

UNIVERSITY OF ARKANSAS

Last Modified: June 1, 2000 9:30am CST

A. GENERAL INFORMATION

A1. Address Information

Name of College or University	University of Arkansas
Mailing Address, City/State/Zip	Fayetteville, AR 72701
Street Address (if different), City/State/Zip	
Main phone	(501) 575-2000
WWW Home Page Address	www.uark.edu
Admissions Phone Number	(501) 575-5346
Admissions toll-free number	1-800-377-8632
Admissions Office Mailing Address, City/State/Zip	200 Silas Hunt Hall, Fayetteville, AR 72701
Admissions Fax number:	(501) 575-7515
Admissions E-mail Address:	uafadmis@comp.uark.edu
Is there a separate URL application site on the Internet?	Yes
If so, please specify:	http://www.uark.edu/admin/admiss/appl/ugadappl.html

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

- | | |
|--|---|
| <input type="checkbox"/> Certificate | <input type="checkbox"/> Post-bachelor's certificate |
| <input type="checkbox"/> Diploma | <input checked="" type="checkbox"/> Master's |
| <input type="checkbox"/> Associate | <input type="checkbox"/> Post-master's certificate |
| <input type="checkbox"/> Transfer | <input type="checkbox"/> Doctoral |
| <input type="checkbox"/> Terminal | <input type="checkbox"/> First professional |
| <input checked="" type="checkbox"/> Bachelor's | <input type="checkbox"/> First professional certificate |

Common Data Set: 1999-2000

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	1,074	1,139	line 1	25	30	line 15
Other first-year, degree-seeking	610	487	line 2	90	103	line 16
All other degree-seeking	3,631	3,500	lines 3-6	662	627	lines 17-20
<i>Total degree-seeking</i>	5,315	5,126		777	760	
All other undergraduates enrolled in credit courses	42	37	line 7	82	101	line 21
<i>Total undergraduates</i>	5,357	5,163	line 8	859	861	line 22
First-professional						
First-time, first-professional students	95	70	line 9	0	0	line 23
All other first-professionals	119	91	line 10	1	1	line 24
<i>Total first-professional</i>	214	161		1	1	
Graduate						
Degree-seeking, first-time	237	278	line 11	151	136	line 25
All other degree-seeking	290	240	line 12	500	427	line 26
All other graduates enrolled in credit courses	11	15	line 13	109	156	line 27
<i>Total graduate</i>	538	533		760	719	

Total all undergraduates (IPEDS sum of lines 8 and 22, cols. 15 and 16): 12,240

Total all graduate and professional students (IPEDS sum of lines 14 and 28, cols. 15 and 16): 2,927

GRAND TOTAL ALL STUDENTS (IPEDS line 29, sum of cols. 15 and 16): 15,167

Common Data Set: 1999-2000

B2. Enrollment by Racial/Ethnic Category. Provide numbers of **degree-seeking** undergraduate 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 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
Nonresident aliens IPEDS cols. 1-2	57	378
Black, non-Hispanic IPEDS cols. 3-4	187	782
American Indian or Alaskan Native IPEDS cols. 5-6	57	250
Asian or Pacific Islander IPEDS cols. 7-8	58	333
Hispanic IPEDS cols. 9-10	22	155
White, non-Hispanic IPEDS cols. 11-12	1,861	10,024
Race/ethnicity unknown IPEDS cols. 13-14	26	56
Total IPEDS cols. 15-16	2,268	11,978

Persistence

B3. Number of degrees awarded by your institution from July 1, 1998, to June 30, 1999.

