



Data Verification Form

Please carefully review this data form. The following pages list the data that U.S. News has collected from your school. Unless you make additional changes on these pages and return each of those pages to us, the data as shown on these pages will determine your school's ranking in America's Best Colleges and will appear in our print guides and on our Web site.

U.S. News requests that, within the next three business days, you:

1. Review each page of this form.
2. Use a pen to cross out incorrect information and insert corrected data.
3. Record the number of pages with changes and indicate which question numbers have changes in the appropriate spaces below. If no changes have been made, enter "zero" or "0".
4. Sign this page, even if no changes have been made.
5. Fax the pages with the changes (if any) and this page to (202) 955-2263. You may also mail the pages to Eileen Tokunaga, U.S. News & World Report, 1050 Thomas Jefferson Street, NW, Washington, D.C. 20007-3837. You need only return this page and the pages with corrections on them.

If you have any question, please contact Eileen Tokunaga, Data Collection Manager, at (202) 955-2240 or etokunaga@usnews.com; or the researcher assigned to your school Stephanie Dooley at (202)955-2487, or via email at sdooley@usnews.com.

On behalf of U.S. News and its many readers, thank you for your cooperation.

Robert J. Morse
Director of Data Research
America's Best Colleges

I verify that to the best of my knowledge, the information on this form (which has been corrected as necessary) accurately describes my institution. In reviewing this information, we have made changes to ___ pages.

Changes appear on the following question numbers: _____

Signature:

Date:

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 Eileen Tokunaga, Data Collection Manager, at (202) 955-2240 or etokunaga@usnews.com; or the researcher assigned to your school Stephanie Dooley at (202)955-2487, or via email at sdooley@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) Proprietary

36. In what year was your institution founded?

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

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

Major City City Suburban Rural

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

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

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

Bachelor's Master's Doctoral Certificate Diploma

Associate Transfer-Associate Terminal-Associate Postbachelor's certificate

Post-master's certificate First professional First professional certificate

2002 **Fall Enrollment** (CDS B1): Please enter the number of students enrolled at your institution as of Oct. 15, 2002 (or your institution's official fall reporting date for IPEDS). Please enter zeroes where appropriate - blanks are confusing.

	2002 Full-Time Enrollment		2002 Part-Time Enrollment	
	Men	Women	Men	Women
Undergraduates				
41. Degree-seeking, first-time freshmen	2472	3016	12	14
42. Other first-year, degree-seeking	0	0	0	0
43. All other degree-seeking	9968	11388	710	783
44. Total degree-seeking	12440	14404	722	797
45. All other undergraduates enrolled in credit courses	85	99	590	571
46. Total undergraduates	12525	14503	1312	1368

	Men	Women	Men	Women
First-Professional				
47. First-time, first-professional students				
48. All other first-professionals				
49. Total first-professional	906	1284	87	92

	Men	Women	Men	Women
Graduate				
50. Degree-seeking, first-time				
51. All other degree-seeking				
52. All other graduates enrolled in credit courses				
53. Total graduate	3722	3290	895	900



54. Total 2002 enrollment, all undergraduates:

55. Total 2002 enrollment, all graduate and professional students:

56. GRAND TOTAL 2002 Enrollment:

Verification of Fall 2001 Enrollment: Please verify the 2001 enrollment figures, filling in any missing 2001 data that is now available.

	2001 Full-Time Enrollment		2001 Part-Time Enrollment	
	Men	Women	Men	Women
Undergraduates				
57. Degree-seeking, first-time freshmen	2680	3370	18	27
58. Other first-year, degree-seeking	0	0	0	0
59. All other degree- seeking	9861	10946	769	775
60. Total degree-seeking	12541	14316	787	802
61. All other undergraduates enrolled in credit courses	73	91	570	681
62. Total undergraduates	12614	14407	1357	1483
First-Professional				
63. First-time, first- professional students				
64. All other first- professionals				
65. Total first-professional	921	1214	78	115
Graduate				
66. Degree-seeking, first-time				
67. All other degree- seeking				
68. All other graduates enrolled in credit courses				
69. Total graduate	3770	3190	893	880

