooperative Education, or Practica

The practical application of learning from a specific academic program in a pre-planned out-of-class situation equivalent in time to at least 1 academic credit, paid or unpaid, requiring structured reflection and/or an end product, supervised and evaluated by faculty, field person, or cooperating professional directing the learning activity.

Writing in the Disciplines

Institutional commitment, manifest through an organized approach, to significant student participation in writing embedded in courses at all levels and in all divisions of the curriculum. To accomplish significant writing over time and at increasing levels of sophistication, it often includes writing experiences in many different disciplines, varied forms of writing for varied audiences, and iterative writing processes.