### Annual Survey of Colleges 2010

**University of Washington (WA) 3879**

**Contact Information**

<table>
<thead>
<tr>
<th>CDS A0: Name of person completing survey (Not for Publication)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name Information</strong></td>
</tr>
<tr>
<td>Prefix</td>
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<tr>
<td>Carol</td>
</tr>
<tr>
<td><strong>Title</strong></td>
</tr>
<tr>
<td>Office of Institutional Studies Analyst</td>
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<tr>
<td><strong>Office</strong></td>
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<tr>
<td>Office of Institutional Studies</td>
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<tr>
<td><strong>Address Information</strong></td>
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<tr>
<td>Country</td>
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<td>Street/PO Box</td>
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<tr>
<td>City</td>
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<tr>
<td>State</td>
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<tr>
<td>Zip</td>
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<tr>
<td>Zip+4</td>
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<tr>
<td><strong>Phone Number (If international, enter country code)</strong></td>
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<tr>
<td>Country Code</td>
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<tr>
<td></td>
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<tr>
<td><strong>Email address</strong></td>
</tr>
<tr>
<td><a href="mailto:cdiem@u.washington.edu">cdiem@u.washington.edu</a></td>
</tr>
<tr>
<td><strong>Fax Number</strong></td>
</tr>
<tr>
<td>Area Code</td>
</tr>
<tr>
<td>206</td>
</tr>
</tbody>
</table>

Are your responses to the CDS posted for reference on your institution's Web site?

- Yes

If yes, please provide the URL of the corresponding Web page:

- [www.washington.edu/admin/factbook/cds.html](http://www.washington.edu/admin/factbook/cds.html)

Printed copies of your institution's Common Data Set may be mailed to:

**The College Board**

**College Survey Department**

11911 Freedom Drive, Suite 300

Reston, VA 20190-5602

Corr. Name and title/office of person to whom the Annual Survey of Colleges should be sent next year

<table>
<thead>
<tr>
<th>CDS A0: Name of person completing survey (Not for Publication)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name Information</strong></td>
</tr>
<tr>
<td>Prefix</td>
</tr>
</tbody>
</table>
Title or office
Office of Institutional Studies Analyst

Institution
University of Washington

Address Information
Country
United States

Street/PO Box
UW Tower, T-12 Box 359445

City
Seattle

State
Washington
Zip
98195
Zip+4
5852

Phone Number (If international, enter country code)
Country Code
Area Code
City Code
Number
Extension

Fax Number
Area Code
Number
City Code
Number

E-mail
cdiem@u.washington.edu

Preliminary Questions
2 (CDS A5). Degrees offered by your institution:

- Certificate
- Diploma
- Associate
- Transfer
- Terminal
- Bachelor's
- Postbachelor's certificate
- Master's
- Post-master's certificate
- Doctoral degree - research/scholarship
- Doctoral degree - professional practice
- Doctoral degree - other

3 (CDS C6). 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?
If so, check which applies:
- Open admission policy as described above for all students
- Open admission policy as described above for most students, but selective admission for out-of-state students
selective admission to some programs

4 (C24.0). Does your institution enroll international students?
   Yes ☐
   No ☐

5 (CDS D1). Fall Applicants
   Does your institution enroll transfer students?
   Yes ☐
   No ☐

6 (E13.0). Does your institution award college credit based on scores achieved by students on CLEP examinations?
   Yes ☐
   No ☐

7 (F5.0). Are intercollegiate, intramural, or club sports offered by your institution?
   Yes ☐
   No ☐

8 (CDS G3). Do tuition and fees vary by year of study (e.g., sophomore, junior, senior)?
   [Examples of "tiered" plans would include a two-tiered structure (freshmen/sophomores charged according to one cost schedule and junior/seniors according to another) or a multi-tiered structure that contains a different tuition/fee cost schedule for each of the four undergraduate classes.]
   Yes ☐
   No ☐

A. General Information

CDS A1. General Address Information

Name of College or University

University of Washington

Mailing Address

Country
United States

Street/PO Box
Box 355852

City
Seattle

State Zip Zip+4
Washington 98195

Street Address (if different)

Country
United States

Street/PO Box
Gerberding Hall Box 351263

City
Seattle

State Zip Zip+4
Washington 98195

WWW Home Page Address
www.washington.edu

Main Phone Number (If international, enter country code)

<table>
<thead>
<tr>
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<th>Area Code Number</th>
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Admissions Phone Number

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<td>206</td>
<td>5432100</td>
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Admissions Toll-Free Number

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Admissions Fax Number

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<tr>
<td>206</td>
<td>6853655</td>
</tr>
</tbody>
</table>

Admissions Office Mailing Address

Country
United States

Street/PO Box 1
1410 Northeast Campus Parkway, Box 35585;

Street/PO Box 2

City
Seattle

State  Zip  Zip+4
Washington 98195 5852

Admissions E-mail Address

If there is a separate URL for your school's online application, please specify:
http://admit.washington.edu/Apply
[The College Board will link to this form from your College Search profile.]

If there is a separate URL for your school's online inquiry or request information form, please specify:
https://admit.washington.edu/HuskyPass
[The College Board will link to this form from your College Search profile.]

If you have a mailing address other than the above to which applications should be sent, please provide:

Country

Street/PO Box 1

Street/PO Box 2
<table>
<thead>
<tr>
<th>A1.1. College nickname (e.g., LSU, Penn State, Pitt):</th>
<th>U-Dub</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1.2. College team name (e.g., Blue Devils, Bulldogs, Panthers):</td>
<td>Huskies</td>
</tr>
<tr>
<td>A1.3. If your institution has a student newspaper, what is its name?</td>
<td>The Daily</td>
</tr>
<tr>
<td>If the publication has a URL, please supply it here:</td>
<td><a href="http://www.thedaily.washington.edu/">www.thedaily.washington.edu/</a></td>
</tr>
<tr>
<td>A1.4. If your institution has an official YouTube Channel, supply the URL here: (e.g.: <a href="https://www.youtube.com/user/">https://www.youtube.com/user/</a>)</td>
<td><a href="http://www.youtube.com/profile?user=uwhuskies&amp;view=groups#p/c/742E1ADADA">www.youtube.com/profile?user=uwhuskies&amp;view=groups#p/c/742E1ADADA</a></td>
</tr>
</tbody>
</table>

CDS A2. Source of institutional control:
- [ ] Public
- [ ] Private (Nonprofit)
- [ ] Proprietary

A2.1. Number of years of undergraduate study:
- [ ] One year
- [ ] Two years (lower division, junior, community college)
- [ ] Two years (upper division)
- [ ] Three years
- [ ] Four years
- [ ] Five years
- [ ] Six years

CDS A3. Classify your undergraduate institution:
- [ ] Coeducational College
- [ ] Men's College
- [ ] Women's College

A3.1. Check the one response that best describes the location of your institution:
- [ ] Very large city (over 500,000)
- [ ] Large city (250,000 - 499,999)
- [ ] Small city (50,000 - 249,999)
- [ ] Large town (10,000 - 49,999)
- [ ] Small town (2,500 - 9,999)
- [ ] Rural community (under 2,500)
A3.2. Place your institution geographically; give mileage from nearest large city or town.

5 miles from downtown.

A3.3. Campus environment:
- Urban
- Suburban
- Rural

CDS A4. Academic year calendar:
- Semester
- Quarter
- Trimester
- 4-1-4
- Continuous
- Differs by program

Other (specify):

A4.2. Summer offerings
- Extensive undergraduate courses available
- Limited undergraduate courses available

A4.3. Extended class availability
- Extensive evening or early morning classes at the undergraduate level (evenings after 6:00 PM)
- Saturday classes available at the undergraduate level

A6. Based on your responses in previous sections of the survey, this question does not need to be answered by your institution.

A7. For degrees formerly known as "first professional" degrees, see the checklist (L1) that precedes the List of Majors (L2), which is found at the end of the survey.

A8. Religious affiliation, if any:

Religious affiliation, if different from above:

A9. Check the responses that best describe your institution; choose no more than two.
- Agricultural College
- Bible College
- Branch Campus
- Career College
- College of Business
- College of Engineering
- College of Health Sciences
- College of Music
- College of Nursing
A10. List any unique facilities available to undergraduate students at your institution (e.g., college-operated museums, observatories, accelerators, nature preserves or other unusual facilities).

arboretum, observatory, anthropological museum, applied physics laboratory, planetarium

A11. Provide additional information about general characteristics of your institution not covered elsewhere.

B. Enrollment and Persistence

CDS B1. Institutional Enrollment - Men and Women. Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2009. Note: Report students formerly designated as "first professional" in the graduate cells.

<table>
<thead>
<tr>
<th></th>
<th>FULL-TIME</th>
<th></th>
<th>PART-TIME</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Undergraduates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree-seeking, first-time freshmen</td>
<td>2998</td>
<td>3117</td>
<td>28</td>
<td>41</td>
</tr>
<tr>
<td>Other first-year, degree-seeking</td>
<td>438</td>
<td>449</td>
<td>31</td>
<td>12</td>
</tr>
<tr>
<td>All other degree-seeking</td>
<td>10413</td>
<td>10637</td>
<td>1233</td>
<td>1157</td>
</tr>
<tr>
<td>Total degree-seeking</td>
<td>13849</td>
<td>14203</td>
<td>1292</td>
<td>1210</td>
</tr>
<tr>
<td>All other undergraduates enrolled in credit courses</td>
<td>22</td>
<td>20</td>
<td>1034</td>
<td>1088</td>
</tr>
<tr>
<td>Total undergraduates</td>
<td>13871</td>
<td>14223</td>
<td>2326</td>
<td>2298</td>
</tr>
<tr>
<td>Graduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree-seeking, first-time</td>
<td>1547</td>
<td>1919</td>
<td>364</td>
<td>451</td>
</tr>
<tr>
<td>All other degree-seeking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
All other graduates enrolled in credit courses

<table>
<thead>
<tr>
<th></th>
<th>Degree-Seeking, First-Year</th>
<th>Degree-Seeking Undergraduates (include first-time, first-year)</th>
<th>Total Undergraduates (both degree- and non-degree seeking)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonresident aliens</td>
<td>1751</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>1008</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>418</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>8424</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>1804</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>15595</td>
<td></td>
<td></td>
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<tr>
<td>Race/ethnicity unknown</td>
<td>1554</td>
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<tr>
<td>Total</td>
<td>30554</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CDS 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, 2009. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns.