70. Total 2001 enrollment, all undergraduates:

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

72. GRAND TOTAL 2001 Enrollment:



Enrollment by Racial & Ethnic Category (CDS B2): Please provide the number of degree-seeking undergraduate students racial or ethnic category, as reported on the IPEDS Fall Enrollment Survey 2002 as of Oct. 15 2002 (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	113	905	
74. Black, non-Hispanic	141	659	
75. American Indian or Alaskan Native	26	143	
76. Asian or Pacific Islander	320	1,279	
77. Hispanic	153	670	
78. White, non-Hispanic	4,761	24,707	
79. Race/ethnicity unknown	0	0	
80. Total	5,514	28,363	

Six-Year Graduation Rate for the 1996 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 1996. This number INCLUDES students who entered your institution during the summer term preceding fall of 1996.

81. (CDS B4) Initial 1996 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students:

82. (CDS B5) Of the initial 1996 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; Total allowable exclusions

83. (CDS B6) Final 1996 cohort, after subtracting the number of students under allowable exclusions

84. (CDS B7) Of the initial 1996 initial cohort, how many completed the program by Aug. 31, 2000

85. (CDS B8) Of the initial 1996 cohort, how many completed the program after Aug. 31, 2000 and by Aug. 31, 2001

86. (CDS B9) Of the initial 1996 cohort, how many completed the program after Aug. 31, 2001 and by Aug. 31 2002

87. (CDS B10) Total graduating within six years (sum of CDS questions B7, B8, and B9) or by Aug. 31, 2002

88. (CDS B11) Six-year graduation rate for 1996 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 1995 and completed a bachelor's degree from your school before fall 2001

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

91. Fall 1993 and completed a bachelor's degree from your school before fall 1999

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 2001 (or the preceding summer term), what percentage was enrolled at your institution in fall 2002 (i.e. enrolled on the date your institution calculates its official enrollment for fall 2002)? 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 2000 and returned to your institution in fall 2001 ?
94. Fall of 1999 and returned to your institution in fall 2000 ?
95. Fall of 1998 and returned to your institution in fall 1999 ?

Number of degrees awarded by your institution from July 1, 2001 to June 30, 2002. (CDS B3)

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

First-time, first-year (freshman) students (CDS C1): Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in fall 2002. 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 2002	Fall 2001
105. Total men applied	9,991	9,492
106. Total women applied	11,220	10,780
107. Total applications	21,211	20,272
108. Total men admitted	5,684	6,011
109. Total women admitted	7,125	7,592
110. Total men and women admitted	12,809	13,603
111. Total full-time, first-time, first-year (freshman) men enrolled	2,472	2,680
112. Total part-time, first-time, first-year (freshman) men enrolled	12	18
113. Total full-time, first-time, first-year (freshman) women enrolled	3,016	3,370
114. Total part-time, first-time, first-year (freshman) women enrolled	14	27
115. Total first-time, first-year enrolled, men and women, full- and part- time	5,514	6,095



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

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

If yes, please answer the questions below for fall 2002 admissions:

117. Number of qualified applicants placed on waiting list

118. Number accepting a place on the waiting list

119. Number of wait-listed students admitted

Admission Requirements

High school completion requirement (CDS C3)

120. Check the appropriate box to identify your high school completion requirement for degree-seeking entering students:

- High school diploma is required and GED is accepted
- High school diploma is required and GED is not accepted
- High school diploma or equivalent is not required

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

- Require
- Recommend
- Neither required nor recommend

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

	Units Required	Units Recommended
Total academic units	17	20
122. English	4	4
123. Mathematics	3	4
124. Science	3	4
125. Of these, units that must be lab		
126. Foreign language	2	2
127. Social studies	3	4
128. History		
129. Academic electives		
130. Other (specify) <input type="text"/>		



