

Common Data Set 2003-2004

A. GENERAL INFORMATION

A0. Respondent Information (Not for Publication)

Name [Jana Canary](#)
Title [Research Associate](#)
Office [Planning, Analysis and Institutional Research](#)
Mailing Address, City/State/Zip/Country [PO Box 757630, Fairbanks, AK 99775-7630](#)
Phone [907-474-7130](#)
Fax [907-474-2612](#)
E-mail Address fnjdc@uaf.edu

Are your responses to the CDS posted for reference on your institution's Web site? ☒ Yes ☐ No

If yes, please provide the URL of the corresponding Web page: <http://www.uaf.edu/pair/>

A1. Address Information

Name of College or University [University of Alaska Fairbanks](#)
Mailing Address, City/State/Zip/Country
Street Address (if different), City/State/Zip/Country
Main Phone Number
WWW Home Page Address <http://www.uaf.edu>
Admissions Phone Number [907-474-7500](#)
Admissions Toll-free Number [800-478-1823](#)
Admissions Office Mailing Address, City/State/Zip/Country [PO Box 757480, Fairbanks, AK 99775-7480](#)
Admissions Fax Number [907-474-5379](#)
Admissions E-mail Address admissions@uaf.edu
Is there a separate URL application site on the Internet? If so, please specify:
<https://www.uaf.edu/admrec/forms/index.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 checked="" type="checkbox"/> Certificate | <input type="checkbox"/> Postbachelor's certificate |
| <input type="checkbox"/> Diploma | <input checked="" type="checkbox"/> Master's |
| <input checked="" type="checkbox"/> Associate | <input type="checkbox"/> Post-master's certificate |
| <input type="checkbox"/> Transfer | <input checked="" type="checkbox"/> Doctoral |
| <input checked="" type="checkbox"/> Terminal | <input type="checkbox"/> First professional |
| <input checked="" type="checkbox"/> Bachelor's | <input type="checkbox"/> First professional certificate |

Common Data Set 2003-2004

B. ENROLLMENT AND PERSISTENCE

B1. Institutional Enrollment—Men and Women Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2003.

	FULL-TIME		PART-TIME	
	Men	Women	Men	Women
Undergraduates				
Degree-seeking, first-time freshmen	389	403	81	148
Other first-year, degree-seeking	311	405	128	270
All other degree-seeking	888	952	302	565
<i>Total degree-seeking</i>	1588	1760	511	983
All other undergraduates enrolled in credit courses	107	82	994	1695
<i>Total undergraduates</i>	1695	1842	1505	2678
First-professional				
First-time, first-professional students				
All other first-professionals				
<i>Total first-professional</i>				
Graduate				
Degree-seeking, first-time	94	91	16	31
All other degree-seeking	230	218	126	140
All other graduates enrolled in credit courses	8	11	22	29
<i>Total graduate</i>	332	320	164	200

Total all undergraduates: _____ 7720 _____

Total all graduate and professional students: _____ 1016 _____

GRAND TOTAL ALL STUDENTS: _____ 8736 _____

Common Data Set 2003-2004

B2. Enrollment by Racial/Ethnic Category. Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2003. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns.

	Degree-seeking First-time First year	Degree-seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non- degree-seeking)
Nonresident aliens	10	91	184
Black, non-Hispanic	40	176	243
American Indian or Alaskan Native	211	877	1588
Asian or Pacific Islander	33	143	210
Hispanic	23	121	175
White, non-Hispanic	628	3185	4783
Race/ethnicity unknown	76	249	537
Total	1021	4842	7720

Persistence

B3. Number of degrees awarded by your institution from July 1, 2002, to June 30, 2003.

Certificate/diploma	<u>78</u>
Associate degrees	<u>206</u>
Bachelor's degrees	<u>395</u>
Postbachelor's certificates	<u> </u>
Master's degrees	<u>163</u>
Post-master's certificates	<u> </u>
Doctoral degrees	<u>36</u>
First professional degrees	<u> </u>
First professional certificates	<u> </u>

Graduation Rates

The items in this section correspond to data elements collected by the IPEDS Web-based Data Collection System's Graduation Rate Survey (GRS). For complete instructions and definitions of data elements, see the IPEDS GRS instructions and glossary on the 2003 Web-based survey.