B2.1. Nonresident alien graduate enrollment

<table>
<thead>
<tr>
<th></th>
<th>Graduates</th>
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</thead>
<tbody>
<tr>
<td>Nonresident aliens</td>
<td>201</td>
</tr>
</tbody>
</table>

B2.2. Based on your responses in previous sections of the survey, this question does not need to be answered by your institution.

B2.3. Based on your responses in previous sections of the survey, this question does not need to be answered by your institution.

CDS B3. **Number of degrees awarded by your institution from July 1, 2008, to June 30, 2009:**

- Certificate/diploma
- Associate degrees
- Bachelor’s degrees 6952
- Postbachelor’s certificates
- Master’s degrees 2631
- Post-master’s certificates
- Doctoral degrees - research/scholarship 622
- Doctoral degrees - professional practice 503
Graduation Rates

The following items correspond to data elements 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 2009 Web-based survey. Please provide data for the Fall 2003 cohort if available. If not available, provide data for the Fall 2002 cohort.

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2003. Include in the cohort those who entered your institution during the summer term preceding Fall 2003.

CDS B11. Six-year graduation rate for 2003 cohort:

81

Six-year graduation rate for 2002 cohort:

77

Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2008 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: death, permanently disabled, service in the armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

CDS B22. For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshmen in Fall 2008 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2009?

93

B24. What percentage of freshmen who enrolled in Fall 2008 completed the academic year in good standing? (“Good standing” is defined by individual institutions according to their own standards.)

B26. What percentage of graduates of 2-year transfer programs typically enter 4-year programs?

B28. Percentage of graduates of 4-year programs who typically continue their education within one year of receiving their bachelor's degrees.

Percent who enter law school
Percent who enter medical school
Percent who enter MBA programs
Percent who enter other graduate programs
Percent who enter graduate programs (total)

C. Freshman Admission

Freshman Admission

C. Director of Admission

Prefix First Middle Last Suffix
Philip A. Ballinger

Title
Director of Admissions

Phone Number
Area Code Number Extension
First-Time, First-Year (Freshman) Admission

CDS C1. First-time, first-year (freshman) students: Provide the number of degree-seeking first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in Fall 2009. 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.

Total first-time, first-year (freshman) men who applied 9793
Total first-time, first-year (freshman) women who applied 11475
Total first-time, first-year (freshman) men admitted 5288
Total first-time, first-year (freshman) women admitted 6976
Total full-time, first-time, first-year (freshman) men who enrolled 2411
Total part-time, first-time, first-year (freshman) men who enrolled 7
Total full-time, first-time, first-year (freshman) women who enrolled 2897
Total part-time, first-time, first-year (freshman) women who enrolled 23
Total first-time, first-year (degree-seeking) applied 21268
Total first-time, first-year (degree-seeking) admitted 12264
Total first-time, first-year (degree-seeking) enrolled 5338

CDS 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?

Yes  
No  

If yes, please answer the questions below for Fall 2009 admissions:

2866 Number of qualified applicants offered a place on waiting list
1175 Number accepting a place on the waiting list
1002 Number of wait-listed students admitted
Is your waiting list ranked?
- Yes
- No

If yes, do you release that information to students?
- Yes
- No

Do you release that information to school counselors?
- Yes
- No

Admission Requirements

CDS C3. High school completion requirement.
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

C3.1. Indicate any special admission requirements for home-schooled applicants that are in addition to those required of all applicants:
- Statement describing home school structure and mission
- Transcript / record of courses and grades
- State high school equivalency certificate
- Interview
- Letter of recommendation from person other than parent

If you have other special requirements or policies for home-schooled applicants, please describe here:

Each applicant is reviewed case-by-case. To confirm successful completion of certain core subject requirements or levels, applicants may be asked to provide additional documentation or placement testing information.

CDS C4. Does your institution require or recommend a general college preparatory program for degree-seeking students?
- Require
- Recommend
- Neither require nor recommend

CDS 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 its equivalent). If you use a different system for calculating units, please convert.

<table>
<thead>
<tr>
<th></th>
<th>Units required</th>
<th>Units recommended</th>
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<tbody>
<tr>
<td>Total Academic</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>English</td>
<td>4</td>
<td></td>
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<tr>
<td>Math</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Of these, units that must be lab</td>
<td>1</td>
<td>3</td>
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<tr>
<td>Foreign Language</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
<td>4</td>
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<tr>
<td>History</td>
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<tr>
<td>Computer Science</td>
<td>1</td>
<td>1</td>
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</tbody>
</table>
Visual/Performing Arts

Academic Elective

Other (specify):

One semester (.5) elective from required subjects list and .5 fine arts course.

C6.1. Please use the following lines to write a brief statement about how your admission decisions are reached. If your institution has an open admission policy but has specific admission criteria for certain groups of students or for certain programs, explain those qualifications here.

Applicants evaluated and ranked on completion of core subject requirements, grades and test scores and supplemental factors including personal statement, completion of substantial number of courses beyond minimum, grades in college-preparatory courses, enrollment in AP or honors courses, cultural diversity and documented evidence of exceptional artistic talent.

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

<table>
<thead>
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<th>Factor</th>
<th>Very Important</th>
<th>Important</th>
<th>Considered</th>
<th>Not considered</th>
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<td>Academic</td>
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<tr>
<td>Rigor of secondary school record</td>
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<tr>
<td>Class Rank</td>
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<td>Academic GPA</td>
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<td>Recommendations</td>
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<td>Standardized Test Scores</td>
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<td>Application Essay</td>
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<tr>
<td>Nonacademic</td>
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<tr>
<td>Interview</td>
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<tr>
<td>Extracurricular Activities</td>
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<td>Talent/Ability</td>
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<td>Character/Personal Qualities</td>
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<td>First generation</td>
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<td>Alumni/ae Relation</td>
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<tr>
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<tr>
<td>Level of applicant's interest</td>
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</tbody>
</table>

C7.1. Indicate your admission policies on interviews, auditions, portfolios and essays:

- Interviews required
- Essay or personal statement required

Other:
Auditions required for admission to performing arts programs. Application interviews not available, only informational appointments.

C7.2. Describe any special admission requirements or procedures for students with learning disabilities:
Applicants with documented disabilities not expected to disclose them at time of application, but welcome do so in the applicant's own written materials, or via relevant documentation or letters. Students encouraged to first speak with an admissions counselor.

SAT and ACT Policies

CDS C8. Entrance exams

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

Yes ☐

No ☐

If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for Fall 2011.

<table>
<thead>
<tr>
<th>SAT or ACT</th>
<th>Require</th>
<th>Recommend</th>
<th>Require for Some</th>
<th>Consider if Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT only</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>SAT only</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>SAT and SAT Subject Tests or ACT</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>SAT Subject Tests</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

B. If your institution will make use of the ACT in admission decisions for first-time, first-year, degree-seeking applicants for Fall 2011, please indicate which ONE of the following applies (regardless of whether the writing score will be used in the admissions process):

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

C. Indicate how your institution will use the SAT or ACT essay component; check all that apply:

<table>
<thead>
<tr>
<th>SAT essay</th>
<th>ACT essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>For admission</td>
<td>☐ ☐</td>
</tr>
<tr>
<td>For placement</td>
<td>☐ ☐</td>
</tr>
<tr>
<td>For advising</td>
<td>☐ ☐</td>
</tr>
<tr>
<td>In place of an application essay</td>
<td>☐ ☐</td>
</tr>
<tr>
<td>As a validity check on the application essay</td>
<td>☐ ☐</td>
</tr>
<tr>
<td>No college policy as of now</td>
<td>☐ ☐</td>
</tr>
<tr>
<td>Not using essay component</td>
<td>☐ ☐</td>
</tr>
</tbody>
</table>

D. In addition, does your institution use applicants' test scores for academic advising?

Yes ☐

No ☐

E. Latest date by which SAT or ACT scores must be received for fall-term admission? (MM/DD) 01/15

Latest date by which SAT Subject Test scores must be received for fall-term admission? (MM/DD)

F. 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)
G. Please indicate which tests your institution uses for placement:

- [ ] SAT
- [ ] ACT
- [ ] SAT Subject Tests
- [ ] AP
- [ ] CLEP
- [ ] Institutional exam
- [ ] State exam

If State exam is selected above, please specify:

C8.1. For Puerto Rico colleges/universities only:
The Prueba de Evaluacion y Admision Universitaria (the PAA and the Pruebas de Aprovechamiento en Ingles, Espanol y Matematicas) is required of applicants to the freshman class. If you require or accept the SAT Reasoning Test or ACT of applications from the U.S. mainland, indicate in the free response below (C 8.3).

Yes [ ]
No [ ]

(The next question is C8.3)

C8.3. If necessary, explain or provide additional information about your admissions policies:

Freshman Profile

Provide percentages for ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students enrolled in Fall 2009, including students who began studies during summer, international students/nonresident aliens, and students admitted under special arrangements.

