

A. GENERAL INFORMATION

A1. Address Information

University of Houston

4800 Calhoun, Houston, TX 77004, U.S.A.

Main Phone: (713) 743-1000

WWW address: <http://www.uh.edu>

Admissions Phone Number: (713) 743-1010

Admissions Office Mailing Address: Office of Admissions, Houston, TX 77204-2161, U.S.A.

Admissions Fax number: (713) 743-9633

Admissions E-mail Address: admissions@uh.edu

A2. Source of institutional control *(check one only)*

Public

Private (nonprofit)

Proprietary

A3. Classify your undergraduate institution

Coeducational college

Men's college

Women's college

A4. Academic year calendar

Semester 4-1-4

Quarter Continuous

Trimester Differs by program (describe):

Other (describe):

A5. Degrees offered by your institution

Certificate Postbachelor's certificate

Diploma Master's

Associate Post-master's certificate

Transfer Doctoral

Terminal First professional

Bachelor's First professional certificate

[Return to Fall 1999 CDS Table of Contents](#)

[CDS Fall 1999 Section B \(Enrollment and Persistence\)](#)

B. ENROLLMENT AND PERSISTENCE

B1. Institutional Enrollment—Men and Women Provide numbers of students reported on IPEDS Fall Enrollment Survey 1999 as of the institution's official fall reporting date or as of October 15, 1999. Refer to IPEDS EF-1 Part A or IPEDS EF-2 Part A (undergraduates only) survey.

	FULL-TIME			PART-TIME		
	Men (IPEDS col. 15)	Women (IPEDS col. 16)	IPEDS line	Men (IPEDS col. 15)	Women (IPEDS col. 16)	IPEDS line
Undergraduates						
Degree-seeking, first-time freshmen	1,393	1,541	line 1	167	202	line 15
Other first-year, degree-seeking	879	1,063	line 2	391	420	line 16
All other degree-seeking	5,199	6,331	lines 3-6	2,951	3,092	lines 17-20
<i>Total degree-seeking</i>	7,471	8,935		3,509	3,714	
All other undergraduates enrolled in credit courses	92	95	line 7	406	450	line 21
<i>Total undergraduates</i>	7,563	9,030	line 8	3,915	4,164	line 22
First-professional						
First-time, first-professional students	134	134	line 9	0	3	line 23
All other first-professionals	455	527	line 10	133	86	line 24
<i>Total first-professional</i>	589	661		133	89	
Graduate						
Degree-seeking, first-time	448	460	line 11	308	428	line 25
All other degree-seeking	957	974	line 12	972	1270	line 26
All other graduates enrolled in credit courses	21	36	line 13	212	421	line 27
<i>Total graduate</i>	1,426	1,470		1,492	2,119	

Total all undergraduates (IPEDS sum of lines 8 and 22, cols. 15 and 16): 24,672

Total all graduate and professional students (IPEDS sum of lines 14 and 28, cols. 15 and 16): 7,979

GRAND TOTAL ALL STUDENTS (IPEDS line 29, sum of cols. 15 and 16): 32,651

B2. Enrollment by Racial/Ethnic Category. Provide numbers of undergraduate students reported on IPEDS Fall Enrollment Survey 1998 as of the institution's official fall reporting date or as of October 15, 1998. Refer to IPEDS EF-1 Part A or IPEDS EF-2 Part A surveys based

on column and line numbers in grid for totals.

	Degree-seeking First-time, First-year	Degree-seeking Undergraduates
	IPEDS sum of lines 1 and 15	IPEDS sum of lines 1-6 and lines 15-20
Non-resident aliens IPEDS cols. 1-2	84	928
Black, non-Hispanic IPEDS cols. 3-4	665	3,530
American Indian or Alaskan Native IPEDS cols. 5-6	11	126
Asian or Pacific Islander IPEDS cols. 7-8	729	4,686
Hispanic IPEDS cols. 9-10	687	4,484
White, non-Hispanic IPEDS cols. 11-12	1,103	9,584
Race/ethnicity unknown IPEDS cols. 13-14	24	291
Total IPEDS cols. 15-16	3,303	23,629

Persistence

B3. Number of degrees awarded by your institution from July 1, 1997, to June 30, 1998.

Certificate/diploma _____
 Associate degrees _____
 Bachelor's degrees 3,482
 Postbachelor's certificates _____
 Master's degrees 1,317
 Post-master's certificates _____
 Doctoral degrees 212
 First professional degrees 435
 First professional certificates _____

Graduation Rates

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

For Bachelor's or Equivalent Programs

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 1993. Include in the cohort those who entered your institution during the summer term preceding fall 1993.

B4. Initial 1993 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students: 2,001
 (IPEDS GRS, Section II, Part A, line 10, sum of columns 15 and 16)

B5. Of the initial 1993 cohort, how many did not persist and did not graduate for the following

reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions: not applicable
(IPEDS GRS, Section II, Part C, line 45, sum of columns 15 and 16)

B6. Final 1993 cohort, after adjusting for allowable exclusions: 2,001
(Subtract question B5 from question B4)

B7. Of the initial 1993 initial cohort, how many completed the program in four years or less (by August 31, 1997): 198
(IPEDS GRS, Section II, Part A, line 19, sum of columns 15 and 16)

B8. Of the initial 1993 cohort, how many completed the program in more than four years but in five years or less (after August 31, 1997 and by August 31, 1998): 340
(IPEDS GRS, Section II, Part A, line 20, sum of columns 15 and 16)

B9. Of the initial 1993 cohort, how many completed the program in more than five years but in six years or less (after August 31, 1998 and by August 31, 1999): 158
(IPEDS GRS, Section II, Part A, line 21, sum of columns 15 and 16)

B10. Total graduating within six years (sum of questions B7, B8, and B9): 696
(IPEDS GRS, Section II, Part A, line 18, sum of columns 15 and 16)

B11. Six-year graduation rate for 1992 cohort (question B10 divided by question B6): 35 %

For Two-Year Institutions:

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

B12. Initial 1996 cohort, total of first-time, full-time degree/certificate-seeking students: not applicable
(IPEDS GRS-2, Section III, line 10, sum of columns 15 and 16)

B13. Of the initial 1996 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government or official church missions), total allowable exclusions: not applicable
(IPEDS GRS-2, Section III, line 45, sum of columns 15 and 16)

B14. Final 1996 cohort, after adjusting for allowable exclusions: not applicable
(subtract question B13 from question B12)

B15. Completers of programs of less than two years duration (total): not applicable
(IPEDS GRS-2, Section III, line 11, sum of columns 15 and 16)

B16. Completers of programs of less than two years within 150 percent of normal time: not applicable
(IPEDS GRS-2, Section III, line 11A, sum of columns 15 and 16)

B17. Completers of programs of at least two but less than four years (total): not applicable
(IPEDS GRS-2, Section III, line 12, sum of columns 15 and 16)

B18. Completers of programs of at least two but less than four-years within 150 percent of normal time: not applicable

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

B19. Total transfers-out (within three years) to other institutions: not applicable
(IPEDS GRS-2, Section III, line 30, sum of columns 15 and 16)

B20. Total transfers to two-year institutions: not applicable
(IPEDS GRS-2, Section III, line 32, sum of columns 15 and 16)

B21. Total transfers to four-year institutions: not applicable
(IPEDS GRS-2, Section III, line 33, sum of columns 15 and 16)

Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 1998 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

B22. For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshmen in fall 1998 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in fall 1998? 75.51 %

[Return to Fall 1999 CDS Index](#)

[CDS Fall 1999 Section A \(General Information\)](#) || [CDS Fall 1999 Section C \(First-time, First-year Admission\)](#)

C. FIRST-TIME, FIRST-YEAR (FRESHMAN) ADMISSION

Applications

C1. First-time, first-year (freshman) students: Provide the number of degree-seeking students who applied, were admitted, and enrolled (full- or part-time) in fall 1999. Include early decision, early action, and students who began studies during summer in this cohort. Applicants include all students who fulfilled the requirements for consideration for admission (including payment or waiving of the application fee, if any) and who have been notified of one of the following actions: admission, 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 men applied: 3,799

Total women applied: 4,507

Total men admitted: 2,639

Total women admitted: 3,148

Total full-time, first-time, first-year (freshman) men enrolled: 1,393

Total part-time, first-time, first-year (freshman) men enrolled: 167

Total full-time, first-time, first-year (freshman) women enrolled: 1,541

Total part-time, first-time, first-year (freshman) women enrolled: 202

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 1999 admissions:

Number of qualified applicants placed on waiting list: not applicable

Number accepting a place on the waiting list: not applicable

Number of wait-listed students admitted: not applicable

Admission Requirements

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

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

Required

Recommended

Neither required nor recommended

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.