Certificate/diploma	<u> N/A</u>
Associate degrees	<u> N/A</u>
Bachelor's degrees	<u> 1,902</u>
Post-bachelor's certificates	<u> N/A</u>
Master's degrees	<u> 713</u>
Post-master's certificates	<u> 4</u>
Doctoral degrees	<u> 94</u>
First professional degrees	<u> 126</u>
First professional certificates	<u> N/A</u>

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: 2,019
(IPEDS GRS, Section II, Part A, line 10, sum of columns 15 and 16)

Common Data Set: 1999-2000

- 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: 5
(IPEDS GRS, Section II, Part C, line 45, sum of columns 15 and 16)
- B6.** Final 1993 cohort, after adjusting for allowable exclusions: 2,014
(Subtract question B5 from question B4)
- B7.** Of the initial 1993 cohort, how many completed the program in four years or less (by August 31, 1997): 401
(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): 388
(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): 126
(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): 915
(IPEDS GRS, Section II, Part A, line 18, sum of columns 15 and 16)
- B11.** Six-year graduation rate for 1993 cohort (question B10 divided by question B6): 45.4 %

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: N/A
(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: N/A
(IPEDS GRS-2, Section III, line 45, sum of columns 15 and 16)
- B14.** Final 1996 cohort, after adjusting for allowable exclusions N/A
(Subtract question B13 from question B12)
- B15.** Completers of programs of less than two years duration (total): N/A
(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: N/A
(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): N/A
(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: N/A
(IPEDS GRS-2, Section III, line 12A, sum of columns 15 and 16)
- B19.** Total transfers-out (within three years) to other institutions: N/A
(IPEDS GRS-2, Section III, line 30, sum of columns 15 and 16)
- B20.** Total transfers to two-year institutions: N/A
(IPEDS GRS-2, Section III, line 32, sum of columns 15 and 16)

Common Data Set: 1999-2000

- B21.** Total transfers to four-year institutions: N/A
(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 1999? 77%

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, non-admission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission.

Total men applied 2,224
Total women applied 2,228

Total men admitted 1,923
Total women admitted 1,984

Total full-time, first-time, first-year (freshman) men enrolled 1,073
Total part-time, first-time, first-year (freshman) men enrolled 25

Total full-time, first-time, first-year (freshman) women enrolled 1,140
Total part-time, first-time, first-year (freshman) women enrolled 30

- 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: X

If yes, please answer the questions below for fall 1999 admissions:

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

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

Common Data Set: 1999-2000

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	16	
English	4	
Mathematics	3	
Science	3	
Of these, units that must be lab	2	
Foreign language		2
Social studies (including History)	3	
History		
Academic electives	3	
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: No

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Recommendation(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standardized test scores	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essay	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	Very important	Important	Considered	Not Considered
<i>Nonacademic</i>				
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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Geographical residence	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
State residency	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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.

	Require	Recommend	ADMISSION 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 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 II or the ACT for **placement only**? If so, please mark the appropriate boxes below:

Yes

	Require	RECOMMEND Recommend	Require for some
SAT I	<input type="checkbox"/>	<input 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"/>

C. Latest date by which SAT I or ACT scores must be received for fall-term admission: July 15

Latest date by which SAT II scores must be received for fall-term admission: Not Applicable

D. If necessary, use this space to clarify your test policies (e.g., if tests are recommended for some students, or if tests are not required of some students): Students with an ACT subscore of 19 or less in English, mathematics, or reading will be assessed developmental coursework or required to take an institutional placement test.

Common Data Set: 1999-2000

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	<u>19.8</u>	Number submitting SAT scores	<u>444</u>
Percent submitting ACT scores	<u>95.8</u>	Number submitting ACT scores	<u>2,152</u>

	25th percentile	75th percentile
SAT I Verbal	500	650
SAT I Math	520	650
ACT Composite	21	27
ACT English	22	29
ACT Math	20	27

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

	SAT I Verbal	SAT I Math
700-800	12.4	16.0
600-699	31.8	31.5
500-599	32.9	35.1
400-499	19.1	14.6
300-399	3.8	2.7
200-299	0.0	0.0