For Bachelor's or Equivalent Programs

Please provide data for the fall 1997 cohort if available. If fall 1997 cohort data are not available, provide data for the fall 1996 cohort.

Fall 1996 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall **1996**. Include in the cohort those who entered your institution during the summer term preceding fall **1996**.

B4. Initial **1996** cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students: _____

Fall 1997 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall **1997**. Include in the cohort those who entered your institution during the summer term preceding fall **1997**.

B4. Initial **1997** cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students: 448

Common Data Set 2003-2004

B5. Of the initial **1996** cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, or service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions: _____

B6. Final **1996** cohort, after adjusting for allowable exclusions: _____
(Subtract question B5 from question B4)

B7. Of the initial **1996** cohort, how many completed the program in four years or less (by August 31, 2000): _____

B8. Of the initial **1996** cohort, how many completed the program in more than four years but in five years or less (after August 31, 2000 and by August 31, 2001): _____

B9. Of the initial **1996** cohort, how many completed the program in more than five years but in six years or less (after August 31, 2001 and by August 31, 2002): _____

B10. Total graduating within six years (sum of questions B7, B8, and B9): _____

B11. Six-year graduation rate for **1996** cohort (question B10 divided by question B6): _____ %

B5. Of the initial **1997** cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, or service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions: _____

B6. Final **1997** cohort, after adjusting for allowable exclusions: 448 _____
(Subtract question B5 from question B4)

B7. Of the initial **1997** cohort, how many completed the program in four years or less (by August 31, 2001): 31 _____

B8. Of the initial **1997** cohort, how many completed the program in more than four years but in five years or less (after August 31, 2001 and by August 31, 2002): 50 _____

B9. Of the initial **1997** cohort, how many completed the program in more than five years but in six years or less (after August 31, 2002 and by August 31, 2003): 26 _____

B10. Total graduating within six years (sum of questions B7, B8, and B9): 107 _____

B11. Six-year graduation rate for **1997** cohort (question B10 divided by question B6): 23.9 %

For Two-Year Institutions

Please provide data for the 2000 cohort if available. If 2000 cohort data are not available, provide data for the 1999 cohort.

1999 Cohort

B12. Initial **1999** cohort, total of first-time, full-time degree/certificate-seeking students: _____

B13. Of the initial **1999** cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, or service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions: _____

B14. Final **1999** cohort, after adjusting for allowable exclusions _____
(Subtract question B13 from question B12)

B15. Completers of programs of less than two years duration (total): _____

B16. Completers of programs of less than two years within 150 percent of normal time: _____

2000 Cohort

B12. Initial **2000** cohort, total of first-time, full-time degree/certificate-seeking students: _____

B13. Of the initial **2000** cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, or service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions: _____

B14. Final **2000** cohort, after adjusting for allowable exclusions _____
(Subtract question B13 from question B12)

B15. Completers of programs of less than two years duration (total): _____

B16. Completers of programs of less than two years within 150 percent of normal time: _____

Common Data Set 2003-2004

B17. Completers of programs of at least two but less than four years (total): _____

B18. Completers of programs of at least two but less than four-years within 150 percent of normal time:

B19. Total transfers-out (within three years) to other institutions: _____

B20. Total transfers to two-year institutions:

B21. Total transfers to four-year institutions:

B17. Completers of programs of at least two but less than four years (total): _____

B18. Completers of programs of at least two but less than four-years within 150 percent of normal time:

B19. Total transfers-out (within three years) to other institutions: _____

B20. Total transfers to two-year institutions:

B21. Total transfers to four-year institutions:

Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 2002 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: death, permanent disability, or service in the armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

B22. For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshmen in fall 2002 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in fall 2003? 70.0 %

Common Data Set 2003-2004

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

Applications

C1. First-time, first-year (freshman) students: Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in fall 2003. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, nonadmission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission.