Basis for Selection

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

Yes No

132. Open admission policy as described above for all students

Open admission policy as described above for most students, but

133. selective admission for out-of-state students

134. selective admission to some programs

135. other (explain)

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

Very Important Important Considered Not Considered

Academic

136. Secondary school record	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
137. Class rank	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
138. Recommendation(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
139. Standardized test scores	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
140. Essay	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Nonacademic

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



SAT and ACT Policies (CDS C8)

152. 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 193
 Yes. Please continue with question 153

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	Not Applicable
153. SAT I						
154. ACT						
155. SAT I or ACT (no preference)	X					
156. SAT I or ACT, SAT I preferred						
157. SAT I or ACT, ACT preferred						
158. SAT I and SAT II						
159. SAT I and SAT II or ACT						
160. SAT II						

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

161. Placement Yes No
 162. Counseling Yes No

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

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

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

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

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



Test Score Submission (CDS C9). In the following questions, please provide the percent and number of fall 2002 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.

170. How many first-time, first-year (freshman) students who enrolled in fall 2002 submitted SAT scores?
171. What percent of first-time, first-year (freshman) students who enrolled in fall 2002 submitted SAT scores? %
172. How many first-time, first-year (freshman) students who enrolled in fall 2002 submitted ACT scores?
173. What percent of first-time, first-year (freshman) students who enrolled in fall 2002 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 2002 and 2001 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 2002		
	25th Percentile	75th Percentile
174. SAT I Verbal	560	670
175. SAT I Math	610	700
176. ACT Composite	25	30
177. ACT English		
178. ACT Math		

Fall 2001		
	25th Percentile	75th Percentile
174. SAT I Verbal	540	660
175. SAT I Math	600	700
176. ACT Composite	25	30
177. ACT English		
178. ACT Math		

Percent of first-time, first-year (freshman) students enrolled in fall 2002 with scores in each range:

	SAT I Verbal	SAT I Math
179. 700-800	16.0%	29.0%
180. 600-699	46.0%	50.0%
181. 500-599	30.0%	19.0%
182. 400-499	6.0%	2.0%
183. 300-399	2.0%	
184. 200-299		

	ACT Composite	ACT English	ACT Math
185. 30-36	25.0%		
186. 24-29	63.0%		
187. 18-23	11.0%		
188. 12-17	1.0%		
189. 6-11			
190. Below 6			



Average Test Scores: Please enter average test scores for "freshmen" enrolling in fall 2002. "Freshman" includes all full- and part-time, first-time, first-year (freshman) students who enrolled in fall of 2002, including students who began studies during the summer, international students and nonresident aliens, and students admitted under special arrangements. Also check that 2001 data are correct as recorded.

	SAT I Verbal (Recentered)	SAT I Math (Recentered)	ACT Composite Score
191. 2002 enrolled freshmen	613	652	27
192. 2001 enrolled freshmen	600	648	27

Please enter the percent of all freshmen who enrolled in the fall of 2002 and had high school class rank within each of the following ranges. (CDS C10). "Freshman" includes all full- and part-time, first-time, first-year (freshman) students who enrolled in fall 2002, 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 collected high school class rank information.

	Fall 2002	Fall 2001
193. % in top tenth of high school graduating class	55 %	50 %
194. % in top quarter of high school graduating class	93 %	93 %
195. % in top half of high school graduating class	99 %	99 %
196. % in bottom half of high school graduating class	1 %	1 %
197. % of total first-time, first-year (freshman) students who submitted high school class rank	82 %	82 %

198. Were test scores of all international students who provided test score information included in the calculation of SAT and ACT scores for 2002 first-time, first-year (freshman) degree-seeking students?

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

199. Were test scores of all minority students who provided test score information included in the calculation of SA ACT scores for 2002 first-time, first-year (freshman) degree-seeking students?