	ACT Composite	ACT English	ACT Math
30-36	12.6	20.5	11.6
24-29	43.0	42.1	37.5
18-23	40.7	32.9	41.7
12-17	3.7	4.3	9.2
6-11	0.0	0.0	0.0
below 6	0.0	0.0	0.0

Common Data Set: 1999-2000

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	<u>36.0</u>
Percent in top quarter of high school graduating class	<u>65.7</u>
Percent in top half of high school graduating class	<u>89.8</u>
Percent in bottom half of high school graduating class	<u>10.2</u>
Percent in bottom quarter of high school graduating class	<u>1.7</u>

Percent of total first-time, first-year (freshman) students who submitted high school class rank: 87.0

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	<u>84.6</u>
Percent who had GPA between 2.0 and 2.99	<u>15.3</u>
Percent who had GPA between 1.0 and 1.99	<u>0.1</u>
Percent who had GPA below 1.0	<u>0.0</u>

C12. Average high school GPA of all degree-seeking first-time, first-year (freshman) students who submitted GPA: 3.51

Percent of total first-time, first-year (freshman) students who submitted high school GPA: 98.5 %

Admission Policies

C13. Application fee

Does your institution have an application fee? Yes No
Amount of application fee: \$30
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): Rolling after February 15
Priority date: February 15

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): November 15
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 2 weeks if notified thereafter
Other _____

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

Yes No

If yes, maximum period of postponement: none

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 _____

For the Fall 1999 entering class:

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 non-binding 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: November 15

Early action notification date: December 15

Common Data Set: 1999-2000

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 1999.

	Applicants	Admitted applicants	Enrolled applicants
Men	983	782	578
Women	942	798	534
Total	1,925	1,580	1,112

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? 24.0 transferable semester hours

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				Students with less than 24 transferable credit hours.	
College transcript(s)	X				
Essay or personal statement	X				
Interview					X
Standardized test scores				Students with less than 24 transferable credit hours.	
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): Varies depending on the number of hours being transferred (if less than 24 hours then high school grade point of 3.0 and SAT or ACT).

D7. If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale): 2.0

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

Common Data Set: 1999-2000

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	March 15	August 15			X
Winter					
Spring	November 15	January 1			X
Summer					

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

D11. Describe additional requirements for transfer admission, if applicable:

Transfer Credit Policies

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

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

Number: 68 Unit type: credit hour/semester

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

Number: No maximum Unit type: _____

D15. Minimum number of credits that transfers must complete at your institution to earn an associate 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:

Nothing below a "C," no remediation courses, every course is reviewed for its academic content, grades do not transfer - only the credit(s). We have course equivalencies with all of the 2- and 4-year public institutions in Arkansas and have articulation agreements with several institutions in neighboring states and have evaluated four overseas institutions.

Common Data Set: 1999-2000

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

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

Library Collections

Report the number of holdings. Refer to most recent IPEDS Library Survey, Part D, for corresponding equivalents.

E4. Books, serial backfiles, electronic documents, and government documents (titles) that are accessible through the library's catalog 643,468 (sum of lines 27 and 29, column 2)

E5. Current serial subscriptions (paper, microform, electronic): 15,431 (sum of lines 30 and 31, column 2)

E6. Microforms (units) : 2,855,076 (line 28, column 2)

E7. Audiovisual materials (units): 26,673 (line 32, column 2)

F. STUDENT LIFE

F1. Percentages of first-time, first-year (freshman) students and all degree-seeking undergraduates enrolled in fall 1999 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>12.9%</u>	<u>8.9%</u>
Percent of men who join fraternities	<u>20.5%</u>	<u>15.3%</u>
Percent of women who join sororities	<u>26.3%</u>	<u>20.0%</u>
Percent who live in college-owned, -operated, or -affiliated housing	<u>77.3%</u>	<u>39.5%</u>
Percent who live off campus or commute	<u>22.7%</u>	<u>60.5%</u>
Percent of students age 25 and older	<u>0.95%</u>	<u>10.45%</u>
Average age of full-time students	<u>18.2yrs</u>	<u>21.2yrs</u>
Average age of all students (full- and part-time)	<u>18.2yrs</u>	<u>21.8yrs</u>

Common Data Set: 1999-2000

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

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

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

Army ROTC is offered:

- On campus
 At cooperating institution (name):

Naval ROTC is offered

- On campus
 At cooperating institution (name):

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.