CDS C9. Percent and number of first-time, first-year (freshman) students enrolled in Fall 2009 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 critical reading for a category of students) or combine other standardized test results (such as TOEFL) in this item. Do not convert SAT scores to ACT scores and vice versa. The 25th percentile is the score that 25 percent scored at or below; the 75th percentile is the one that 75 percent scored at or above.

<table>
<thead>
<tr>
<th>Test</th>
<th>Percent submitting SAT scores</th>
<th>25th Percentile</th>
<th>75th Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT Critical Reading</td>
<td>90</td>
<td>530</td>
<td>650</td>
</tr>
<tr>
<td>SAT Math</td>
<td>28</td>
<td>570</td>
<td>680</td>
</tr>
<tr>
<td>SAT Writing</td>
<td>53</td>
<td>530</td>
<td>640</td>
</tr>
<tr>
<td>ACT Composite</td>
<td></td>
<td>24</td>
<td>30</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Range</th>
<th>SAT Critical Reading</th>
<th>SAT Math</th>
<th>SAT Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>700-800</td>
<td>12</td>
<td>21</td>
<td>9</td>
</tr>
<tr>
<td>600-699</td>
<td>36</td>
<td>46</td>
<td>37</td>
</tr>
<tr>
<td>500-599</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACT Composite</td>
<td>ACT English</td>
<td>ACT Math</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>-------------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>30-36</td>
<td>26</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>24-29</td>
<td>53</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>18-23</td>
<td>19</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>12-17</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>6-11</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Below 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

CDS C10. Percent of all degree-seeking, first-time, first-year (freshman) enrolled 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.)

- 86 Percent in top tenth of high school graduating class
- 97 Percent in top quarter of high school graduating class
- 100 Percent in top half of high school graduating class
- Percent in bottom half of high school graduating class
- Percent in bottom quarter of high school graduating class
- 50 Percent of total first-time, first-year (freshman) students who submitted high school class rank

CDS 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.

- 55 Percent who had GPA of 3.75 and higher
- 30 Percent who had GPA between 3.50 and 3.74
- 11 Percent who had GPA between 3.25 and 3.49
- 3 Percent who had GPA between 3.00 and 3.24
- 1 Percent who had GPA between 2.50 and 2.99
- Percent who had GPA between 2.00 and 2.49
- Percent who had GPA between 1.00 and 1.99
- Percent who had GPA below 1.0

(The next question is CDS C13.)

Admission Policies and Procedures: Fall 2011

CDS C13. Application fee
Does your institution have an application fee?
Yes ☐
No ☐
Amount of application fee $60

Can it be waived for applicants with financial need?
Yes
No

If you have an application fee and an online application option, indicate policy for students who apply online:
Same fee
Free
Reduced

Can online application fee be waived for applicants with financial need?
Yes
No

C13.1. If the fee is different for out-of-state applicants, please indicate the fee here

C13.2. Indicate alternative formats in which your institution's application is available:
Online through college's own Web site

If your institution's application can be accessed online, indicate policy for submission of the application
Online submission accepted
Online submission required
Paper application required

CDS C14. Application closing date

Does your institution have an application closing date?
Yes
No

Application closing date (fall) (MM/DD) 01/15

Priority date (MM/DD) 12/01

C14.1. Application closing date (if any) is:

receipt date
postmark date

(The next question is CDS C16.)

CDS C16. Notification to applicants of admission decision sent (fill in one only)

On a rolling basis
Yes
No

Beginning date (MM/DD) 12/01

By date (MM/DD) 04/15

Other:

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

Must reply by date (MM/DD) 05/01

No set date
Yes
Must reply by May 1 (CRDA) or within [ ] weeks if notified thereafter

Deadline for housing deposit:

MM/DD 05/01

Amount of housing deposit $ 500

Refundable if student does not enroll?  
Yes, in full [ ] Yes, in part [ ] No [ ]

C17.1. Check here if your institution observes the terms of the Candidates Reply Date Agreement (CRDA).

[ ]

CDS C18. Deferred admission: Does your institution allow students to postpone enrollment after admission?  
Yes [ ] No [ ]

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

C20. If necessary, explain or qualify your fall term application procedures:

Applications accepted after closing date on space-available basis.

Early Decision and Early Action Plans

CDS 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?  
Yes [ ] No [ ]

If “yes”, please complete the following:

First or only early decision plan closing date (MM/DD) 

First or only early decision plan notification date (MM/DD) 

Other early decision plan closing date (MM/DD) 

Other early decision plan notification date (MM/DD) 

For the Fall 2009 entering class:

Number of early decision applications received by your institution 

Number of applicants admitted under early decision plan 

Please provide additional details about your early decision plan, if necessary:
CDS 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?

Yes ☐
No ☐

If yes, please complete the following:

Early action closing date (MM/DD) 

Early action notification date (MM/DD) 

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

Yes ☐
No ☐

C22.1. Early action applications for Fall 2009

Number of early action applications received by your institution 

Number of applicants admitted under early action plan 

Number of applicants enrolled under early action plan 

(The next question is C24.0)

**International Admission**

C24.0. International Admission Policies

Contact Information

Prefix | First | Middle | Last | Suffix

Office students should contact

Office of Admissions 

Phone Number

Area Code | Number | Extension
206 | 5439686 |

Fax Number

Area Code Number 

E-mail

intladm@u.washington.edu 

C24. Do you want your institution listed in the College Board's International Student Handbook? There is no charge for this listing.

Yes ☐
No ☐

C25. SAT/ACT policies for undergraduate international students

<table>
<thead>
<tr>
<th>SAT or ACT</th>
<th>Require</th>
<th>Recommend</th>
<th>Require for Some</th>
<th>Consider if Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT only</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAT only</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAT and SAT Subject Tests or ACT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAT Subject Tests</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C26. Is TOEFL generally required of nonresident alien applicants?

Yes [ ]
No [ ]

C27. What is the minimum score you require for unconditional admission?

- 540 TOEFL - Paper (Range 200-677)
- 207 Computer (Range 0 - 300)
- 57 Internet-based Test (Range 0-120)

What is the average score of accepted applicants?

- Paper [ ]
- Computer [ ]
- Internet-based Test (Range 0-120) [ ]

C28. Is conditional academic admission offered to applicants whose English skills will not permit them to pursue academic course work in their first term?

- Conditional admission based on English language proficiency [ ]

C29. Application fee for undergraduate international students:

$ 75 [ ]

C30. Fall 2011 application closing date for undergraduate international students:

MM/DD 01/15 [ ]

- Check here if the application deadline is in the calendar year prior to year of entry (that is, in 2010) [ ]
- No closing date [ ]

C31. Indicate the maximum number of credits that international undergraduate students may take during all summer sessions in a single academic year:

[ ]

(The next question is C33.)

C33. List services available to international students

- International student adviser [ ]
- Special international student orientation program [ ]
- Housing during summer months for international students [ ]
- ESL Program ON CAMPUS for international students [ ]

Adult Student Admission Policies

C34. Test policies for adult students (check all that apply):

- Test policies are the same as described in question C8. [ ]
- SAT/ACT test scores are not required. [ ]
- SAT/ACT test scores not required if applicant is over [ ] years of age.
- SAT/ACT test scores not required if applicant is out of high school [ ] years or more

Other test policies for adult students:
D. Transfer Admission

CDS D2. Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in Fall 2009.

<table>
<thead>
<tr>
<th>Applicants</th>
<th>Admitted applicants</th>
<th>Enrolled applicants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>4541</td>
<td>2119</td>
</tr>
</tbody>
</table>

Application for Admission

CDS D3. Indicate terms for which transfers may enroll:

- [ ] Fall
- [ ] Winter
- [ ] Spring
- [ ] Summer

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

- [ ] Yes
- [ ] No

If yes, what is the minimum number of credits?

CDS D5. Check all items required of transfer students to apply for admission.

<table>
<thead>
<tr>
<th>Item</th>
<th>Required of All</th>
<th>Recommended of Some</th>
<th>Required of Some</th>
<th>Not required</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Transcript</td>
<td>[✓]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Transcript(s)</td>
<td>[✓]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay or Personal Statement</td>
<td>[✓]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interview</td>
<td></td>
<td>[✓]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standardized Test Scores</td>
<td></td>
<td></td>
<td>[✓]</td>
<td></td>
</tr>
<tr>
<td>Statement of Good Standing from Prior Institution(s)</td>
<td></td>
<td></td>
<td></td>
<td>[✓]</td>
</tr>
</tbody>
</table>

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


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

- [ ] 2.5

(The next question is CDS D9.)

CDS 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.

<table>
<thead>
<tr>
<th>Priority date (MM/DD)</th>
<th>Closing date (MM/DD)</th>
<th>Notification date (MM/DD)</th>
<th>Reply date (MM/DD)</th>
<th>Rolling admission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>02/15</td>
<td></td>
<td></td>
<td>[✓]</td>
</tr>
</tbody>
</table>

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

- [ ] Yes
- [ ] No

CDS D11. Describe additional requirements for transfer admission, if applicable:
Significantly higher requirements for nonresidents.

**Transfer Credit Policies**

CDS D12. Report the lowest grade earned for any course that may be transferred for credit (use a 4.0 scale):

0.7

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

90

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

135

CDS D15. Minimum number of credits that transfer students must complete at your institution to earn an associate degree:

CDS D16. Minimum number of credits that transfer students must complete at your institution to earn a bachelor's degree:

45

CDS D17. Describe other transfer credit policies:

Maximum of 90 lower-division credits may count toward a UW degree, regardless of whether earned at a 2-year or 4-year college. Maximum of 135 total transfer credits allowed toward the 180-credit total.