Total first-time, first-year (freshman) men who applied 879

Total first-time, first-year (freshman) women who applied 1016

Total first-time, first-year (freshman) men who were admitted 736

Total first-time, first-year (freshman) women who were admitted 851

Total full-time, first-time, first-year (freshman) men who enrolled 389

Total part-time, first-time, first-year (freshman) men who enrolled 81

Total full-time, first-time, first-year (freshman) women who enrolled 403

Total part-time, first-time, first-year (freshman) women who enrolled 148

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 2003 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

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

☒ Require

☐ Recommend

☐ Neither require nor recommend

Common Data Set 2003-2004

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	1	
Foreign language		2
Social studies	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:

Open admission policy as described above for all students NO

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
Academic				
Secondary school record	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class rank	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Recommendation(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Standardized test scores	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Nonacademic				
Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Extracurricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Talent/ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Character/personal qualities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Alumni/ae relation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Geographical residence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
State residency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Religious affiliation/commitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Minority status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

Common Data Set 2003-2004

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	Consider 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 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:

	PLACEMENT		
	Require	Recommend	Require for some
SAT I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT I or ACT	<input checked="" 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 8/1

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

- 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): _____

Common Data Set 2003-2004

Freshman Profile

Provide percentages for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students** enrolled in fall 2003, 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 2003 who submitted national standardized (SAT/ACT) test scores. Include information for **ALL enrolled, degree-seeking, first-time, first-year (freshman) 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 50.6
Percent submitting ACT scores 28.4

Number submitting SAT scores 517
Number submitting ACT scores 290

	25th Percentile	75th Percentile
SAT I Verbal	450	590
SAT I Math	450	590
ACT Composite	17	25
ACT English	16	25
ACT Math	17	25

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

	SAT I Verbal	SAT I Math
700-800	5.2	2.7
600-699	18.4	19.1
500-599	34.8	35.6
400-499	31.1	30.8
300-399	8.5	8.9
200-299	1.9	2.9
	100%	100%

	ACT Composite	ACT English	ACT Math
30-36	4.8	7.6	5.1
24-29	30	23.4	30
18-23	36.6	35.2	32.1
12-17	27.6	27.9	32.1
6-11	1.0	5.9	0.7
Below 6			
	100%	100%	100%

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 tenth of high school graduating class 12.9
Percent in top quarter of high school graduating class 31.6
Percent in top half of high school graduating class 64.2 } Top half + bottom half = 100%.
Percent in bottom half of high school graduating class 35.8
Percent in bottom quarter of high school graduating class 14.2
Percent of total first-time, first-year (freshman) students who submitted high school class rank: 52.3

Common Data Set 2003-2004

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>63.2</u>
Percent who had GPA between 2.0 and 2.99	<u>33.0</u>
Percent who had GPA between 1.0 and 1.99	<u>3.8</u>
Percent who had GPA below 1.0	<u>0</u>
	100%

C12. Average high school GPA of all degree-seeking, first-time, first-year (freshman) students who submitted GPA:
3.12

Percent of total first-time, first-year (freshman) students who submitted high school GPA: 69.4%

Admission Policies

C13. Application fee

Does your institution have an application fee? ☒ Yes ☐ No
Amount of application fee: \$35
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): 08/01
Priority date: 02/01

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): no 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: one calendar year

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

Common Data Set 2003-2004

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 2003 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 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 _____

Common Data Set 2003-2004

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 2003.

	Applicants	Admitted Applicants	Enrolled Applicants
Men	393	304	198
Women	570	475	311
Total	963	779	509

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? _____30_____

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				<input checked="" type="checkbox"/>	
College transcript(s)	<input checked="" type="checkbox"/>				
Essay or personal statement					<input checked="" type="checkbox"/>
Interview					<input checked="" type="checkbox"/>
Standardized test scores				<input checked="" type="checkbox"/>	
Statement of good standing from prior institution(s)					<input checked="" type="checkbox"/>

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

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:

If a student has less than 30 semester hours of college credit then their high school GPA must be 2.0 or higher and they must submit SAT or ACT exam results.