<input checked="" type="checkbox"/> Coed dorms	<input type="checkbox"/> Special housing for disabled students (see "Other housing options")
<input checked="" type="checkbox"/> Men's dorms	<input checked="" type="checkbox"/> Special housing for international students
<input checked="" type="checkbox"/> Women's dorms	<input checked="" type="checkbox"/> Fraternity/sorority housing
<input checked="" type="checkbox"/> Apartments for married students	<input type="checkbox"/> Cooperative housing
<input checked="" type="checkbox"/> Apartments for single students	
<input checked="" type="checkbox"/> Other housing options (specify):	
Substance free halls	
Apartments for students with children	
Honors housing for honors program students	
Special interest floors	
Student outreach and academic resource centers	
First Year Experience Program areas	
Adaptable housing for disabled students	
Several residences remain open over holidays and winter break	

Common Data Set: 1999-2000

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		
In-district:		
In-state (out-of-district):	\$2,968 (\$106 per cr. hr. x 14 cr. hrs. x 2 semesters)	\$2,968 (\$106 per cr. hr. x 14 cr. hrs. x 2 semesters)
Out-of-state:	\$8,260 (\$295 per cr. hr. x 14 cr. hrs. x 2 semesters)	\$8,260 (\$295 per cr. hr. x 14 cr. hrs. x 2 semesters)
NONRESIDENT ALIENS:	\$8,260 (\$295 per cr. hr. x 14 cr. hrs. x 2 semesters)	\$8,260 (\$295 per cr. hr. x 14 cr. hrs. x 2 semesters)
REQUIRED FEES:	\$ 692.26 (\$236.50 univ. fee x 2 sem.) + (\$109.63 TELE fee* x 2 sem.)	\$692.26 (\$236.50 univ. fee x 2 sem.) + (\$109.63 TELE fee* x 2 sem.)
ROOM AND BOARD: (on-campus)	\$4,358 (average of 10 dorms, "15 plus plan" (most comparable to 19 meals), \$50 laundry fee, \$25 residence hall activity fee)	\$4,358 (average of 10 dorms, "15 plus plan" (most comparable to 19 meals), \$50 laundry fee, \$25 residence hall activity fee)
ROOM ONLY: (on-campus)		
BOARD ONLY: (on-campus meal plan)	\$1,983 ("15 plus plan" (most comparable to 19 meals))	\$1,983 ("15 plus plan" (most comparable to 19 meals))

*TELE fees represent a weighted average of resident and nonresident full-time students.

TELE fees by College/School:

College of Agriculture, Food and Life Sciences:	\$6.65 per cr. hr./\$79.80 max.
School of Architecture:	\$7.00 per cr. hr./\$84.00 max
Fulbright College of Arts and Sciences:	\$6.20 per cr. hr./\$74.40 max
Sam M. Walton College of Business Administration:	\$14.80 per cr. hr./\$177.60 max
College of Education and Health Professions:	\$5.60 per cr. hr./\$67.20 max
College of Engineering:	\$23.90 per cr. hr./\$286.80 max
School of Law:	\$10.50 per cr. hr./\$126.00 max

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 14 minimum 14 maximum

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

Common Data Set: 1999-2000

G4. If tuition and fees vary by undergraduate instructional program, describe briefly: For the Sam. M. Walton College of Business Administration undergraduate tuition will be 12% above University-wide rates in 2000-2001.