**Institutions To Which/From Which Students Transfer**

D18. Based on your responses in previous sections of the survey, this question does not need to be answered by your institution.

D19. Transfer students entered your institution last year from which 2-year institutions? (List no more than 5.)

Seattle Central Community College, Bellevue College, North Seattle Community College, Shoreline Community College, Edmonds Community College

**Special Services**

D20. What special services does your institution offer to students transferring INTO your institution:

- [ ] Adviser
- [ ] Orientation
- [ ] Re-entry adviser
- [ ] Pre-admission transcript evaluation (determination of what courses will transfer)

What special services does your institution offer to students transferring OUT OF your institution:

- [ ] Transfer center
- [ ] Transfer adviser
- [ ] College fairs/transfer recruitment on campus

D21. Transfer students accepted at the following levels:

- [ ] First-semester freshman
- [ ] Second-semester freshman
- [ ] Sophomore
- [ ] Junior
- [ ] Senior

D22. Percentage of transfer students entering your institution in Fall 2009 at the following levels:

% Entered as first-semester freshmen
2% Entered as second-semester freshmen
14% Entered as sophomores
83% Entered as juniors
1% Entered as seniors

D23. Percentage of transfer students entering your institution in Fall 2009 from 2-year and 4-year programs:

78% transferred from 2-year programs
22% transferred from 4-year programs

D24. If you have formal articulation programs with other institutions, indicate the names of the institutions. (A formal articulation program is an agreement between two educational institutions, stating specific policies relating to transfer and recognition of academic achievement in order to facilitate the successful transfer of students without duplication of learning.)

---

E. Academic Offerings and Policies.

CDS E1. Special Study Options: Identify those programs available at your institution. Refer to the Common Data Set (CDS) glossary for definitions.

- [ ] Accelerated program
- [x] Cooperative education program
- [ ] Cross-registration
- [x] Distance learning
- [x] Double major
- [ ] Dual enrollment
- [x] English as a Second Language
- [x] Exchange student program (domestic)
- [ ] External degree program
- [x] Honors program
- [x] Independent study
- [x] Internships
- [ ] Liberal arts/career combination
- [x] Student-designed major
- [x] Study abroad
- [x] Teacher certification program
- [ ] Weekend college

Other (specify):

quarter at Friday Harbor Laboratories, San Juan Islands

E1.1. Other off-campus study options.

- [ ] New York semester
- [ ] Semester at sea

United Nations semester
Urban semester
Washington semester

E1.2. Do you offer GED preparation?
- Yes
- No

Are you a GED test center?
- Yes
- No

E1.3. If you have formal partnerships with national corporations, local businesses, or high schools describe them briefly (do not include dual enrollment or outreach programs here):

E1.4. Do you offer license preparation in the following areas?

<table>
<thead>
<tr>
<th>Preparation on campus</th>
<th>Exam given on campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aviation</td>
<td></td>
</tr>
<tr>
<td>Dental hygiene</td>
<td>✓</td>
</tr>
<tr>
<td>Nursing</td>
<td>✓</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>✓</td>
</tr>
<tr>
<td>Paramedic</td>
<td></td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>✓</td>
</tr>
<tr>
<td>Radiology</td>
<td>✓</td>
</tr>
<tr>
<td>Real Estate</td>
<td></td>
</tr>
</tbody>
</table>

E1.5. Do you have a separate undergraduate honors college with different admission requirements and different academic offerings?
- Yes
- No

If so, please describe briefly the admission requirements, the number of freshmen admitted (in general) and the academic program.

E1.7. Programs leading to combined bachelor's/graduate:

<table>
<thead>
<tr>
<th>At your institution</th>
<th>In conjunction with another institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dentistry (DDS or DMD)</td>
<td></td>
</tr>
<tr>
<td>Osteopathic Medicine (DO)</td>
<td></td>
</tr>
<tr>
<td>Pharmacy (D.Pharm)</td>
<td>✓</td>
</tr>
<tr>
<td>Podiatry</td>
<td></td>
</tr>
<tr>
<td>Master of Business Administration (MBA)</td>
<td></td>
</tr>
<tr>
<td>Medicine (MD)</td>
<td></td>
</tr>
<tr>
<td>Master of Fine Arts (MFA)</td>
<td></td>
</tr>
<tr>
<td>Law (JD or LL.B)</td>
<td></td>
</tr>
</tbody>
</table>
Optometry (OD)  ☐
Veterinary Medicine (DVM)  ☐
Accounting  ☐
Architecture  ☑
Chemistry  ☐
Education  ☐
Engineering  ☐
Environmental Studies  ☐
Forestry  ☐
Mathematics  ☐
Nursing  ☐
Occupational Therapy  ☐
Physical Therapy  ☐
Psychology  ☐
Social Work  ☐

(The next question is E3)

**Academic Support Services**

E3. Identify the academic support services offered to students.

☑ Writing center
☑ Learning center
☑ Tutoring
☑ Remedial instruction
☑ Pre-admission summer program
☑ Reduced course load
☑ Study skills assistance

E3.1. Are academic support services available:

Evenings (after 6:00PM)

Yes ☐
No ☑

Weekends

Yes ☑
No ☐

E4. If you wish, describe other characteristics of your academic offerings and policies.


E5. Computing on Campus

Are students required to have a personal or laptop computer?

Yes ☐
No ☑
Number of college-owned workstations available for general student use: 2000

Location of workstations:
- Dorms
- Library
- Computer center
- Student center

Check off if these apply:
- Dorms wired for high speed internet connections (e.g. Ethernet, T1, T3).
- Dorms wired for access to campus-wide network.
- E-mail accounts provided to all students.
- Online course registration for freshmen.
- Commuter/off-campus students can connect to campus network.
- Computer repair service available on campus.
- Computer helpline available.
- Online library (ability to read books, periodicals, etc. on-line).
- Discounted computer software for sale (on-campus store).
- Discounted computer hardware for sale (on-campus store).
- Student web hosting.
- Wireless network.

Placement and Credit by Examination

E6. Information should reflect policies affecting freshmen entering Fall 2011.
Institutional/departmental examinations used for placement, counseling, or credit.
- Yes
- No

E7. Maximum number of credits awarded for prior work and/or life experiences

E8. Policy limiting hours of credit by examination that may be counted toward a degree:
Hours of credit by examination may be counted toward associate degree
Hours of credit examination may be counted toward a bachelor's degree 90
Other credit by examination policy

E9. Credit and/or placement awarded for International Baccalaureate?
- Yes
- No

(The next question is E11.0.)

College Board's Advanced Placement Program (AP)
E11.0. Advanced Placement Official
Prefix First Middle Last Suffix

Emily Leggio
College Board's College-Level Examination Program (CLEP)

E13.0. CLEP official

Prefix First Middle Last Suffix

Title
Phone Number
Area Code Number Extension
E-mail

E13. Based on your responses in previous sections of the survey, this question does not need to be answered by your institution.

If necessary, refer to the definitions below while completing the following questions:

Online (80+% of content delivered online):
A course where most or all of the content is delivered online. Typically have no face-to-face meetings.

Blended (30 to 79% of content delivered online):
A course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has some face-to-face meetings.

Traditional or Web-facilitated (0 to 29% of content delivered online):
A course that uses little or no online technology - content is delivered in writing or orally, or uses web-based technology to facilitate what is essentially a face-to-face course. Examples of this might be posting the syllabus or list of assignments on a web page.

E15. Distance Learning Official

First Middle Last
Michael Campion
Title
Director of Academic and Learning Technologies
Phone Number (If international, enter country code)
Country Code Area Code Number Extension
Email Address
onlinelearning@extrn.washington.edu

E15.1. Online offerings (80+% of content delivered online) by your institution as of the institution's official fall reporting date or as of October 15, 2009
- No Online offerings
- Online courses, but no fully online programs
- Online program(s)

E15.2. Blended offerings (30 to 79% of content delivered online) by your institution as of the institution's official fall reporting date or as of October 15, 2009
E15.3. What was the first year your institution provided online or blended offerings:

☐ Does not apply; no online or blended offerings

An online course was first offered in [1995] (enter year)
An online program was first offered in [1995] (enter year)
A blended course was first offered in [1995] (enter year)
A blended program was first offered in [1995] (enter year)

E15.4. Indicate the number of students that took at least one online course (as of the institution's official fall reporting date or as of October 15, 2009) and your best estimate of the percentage of these that took all of their courses online in each of the categories in the chart below.

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of students who took at least one online course</th>
<th>Percent of these students who took all of their courses online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any other for-credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any non-credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>15000</td>
<td></td>
</tr>
</tbody>
</table>

E15.5. By Fall 2010, total online enrollment (at all levels) is expected to:

☐ Grow by about [ ] percent
☐ Stay about the same
☐ Decrease
☐ Does not apply; no online/distance offerings (80+% of content delivered online)

E15.6. Face-to-face, online and blended program offerings at your institution as of the institution's official fall reporting date or as of October 15, 2009; check all that apply.

<table>
<thead>
<tr>
<th>Category</th>
<th>Face-to-face Programs</th>
<th>Online Programs 80+% of content delivered online</th>
<th>Blended Programs 30 to 79% of content delivered online</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Undergraduate</td>
<td>Graduate</td>
<td>Undergraduate</td>
</tr>
<tr>
<td></td>
<td>(Associate or Bachelor)</td>
<td>(Associate or Bachelor)</td>
<td>(Associate or Bachelor)</td>
</tr>
<tr>
<td>None</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Business</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Computer and information sciences</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Education</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Engineering</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Health professions and related sciences</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Liberal arts and sciences, general studies, humanities</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Psychology</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Social sciences and history</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
### E15.7. What is your best estimate of the percentage of course sections in each of the following categories as of the institution's official fall reporting date or as of October 15, 2009? Percentages should total 100%. Count each individual section of a multi-section course (e.g., six sections of Biology 101 represent six course sections.)