	Units Required	Units Recommended
Total academic units	12	
English	4	
Mathematics	3	
Science	2	
Of these, units that must be lab	2	
Foreign language		2
Social studies	3	
History		
Academic electives		
Other (<i>specify</i>)		

Basis for Selection

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 ___
- other (explain) _____

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

	Very Important	Important	Considered	Not Considered
<i>Academic</i>				
Secondary school record	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class rank	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recommendation(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standardized test scores	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Nonacademic

Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Extracurricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Talent/ability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Character/personal qualities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alumni/ae relation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geography	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
State residency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Religious affiliation/commitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minority status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

SAT and ACT Policies

C8. Entrance exams

a. Does your institution make use of SAT I, SAT II, or ACT scores in admission decisions for first-time, first-year, degree-seeking applicants? Yes No

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

	ADMISSION				
	Require	Recommend	Require for Some	Considered if Submitted	Not Used
SAT I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT I or ACT (no preference)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT I or ACT--SAT I preferred	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT I or ACT--ACT preferred	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT I and SAT II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT I and SAT II or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT II	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Placement Yes No

Counseling Yes No

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

PLACEMENT

	Require	Recommend	Require for Some
SAT I	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SAT II	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT I or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Latest date by which SAT I or ACT scores must be received for fall-term admission: May 17

Latest date by which SAT II scores must be received for fall-term admission: May 17

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

Freshman Profile

Provide percentages for **ALL enrolled degree-seeking full-time and part-time, first-time, first-year (freshman) students** enrolled in fall 1999, including students who began studies during summer, international students/nonresident aliens, and students admitted under special arrangements.

C9. Percent and number of first-time, first-year (freshman) students enrolled in fall 1999 who submitted national standardized (SAT/ACT) test scores. Include information for **ALL enrolled, first-time, first-year (freshman) degree-seeking students** who submitted test scores. Do not include partial test scores (e.g., mathematics scores but not verbal for a category of students) or combine other standardized test results (such as TOEFL) in this item. SAT scores should be recentered scores. The 25th percentile is the score that 25 percent scored at or below; the 75th percentile score is the one that 25 percent scored at or above.

Percent submitting SAT scores: 91% Number submitting SAT scores: 3,018
 Percent submitting ACT scores: 30% Number submitting ACT scores: 984

	25th Percentile	75th Percentile
SAT I Verbal	450	560
SAT I Math	460	580
ACT Composite	18	23
ACT English	17	23
ACT Math	18	24

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

	SAT I Verbal	SAT I Math
700-800	2.6%	3.6%
600-699	13.3%	17.2%
500-599	36.9%	38.9%
400-499	38.4%	34.6%
300-399	8.3%	5.4%
200-299	0.5%	0.3%

	ACT Composite	ACT English	ACT Math
30-36	4.0%	3.7%	4.0%
24-29	19.6%	20.8%	25.1%
18-23	58.8%	45.4%	50.2%
12-17	17.5%	26.7%	20.7%
6-11	0.1%	3.4%	0%
below 6	0%	0%	0%

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

Percent in top 10th of high school graduating class: 19.7%

Percent in top quarter of high school graduating class: 47.82%

Percent in top half of high school graduating class: 80%

Percent in bottom half of high school graduating class: 20%

Percent in bottom quarter of high school graduating class: 3%

Percent of total first-time, first-year (freshman) students who submitted high school class rank: 90.1%

C11. Percentage of all enrolled, degree-seeking first-time, first-year (freshman) students who had high school grade-point averages within each of the following ranges (using 4.0 scale); report information only for those students from whom you collected high school GPA

Percent who had GPA of 3.0 and higher: 62.8%

Percent who had GPA between 2.0 and 2.9: 37.8%

Percent who had GPA between 1.0 and 1.99: 0.4%

Percent who had GPA below 1.0: 0%

C12. Average high school GPA of all degree-seeking first-time, first-year (freshman) students who submitted GPA: 3.1

Percent of total first-time, first-year (freshman) students who submitted high school GPA: 97%

Admission Policies

C13. Application fee

Does your institution have an application fee? Yes No

Amount of application fee: \$40

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

C14. Application closing date

Does your institution have an application closing date? Yes No

Application closing date (fall): May 15, 1999

Priority date: _____

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

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

On a rolling basis beginning (date):

By (date): _____

Other: _____

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

Must reply by (date): _____

No set date:

Must reply by May 1 or within _____ weeks if notified thereafter _____

Other: _____

C18. Deferred admission: Does your institution allow students to postpone enrollment after admission?

Yes No

If yes, maximum period of postponement: _____

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

C20. Common application: Will you accept the Common Application distributed by the National Association of Secondary School Principals if submitted? Yes No

If "yes," are supplemental forms required? Yes No

Is your college a member of the Common Application Group? Yes No

Early Decision and Early Action Plans

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

Yes No

If "yes," please complete the following :

First or only early decision plan closing date: _____

First or only early decision plan notification date: _____

Other early decision plan closing date: _____

Other early decision plan notification date: _____

Number of early decision applications received by your institution: _____

Number of applicants admitted under early decision plan: _____

Please provide significant details about your early decision plan

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

Yes No

If "yes," please complete the following:

Early action closing date: _____

Early action notification date: _____

[Return to Fall 1999 CDS Index](#)

[CDS Fall 1999 Section B \(Enrollment and Persistence\)](#) || [CDS Fall 1999 Section D \(Transfer Admission\)](#)

D. TRANSFER ADMISSION

Fall Applicants

D1. Does your institution enroll transfer students?

Yes No

(If no, please skip to Section E)

If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities?

Yes No

D2. Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 1998.

	Applicants	Admitted Applicants	Enrolled Applicants
Men	2,711	1,992	1,211
Women	3,129	2,417	1,434
Total	5,840	4,409	2,645

Application for Admission

D3. Indicate terms for which transfers may enroll:

Fall Winter Spring Summer

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

Yes No

If yes, what is the minimum number of credits and the unit of measure? 15

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

	Required of All	Recommended of All	Recommended of Some	Required of Some	Not Required
High school transcript					X
College transcript(s)	X				
Essay or personal statement					X
Interview					X
Standardized test scores					X
Statement of good standing from prior institution(s)					X

D6. If a minimum high school grade point average is required of transfer applicants, specify

(on a 4.0 scale): 2.0

D7. If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale): 15-29 hours: 2.5 or 30 hours: 2.0

D8. List any other application requirements specific to transfer applicants:

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

	Priority date	Closing date	Notification date	Reply date	Rolling admission
Fall		June 02			
Winter					
Spring					
Summer					

D10. Does an open admission policy, if reported, apply to transfer students?
 Yes No

D11. Describe additional requirements for transfer admission, if applicable:
GPA requirements vary by program.

Transfer Credit Policies

D12. Report the lowest grade earned for any course that may be transferred for credit: 2.0

D13. Maximum number of credits or courses that may be transferred from a two-year institution:
66 unit type: semester credit hour

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

D15. Minimum number of credits that transfers must complete at your institution to earn an associate's degree: not applicable

D16. Minimum number of credits that transfers must complete at your institution to earn a bachelor's degree: 30

D17. Describe other transfer credit policies: Max of 66 hrs transferrable from 2 yrs institution, 90 hrs from 4-yrs institution. Last 30 hrs of degree requirements must be completed at institution.