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:	\$800	\$800	\$800
Room only:			\$2,250
Board only:		\$1,700	\$2,045
Transportation:	\$1,100	\$1,100	\$1,100
Other expenses:	\$1,100	\$1,100	\$1,100

G6. Undergraduate per-credit-hour charges:

PRIVATE INSTITUTIONS:	
PUBLIC INSTITUTIONS	
In-district:	
In-state (out-of-district):	\$106
Out-of-state:	\$295
NONRESIDENT ALIENS:	\$295

Common Data Set: 1999-2000

H. FINANCIAL AID

Aid Awarded to Enrolled Undergraduates

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

Indicate academic year for which data are reported: 1999-2000 actual 1999-2000 estimated: 1998-99 actual

	Need-based	Non-need-based
	\$	\$
Scholarships/Grants		
Federal	6,335,803	0
State	4,284,002	1,473,030
Institutional (endowment, alumni, or other institutional awards) and external funds awarded by the college excluding athletic aid and tuition waivers (which are reported below)	0	12,966,460
Scholarships/grants from external sources (e.g., Kiwanis, NMSQT) not awarded by the college	0	1,087,108
Total Scholarships/Grants	10,619,805	15,526,598
Self-Help		
Student loans from all sources (excluding parent loans)	11,427,760	7,289,726
Federal Work-Study	1,000,000	
State and other work-study/employment	0	0
Total Self-Help	12,427,760	7,289,726
Parent Loans	0	1,748,985
Tuition waivers	0	3,206,238
Athletic awards	0	1,155,804

Common Data Set: 1999-2000

Number of Enrolled Students Receiving Aid

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

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

Need-based awards	First-time Full-time Freshmen	Full-time Undergrad (inc. fresh)	Less than full-time undergrad
a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 1999 cohort)	2,213	10,441	1,537
b) Number of students in line a who were financial aid applicants (include applicants for all types of aid)	1,622	5,925	609
c) Number of students in line b who were determined to have financial need	1,102	4,674	554
d) Number of students in line c who received any financial aid	1,082	4,318	402
e) Number of students in line d who received any need-based gift aid	865	2,907	246
f) Number of students in line d who received any need-based self-help aid	437	2,862	318
g) Number of students in line d who received any non-need-based gift aid	702	1,707	40
h) Number of students in line d whose need was fully met (<u>exclude PLUS loans, unsubsidized loans and private alternative loans</u>).	535	1,634	69
i) On average, the percentage of need that was met of students who received any need-based aid. Exclude any resources that were awarded to replace EFC (<u>PLUS loans, unsubsidized loans, and private alternative loans</u>).	92%	77%	56%
j) The average financial aid package of those in line d . Exclude any resources that were awarded to replace EFC (<u>PLUS loans, unsubsidized loans, and private alternative loans</u> .)	\$7,861	\$7,191	\$5,805
k) Average need-based gift award of those in line e	\$3,358	\$3,202	\$1,945
l) Average need-based self-help award (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f	\$2,242	\$3,719	\$3,980
m) Average need-based loan (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f who received a need-based loan.	\$2,356	\$3,804	\$3,976

Common Data Set: 1999-2000

Non-need-based awards	First-time Full-time Freshmen	Full-time Undergrad Inc. fresh.	Less than Full-time undergrad
n) Number of students in line a who had no financial need who received non-need-based aid (exclude those receiving athletic awards and tuition benefits)	627	2,555	82
o) Average award to students in line (n)	\$4,999	\$4,960	\$3,640
p) Number of students in line a who received a non-need-based athletic award	46	246	16
q) Average non-need-based athletic award to those in line (p)	\$5,670	\$4,568	\$2,006

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

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

H4. Percent of 1999 graduating undergraduate class who have borrowed through any loan programs (federal, state, subsidized, unsubsidized, private etc.; exclude parent loans). Include only students who borrowed while enrolled at your institution: 47%

H5. Average per-borrower cumulative undergraduate indebtedness of those in line H4; do not include money borrowed at other institutions: \$ 14,910