<table>
<thead>
<tr>
<th>Percent of Course Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taught as an online course:</td>
</tr>
<tr>
<td>Taught as a blended course:</td>
</tr>
<tr>
<td>Taught face-to-face:</td>
</tr>
<tr>
<td>Taught other (explain below)</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Explain instruction types used for courses classified above in "Taught other":

---

### F. Student Life

**CDS F1.** Percentages of first-time, first-year (freshman) degree-seeking students and degree-seeking undergraduates enrolled in Fall 2009 who fit the following categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>First-time, first-year (freshman) students</th>
<th>Undergraduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator)</td>
<td>16</td>
<td>12</td>
</tr>
<tr>
<td>Percent of men who join fraternities</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Percent of women who join sororities</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Percent who live in college-owned, -operated, or -affiliated housing</td>
<td>63</td>
<td>23</td>
</tr>
<tr>
<td>Percent who live off campus or commute</td>
<td>37</td>
<td>77</td>
</tr>
<tr>
<td>Percent of students age 25 and older</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

**Average age of full-time students**

<table>
<thead>
<tr>
<th>First-time, first-year (freshman) students</th>
<th>Undergraduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>21</td>
</tr>
</tbody>
</table>

**Average age of all students (full- and part-time)**

<table>
<thead>
<tr>
<th>First-time, first-year (freshman) students</th>
<th>Undergraduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>21</td>
</tr>
</tbody>
</table>

**F1.1. Is your campus considered primarily:**

- Residential
- Commuter

**CDS F2. Activities offered. Identify those programs available at your institution.**

- Campus ministries
- Choral groups
- Concert band
- Dance
- Drama/Theater
- International student organization
- Jazz band
- Literary magazine
- Marching band
Model UN
Music ensembles
Musical theater
Opera
Pep Band
Radio station
Student government
Student newspaper
Student-run film society
Symphony orchestra
Television station
Yearbook

F2.1. Social organizations:

Fraternities
Sororities

CDS F3. ROTC (program offered in cooperation with Reserve Officers' Training Corps)

Army ROTC is offered:
On Campus At cooperating institution

Naval ROTC is offered:
On Campus At cooperating institution

Air Force ROTC is offered:
On Campus At cooperating institution

CDS F4. Housing: Check all types of college-owned, -operated, or -affiliated housing available for undergraduates at your institution.

Coed dorms
Men's dorms
Women's dorms
Apartments for married students
Apartments for single students
Special housing for disabled students
Special housing for international students
Fraternity/sorority housing
Cooperative housing
Theme housing
Wellness housing (alcohol/drug/smoke-free)

Other housing options (specify):
Special interest houses available.

F4.1. Indicate housing policies at your institution:
No college-affiliated student housing available

Guaranteed on-campus housing for freshmen

Guaranteed on-campus housing for all undergraduates

Assistance in locating off-campus housing

F4.2. Religious observance required?
  Yes ☐
  No ☐

F4.3. List up to 10 religious, political, ethnic, and social service organizations available on campus:

  over 500 student organizations

F4.4. Student Life: Please describe any important policies, regulations or requirements:

F4.5. Are pets allowed in dorm rooms?
  Yes ☐
  No ☐

F4.6. Do you allow first-time, first-year students to have a car on campus?
  Yes ☐
  No ☐

F5. Intercollegiate athletic association membership:

  ☐ National Association of Intercollegiate Athletics (NAIA)
  ☑ National Collegiate Athletic Association (NCAA)
  ☐ National Junior College Athletic Association (NJCAA)
  ☐ United States Collegiate Athletic Association (USCAA)
  ☐ National Christian College Athletic Association (NCCAA)

F6. Check the intercollegiate, intramural and club sports sponsored by your institution. Indicate if athletic scholarships are available.

<table>
<thead>
<tr>
<th>Sports</th>
<th>Archery</th>
<th>Badminton</th>
<th>Baseball</th>
<th>Basketball</th>
<th>Bowling</th>
<th>Boxing</th>
<th>Cheerleading</th>
<th>Cricket</th>
<th>Cross-Country</th>
<th>Diving</th>
<th>Equestrian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Female</td>
<td>☐ ☐</td>
<td>☐ ☐</td>
<td>☑ ☑ ☑</td>
<td>☑ ☑ ☑ ☑ ☑</td>
<td>☑ ☑ ☑</td>
<td>☑ ☑ ☑</td>
<td>☑ ☑ ☑ ☑ ☑</td>
<td>☑ ☑ ☑</td>
<td>☑ ☑ ☑ ☑ ☑</td>
<td>☑ ☑ ☑</td>
<td>☑ ☑ ☑</td>
</tr>
<tr>
<td>Intramural</td>
<td>☐ ☐</td>
<td>☐ ☐</td>
<td>☑ ☑ ☑</td>
<td>☑ ☑ ☑ ☑ ☑</td>
<td>☑ ☑ ☑</td>
<td>☑ ☑ ☑</td>
<td>☑ ☑ ☑ ☑ ☑</td>
<td>☑ ☑ ☑</td>
<td>☑ ☑ ☑ ☑ ☑</td>
<td>☑ ☑ ☑</td>
<td>☑ ☑ ☑</td>
</tr>
<tr>
<td>Scholarship</td>
<td>☐ ☐</td>
<td>☐ ☐</td>
<td>☑ ☑ ☑</td>
<td>☑ ☑ ☑ ☑ ☑</td>
<td>☑ ☑ ☑</td>
<td>☑ ☑ ☑</td>
<td>☑ ☑ ☑ ☑ ☑</td>
<td>☑ ☑ ☑</td>
<td>☑ ☑ ☑ ☑ ☑</td>
<td>☑ ☑ ☑</td>
<td>☑ ☑ ☑</td>
</tr>
<tr>
<td>Club</td>
<td>☐ ☐</td>
<td>☐ ☐</td>
<td>☑ ☑ ☑</td>
<td>☑ ☑ ☑ ☑ ☑</td>
<td>☑ ☑ ☑</td>
<td>☑ ☑ ☑</td>
<td>☑ ☑ ☑ ☑ ☑</td>
<td>☑ ☑ ☑</td>
<td>☑ ☑ ☑ ☑ ☑</td>
<td>☑ ☑ ☑</td>
<td>☑ ☑ ☑</td>
</tr>
</tbody>
</table>
### F7. List any other available club sports not listed in question F6. If restricted to men include "M"; if restricted to women include "W".

<table>
<thead>
<tr>
<th>Sport</th>
<th>M</th>
<th>W</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fencing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Hockey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Football</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Football (Non-Tackle)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Golf</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gymnastics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ice Hockey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lacrosse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Racquetball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rifle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rodeo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rowing (Crew)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rugby</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sailing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skiing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skin Diving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soccer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Softball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Squash</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swimming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sync. Swimming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Table Tennis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tennis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Track And Field</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Triathlon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ultimate (or Ultimate Frisbee)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volleyball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water Polo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weightlifting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wrestling</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### F8. Freshman Orientation

Freshman orientation available

- Yes [ ]
- No [ ]
Mandatory?
Yes ☐
No ☐

Is there a separate charge
Yes ☐
No ☐

Amount $250

Can you preregister for classes
Yes ☐
No ☐

Use these lines to describe your orientation program, including when held and duration:

Advising and registration throughout the summer.

F9. Check each of the following services offered by your institution

☐ Adult (re-entering) student services/programs
☐ Alcohol/substance abuse counseling
☐ Chaplain/spiritual director
☐ Career counseling
☐ Economically disadvantaged student services
☐ Employment services for undergraduates
☐ Financial aid counseling
☐ Health services
☐ Legal services
☐ Minority student services
☐ On-campus daycare
☐ Personal counseling
☐ Placement service for graduates
☐ Veterans' counselor
☐ Women's services

(The next question is F11.)

F11. Service/facilities for the physically disabled

☐ Wheelchair accessibility
☐ Services and/or facilities for visually impaired
☐ Services and/or facilities for hearing impaired
☐ Services and/or facilities for speech or communications disorders

F12. Indicate the type of support services available for students with learning disabilities. Comprehensive is defined as a specific program staffed by professionals experienced in the area of learning disabilities, designed to meet the needs of students with various types of learning disabilities. Partial means support services are available on an individual, as-needed basis but there is no formal program offered.

☐ Comprehensive services available
☐ Partial services available
Provide 2010-2011 academic year costs of attendance for the following categories that are applicable to your institution.

CDS G1 (fr). Undergraduate full-time tuition, required fees, room and board. *(If costs vary by class, provide Freshman costs.)*

List the typical tuition, required fees, and room and board for a full-time undergraduate student for the FULL 2010-2011 academic year (30 semester hours or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits). A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters, two 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).

[Required fees should not include application and orientation fees.]

- Tuition and fees provided are **firm and final** for Fall 2010-2011.
- Fall 2010-2011 tuition and fee figures provided are **projections**.
- Fall 2010-2011 tuition and fee figures are **not available** at this time.

Estimated date when final figures will be available (MM/DD) ___________

<table>
<thead>
<tr>
<th></th>
<th>2009-2010 (prior year)</th>
<th>2010-2011 (first-year students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private institution tuition:</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Public institution tuition, in-district:</td>
<td>$7125</td>
<td>$</td>
</tr>
<tr>
<td>In-state, out-of-district tuition (provide only if different from the in-district rate):</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Out-of-state tuition:</td>
<td>$23800</td>
<td>$</td>
</tr>
<tr>
<td>Tuition/nonresident aliens (provide only if different from tuition for domestic first-year students):</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Required fees:</td>
<td>$567</td>
<td>$</td>
</tr>
<tr>
<td>Room and board (on-campus):</td>
<td>$8949</td>
<td>$</td>
</tr>
<tr>
<td>Room only on-campus (provide only if room AND board not available):</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Comprehensive tuition and room/board fee (provide only if school cannot separate</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>
tuition from room/board fees): $  

Other cost information (2010-2011) 

Other cost information (Prior Year, 2009-2010) 

Required fees include mandatory intramural bond fee of $105.