[Return to CDS Fall 1999 Index](#)

[CDS Fall 1999 Section C \(First-time, First-year Admission\)](#) || [CDS Fall 1999 Section E \(Academic Offerings and Policies\)](#)

E. ACADEMIC OFFERINGS AND POLICIES

E1. Special study options: Identify those programs available at your institution. Refer to definitions.

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

E2. Has been removed from the CDS

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

- | | |
|---|---|
| <input checked="" type="checkbox"/> Arts/fine arts | <input checked="" type="checkbox"/> Humanities |
| <input type="checkbox"/> Computer literacy | <input checked="" type="checkbox"/> Mathematics |
| <input checked="" type="checkbox"/> English (including composition) | <input type="checkbox"/> Philosophy |
| <input type="checkbox"/> Foreign languages | <input checked="" type="checkbox"/> Sciences (biological or physical) |
| <input checked="" type="checkbox"/> History | <input checked="" type="checkbox"/> Social science |
| <input type="checkbox"/> Other (describe): | |

Other(describe): Government, Cultural Heritage, Physical Education.

Library Collections

Report the number of holdings at the end of fiscal year 1998. Refer to IPEDS Library Survey, Part, D for corresponding equivalents.

E4. Books, serial backfiles, and government documents (titles) that are accessible through the library's catalog – include bound periodicals and newspapers and exclude microforms: (sum of lines 27[paper titles], and 29[electronic titles], column 2) 2,035,040

E5. Current serials (titles): - include periodicals, newspapers, and government documents: 27,109 (sum of lines 30[paper and microform subscriptions] and 31[electronics submissions],column 2)

E6. Microforms (units): (line 28, column 2) 3,878,346

E7. Video and audio units (sum of lines 32, column 2): 6,343

[Return to CDS Fall 1999 Index](#)

[CDS Fall 1999 Section D \(Transfer Admissions\)](#) || [CDS Fall 1999 Section F \(Student Life\)](#)

F. STUDENT LIFE

F1. Percentages of first-time, first-year (freshman) students and all degree-seeking undergraduates enrolled in fall 1998 who fit the following categories

	First-time, first-year (freshman) students	Undergraduates
Percent who are from out of state (exclude internat'l/nonresident aliens):	<u>3.00%</u>	<u>2.46%</u>
Percent of men who join fraternities:	<u>5.8%</u>	<u>3%</u>
Percent of women who join sororities:	<u>2.1%</u>	<u>2.8%</u>
Percent who live in college-owned, -operated, or -affiliated housing:	<u>30%</u>	<u>10%</u>
Percent who live off campus or commute:	<u>70%</u>	<u>90%</u>
Percent of students age 25 and older:	<u>1%</u>	<u>25%</u>
Average age of full-time students:	<u>18%</u>	<u>22%</u>
Average age of all students (full- and part-time):	<u>18%</u>	<u>23%</u>

F2. Activities offered

 Identify those programs available at your institution.

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

F3. ROTC

 (program offered in cooperation with Reserve Officers' Training Corps)

Army ROTC is offered:

On campus

At cooperating institution (name):

Naval ROTC is offered

On campus

At cooperating institution (name): Rice University

Air Force ROTC is offered

On campus

At cooperating institution (name):

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
- Other housing options (specify):
- Special housing for disabled students
- Special housing for international students
- Fraternity/sorority housing
- Cooperative housing

[Return to Fall 1999 CDS Index](#)

[CDS Fall 1999 Section E \(Academic Offerings and Policies\)](#) || [CDS Fall 1999 Section G \(Annual Expenses\)](#)

G. ANNUAL EXPENSES

Provide 2000-2001 academic year costs for the following categories that are applicable to your institution.

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

List the typical tuition, required fees, and room and board for a full-time undergraduate student for the FULL 2000-2001 academic year. A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters or trimesters, three quarters, or the period covered by a four-one-four plan. **Room and Board** is defined as double occupancy and 19 meals per week or the maximum meal plan. **Required fees** include only charges that all full-time students must pay that are *not* included in tuition (e.g., registration, health, or activity fees.) Do *not* include optional fees (e.g., parking, laboratory use).

	FIRST-YEAR	UNDERGRADUATES
PRIVATE INSTITUTIONS:		
PUBLIC INSTITUTIONS	960	960
In-district:		
In-state (out-of-district):	960	960
Out-of-state:	6,120	6,120
NONRESIDENT ALIENS:	6,120	6,120
REQUIRED FEES:	1,484	1,484
ROOM AND BOARD: (on-campus)	4,513	4,513
ROOM ONLY: (on-campus)	2,553	2,553
BOARD ONLY: (on-campus meal plan)	1,960	1,960

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

Other

G2. Number of credits per term a student can take for the stated full-time tuition: 12

minimum 12 maximum

G3. Do tuition and fees vary by year of study (e.g., sophomore, junior, senior)? Yes No

G4. If tuition and fees vary by undergraduate instructional program, describe briefly:

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

	Residents	Commuters (living at home)	Commuters (not living at home)
Books and supplies:	\$600	\$600	\$600
Room only:	\$600		
Board only:			
Transportation:	\$1,250	\$1,250	\$1,250
Other expenses:	\$1,600	\$1,600	\$1,600

G6. Undergraduate per-credit-hour charges:

PRIVATE INSTITUTIONS:	
PUBLIC INSTITUTIONS In-district:	\$40/credit hour
In-state (out-of-district):	\$40/credit hour
Out-of-state:	\$255/credit hour
NONRESIDENT ALIENS:	\$255/credit hour

[Return to CDS Fall 1999 Index](#)

[CDS Fall 1999 Section F \(Student Life\)](#) || [CDS Fall 1999 Section H Financial Aid](#)(data not yet available)

I. INSTRUCTIONAL FACULTY AND CLASS SIZE

I-1. Please report number of instructional faculty members in each category for Fall 1999.

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

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

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

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

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

Doctorate: includes Ph.D., Ed.D in education, DMA in musical arts, DBA in business administration, D. Eng or DES in engineering.

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

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

	Full time	Part time	Total
Total number of instructional faculty	907	572	1,479
Total number who are members of minority groups	144	95	239
Total number who are women	256	231	487
Total number who are men	651	330	981
Total number who are non-resident aliens (international)	44	30	74
Total number with doctorate, first professional, or other terminal degree	732	197	929
Total number whose highest degree is a master's but not a terminal master's	85	90	175
Total number whose highest degree is a bachelor's	32	92	124
Total number whose highest degree is a Phd	713	164	877

I-2. Student to Faculty Ratio

Report the Fall 1999 ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate level students. Do not count

undergraduate or graduate student teaching assistants as faculty.

Fall 1999 Student to Faculty ratio:	22 to 1.
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I-3. Undergraduate Class Size

In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 1999 term.

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

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

Using the above definitions, please report for each of the following class-size intervals the number of class sections and class subsections offered in Fall 1999. For example, a lecture class with 800 students who met at another time in 40 separate labs with 20 students should be counted once in the "100+" column in the class section column and 40 times under the "20-29" column of the class subsections table.

Number of Class Sections with Undergraduates Enrolled.

Undergraduate Class Size (provide numbers)

	Less than 10	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SECTIONS	86	452	586	301	218	254	197	2094
	Less than 10	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SUB-SECTIONS	53	138	97	48	26	8	2	372

[Return to CDS Fall 1999 Index](#)

CDS Fall 1999 Section H Financial Aid (data not yet available) || [CDS Fall 1999 Section J \(Degrees Conferred\)](#)

J. DEGREES CONFERRED

Degrees conferred between July 1, 1998 and June 30, 1999

Reference: IPEDS Completions, Part A

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

Category	Diploma/ certificates	Associate	Bachelor's	CIP categories to include here
Agriculture				1 and 2
Architecture			1.6	4
Area and ethnic studies			0.1	5
Biological/life sciences			5.6	26
Business/marketing			29.5	8 and 52
Communications/communication technologies			4.7	9 and 10
Computer and information sciences			2.1	11
Education			0.0	13
Engineering/engineering technologies			10.9	14 and 15
English			4.1	23
Foreign languages and literature			1.6	16
Health professions and related sciences			2.8	51
Home economics and vocational home economics			2.6	19 and 20
Interdisciplinary studies			6.9	30
Law/legal studies				22
Liberal arts/general studies				24
Library science				25
Mathematics			1.2	27
Military science and technologies				28 and 29
Natural resources/environmental science				3
Parks and recreation			2.1	31
Personal and miscellaneous services				12
Philosophy, religion, theology			0.1	38 and 39
Physical sciences			1.0	40 and 41
Protective services/public administration				43 and 44
Psychology			11	42
Social sciences and history			7.9	45
Trade and industry			0.2	46, 47, 48, and 49
Visual and performing arts			4.0	50

Other				
TOTAL	100%	100%	100%	

[Return to CDS Fall 1999 Index](#)

[CDS Fall 1999 Section I \(Instructional Faculty and Size\)](#) || [CDS Fall 1999 Section K \(General Information\)](#)

SPORTS

What is your institution's most predominant intercollegiate athletic association?