Aid to Undergraduate International Students

- H6.** Indicate your institution's policy regarding financial aid for undergraduate international (nonresident alien) students:
- College-administered need-based financial aid is available for undergraduate international students
 - College-administered non-need-based financial aid is available for undergraduate international students
 - College-administered financial aid is not available for undergraduate international students

If college-administered financial aid is available for undergraduate international students, provide the number of undergraduate international students who received need- or non-need-based aid: 192

Average dollar amount awarded to undergraduate international students: \$ 8,296

Total dollar amount of financial aid from all sources awarded to all undergraduate international students: \$ 1,592,906

Common Data Set: 1999-2000

Process for First-Year/Freshman Students

H7. Check off all financial aid forms domestic first-year (freshman) financial aid applicants must submit:

- FAFSA
- Institution's own financial aid form
- CSS/Financial Aid PROFILE
- State aid form
- Noncustodial (Divorced/Separated) Parent's Statement
- Business/Farm Supplement
- Other: _____

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

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

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

Priority date for filing required financial aid forms: March 1

Deadline for filing required financial aid forms: _____

No deadline for filing required forms (applications processed on a rolling basis): X

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

a. Students notified on or about (date): _____

b. Students notified on a rolling basis: yes/no: Yes If yes, starting date: April 1

H11. Indicate reply dates:

Students must reply by (date): May 1 or within 2 weeks of notification.

Common Data Set: 1999-2000

Types of Aid Available

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

H12. Loans

- FEDERAL DIRECT STUDENT LOAN PROGRAM (DIRECT LOAN)
- Direct Subsidized Stafford Loans
- Direct Unsubsidized Stafford Loans
- Direct PLUS Loans
- FEDERAL FAMILY EDUCATION LOAN PROGRAM (FFEL)
- FFEL Subsidized Stafford Loans
- FFEL Unsubsidized Stafford Loans
- FFEL PLUS Loans
- Federal Perkins Loans
- Federal Nursing Loans
- State Loans
- College/university loans from institutional funds
- Other (specify):

H13. Scholarships and Grants

- NEED-BASED:
- Federal Pell
- SEOG
- State scholarships/grants
- Private scholarships
- College/university gift aid from institutional funds
- United Negro College Fund
- Federal Nursing Scholarship
- Other (specify):

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

Non-need	Need-based		Non-need	Need-based	
X		Academics	X		Leadership
X		Alumni affiliation	X		Minority status
X		Art	X		Music/drama
X		Athletics			Religious affiliation
		Job skills	X		State/district residency
X		ROTC		-----	

Common Data Set: 1999-2000

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	796	61	857
Total number who are members of minority groups	76	2	78
Total number who are women	230	28	258
Total number who are men	566	33	599
Total number who are non-resident aliens (international)	Not Avail.	Not Avail.	Not Avail.
Total number with doctorate, first professional, or other terminal degree	727	18	745
Total number whose highest degree is a master's but not a terminal master's	Not Avail.	Not Avail.	Not Avail.
Total number whose highest degree is a bachelor's	Not Avail.	Not Avail.	Not Avail.

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: 15.8 to 1.

Common Data Set: 1999-2000

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	393	360	566	265	91	138	66	1,879
CLASS SUB-SECTIONS	30	124	146	13	1	0	0	314