Common Data Set 2003-2004

- 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	2/1	8/1			X
Winter					
Spring	6/1	12/1			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:

2.0 GPA

Transfer Credit Policies

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

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

Number no limit Unit type none

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

Number no limit Unit type none

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

15 semester hours

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

30 semester hours

- D17.** Describe other transfer credit policies:

Common Data Set 2003-2004

E. ACADEMIC OFFERINGS AND POLICIES

E1. Special study options: Identify those programs available at your institution. Refer to the glossary for 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 type="checkbox"/> Cross-registration | <input checked="" type="checkbox"/> Internships |
| <input checked="" type="checkbox"/> Distance learning | <input type="checkbox"/> Liberal arts/career combination |
| <input checked="" type="checkbox"/> Double major | <input checked="" 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 (ESL) | <input checked="" type="checkbox"/> Teacher certification program |
| <input checked="" type="checkbox"/> Exchange student program (domestic) | <input 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 checked="" 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): | |

Library Collections

Report the number of holdings at the end of the 2002-03 fiscal year for each of the categories below. Refer to the Academic Libraries Survey, Section D "Library Collections," lines 22-26, column 2 for corresponding equivalents.

E4. Books, serial backfiles, and other paper materials (including government documents) [line 22]: 1,059,001

E5. Current serial subscriptions [line 26]: 3,000

E6. Microforms [line 24]: 1,178,288

E7. Audiovisual materials [line 25]: 24,937

E8. E-Books [line 23]: 3,950

F. STUDENT LIFE

F1. Percentages of first-time, first-year (freshman) students and all degree-seeking undergraduates enrolled in fall 2003 who fit the following categories:

	First-time, first-year (freshman) students	Undergraduates
Percent who are from out of state (exclude international/nonresident aliens)	<u>10.1</u>	<u>14.3</u>
Percent of men who join fraternities	<u>-----</u>	<u>-----</u>
Percent of women who join sororities	<u>-----</u>	<u>-----</u>
Percent who live in college-owned, -operated, or -affiliated housing	<u>42.6</u>	<u>28.1</u>
Percent who live off campus or commute	<u>57.4</u>	<u>71.9</u>
Percent of students age 25 and older	<u>14.5</u>	<u>35.1</u>
Average age of full-time students	<u>19.5</u>	<u>23.0</u>
Average age of all students (full- and part-time)	<u>21.0</u>	<u>25.5</u>

Common Data Set 2003-2004

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

- | | | |
|-------------------------------------------------------|-----------------------------------------------------|--------------------------------------------------------------|
| <input checked="" type="checkbox"/> Choral groups | <input 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 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 checked="" type="checkbox"/> Special housing for disabled students |
| <input type="checkbox"/> Men's dorms | <input type="checkbox"/> Special housing for international students |
| <input type="checkbox"/> Women's dorms | <input 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): | <u>Alaska Native Cultural Housing</u> |

Common Data Set 2003-2004

G. ANNUAL EXPENSES

Provide 2004-2005 academic year costs of attendance for the following categories that are applicable to your institution.

- ☐ Check here if your institution's 2004-2005 academic year costs of attendance are not available at this time and provide an approximate date (i.e., month/day) when your institution's final 2004-2005 academic year costs of attendance will be available: _____

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 2004-2005 academic year (30 semester hours or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits). A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters, two trimesters, three quarters, or the period covered by a four-one-four plan. Room and board is defined as double occupancy and 19 meals per week or the maximum meal plan. **Required fees** include only charges that all full-time students must pay that are **not** included in tuition (e.g., registration, health, or activity fees.) Do **not** include optional fees (e.g., parking, laboratory use).