CDS G1 (ug). Based on your responses in previous sections of the survey, this question does not need to be answered by your institution.

G1.1 (fr). Use the following chart for corrections to the 2009-2010 Freshman costs displayed in the CDS G1 (fr) chart above.

<table>
<thead>
<tr>
<th>Incorrect 2009-2010</th>
<th>Correct 2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private Tuition</td>
<td></td>
</tr>
<tr>
<td>Public in-state</td>
<td></td>
</tr>
<tr>
<td>Public out-of-district</td>
<td></td>
</tr>
<tr>
<td>Public out-of-state</td>
<td></td>
</tr>
<tr>
<td>Non-resident aliens</td>
<td></td>
</tr>
<tr>
<td>Required fees</td>
<td></td>
</tr>
<tr>
<td>Room and board</td>
<td></td>
</tr>
</tbody>
</table>

Freshman Costs for 2009-2010 were wrong because: 

G1.1 (ug). Based on your responses in previous sections of the survey, this question does not need to be answered by your institution.

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

Books and supplies $ 1008  
Residents (on-campus)  
Transportation $ 396  
Other expenses $ 2265  
Commuters (living at home)  
Board only $ 2802  
Transportation $ 396  
Other expenses $ 2187  
Commuters (not living at home)  
Room only $  
Board only $  
Total room and board (if your college cannot provide separate room and board figures for commuters not living at home) $  
Transportation $ 396  
Other expenses $ 2265  

CDS G6. Undergraduate per-credit-hour charges (tuition only). (If costs vary by class, provide Freshman costs.)

<table>
<thead>
<tr>
<th>2009-2010</th>
<th>2010-2011</th>
</tr>
</thead>
</table>
| Private institutions: | $  
| Public institutions in-district: | $  

https://sdc.collegeboard.com/sdc/rl/printview.do?surveyId=150164&orgId=3879&forward... 5/19/2010
In-state, out-of-district (provide only if different from the in-district rate): $  
Out-of-state: $  
Nonresident aliens (provide only if different from figure for domestic first-year students): $  

G7. Other estimated expenses for international students for academic year: figure should not include cost information from G1 and should not include estimated expenses in G5. Typically, the figure reported here represents long-distance travel and other expenses unique to international students. $  

---

H. Financial Aid

Financial Aid

CDS H1. Aid Awarded to Enrolled Undergraduates

Enter total dollar amounts awarded to enrolled 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. Note: If the data being reported are final figures for the 2008-2009 academic year (see the next item below), use the 2008-2009 academic year's CDS question B1 cohort. 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 column. (For a suggested order of precedence in assigning categories of aid to cover need, see the entry for “non-need-based scholarship or grant aid” in the definitions section above.)

Indicate academic year for which data are reported for items H1, H2, H2A, H3, and H6:

- 2009-2010 estimated
- 2008-2009 final

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

- Federal methodology (FM)
- Institutional methodology (IM)
- Both FM and IM

[Survey respondents are encouraged to use zeros throughout the H section, if/when appropriate. Blanks will not be populated automatically with zeros.]

Scholarships/grants

Federal $  
State (i.e., all states, not only the state in which your institution is located) $  
Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below) $  
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college $  
Total scholarships/grants $  

Self-Help

Student loans from all sources (excluding parent loans) $  
Federal work-study $  
State and other (e.g., institutional) work-study/employment employment (Note: Excludes Federal Work-Study captured above.) $  
Total self-help $  

Parent loans $  
Tuition waivers $  
Athletic awards $  

Need-based aid (include non-need-based aid used to meet need) $  
Non-need-based aid (exclude non-need-based aid used to meet need) $  

CDS H2. Number of Enrolled Students Awarded Aid:

List the number of degree-seeking full-time and less-than-full-time undergraduates who applied for and were awarded
financial aid from any source. **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 awarded 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.

<table>
<thead>
<tr>
<th></th>
<th>First-time, full-time freshmen</th>
<th>Full-time undergrad (incl. fresh)</th>
<th>Less than full-time undergrad</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2009 cohort)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Number of students in line a who applied for need-based financial aid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Number of students in line b who were determined to have financial need</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Number of students in line c who were awarded any financial aid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Number of students in line d who were awarded any need-based scholarship or grant aid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) Number of students in line d who were awarded any need-based self-help aid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g) Number of students in line d who were awarded any non-need-based scholarship or grant aid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h) Number of students in line d whose need was fully met (exclude PLUS loans, unsubsidized loans, and private alternative loans)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>k) Average need-based scholarship or grant award of those in line e</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>l) Average need-based self-help award (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>m) Average need-based loan (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f who received a need-based loan</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

CDS H2A. **Number of Enrolled Students Awarded 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 were awarded institutional non-need-based grant or scholarship aid. Numbers should reflect the cohort awarded 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.

<table>
<thead>
<tr>
<th></th>
<th>First-time, Full-Time Freshman</th>
<th>Full-time Undergrad (inc. fresh)</th>
<th>Less than Full-time Undergrad</th>
</tr>
</thead>
<tbody>
<tr>
<td>n) Number of students in line a who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those receiving athletic awards and tuition benefits)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o) Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line n</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>p) Number of students in line a who were awarded an institutional non-need-based athletic scholarship or grant</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>q) Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line p</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

**H3. Student aid and college costs**

Numbers should reflect the cohort to which responses in H1, H2, and H2a refer. Data from these three questions (as well as responses in CDS B1, CDS G1, and CDS H1) will be used by the College Board for its annual reports on aggregate amounts of student aid, tuition discounting, and college costs. These reports do not refer to institutions by name; data are presented in categories such as 4-year private, 4-year public, etc., so that individual institution data...
Indicate academic year for which data are reported for items H1, H2, H2A, H3, and H6:

- 2009-2010 estimated
- 2008-2009 final

Degree-seeking first-time, full-time freshmen

a) Indicate the number of enrolled degree-seeking first-time, full-time freshmen awarded institutional scholarships and grant aid for the same academic year indicated in responses to H1, H2, and H2a. This number should include students receiving athletic aid, but it should not include students receiving only tuition waivers.

b) Indicate the total amount of institutional scholarships and grant aid awarded to degree-seeking first-time, full-time freshmen for the same academic year cited in H1, H2, H2a, and H3a. This dollar amount should represent institutional (endowment, alumni, or other institutional awards) and external funds awarded by the college (excluding athletic aid and tuition waivers). This amount should not include Federal and State grants/scholarships.

Indicate the total amount of athletic aid awarded to the degree-seeking first-time, full-time freshmen in the academic year cited above:

Indicate the total amount of tuition waivers awarded to the degree-seeking first-time, full-time freshmen in the academic year cited above:

All degree-seeking undergraduates

c) Indicate the gross undergraduate tuition and required fee revenue (degree-seeking undergraduates only) for the same academic year cited in H3a and H3b. This gross undergraduate tuition and required fee figure includes all tuition and fees charged.

Note: These are the graduates and loan types to include and exclude in order to fill out CDS H4, H4a, H5 and H5a.

Include:

- a) 2009 undergraduate class who graduated between July 1, 2008 and June 30, 2009 who started at your institution as first-time students and received a bachelor's degree between July 1, 2008 and June 30, 2009
- b) only loans made to students who borrowed while enrolled at your institution
- c) co-signed loans

Exclude:

- a) those who transferred in
- b) money borrowed at other institutions

CDS H4. Provide the percentage of the class (defined above) who borrowed at any time through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and Unsubsidized, private loans that were certified by your institution, etc.; exclude parent loans). Include both Federal Direct Student Loans and Federal Family Education Loans.

CDS H4a. Provide the percentage of the class (defined above) who borrowed at any time through federal loan programs--Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans. NOTE: Exclude all institutional, state, private alternative loans and parent loans.

CDS H5. Report the average per-undergraduate-borrower cumulative principal borrowed of those in line H4.

CDS H5a. Report the average per-undergraduate-borrower cumulative principal borrowed, of those in H4a, through federal loan programs--Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans. These are listed in line H4a. NOTE: Exclude all institutional, state, private alternative loans and exclude parent loans.
H5.1. Is need-based financial aid available to full-time students?

Yes
No

H5.2. Is need-based financial aid available to part-time students?

Yes
No

H5.3. Do you practice need-blind admission?

Yes
No

H5.4. All financial aid based on need?

Yes
No

Aid to Undergraduate Degree-seeking Nonresident Aliens (Note: Report numbers and dollar amounts for the same academic year checked in item H1.)

CDS H6. Indicate your institution's policy regarding institutional grant or scholarship aid for undergraduate, degree-seeking nonresident aliens.

☐ Institutional need-based grant or scholarship aid is available.

☐ Institutional non-need-based grant or scholarship aid is available.

☐ Institutional grant and scholarship aid is not available.