Division I

Please check all intercollegiate sports offered at your institution.

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

[Return to CDS Fall 1999 Index](#)

[CDS Fall 1999 Section K \(General Information\)](#) || [CDS Fall 1999 Section M \(Sports\)](#)

MAJORS

List specific majors (not concentrations, divisions, area, or double majors) with highest enrollment among 1998 bachelor degree recipients.

Highest enrollment	Business
Second highest enrollment	Psychology
Third highest enrollment	Engineering

Please check off all majors offered at your institution:

- | | |
|---|---|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Accounting <input type="checkbox"/> Administrative and Secretarial Services <input checked="" type="checkbox"/> Advertising <input checked="" type="checkbox"/> Aerospace, Aeronautical and Astronautical Engineering <input type="checkbox"/> Agricultural and Food Products Processing <input type="checkbox"/> Agricultural Business and Management <input type="checkbox"/> Agricultural Business and Production, Other <input type="checkbox"/> Agricultural Engineering <input type="checkbox"/> Agricultural Mechanization <input type="checkbox"/> Agricultural Production Workers and Managers <input type="checkbox"/> Agricultural Supplies and Related Services <input type="checkbox"/> Agriculture/Agricultural Sciences <input type="checkbox"/> Agriculture/Agricultural Sciences, Other <input type="checkbox"/> Air Force R.O.T.C. <input type="checkbox"/> Air Transportation Workers <input checked="" type="checkbox"/> American Literature (United States) <input type="checkbox"/> Animal Sciences <input checked="" type="checkbox"/> Anthropology <input type="checkbox"/> Apparel and Accessories Marketing Operations <input checked="" type="checkbox"/> Applied Mathematics <input type="checkbox"/> Archeology <input type="checkbox"/> Architectural Engineering <input type="checkbox"/> Architectural Engineering Technology <input checked="" type="checkbox"/> Architectural Environmental Design <input type="checkbox"/> Architectural Urban Design and Planning <input checked="" type="checkbox"/> Architecture <input type="checkbox"/> Architecture and Related Programs, Other <input type="checkbox"/> Area Studies <input checked="" type="checkbox"/> Area, Ethnic and Cultural Studies, Other <input type="checkbox"/> Army R.O.T.C. | <ul style="list-style-type: none"> <input type="checkbox"/> Health and Medical Assistants <input type="checkbox"/> Health and Medical Diagnostic and Treatment Services <input type="checkbox"/> Health and Medical Laboratory Technologies <input type="checkbox"/> Health and Medical Preparatory programs <input type="checkbox"/> Health and Physical Education/Fitness <input type="checkbox"/> Health Products and Services Marketing Operations <input type="checkbox"/> Health Professions and Related Sciences, Other <input type="checkbox"/> Health-Related Knowledge and Skills <input type="checkbox"/> Heating, Air Conditioning and Refrigeration Mechanics and Repairers <input type="checkbox"/> High School/Secondary Certificates <input type="checkbox"/> High School/Secondary Diplomas <input type="checkbox"/> Historic Preservation, Conservation and Architectural History <input checked="" type="checkbox"/> History <input type="checkbox"/> Home and Office Products Marketing Operations <input type="checkbox"/> Home Economics Business Services <input type="checkbox"/> Home Economics, General <input type="checkbox"/> Home Economics, Other <input type="checkbox"/> Home Furnishings and Equipment installers and Consultants <input type="checkbox"/> Horticultural Services Operations and Management <input type="checkbox"/> Hospitality and Recreation Marketing Operations <input checked="" type="checkbox"/> Hospitality Services Management <input type="checkbox"/> Housing Studies <input checked="" type="checkbox"/> Human Resources Management <input checked="" type="checkbox"/> Individual and Family Development Studies <input type="checkbox"/> Industrial and Organizational Psychology |
|---|---|

- Astronomy
- Astrophysics
- Atmospheric Sciences and Meteorology
- Basic Skills
- Bible/Biblical Studies
- Biblical and Other Theological Languages and Literature
- Bilingual/Bicultural Education
- Bio-Psychology
- Biochemistry and Biophysics
- Bioengineering and Biomedical Engineering
- Biological and Physical Sciences
- Biological Sciences/Life Sciences, Other
- Biological Technologies
- Biology, General
- Botany
- Business Administration and Management
- Business and Personal Services Marketing Operation
- Business Communications
- Business Information and Data Processing Services
- Business Management and Administrative Services
- Business Management and Administrative Services, Other
- Business Quantitative Methods and Management Science
- Business/Managerial Economics
- Carpenters
- Cell and Molecular Biology
- Ceramic Sciences and Engineering
- Chemical Engineering
- Chemistry
- Child Care and Guidance Workers and Managers
- Chiropractic (D.C., D.C.M.)
- Citizenship Activities
- City/Urban, Community and Regional Planning
- Civil Engineering
- Civil Engineering/Civil Technology
- Classical and Ancient Near Eastern languages and Literature
- Industrial Equipment Maintenance and Repairers
- Industrial Production Technologies
- Industrial/Manufacturing Engineering
- Information Sciences and Systems
- Institutional Food Workers and Administrators
- Insurance Marketing Operations
- Interior Architecture
- International Agriculture
- International and Comparative Education
- International Business
- International Relations and Affairs
- Interpersonal and Social Skills
- Journalism and Mass Communications
- Landscape Architecture
- Law and Legal Studies
- Leatherworkers and Upholsterers
- Leisure and Recreational Activities
- Liberal Arts and Sciences, General Studies and Humanities
- Library Assistant
- Library Science, Other
- Library Science/Librarianship
- Marketing Management and Research
- Marketing Operations/Marketing and Distribution, Other
- Masons and Tile Setters
- Materials Engineering
- Materials Science
- Mathematical Statistics
- Mathematics
- Mathematics and Computer Science
- Mathematics, Other
- Mechanical Engineering
- Mechanical Engineering-Related Technologies
- Mechanics and Repairers, Other
- Medical Basic Sciences
- Medical Clinical Sciences (M.S., Ph.D.)
- Medical Residency Programs
- Medicine (M.D.)
- Medieval and Renaissance Studies
- Mental Health Services