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

200. Were test scores of all student athletes who provided test score information included in the calculation of SAT and ACT scores for 2002 first-time, first-year (freshman) degree-seeking students?

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

201. 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 2002 first-time, first-year (freshman) degree-seeking students?

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



202. Were test scores of all students admitted under special admission circumstances and who provided test information included in the calculation of SAT and ACT scores for 2002 first-time, first-year (freshman) degree-seeking students?

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

203. Were test scores of all students who applied for summer 2002 admission (under regular or special enrollment programs) and who provided test score information included in the calculation of SAT and ACT scores for 2002 first-time, first-year (freshman) degree-seeking students?

- Yes
 No
 NA, no students admitted for summer 2002 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 2002 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.

204. What percent of enrolled first-time, first-year fall 2002 students had a GPA of 3.0 and higher? %

205. What percent of enrolled first-time, first-year fall 2002 students had a GPA between 2.0 and 2.99, inclusive? %

206. What percent of enrolled first-time, first-year fall 2002 students had a GPA between 1.0 and 1.99, inclusive? %

207. What percent of enrolled first-time, first-year fall 2002 students had a GPA below 1.0? %

208. What percent of total, first-time, first-year freshman students who enrolled in the fall of 2002 submitted high school GPA? %

209. What was the average high school GPA of all first-time, first-year students enrolled in the fall of 2002 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)

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

- Yes
 No

211. Amount of application fee: \$

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

- Yes
 No

Application Closing Date (CDS C14)

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

- Yes
 No



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

215. Priority date (mm/dd):

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

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

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

218. By (date mm/dd):

219. Other:

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

220. Must reply by (date mm/dd):

221. No set date:

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

223. Other:

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

Yes No

225. If yes, maximum period of postponement:

226. Early admission of high school students: (CDS C19) Does your institution allow high school students to enroll as full-time, first-time, first-year (freshman) students one year or more before high school graduation?

Yes No

Common Application (CDS C20)

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

Yes
 No

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

Yes
 No

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

Yes
 No



230. **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 238.
 Yes. Please continue with the next question.

231. First or only early decision plan closing date (mm/dd)	
232. First or only early decision plan notification date (mm/dd)	
233. Other early decision plan closing date (mm/dd)	
234. Other early decision plan notification date (mm/dd)	
235. Number of early decision applications received by your institution for fall 2002 entering class	
236. Number of applicants admitted under early decision plan for fall 2002 entering class	
237. Number of applicants enrolled under early decision plan for fall 2002 entering class.	

238. **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 244.
 Yes. Please continue with the next question.

239. What is the closing date for submitting early action applications? (mm/dd)	
240. What is the notification date for submitting early action applications? (mm/dd)	
241. Number of early action applications received by your institution for fall 2002 entering class?	
242. Number of applicants admitted under early action plan for fall 2002 entering class?	
243. Number of applicants enrolled under early action plan for fall 2002 entering class?	

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

Check special requirements for admission to specific programs

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

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

251. HEOP
 252. EOP
 253. Conditional admission
 254. other:

Other Admissions Policies/Procedures

255. Campus visit is:

- Required Recommended Neither required/recommended



256. Admission interview is

- Required Recommended Neither required/recommended

257. Off-Campus admissions interviews

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

258. Is the application fee refundable: Yes No

259. Tuition deposit amount

260. Check one:

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

261. Room deposit amount

262. Check one:

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

TRANSFER ADMISSION

Fall Applicants

263. Does your institution enroll transfer students? (CDS D1) Yes No

If No, please skip questions 264 to 291 and go to question 292

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

Provide the number of students who applied, were admitted, and enrolled as degree-seeking students in fall 2002 . (CDS D2)

	Applicants	Admitted Applicants	Enrolled Applicants
265. Men	2,063	992	623
266. Women	2,034	1,074	671
267. Total	4,097	2,066	1,294