Common Data Set: 1999-2000

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			4.7	1 and 2
Architecture			2.1	4
Area and ethnic studies			-	5
Biological/life sciences			5.6	26
Business/marketing			21.2	8 and 52
Communications/communication technologies			5.9	9 and 10
Computer and information sciences			5.4	11
Education			6.4	13
Engineering/engineering technologies			12.9	14 and 15
English			2.6	23
Foreign languages and literature			1.5	16
Health professions and related sciences			5.0	51
Home economics and vocational home economics			2.0	19 and 20
Interdisciplinary studies			-	30
Law/legal studies			-	22
Liberal arts/general studies			-	24
Library science			-	25
Mathematics			1.1	27
Military science and technologies			-	28 and 29
Natural resources/environmental science			0.9	3
Parks and recreation			3.4	31
Personal and miscellaneous services			-	12
Philosophy, religion, theology			0.2	38 and 39
Physical sciences			1.7	40 and 41
Protective services/public administration			3.4	43 and 44
Psychology			4.0	42
Social sciences and history			7.3	45
Trade and industry			-	46, 47, 48, and 49
Visual and performing arts			2.6	50
Other				
TOTAL	100%	100%	100%	

Common Data Set: 1999-2000

Common Data Set Definitions 1999

◆ **All definitions related to the financial aid section appear at the end of the Definitions document.**

◆ 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 publishers' 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 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 of the 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.

Books and supplies (costs): Average cost of books and supplies. Do not include unusual costs for special groups of students (e.g., engineering or art majors), unless they constitute the majority of students at your institution.

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 students desiring employment and those seeking permanent positions; establishment of a permanent reference folder; career resource materials.

Common Data Set: 1999-2000

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

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

~~**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.

Common Data Set: 1999-2000

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 the 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.

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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 (BPharm, PharmD), 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, 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.

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***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 students' children (usually age 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 fewer than 12 credits per semester or quarter, or fewer than 24 contact hours a week each term.

***Personal counseling:** One-on-one or group counseling with trained professionals for students who want to explore personal, educational, or vocational issues.

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 the title of master.

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.

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 fewer than 60 credit hours, or in at least 900 but fewer 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 for-profit institution: A private institution in which the individual(s) or agency in control receives compensation, other than wages, rent, or other expenses for the assumption of risk.

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 for-profit institution**.

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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 unknown: 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 categories.

Religious affiliation/commitment (as admission factor): Special consideration given in the admission process for 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 students who want to explore 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 or optional fees such as lab fees or parking fees.

Resident alien or other eligible non-citizen: 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, middle/junior high, and secondary schools.

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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 for commuter students.

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 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 not correctable and is sufficiently severe as to adversely affect 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.

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Financial aid definitions

Financial aid applicant: Any applicant who submits **any one of** the institutionally required financial aid applications/forms, such as the FAFSA.

Indebtedness: Aggregate dollar amount borrowed by the student.

Institutional and external funds: Endowment, alumni, or external monies for which the institution determines the recipient or the dollar amount awarded.

Financial need: As determined by your institution using the federal methodology and/or your institution's own standards.

Need-based aid: College-funded or college-administered award from institutional, state, federal, or other sources for which a student must have financial need to qualify. This includes both institutional and noninstitutional student aid (grants, jobs, and loans).

Need-based gift aid: Scholarships and grants from institutional, state, federal, or other sources for which a student must have financial need to qualify.

Non-need-based gift aid: Scholarships and grants, gifts, or merit-based aid from institutional, state, federal, or other sources (including unrestricted funds or gifts and endowment income) awarded solely on the basis of academic achievement, merit, or any other non-need-based reason. When reporting questions H1 and H2, non-need-based aid that is used to meet need should be counted as need-based aid.

Note: Suggested order of precedence for counting non-need money as need-based:

- Non-need institutional grants
- Non-need tuition waivers
- Non-need athletic awards
- Non-need federal grants
- Non-need state grants
- Non-need outside grants
- Non-need student loans
- Non-need parent loans
- Non-need work

Scholarships/grants from external sources: Monies received from outside (private) sources that the student brings with them (e.g., Kiwanis, NMSQT scholarships). The institution may process paperwork to receive the dollars, but it has no role in determining the recipient or the dollar amount awarded.

Self-help aid: Need-based loans and jobs up to the level of institutionally determined need.

Work study and employment: Federal and state work study aid, and any employment packaged by your institution in financial aid awards.