	FIRST-YEAR	UNDERGRADUATES
PRIVATE INSTITUTION Tuition:		
PUBLIC INSTITUTION Tuition:	2970	3165
In-district:		
In-state (out-of-district):	2970	3165
Out-of-state:	9900	10095
NONRESIDENT ALIEN: Tuition:	9900	10095
REQUIRED FEES:	1000	1000
ROOM AND BOARD: (on-campus)	5130	5130
ROOM ONLY: (on-campus)	2690	2690
BOARD ONLY: (on-campus meal plan)	2440	2440

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

Other: The required fees for non-residents and aliens is \$1075

G2. Number of credits per term a student can take for the stated full-time tuition 15 minimum ____ 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: Undergraduate courses below 300 cost \$99 per credit. Courses 300-499 cost \$112 per credit.

Common Data Set 2003-2004

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:	\$700	\$700	\$700
Room only:			\$5130
Board only:		\$2440	\$2440
Transportation:	0	\$2160	\$2160
Other expenses:	\$300	\$300	\$300

G6. Undergraduate per-credit-hour charges:

PRIVATE INSTITUTIONS:	
PUBLIC INSTITUTIONS In-district:	\$105.50
In-state (out-of-district):	\$105.50
Out-of-state:	\$336.50
NONRESIDENT ALIENS:	\$336.50

Common Data Set 2003-2004

I. INSTRUCTIONAL FACULTY AND CLASS SIZE

I-1. Please report the number of instructional faculty members in each category for Fall 2003.

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

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

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

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

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

Doctorate: includes such degrees as Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and Doctor of Philosophy degree in any field such as agronomy, food technology, education, engineering, public administration, ophthalmology, or radiology.

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

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

	Full-time	Part-time	Total
a.) Total number of instructional faculty	304	7	311
b.) Total number who are members of minority groups	61	1	62
c.) Total number who are women	119	4	123
d.) Total number who are men	185	3	188
e.) Total number who are nonresident aliens (international)	15	0	15
f.) Total number with doctorate, first professional, or other terminal degree			
g.) Total number whose highest degree is a master's but not a terminal master's			
h.) Total number whose highest degree is a bachelor's			
i.) Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)			

I-2. Student to Faculty Ratio

Report the Fall 2003 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 2003 Student to Faculty ratio: 19 to 1.

Common Data Set 2003-2004

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 2003 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 2003. 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)

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SECTIONS	436	340	136	48	20	33	5	1018

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SUB-SECTIONS	120	128	36	4	0	1	0	289

Common Data Set 2003-2004

J. DEGREES CONFERRED

Degrees conferred between July 1, 2002 and June 30, 2003

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 1990 Categories to Include	CIP 2000 Categories to Include
Agriculture				1 and 2	1
Architecture				4	4
Area and ethnic studies			1	5	5
Biological/life sciences			12	26	26
Business/marketing	29	14	10	8 and 52	52
Communications/communication technologies			4	9 and 10	9 and 10
Computer and information sciences			4	11	11
Education	1	3	8	13	13
Engineering/engineering technologies	3	11	7	14 and 15	14 and 15
English			3	23	23
Foreign languages and literature			2	16	16
Health professions and related sciences	33	14		51	51
Home economics and vocational home economics				19 and 20	19
Interdisciplinary studies		1	2	30	30
Law/legal studies		9		22	22
Liberal arts/general studies		30	1	24	24
Library science				25	25
Mathematics			3	27	27
Military science and technologies				28 and 29	29
Natural resources/environmental science			6	3	3
Parks and recreation				31	31
Personal and miscellaneous services	10	1		12	12
Philosophy, religion, theology			1	38 and 39	38 and 39
Physical sciences			5	40 and 41	40 and 41
Protective services/public administration	1	8	10	43 and 44	43 and 44
Psychology			6	42	42
Social sciences and history			11	45	45 and 54
Trade and industry	22	9		46, 47, 48, and 49	46, 47, 48, and 49
Visual and performing arts			4	50	50
Other					
TOTAL	100%	100%	100%		