- Clinical Psychology
- Clothing, Apparel and Textile Workers and Managers
- Clothing/Apparel and Textile Studies
- Cognitive Psychology and Psycholinguistics
- Communications Disorders Sciences and Services
- Communications Technologies
- Communications, General
- Communications, Other
- Community Health Services
- Community Organization, Resources and Services
- Community Psychology
- Comparative Literature
- Computer and Information Sciences, General
- Computer and Information Sciences, Other
- Computer Engineering
- Computer Programming
- Computer Science
- Computer Systems Analysis
- Conservation and Renewable Natural Resources
- Construction and Building Finishers and Managers
- Construction Trades, Other
- Construction/Building Technology
- Consumer and Homemaking Education
- Cosmetic Services
- Counseling Psychology
- Crafts, Folk Art and Artisanry
- Criminal Justice and Corrections
- Criminology
- Culinary Arts and Related Services
- Curriculum and Instruction
- Custodial, Housekeeping and Home Services Workers and Management
- Dance
- Data Processing Technology
- Demography/Population Studies
- Dental Clinical Sciences/Graduate Dentistry (M.S., Ph.D.)
- Dental Residency Programs
- Dental Services
- Dentistry (D.D.S., D.M.D.)
- Design and Applied Arts
- Metallurgical Engineering
- Microbiology/Bacteriology
- Middle Eastern Languages and Literatures
- Military Technologies
- Mining and Mineral Engineering
- Mining and Petroleum Technologies
- Miscellaneous Biological Specializations
- Miscellaneous Engineering-Related Technologies
- Miscellaneous Health Aides
- Miscellaneous Health Professional
- Miscellaneous Mechanics and Repairers
- Miscellaneous Physical Sciences
- Missions/Missionary Studies and Misology
- Multi/Interdisciplinary Studies, Other
- Museology/Museum Studies
- Music
- Natural Resources Conservation
- Natural Resources Management and Protective Services
- Naval Architecture and Marine Engineering
- Navy/Marine Corps R.O.T.C.
- Nuclear and Industrial Radiological Technologies
- Nuclear Engineering
- Nursing
- Ocean Engineering
- Ophthalmic/Optometric Services
- Optometry (O.D.)
- Osteopathic Medicine (D.O.)
- Parks, Recreation and Leisure Facilities Management
- Parks, Recreation and Leisure Studies
- Parks, Recreation, Leisure and Fitness Studies, Other
- Pastoral Counseling and Specialized Ministries
- Peace and Conflict Studies
- Personal and Miscellaneous Services, Other
- Personal Awareness and Self-Improvement
- Petroleum Engineering
- Pharmacy
- Philosophy

- Development and Child Psychology
- Drafting
- Dramatic/Theater Arts and Stagecraft
- East and Southeast Asian Languages and Literatures
- East European Languages and Literatures
- Economics
- Education Administration and Supervision
- Education, General
- Education, Other
- Educational Evaluation, Research and Statistics
- Educational Psychology
- Educational/Instructional Media Design
- Electrical and Electronic Engineering-Related Technology
- Electrical and Electronics Equipment Installers and Repairers
- Electrical and Power Transmissions Installers
- Electrical, Electronics and Communications Engineering
- Electromechanical Instrumentation and Maintenance Technology
- Engineering Design
- Engineering Mechanics
- Engineering Physics
- Engineering Science
- Engineering, General
- Engineering, Other
- Engineering-Related Technologies, Other
- Engineering/Industrial Management
- English Composition
- English Creative Writing
- English Language and Literature, General
- English Language and Literature/Letters, Other
- English Literature (British and Commonwealth)
- English Technical and Business Writing
- Enterprise Management and Operation
- Entrepreneurship
- Environmental Control Technologies
- Environmental/Environmental Health Engineering
- Ethnic and Cultural Studies
- Experimental Psychology
- Philosophy and Religion, Other
- Physical Science Technologies
- Physical Sciences, General
- Physical Sciences, Other
- Physics
- Physiological Psychology/Psychobiology
- Plant Sciences
- Plumbers and Pipefitters
- Podiatry (D.P.M., D.P., Pod. D.)
- Political Science and Government
- Polymer/Plastics Engineering
- Precision Metal Workers
- Precision Production Trades, Other
- Protective Services, Other
- Psychology
- Psychology, Other
- Public Administration
- Public Administration and Services, Other
- Public Health
- Public Policy Analysis
- Public Relations and Organizational Communications
- Quality Control and Safety Technologies
- Radio and Television Broadcasting
- Real Estate
- Rehabilitation/Therapeutic Services
- Religion/Religious Studies
- Religious Education
- Religious/Sacred Music
- Romance Languages and Literature
- School Psychology
- Science Technologies, Other
- Science, Technology and Society
- Social and Philosophical Foundations of Education
- Social Psychology
- Social Sciences and History, Other
- Social Sciences, General
- Social Work
- Sociology
- Soil Sciences

- Family and Community Studies
- Family/Consumer Resources Management
- Film/Video and Photographic Arts
- Financial Management and Services
- Financial Services Marketing Operations
- Fine Arts and Arts Studies
- Fire Protection
- Fishing and Fisheries Sciences and Management
- Floristry Marketing Operations
- Food and Nutrition Studies
- Food Products Retailing and Wholesaling Operations
- Food Sciences and Technology
- Foreign Languages and Literatures
- Foreign Languages and Literatures, Other
- Forest Production and Processing
- Forestry and Related Sciences
- Funeral Services and Mortuary Science
- Gaming and Sports Officiating Services
- General Retailing and Wholesaling Operations and Skills
- General Teacher Education
- Geography
- Geological and Related Sciences
- Geological Engineering
- Geophysical Engineering
- Germanic Languages and Literatures
- Gerontology
- Graphic and Printing Equipment Operators
- Greek Languages and Literatures (Modern)
- Health and Medical Administrative Services
- South Asian languages and Literatures
- Special Education
- Speech and Rhetorical Studies
- Stationary Energy Sources Installers and Operators
- Student Counseling and Personnel Services
- Systems Engineering
- Systems Science and Theory
- Taxation
- Teacher Assistant/Aide
- Teacher Education, Specific Academic and Vocational Programs
- Teaching English as a Second Language/Foreign Language
- Technology Education/Industrial Arts
- Textile Sciences and Engineering
- Theological and Ministerial Studies
- Theological Studies and Religious Vocations, Other
- Tourism and Travel Services Marketing Operations
- Transportation and Materials Moving Workers, Other
- Urban Affairs/Studies
- Vehicle and Equipment Operators
- Vehicle and Mobile Equipment Mechanics and Repairers
- Vehicle and Petroleum Products Marketing Operations
- Veterinary Clinical Sciences (M.S., Ph.D.)
- Veterinary Medicine (D.V.M.)
- Veterinary Residency Programs
- Visual and Performing Arts
- Visual and Performing Arts, Other
- Vocational Home Economics, Other
- Water Transportation Workers
- Wildlife and Wildlands Management
- Woodworkers
- Zoology

[Return to CDS Fall 1999 Index](#)

[CDS Fall 1999 Section L \(Sports\)](#)

GENERAL INFORMATION

Year school was founded:	1927
Environment:	<input type="radio"/> Suburban <input type="radio"/> Rural <input checked="" type="radio"/> Urban
Campus size: (number of acres)	557

Religious affiliation:		
<input checked="" type="radio"/> No Affiliation	<input type="radio"/> American Baptist	<input type="radio"/> Baptist
<input type="radio"/> Christian Science	<input type="radio"/> Church of Brethren	<input type="radio"/> Church of Jesus Christ
<input type="radio"/> Church of Jesus Christ of Latter-day Saints	<input type="radio"/> Congregational	<input type="radio"/> Disciples of Christ
<input type="radio"/> Episcopal	<input type="radio"/> Greek Orthodox	<input type="radio"/> Islam
<input type="radio"/> Jehovah's Witness	<input type="radio"/> Jewish	<input type="radio"/> Lutheran
<input type="radio"/> Mennonite	<input type="radio"/> Methodist	<input type="radio"/> Moravian
<input type="radio"/> Nazarene	<input type="radio"/> Pentecostal	<input type="radio"/> Presbyterian
<input type="radio"/> Protestant	<input type="radio"/> Quaker	<input type="radio"/> Reformed Church
<input type="radio"/> Roman Catholic	<input type="radio"/> Seventh Day Adventist	<input type="radio"/> Southern Baptist
<input type="radio"/> Unitarian	<input type="radio"/> United Church of Christ	

Specific Catholic affiliation:	
Other religious specification:	
ACT code:	4236
CEEB code:	6870

Number of foreign countries represented by your student population:	108
---	-----

FRESHMAN ADMISSIONS

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

<input type="checkbox"/> HEOP <input type="checkbox"/> EOP <input checked="" type="checkbox"/> Conditional admission	
Other: (specify)	2.0

Percent of freshmen that came from public schools:	
--	--

Choose option offered for CEEB Advanced Placement tests:

<input type="radio"/> Credit only <input type="radio"/> Placement only <input checked="" type="radio"/> Credit and/or placement <input type="radio"/> Neither

Do you require the TOEFL of undergraduate international applicants	<input checked="" type="radio"/> Yes <input type="radio"/> No
--	---

whose native language is not English?	No
If yes, what is the minimum TOEFL score required?	550

Average scores of enrolled Fall 1999 freshmen who took standardized tests:

SAT I Verbal:	508
SAT I Math:	524
ACT Composite:	21.0

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

1)	Business
2)	Engineering
3)	Education
4)	
5)	
6)	
7)	
8)	
9)	
10)	

ELECTRONIC APPLICATION

Do you accept applications prepared using software from third-party vendors?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If yes, from whom?	
Total applications received from third party vendors last year:	
Do you have your application available on your web site?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If yes, number of students who used the application on your web site:	3,000
If yes, is it a web form or is it downloadable?	<input checked="" type="radio"/> Web Form <input checked="" type="radio"/> Downloadable

ACADEMIC OFFERINGS AND POLICIES

Do you have a concurrent enrollment program for qualified high school students?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Percent of faculty teaching undergraduates:	65
Percent of classes taught by graduate students:	17

Indicate combined-degree programs offered:

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

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

Check remedial services offered:

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

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

Check term that best describes LD program/services:

<input type="radio"/> Minimal <input checked="" type="radio"/> Partial <input type="radio"/> Full	
Is an interview required for learning disabled students?	<input type="radio"/> Yes <input checked="" type="radio"/> No
Is an essay required for learning disabled students?	<input type="radio"/> Yes <input checked="" type="radio"/> No
Are untimed standardized tests accepted for learning disabled students?	<input checked="" type="radio"/> Yes <input type="radio"/> No
Specify any admission requirements that may be waived for learning disabled students on an individual basis:	standardized test scores may be waived

Contact person for information on learning disabled program/services:

Name:	Barbara Poursoltan
Title:	Assistant Dir., Ctr for students with disabilities
Phone:	713-743-5400

Check special programs offered for physically disabled students:

<input checked="" type="checkbox"/> Note-taking services <input checked="" type="checkbox"/> Reader services <input checked="" type="checkbox"/> Tape recorders <input checked="" type="checkbox"/> Tutors	
Percent of campus that is accessible to physically disabled students:	98

COMPUTER INFORMATION

Do you have a campus-wide network in place?	<input checked="" type="radio"/> Yes No	<input type="radio"/>
If not, do you have plans to construct one?	<input type="radio"/> Yes No	<input checked="" type="radio"/>
Number of computer labs, classrooms, etc. that were on campus as of May 1998?		
Number of institutionally owned computers and workstations as of May, 1999 that were accessible by students?	850	
Is network access available in dorm rooms?	<input checked="" type="radio"/> Yes No	<input type="radio"/>
Is network access available in dorm lounges?	<input type="radio"/> Yes No	<input checked="" type="radio"/>
Is there a wireless campus WAN?	<input type="radio"/> Yes No	<input checked="" type="radio"/>
Can students call up to get their e-mail and use the web through your college's connection?	<input checked="" type="radio"/> Yes No	<input type="radio"/>
Is there a fee for network usage?	<input type="radio"/> Yes No	<input checked="" type="radio"/>
If so, what is it?		
Do you permit student web pages?	<input checked="" type="radio"/> Yes No	<input type="radio"/>
Do you provide student web pages? (in some colleges)	<input checked="" type="radio"/> Yes No	<input type="radio"/>
Are there rules or guidelines regarding student web pages?	<input checked="" type="radio"/> Yes No	<input type="radio"/>
If so, please describe standard appropriate use policy		
Is there a formal policy on e-mail?	<input checked="" type="radio"/> Yes No	<input type="radio"/>
If so, please describe standard appropriate use policy		
Are there hate speech and/or acceptable use rules on e-mail/USENET?	<input checked="" type="radio"/> Yes No	<input type="radio"/>
If so, please describe standard appropriate use policy		
Is USENET feed offered?	<input checked="" type="radio"/> Yes No	<input type="radio"/>
If so, is it offered fully or partially?	<input checked="" type="radio"/> Full Partial	<input type="radio"/>
Do you have any alliances or partnerships with technology companies?	<input checked="" type="radio"/> Yes No	<input type="radio"/>
If so, please describe Compaq, Sun, Microsoft, Apple, IBM, Network Associates		

Do you offer undergraduate online degree programs?	<input checked="" type="radio"/> Yes No <input type="radio"/>
If so, please describe	
Do you offer online courses?	<input checked="" type="radio"/> Yes No <input type="radio"/>
If so, please describe	
Can students register for classes online?	<input checked="" type="radio"/> Yes No <input type="radio"/>
Can any administrative functions (besides course registration) be performed online?	<input checked="" type="radio"/> Yes No <input type="radio"/>
If so, please describe Same as on our VIP phone system	
Percent of publicly accessible (i.e. in common area, such as computer labs, libraries, etc.) are PCs:	56
Percent of publicly accessible (i.e. in common area, such as computer labs, libraries, etc.) are Macs:	37
Percent of publicly accessible (i.e. in common area, such as computer labs, libraries, etc.) are UNIX:	7
Do you have a guideline promoting and/or requiring computers/computing resources for undergraduates?	<input type="radio"/> Yes No <input checked="" type="radio"/>
Do you require computer instruction or proficiency for undergraduates?	<input type="radio"/> Yes No <input checked="" type="radio"/>
Do you recommend an operating system to the exclusion of others?	<input type="radio"/> Yes No <input checked="" type="radio"/>
If yes, please specify	
<input type="radio"/> Macintosh <input type="radio"/> UNIX <input type="radio"/> Windows 3.x <input type="radio"/> Windows 95 <input type="radio"/> Other:	

Which of the following Operating Systems do you support?

<input checked="" type="checkbox"/> Macintosh <input checked="" type="checkbox"/> UNIX <input type="checkbox"/> Windows 3.x <input checked="" type="checkbox"/> Windows 95 <input checked="" type="checkbox"/> Other: NT, 98, 2000	
Do you require that undergraduates own computers?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If so, do you recommend laptops or desktop machines?	<input type="radio"/> Laptop <input type="radio"/> Desktop
Percent of undergraduates that own computers?	unknown
Do you have a special pricing, discount, or resale agreement with hardware vendors?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If so, please list them.	Apple educational pricing available at on campus Cougar Byte computer store.

Do you have a usage or lab fee for computer usage on campus for undergraduates?

Yes No

STUDENT LIFE

Number of registered organizations:	300
Number of honor societies:	25
List museums and other special academic buildings/equipment on campus:	Art gallery, language lab, human development lab school, University Hilton (staffed in part by students in Coll. of Hotel and Restaurant Management), opera studio.
Number of social sororities on campus:	10
Number of social fraternities on campus:	17
Number of campus-based religious organizations:	28
Do you provide assistance in the location of off-campus housing?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If you require students to live in dorms, for how many years must student reside?	

Check services in career placement center:

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

Check additional services offered:

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

Check counseling services offered:

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

FINANCIAL AID

Financial aid office phone:	713-743-1010
Average amount of each freshman scholarship/grant package:	\$2,166.00
Average amount of each freshman loan package:	\$3,006.00
Average amount undergraduates earned per year from part-time on-campus work (1999-2000) (not including College Work-Study Program):	\$2,198.00
Do you participate in the Federal Work-Study Program (CWSP)?:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Is institutional employment, other than CWSP, available?	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

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

[Return to CDS Fall 1999 Index](#)

[CDS Fall 1999 Section J \(Degree Conferred\)](#) || [CDS Fall 1999 Section L \(Sports\)](#)

Common Data Set Definitions

NOTE: Items preceded by an asterisk (*) represent definitions agreed to among publishers which do not appear on the CDS document but may be present on individual publisher's surveys.

***Academic advisement:** plan under which each student is assigned to a faculty member or a trained adviser, who, through regular meetings, helps the student plan and implement immediate and long-term academic and vocational goals.