If institutional financial aid is available for undergraduate degree-seeking nonresident aliens, provide the number of undergraduate degree-seeking nonresident aliens who were awarded institutional need-based or non-need based aid: __________

Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens: $__________

Total dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens: $__________

CDS H7. Check all financial aid forms nonresident alien first-year financial aid applicants must submit:

☐ Institution's own financial aid form

☐ CSS/Financial Aid PROFILE

☐ International Student's Financial Aid Application

☐ International Student's Certification of Finances

Other: __________

Process for First-Year/Freshman Students

CDS H8. Check off all financial aid forms domestic first-year (freshman) financial aid applicants must submit:

☐ FAFSA

☐ Institution's own financial aid form

☐ CSS/Financial Aid PROFILE

☐ State aid form

☐ Noncustodial PROFILE

Noncustodial (Divorced/Separated) Parent's Statement
Business/Farm Supplement

Other:

If CSS PROFILE is required of some students, please outline policy:

CDS H9. Indicate filing dates for first-year (freshman) students:
Does your institution have a deadline for filing required financial aid forms?
Yes ☐
No ☐

Priority date (MM/DD) 02/28

Filing deadline (MM/DD) 

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

a. Students notified on or about (MM/DD) 03/31
b. Students notified on a rolling basis:

If b is checked, starting date (MM/DD) 

CDS H11. Indicate reply dates

Students must reply by (MM/DD) 
or within the following number of weeks of notification: 3

(The next question is CDS H14.)

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

Non-need Need-based

Academics ☐ ☐
Alumni Affiliation ☐ ☐
Art ☐ ☐
Athletics ☐ ☐
Job Skills ☐ ☐
Leadership ☐ ☐
Minority Status ☐ ☐
Music/Drama ☐ ☐
Religious Affiliation ☐ ☐
ROTC ☐ ☐
State/District Residency ☐ ☐

(Next three questions for transfer students only.)

H14.1. Transfer student financial aid application procedures for Fall 2011

If different from the financial aid application deadlines for freshman applicants, indicate the following deadlines for transfer student applicants:

Priority date for filing required financial aid forms (MM/DD) 

Deadline for filing required financial aid forms (MM/DD) 

https://sdc.collegeboard.com/sdc/rf/printview.do?surveyId=150164&orgId=3879&forward
No deadline for filing required forms (applications processed on a rolling basis):

Indicate notification dates for transfer student financial aid applications (answer a or b):

a. Students notified on or about (MM/DD) ___________

b. Students notified on a rolling basis

If b is checked, starting date (MM/DD) ___________

H14.2. Indicate reply dates:

Students must reply by (MM/DD) ___________

or within the following number of weeks of notification: ___________

H14.3. Provide regulations or policies regarding financial aid for transfer students not covered by the preceding questions. Include any special aid or limitations on aid available to transfer students.

Policies on reducing and/or meeting college costs.

CDS H15. If your institution has recently implemented any major financial aid policy, program, or initiative to make your institution more affordable to incoming students such as replacing loans with grants, or waiving costs for families below a certain income level please provide details below:

H16. Indicate which policies your institution has implemented to help students reduce or meet college costs.

- Tuition and/or fee waivers for
  - Adult students
  - Senior citizens
  - Family members enrolled simultaneously
  - Family of clergy/clergy commitment
  - Children of alumni
  - Minority students
  - Unemployed or children of unemployed workers
  - Employees/families of employees

- Tuition guarantee plans
  - Tuition at time of first enrollment guaranteed to all students for 4 (or 2) years
  - Tuition at time of first enrollment guaranteed only to students making advance payment
  - Tuition futures or advance payment program for parents of young children

- Tuition payment plans
  - Credit card payment
  - Prepayment discount
  - External finance company
  - Installment payment
  - Deferred payment

H17. Are work-study programs available

- Nights
- For part-time students
Weekends

H18. Provide any additional information regarding financial aid policies and procedures.

Tuition not due until third week of term.

H19. Use these lines, if you wish, to describe any non-need-based merit scholarship opportunities that you would like prospective freshmen to know about. List the name of the award, amount, basis for selection and number of awards available.

---

I. Instructional Faculty and Class Size
Report the number of instructional faculty members in each category for Fall 2009. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.

CDS I1. The following definition of full-time instructional faculty is used by the American Association of University Professors (AAUP) in its annual Faculty Compensation Survey (the part time definitions are not used by AAUP). Instructional Faculty is defined as those members of the instructional-research staff whose major regular assignment is instruction, including those with released time for research. Use the chart below to determine inclusions and exclusions:

<table>
<thead>
<tr>
<th>Category</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Instructional faculty in preclinical and clinical medicine, faculty who are not paid (e.g., those who donate their services or are in the military), or research-only faculty, post-doctoral fellows, or pre-doctoral fellows</td>
<td>Exclude</td>
<td>Include only if they teach one or more non-clinical credit courses</td>
</tr>
<tr>
<td>(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</td>
<td>Exclude</td>
<td>Include if they teach one or more non-clinical credit courses</td>
</tr>
<tr>
<td>(c) Other administrators/staff who teach one or more non-clinical credit courses even though they do not have faculty status</td>
<td>Exclude</td>
<td>Include</td>
</tr>
<tr>
<td>(d) Undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, teaching fellow, and the like, or are on sabbatical leave or leave with pay</td>
<td>Exclude</td>
<td>Exclude</td>
</tr>
<tr>
<td>(e) Faculty on sabbatical leave with pay or leave without pay</td>
<td>Include</td>
<td>Exclude</td>
</tr>
<tr>
<td>(g) Replacement faculty for faculty on sabbatical leave or leave with pay</td>
<td>Exclude</td>
<td>Include</td>
</tr>
</tbody>
</table>

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

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

Doctorate: includes such degrees as Doctor of Philosophy, Doctor of Education, Doctor of Juridical Science, and Doctor of Public Health in any field such as arts, sciences, education, engineering, business, and public administration. Also includes terminal degrees formerly designated as “first professional”, including dentistry (DDS or DMD), medicine (MD), optometry (OD), osteopathic medicine (DO), pharmacy (PHarm or BPharm), podiatric medicine (DPM), veterinary medicine (DVM), chiropractic (DC or DCM), or law (JD).

Terminal master’s degree: a master's degree that is considered the highest degree in a field; example, M. Arch (in architecture) and MFA (master of fine arts in art or theater), or theological professions (MDiv, MHL).

<table>
<thead>
<tr>
<th>Category</th>
<th>Full-Time</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Total number of instructional faculty</td>
<td>3046</td>
<td>706</td>
</tr>
<tr>
<td>b. Total number who are members of minority groups</td>
<td>636</td>
<td>128</td>
</tr>
<tr>
<td>c. Total number who are women</td>
<td>1139</td>
<td>354</td>
</tr>
<tr>
<td>d. Total number who are men</td>
<td>1907</td>
<td>352</td>
</tr>
</tbody>
</table>

f. Total number with doctorate or other terminal degree

(The next question is CDS I-3.)
CDS I3. 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 2009 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, cooperative 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 2009. 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.

<table>
<thead>
<tr>
<th>Undergraduate Class Size (provide numbers)</th>
<th>2-9</th>
<th>10-19</th>
<th>20-29</th>
<th>30-39</th>
<th>40-49</th>
<th>50-99</th>
<th>100+</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Sections</td>
<td>261</td>
<td>508</td>
<td>651</td>
<td>251</td>
<td>239</td>
<td>238</td>
<td>182</td>
<td>2330</td>
</tr>
<tr>
<td>Class Subsections</td>
<td>231</td>
<td>452</td>
<td>1038</td>
<td>250</td>
<td>108</td>
<td>50</td>
<td>1</td>
<td>2130</td>
</tr>
</tbody>
</table>

J. Degrees Offered and Awarded

CDS J. Disciplinary areas of DEGREES CONFERRED

Degrees conferred between July 1, 2008 and June 30, 2009

For each of the following discipline areas, provide the percentage of diplomas/certificates, associate, and bachelor's degrees awarded. To determine the percentage, use majors, not headcount (e.g., students with one degree but a double major will be represented twice). Calculate the percentage from your institution's IPEDS Completions by using the sum of 1st and 2nd majors for each CIP code as the numerator and the sum of the Grand Total by 1st majors and the Grand Total by 2nd major as the denominator. If you prefer, you can compute the percentages using 1st majors only.

Please note that the only certificate reported in the Degrees Conferred chart below is the certificate below the Associate degree. Any/all other certificates (i.e., Postbachelor's certificate, Post-master's certificate) should not be reported in this chart.

C=Certificate BELOW the Associate degree; A=Associate; B=Bachelor's

<table>
<thead>
<tr>
<th>CIP 2000 Categories to Include</th>
<th>Diploma/Certificate degrees</th>
<th>Associate degrees</th>
<th>Bachelor's degrees</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Natural resources/environmental science</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Architecture</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Area and ethnic studies</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Communications/journalism</td>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Communication technologies</td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Computer and information sciences</td>
<td></td>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Personal and culinary services</td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>
### Engineering

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering</td>
<td>9</td>
<td>14%</td>
</tr>
<tr>
<td>Engineering technologies</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Foreign languages and literature</td>
<td>4</td>
<td>16%</td>
</tr>
<tr>
<td>Family and consumer sciences</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Law/legal studies</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Liberal arts/general studies</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Library sciences</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Biological/life studies</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Military science and technologies</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary studies</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Parks and recreation</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>Philosophy and religious studies</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Theology and religious vocations</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Physical sciences</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Science technologies</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Security and protective services</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>Public administration and social services</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>Social sciences</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Construction trades</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>Mechanic and repair technologies</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>Precision production</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>Transportation and materials moving</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>Visual and performing arts</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Health professions and related sciences</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>Business/marketing</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>54</td>
<td></td>
</tr>
</tbody>
</table>

### Total

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

---

### K. Administrative Officers

<table>
<thead>
<tr>
<th>Prefix</th>
<th>First</th>
<th>Middle</th>
<th>Last</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mark</td>
<td></td>
<td></td>
<td>Emmert</td>
</tr>
</tbody>
</table>

Email Address

Chief Institutional Research Officer
L. List of Majors

null

L1. Using the list below, which was formerly identified as question "A7" of the Annual Survey of Colleges (with the "first professional" label), indicate the availability at your institution of the following graduate programs.