Application for Admission

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

- Fall Winter Spring Summer

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

- Yes No

270. If yes, what is the minimum number of credits and the unit of measure? 24

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

	Required of All	Recommended of All	Recommended of Some	Required of Some	Not Required
271. High school transcript	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
272. College transcript(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
273. Essay or personal statement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
274. Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
275. Standardized test scores	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
276. Statement of good standing from prior institution(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

279. List any other application requirements specific to transfer applicants: (CDS D8)

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

	Priority Date	Closing Date	Notification Date	Reply Date	Rolling Admission
280. Fall		03/01			<input checked="" type="checkbox"/>
281. Winter					<input type="checkbox"/>
282. Spring		11/01			<input checked="" type="checkbox"/>
283. Summer		03/01			<input checked="" type="checkbox"/>

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

- Yes No

285. Describe additional requirements for transfer admission, if applicable: (CDS D11)

Transfer Credit Policies

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

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

Number Unit type

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

Number Unit type

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

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

291. Describe other transfer credit policies: (CDS D17)

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.)

292. Number of undergraduate alumni of record 2001 - 2002 ?

293. Number of undergraduate alumni of record 2000 - 2001 ?

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

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

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

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)

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

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

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



Faculty Salaries 2002 - 2003 Academic Year: Please report salaries for full-time instructional faculty, defined as full time faculty whose regular assignment is instruction. *Include* those on paid leave. *Exclude* administrative officers with titles such as dean, librarian, and registrar, even if they devote time to instruction. *Exclude* non-professorial rank faculty with title of instructor, lecturer or no-rank. *Exclude* faculty on unpaid leave, but *include* visitors who are temporarily replacing them. Full-time salaries other than 9- or 12-month should be converted to an academic year before inclusion. If you are not able to separate fringe benefits from salary, you may indicate the combined figure in the total expenditures column.

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

Faculty By Contract Length	# 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)
298. Professor, 9-month	764	74,175,250	18,835,691	93,010,941
299. Associate professor, 9-month	171	12,900,727	3,639,365	16,540,092
300. Assistant professor, 9-month	295	18,351,785	5,648,314	24,000,099
301. Professor, 12-month	71	7,716,906	1,867,397	9,584,303
302. Associate professor, 12-month	54	4,496,746	1,236,782	5,733,528
303. Assistant professor, 12-month	38	2,817,252	810,752	3,628,004

(CDS I-1). Please report number of instructional faculty members in each category for Fall 2002

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).

2002 Instructional Faculty Members

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

2001 Instructional Faculty Members

	Full time	Part time	Total
313. Total number of instructional faculty	2,367	624	2,991
314. Total number who are members of minority groups	297	59	356
315. Total number who are women	701	300	1,001
316. Total number who are men	1,666	324	1,990
317. Total number who are non-resident aliens (international)	92	33	125
318. Total number with doctorate, first professional, or other terminal degree	2,182	401	2,583
319. Total number whose highest degree is a master's but not a terminal master's	181	222	403
320. Total number whose highest degree is a bachelor's	4	1	5
321. Total number whose highest degree is a Doctorate	2,059	378	2,437

Student to Faculty Ratio: (CDS I-2) Report the Fall 2002 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.

322. Fall 2002 student to faculty ratio: to 1

323. Fall 2001 student to faculty ratio: to 1



Undergraduate Class Size (CDS I-3): In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 2002 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 2002. 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)**

324. Class Sections:

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
2002 Undergraduate Class Sections	298	999	849	280	176	279	296	3,177
2001 Undergraduate Class Sections	333	1,005	853	276	142	293	281	3,183

325. Class Subsections:

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
2002 Undergraduate Class Subsections	226	1,333	1,565	91	31	21	8	3,275

Graduate Teaching Assistants

326. Of the "undergraduate class sections" entered above for fall 2002 , how many officially list :
graduate teaching assistant as the primary instructor?

649

327. 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

328. Of the "undergraduate class subsections" reported above for fall 2002 , how many officially list a graduate teaching
assistant as the primary instructor?

2,581

329. 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