Accelerated program: Completion of a college program of study in fewer than the usual number of years, most often by attending summer sessions and carrying extra courses during the regular academic term.

Admitted student: Applicant who is offered admission to a degree-granting program at your institution.

***Adult student services:** admission assistance, support, orientation, and other services expressly for adults who have started college for the first time, or who are re-entering after a lapse of a few years.

American Indian or Alaska native: A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

Applicant (first-time, first year): An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and who has been notified of one of the following actions: admission, nonadmission, placement on waiting list, or application withdrawn (by applicant or institution).

Application fee: That amount of money that an institution charges for processing a student's application for acceptance. This amount is *not* creditable toward tuition and required fees, nor is it refundable if the student is not admitted to the institution.

Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or Pacific Islands. This includes people from China, Japan, Korea, the Philippine Islands, American Samoa, India, and Vietnam.

Associate's degree: An award that normally requires at least two but less than four years of full-time equivalent college work.

Bachelor's degree: An award (baccalaureate or equivalent degree, as determined by the Secretary, U.S. Department of Education) that normally requires at least four years but *not* more than five years of full-time equivalent college-level work. This includes ALL bachelor's degrees conferred in a five-year cooperative (work-study plan) program. A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experience with their college studies. Also, it includes bachelor's degrees in which the normal four years of work are completed in three years.

Black, non-Hispanic: A person having origins in any of the black racial groups of Africa (except

those of Hispanic origin).

Board (charges): Assume average cost for 19 meals per week or the maximum meal plan.

Calendar system: The method by which an institution structures most of its courses for the academic year.

***Career and placement services:** a range of services, including (often) the following: coordination of visits of employers to campus; aptitude and vocational testing; interest inventories, personal counseling; help in resume writing, interviewing, launching the job search; listings for those desiring students employment and those seeking permanent positions; establishment of a permanent reference folder; career resource materials

Carnegie units: One year of study or the equivalent in a secondary school subject.

Certificate: See **Postsecondary award, certificate, or diploma.**

Class rank: The relative numerical position of a student in his or her graduating class, calculated by the high school on the basis of grade-point average, whether weighted or unweighted.

College preparatory program: Courses in academic subjects (English, history and social studies, foreign languages, mathematics, science, and the arts) that stress preparation for college or university study.

Common Application: The standard application form distributed by the National Association of Secondary School Principals for a large number of private colleges who are members of the Common Application Group.

***Community service program -** referral center for students wishing to perform volunteer work in the community or volunteer activities coordinated by academic departments.

Commuter: A student who lives off campus in housing that is not owned by, operated by, or affiliated with the college. This category includes students who commute from home and students who have moved to the area to attend college.

Contact hour: A unit of measure that represents an hour of scheduled instruction given to students. Also referred to as clock hour.

Continuous basis (for program enrollment): A calendar system classification that is used by institutions that enroll students at any time during the academic year. For example, a cosmetology school or a word processing school might allow students to enroll and begin studies at various times, with no requirement that classes begin on a certain date.

Cooperative (work-study plan) program: A program that provides for alternate class attendance and employment in business, industry, or government.

Cooperative housing: College-owned, -operated, or -affiliated housing in which students share room and board expenses and participate in household chores to reduce living expenses.

Core curriculum: A specified number of courses or credits in the humanities, social sciences, life sciences, and/or physical sciences required of all students, regardless of major, to ensure a basic set of learning experiences.

***Counseling service:** Activities designed to assist students in making plans and decisions related to their education, career, or personal development.

Credit: Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate, or other formal award.

Credit course: A course that, if successfully completed, can be applied toward the number of courses required for achieving a degree, diploma, certificate, or other formal award.

Credit hour: A unit of measure representing an hour (50 minutes) of instruction over a 15-week period in a semester or trimester system or a 10-week period in a quarter system. It is applied toward the total number of hours needed for completing the requirements of a degree, diploma, certificate, or other formal award.

Cross-registration: A system whereby students enrolled at one institution may take courses at another institution without having to apply to the second institution.

Deferred admission: The practice of permitting admitted students to postpone enrollment, usually for a period of one academic term or one year.

Degree: An award conferred by a college, university, or other postsecondary education institution as official recognition for the successful completion of a program of studies.

Degree-seeking students: Students enrolled in courses for credit who are recognized by the institution as seeking a degree or formal award. At the undergraduate level, this is intended to include students enrolled in vocational or occupational programs.

Differs by program (calendar system): A calendar system classification that is used by institutions that have occupational/vocational programs of varying length. These schools may enroll students at specific times depending on the program desired. For example, a school might offer a two-month program in January, March, May, September, and November; and a three-month program in January, April, and October.

Diploma: See **Postsecondary award, certificate, or diploma.**

Distance learning: An option for earning course credit at off-campus locations via cable television, internet, satellite classes, videotapes, correspondence courses, or other means.

Doctoral degree: The highest award a student can earn for graduate study. The doctoral degree classification includes such degrees as Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and the Doctor of Philosophy degree in any field such as agronomy, food technology, education, engineering, public administration, ophthalmology, or radiology. For the Doctor of Public Health degree, the prior degree is generally earned in the closely related field of medicine or in sanitary engineering.

Double major: Program in which students may complete two undergraduate programs of study simultaneously.

Dual enrollment: A program through which high school students may enroll in college courses while still enrolled in high school. Students are not required to apply for admission to your college in order to participate.

Early action plan: An admission plan that allows students to apply and be notified of an admission decision well in advance of the regular notification dates. If admitted, the candidate is not committed to enroll; the student may reply to the offer under the college's regular reply policy.

Early admission: A policy under which students who have not completed high school are admitted and enroll full time in college, usually after completion of their junior year.

Early decision plan: A plan that permits students to apply and be notified of an admission decision (and financial aid offer if applicable) well in advance of the regular notification date. Applicants agree to accept an offer of admission and, if admitted, to withdraw their applications from other colleges. There are three possible decisions for early decision applicants: admitted, denied, or not admitted but forwarded for consideration with the regular applicant pool, without prejudice.

English as a Second Language (ESL): A course of study designed specifically for students whose native language is not English.

Exchange student program-domestic: Any arrangement between a student and a college that permits study for a semester or more at another college **in the United States without** extending the amount of time required for a degree. **See also Study abroad.**

External degree program: A program of study in which students earn credits toward a degree through independent study, college courses, proficiency examinations, and personal experience. External degree programs require minimal or no classroom attendance.

Extracurricular activities (as admission factor): Special consideration in the admissions process given for participation in both school and nonschool-related activities of interest to the college, such as clubs, hobbies, student government, athletics, performing arts, etc.

First professional certificate (postdegree): An award that requires completion of an organized program of study designed for persons who have completed the first professional degree. Examples could be refresher courses or additional units of study in a specialty or subspecialty.

First professional degree: An award in one of the following fields: Chiropractic (DC, DCM), dentistry (DDS, DMD), medicine (MD), optometry (OD), osteopathic medicine (DO), rabbinical and Talmudic studies (MHL, Rav), Pharmacy (B.Pharm, Pharm.D), podiatry (PodD, DP, DPM), veterinary medicine (DVM), law (LLB, JD), divinity/ministry (BD, MDiv).

First-time student: A student attending any institution for the first time at the level enrolled. Includes students enrolled in the fall term who attended a postsecondary institution for the first time at the same level in the prior summer term. Also includes students who entered with advanced standing (college credit earned before graduation from high school).

First-time, first-year (freshman) student: A student attending any institution for the first time at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

First-year student: A student who has completed less than the equivalent of 1 full year of undergraduate work; that is, less than 30 semester hours (in a 120-hour degree program) or less than 900 contact hours.

Freshman: A first-year undergraduate student.

***Freshman/new student orientation** - orientation addressing the academic, social, emotional, and intellectual issues involved in beginning college. May be a few hours or a few days in length; at some colleges, there is a fee.

Full-time student (undergraduate): A student enrolled for 12 or more semester credits, or 12 or more quarter credits, or 24 or more contact hours a week each term.