Note: The National Center for Education Statistics (NCES) has eliminated the first professional designation for advanced degree programs.

Check advanced degrees offered at your institution in the fields of study below:

- Dentistry, D.D.S.
- Medicine, M.D.
- Optometry, O.D.
- Osteopathic Medicine, D.O.
- Pharmacy, Pharm.D.
- Podiatry, D.P.M.
- Veterinary Medicine, D.V.M.
- Chiropractic, D.C.
- Law, J.D.
- Theological professions (e.g., Master of Theology, Master of Divinity, Doctor of Ministry, Doctor of Theology)
- Rabbinical professions (e.g., Master of Hebrew Letters and Rabbinical Ordination/Rabbinical and Talmud Studies)

L2. The majors below conform to the Classification of Instructional Programs (CIP) 2000. Select the appropriate
checkboxes for each major offered by your institution. Do not select more than one name for each major, and do not select a checkbox if only a course or concentration is offered in that subject.

Click on User Guide in upper right-hand corner of page for detailed List of Majors instructions.

Please note that the only certificate reported in the List of Majors is the certificate below the Associate degree. Any/all other certificates (i.e., Postbachelor's certificate, Post-master's certificate) should not be reported in this chart.

C=Certificate BELOW the Associate degree; A=Associate; B=Bachelor's; M=Master's; D=Doctorate; T=Teaching certificate

**Majors 1. Agriculture, Agricultural Operations, and Related Sciences (01.)**

**Majors 2. Natural Resources and Conservation (03.)**

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<th>C</th>
<th>A</th>
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<th>03.0101 Natural resources/conservation, general</th>
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<tr>
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<td>03.0201 Natural resources management and policy, general</td>
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<td></td>
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<td>03.0301 Fishing and fisheries sciences and management</td>
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<td>03.0501 Forestry, general</td>
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<td>03.0510 Forest resources production and management</td>
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<td>03.0601 Wildlife and wildlands science and management</td>
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</table>

**Majors 3. Architecture and Related Services (04.)**

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<th>C</th>
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<th>04.0201 Architecture (BArch, BA/BS, MArch, MA/MS, PhD)</th>
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<td>04.0301 City/urban, community and regional planning</td>
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<td>04.0601 Landscape architecture</td>
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**Majors 4. Area, Ethnic, Cultural and Gender Studies (05.)**

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<td>05.0103 Asian studies/civilization</td>
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<td>05.0104 East Asian studies</td>
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<td>05.0105 Central/Middle and Eastern European studies</td>
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<td>05.0111 Scandinavian studies</td>
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<td>05.0127 Japanese studies</td>
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Majors 5. **Communications, Journalism, and Related Programs (09.)**

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<td>09.0101 Communications/speech/rhetoric</td>
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Majors 6. **Communications Technologies/Technicians and Support Services (10.)**

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<td>10.0105 Communications technology/technician</td>
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Majors 7. **Computer and Information Sciences and Support Services (11.)**

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<td>11.0103 Information technology</td>
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<td>11.0401 Information sciences/studies</td>
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<td>11.0701 Computer science</td>
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Majors 8. **Personal and Culinary Services (12.)**

Majors 9. **Education (13.)**

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<td>13.0101 Education, general</td>
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<td>13.0201 Bilingual and multilingual education</td>
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<td>13.0202 Multicultural education</td>
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<td>13.0301 Curriculum and instruction</td>
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<td>13.0401 Educational leadership and administration, general</td>
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<td>13.0406 Higher education/higher education administration</td>
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<td>13.0407 Community college education</td>
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<td>13.0408 Elementary and middle school administration/principalship</td>
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<td>13.0409 Secondary school administration/principalship</td>
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<td>13.0411 Superintendency and educational system administration</td>
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<td>13.0604 Educational assessment, testing, and measurement</td>
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<td>13.0901 Social and philosophical foundations of education</td>
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<td>13.1001 Special education and teaching, general</td>
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<td>13.1202 Elementary education and teaching</td>
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<td>13.1203 Junior high/intermediate/middle school education and teaching</td>
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<td>13.1205 Secondary education and teaching</td>
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<td>13.1206 Teacher education, multiple levels</td>
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<td>13.1312 Music teacher education</td>
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<td>13.1316 Science teacher education/general science teacher education</td>
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13.1322 Biology teacher education
13.1401 Teaching English as a second or foreign language/ESL language instructor

Majors 10. **Engineering (14.)**

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14.0101 Engineering, general
14.0201 Aerospace, aeronautical & astronautical engineering
14.0501 Biomedical/medical engineering
14.0601 Ceramic sciences and engineering
14.0701 Chemical engineering
14.0801 Civil engineering, general
14.0901 Computer engineering, general
14.1001 Electrical, electronics, & communications engineering
14.1401 Environmental/environmental health engineering
14.1801 Materials engineering
14.1901 Mechanical engineering
14.2001 Metallurgical engineering
14.2301 Nuclear engineering
14.3101 Materials science
14.3401 Forest engineering
14.3501 Industrial engineering

Majors 11. **Engineering Technologies/Technicians (15.)**

Majors 12. **Foreign Languages, Literatures, and Linguistics (16.)**

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16.0102 Linguistics
16.0104 Comparative literature
16.0300 East Asian languages, literatures, and linguistics, general
16.0301 Chinese language and literature
16.0302 Japanese language and literature
16.0303 Korean language and literature
16.0402 Russian language and literature
16.0410 Ukrainian language and literature
16.0500 Germanic languages, literatures, and linguistics, general
16.0501 German language and literature
16.0502 Scandinavian languages, literatures, and linguistics
16.0503 Danish language and literature
16.0505 Norwegian language and literature
16.0506 Swedish language and literature
16.0700 South Asian languages, literatures, and linguistics, general
16.0901 French language and literature
16.0902 Italian language and literature

https://sdc.collegeboard.com/sdc/ef/printview.do?surveyId=150164&orgId=3879&forward... 5/19/2010
Majors 13. Family and Consumer Sciences/Human Sciences (19.)

Majors 14. Legal Professions and Studies (22.)
C A B M D T
22.0000 Legal studies, general

Majors 15. English Language and Literature/Letters (23.)
C A B M D T
23.0101 English language and literature, general
23.0501 Creative writing
23.1001 Speech and rhetorical studies
23.1101 Technical and business writing

Majors 16. Liberal Arts and Sciences, General Studies and Humanities (24.)
C A B M D T
24.0101 Liberal arts and sciences/liberal studies

Majors 17. Library Science (25.)
C A B M D T
25.0101 Library science/librarianship

Majors 18. Biological and Biomedical Sciences (26.)
C A B M D T
26.0101 Biology/biological sciences, general
26.0202 Biochemistry
26.0203 Biophysics
26.0204 Molecular biology
26.0301 Botany/plant biology
26.0401 Cell/cellular biology and histology
26.0502 Microbiology, general
26.0503 Medical microbiology and bacteriology
26.0507 Immunology
26.0701 Zoology/animal biology
26.0801 Genetics, general
26.0910 Pathology/experimental pathology
Majors 19. **Mathematics and Statistics (27.)**

- 26.0001 Pharmacology
- 26.1102 Biostatistics
- 26.1301 Ecology
- 26.1302 Marine biology and biological oceanography
- 26.1309 Epidemiology

Majors 20. **Military Technologies (29.)**

Majors 21. **Multi/Interdisciplinary Studies (30.)**

- 30.01 Biological and physical sciences
- 30.05 Peace studies and conflict resolution
- 30.14 Museology/museum studies
- 30.19 Nutrition sciences
- 30.24 Neuroscience

Majors 22. **Parks, Recreation, Leisure and Fitness Studies (31.)**

Majors 23. **Philosophy and Religious Studies (38.)**

- 38.01 Philosophy
- 38.02 Religion/religious studies
- 38.0206 Jewish/Judaic studies

Majors 24. **Theology and Religious Vocations (39.)**

Majors 25. **Physical Sciences (40.)**

- 40.01 Astronomy
- 40.02 Astrophysics
- 40.03 Planetary astronomy and science
- 40.04 Atmospheric sciences and meteorology, general
- 40.05 Chemistry, general
- 40.06 Geology/earth science, general
- 40.0603 Geophysics and seismology
- 40.0607 Oceanography, chemical and physical
- 40.08 Physics, general

Majors 26. **Science Technologies/Technicians (41.)**

Majors 27. **Psychology (42.)**

- 42.01 Psychology
Majors 28. Security and Protective Services (43.)

Majors 29. Public Administration and Social Service Professions (44.)

Majors 30. Social Sciences (45.)

Majors 31. Construction Trades (46.)

Majors 32. Mechanic and Repair Technologies/Technicians (47.)

Majors 33. Precision Production (48.)

Majors 34. Transportation and Materials Moving (49.)

Majors 35. Visual and Performing Arts (50.)
### Majors 36. **Health Professions and Related Clinical Sciences (51.)**

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<td>Musicology and ethnomusicology</td>
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<td>50.0906</td>
<td>Conducting</td>
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<td>50.0907</td>
<td>Piano and organ</td>
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<td>Voice and opera</td>
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<td>50.0911</td>
<td>Violin, viola, guitar and other stringed instruments</td>
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### Majors 37. **Business, Management, Marketing, and Related Support Services (52.)**

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<td>51.1005</td>
<td>Clinical laboratory science/medical technology/technologist</td>
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<td>International business/trade/commerce</td>
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### Majors 38. **History (54.)**

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