Geographical residence (as admission factor): Special consideration in the admission process given to students from a particular region, state, or country of residence.

Grade-point average (academic high school GPA): The sum of grade points a student has earned in secondary school divided by the number of courses taken. The most common system of assigning numbers to grades counts four points for an A, three points for a B, two points for a C, one point for a D, and no points for an E or F. Unweighted GPA's assign the same weight to each course. Weighting gives students additional points for their grades in advanced or honors courses.

Graduate student: A student who holds a bachelor's or first professional degree, or equivalent, and is taking courses at the post-baccalaureate level.

***Health services:** free or low cost on-campus primary and preventive health care available to students.

High school diploma or recognized equivalent: A document certifying the successful completion of a prescribed secondary school program of studies, or the attainment of satisfactory scores on the Tests of General Educational Development (GED) or another state specified examination.

Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Honors program: Any special program for very able students offering the opportunity for educational enrichment, independent study, acceleration, or some combination of these.

Independent study: Academic work chosen or designed by the student with the approval of the department concerned, under an instructor's supervision, and usually undertaken outside of the regular classroom structure.

In-state tuition: The tuition charged by institutions to those students who meet the state's or institution's residency requirements.

International student: See **Nonresident alien**.

Internship: Any short-term, supervised work experience usually related to a student's major field, for which the student earns academic credit. The work can be full or part time, on- or off-campus, paid or unpaid.

***Learning center** - center offering assistance through tutors, workshops, computer programs or audiovisual equipment in reading, writing, math, and skills such as taking notes, managing time, taking tests.

***Legal services :** free or low cost legal advice for a range of issues (personal and other).

Liberal arts/career combination: Program in which a student earns undergraduate degrees in two separate fields, one in a liberal arts major and the other in a professional or specialized major, whether on-campus or through cross-registration.

Master's degree: An award that requires the successful completion of a program of study of at least the full-time equivalent of one but not more than two academic years of work beyond the bachelor's degree.

Minority affiliation (as admission factor): Special consideration in the admission process for members of designated racial/ethnic minority groups.

***Minority student center** - center with programs, activities, and/or services intended to enhance the college experience of students of color.

Nonresident alien: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

***On-campus day care** - licensed day care for children of students (usually 3 and up); usually for a fee.

Open admission: 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.

Other expenses (costs): Include average costs for clothing, laundry, entertainment, medical (if not a required fee), and furnishings.

Out-of-state tuition: The tuition charged by institutions to those students who do not meet the institution's or state's residency requirements.

Part-time student (undergraduate): A student enrolled for less than 12 credits per semester or quarter, or less than 24 contact hours a week each term.

***Personal counseling** - one-on-one or group counseling with trained professionals for student who want to explore personal, educational, or vocational problems.

Post-master's certificate: An award that requires completion of an organized program of study of 24 credit hours beyond the master's degree but does not meet the requirements of academic degrees at the doctoral level.

Post-baccalaureate certificate: An award that requires completion of an organized program of study requiring 18 credit hours beyond the bachelor's; designed for persons who have completed a baccalaureate degree but do not meet the requirements of academic degrees carrying title of master.

Postsecondary award, certificate, or diploma (at least one but less than two academic years): Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least one but less than two full-time equivalent academic years, or designed for completion in at least 30 but less than 60 credit hours, or in at least 900 but less than 1,800 contact hours.

Private institution: An educational institution controlled by a private individual(s) or by a nongovernmental agency, usually supported primarily by other than public funds, and operated

by other than publicly elected or appointed officials.

Private nonprofit institution: A private institution in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for the assumption of risk. These include both independent nonprofit schools and those affiliated with a religious organization.

Proprietary institution: See **Private nonprofit institution**.

Public institution: An educational institution whose programs and activities are operated by publicly elected or appointed school officials, and which is supported primarily by public funds.

Quarter calendar system: A calendar system in which the academic year consists of three sessions called quarters of about 12 weeks each. The range may be from 10 to 15 weeks. There may be an additional quarter in the summer.

Race/ethnicity: Category used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. A person may be counted in only one group.

Race/ethnicity unreported: Category used to classify students or employees whose race/ethnicity is not known and whom institutions are unable to place in one of the specified racial/ethnic category.

Religious affiliation/commitment (as admission factor): Affiliation with a certain church or faith/religion, commitment to a religious vocation, or observance of certain religious tenets/lifestyle.

***Religious counseling** - one-on-one or group counseling with trained professionals for student who want to religious problems or issues.

***Remedial services:** Instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting.

Required fees: Fixed sum charged to students for items not covered by tuition and required of such a large proportion of all students that the student who does NOT pay is the exception. Do not include application fees, registration fees, student activity, or health fees.

Resident alien or other eligible noncitizen: A person who is not a citizen or national of the United States and who has been admitted as a legal immigrant for the purpose of obtaining permanent resident alien status (and who holds either an alien registration card [Form I-551 or I-151], a Temporary Resident Card [Form I-688], or an Arrival-Departure Record [Form I-94] with a notation that conveys legal immigrant status, such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian).

Room and board (charges)—on campus: Assume double occupancy in institutional housing and 19 meals per week (or maximum meal plan).

Secondary school record (as admission factor): Information maintained by the secondary school that may include such things as the student's high school transcript, class rank, GPA, and teacher and counselor recommendations.

Semester calendar system: A calendar system that consists of two semesters during the

academic year with about 16 weeks for each semester of instruction. There may be an additional summer session.

Student-designed major. A program of study based on individual interests, designed with the assistance of an adviser.

Study abroad: Any arrangement by which a student completes part of the college program studying in another country. Can be at a campus abroad or through a cooperative agreement with some other U.S. college or an institution of another country.

***Summer session:** A summer session is shorter than a regular semester and not considered part of the academic year. It is not the third term of an institution operating on a trimester system or the fourth term of an institution operating on a quarter calendar system. The institution may have 2 or more sessions occurring in the summer months. Some schools, such as vocational and beauty schools, have year-round classes with no separate summer session.

Talent/ability (as admission factor): Special consideration given to students with demonstrated talent/abilities in areas of interest to the institution (e.g., sports, the arts, languages, etc.)

Teacher certification program: Program designed to prepare students to meet the requirements for certification as teachers in elementary and secondary schools.

Transfer applicant: an individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and who has previously attended another college or university and earned college-level credit.

Transfer student: a student entering the institution for the first time but known to have previously attended a postsecondary institution at the same level (e.g., undergraduate). The student may transfer with or without credit.

Transportation (costs): Assume two round trips to student's hometown per year for students in institutional housing or daily travel to and from your institution.

Trimester calendar system: An academic year consisting of 3 terms of about 15 weeks each.

Tuition: Amount of money charged to students for instructional services. Tuition may be charged per term, per course, or per credit.

***Tutoring** - may range from one-on-one tutoring in specific subjects to tutoring in an area such as math, reading, or writing. Most tutors are college students; at some colleges, they are specially trained and certified.

Unit: a standard of measurement representing hours of academic instruction (e.g., semester credit, quarter credit, contact hour).

Undergraduate: A student enrolled in a four- or five-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate.

***Veteran's counseling** - helps veterans and their dependents obtain benefits for their selected program and provides certifications to the Veteran's Administration. May also provide personal counseling on the transition from the military to a civilian life.

***Visually impaired:** Any person whose sight loss is sufficiently severe and not correctable, and

adversely affects educational performance.

Volunteer work (as admission factor): Special consideration given to students for activity done on a volunteer basis (e.g., tutoring, hospital care, working with the elderly or disabled) as a service to the community or the public in general.

Wait list: List of students who meet the admission requirements but will only be offered a place in the class if space becomes available.

Weekend college: A program that allows students to take a complete course of study and attend classes only on weekends.

White, non-Hispanic: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).

***Women's center** - center with programs, academic activities, and/or services intended to promote an understanding of the evolving roles of women.

Work experience (as admission factor): Special consideration given to students who have been employed prior to application, whether for relevance to major, demonstration of employment-related skills, or as explanation of student's academic and extracurricular record.

[Return to CDS Fall 1999 Table of Contents](#)