

A. GENERAL INFORMATION

A1. Address Information

Name of College or University	Yale University
Mailing Address, City/State/Zip/Country	New Haven, CT 06520
Street Address (if different), City/State/Zip/Country	
Main Phone Number	(203) 432-4771
WWW Home Page Address	http://www.yale.edu/
Admissions Phone Number	(203) 432-9300
Admissions Toll-free Number	
Admissions Office Mailing Address, City/State/Zip/Country	P.O. Box 208234 New Haven, CT 06520-8234
Admissions Fax Number	(203) 432-9392
Admissions E-mail Address	mailto:undergraduate.admissions@yale.edu
Is there a separate URL application site on the Internet? If so, please specify:	http://www.yale.edu/admit/freshmen/application/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 type="checkbox"/> Certificate | <input type="checkbox"/> Postbachelor's certificate |
| <input type="checkbox"/> Diploma | <input checked="" type="checkbox"/> Master's |
| <input type="checkbox"/> Associate | <input checked="" type="checkbox"/> Post-master's certificate |
| <input type="checkbox"/> Transfer | <input checked="" type="checkbox"/> Doctoral |
| <input type="checkbox"/> Terminal | <input checked="" type="checkbox"/> First professional |
| <input checked="" type="checkbox"/> Bachelor's | <input type="checkbox"/> First professional certificate |

Common Data Set 2004-2005

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, 2004.

	FULL-TIME		PART-TIME	
	Men	Women	Men	Women
Undergraduates				
Degree-seeking, first-time freshmen	675	632	0	0
Other first-year, degree-seeking	4	2	0	0
All other degree-seeking	1,965	1,964	15	11
<i>Total degree-seeking</i>	2,644	2,598	15	11
All other undergraduates enrolled in credit courses	0	0	27	24
<i>Total undergraduates</i>	2,644	2,598	42	35
First-professional				
First-time, first-professional students	184	177	1	6
All other first-professionals	445	411	3	18
<i>Total first-professional</i>	629	588	4	24
Graduate				
Degree-seeking, first-time	714	791	5	15
All other degree-seeking	1,565	1,563	27	61
All other graduates enrolled in credit courses	40	32	17	47
<i>Total graduate</i>	2,319	2,386	49	123

Total all undergraduates: 5,319
 Total all graduate and professional students: 6,122
 GRAND TOTAL ALL STUDENTS: 11,441

Common Data Set 2004-2005

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, 2004. 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	105	452	453
Black, non-Hispanic	117	411	413
American Indian or Alaskan Native	16	40	41
Asian or Pacific Islander	180	714	717
Hispanic	106	370	371
White, non-Hispanic	651	2,700	2,713
Race/ethnicity unknown	132	581	611
Total	1,307	5,268	5,319

Persistence

B3. Number of degrees awarded by your institution from July 1, 2003, to June 30, 2004.

Certificate/diploma	_____
Associate degrees	_____
Bachelor's degrees	<u>1,339</u>
Postbachelor's certificates	_____
Master's degrees	<u>1,309</u> (excludes 211 M.Phil degrees awarded en route to Ph.D.)
Post-master's certificates	<u>90</u>
Doctoral degrees	<u>332</u>
First professional degrees	<u>367</u>
First professional certificates	_____

Common Data Set 2004-2005

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 2004 Web-based survey.

For Bachelor's or Equivalent Programs

Please provide data for the fall 1998 cohort if available. If fall 1998 cohort data are not available, provide data for the fall 1997 cohort.

<u>Fall 1997 Cohort</u>	<u>Fall 1998 Cohort</u>
<p>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.</p> <p>B4. Initial 1997 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students: <u>1,307</u></p> <p>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: <u>0</u></p> <p>B6. Final 1997 cohort, after adjusting for allowable exclusions: <u>1,307</u> (Subtract question B5 from question B4)</p> <p>B7. Of the initial 1997 cohort, how many completed the program in four years or less (by August 31, 2001): <u>1,170</u></p> <p>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): <u>70</u></p> <p>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): <u>15</u></p> <p>B10. Total graduating within six years (sum of questions B7, B8, and B9): <u>1,255</u></p> <p>B11. Six-year graduation rate for 1997 cohort (question B10 divided by question B6): <u>96%</u></p>	<p>Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 1998. Include in the cohort those who entered your institution during the summer term preceding fall 1998.</p> <p>B4. Initial 1998 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students: <u>1,296</u></p> <p>B5. Of the initial 1998 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: <u>1</u></p> <p>B6. Final 1998 cohort, after adjusting for allowable exclusions: <u>1,295</u> (Subtract question B5 from question B4)</p> <p>B7. Of the initial 1998 cohort, how many completed the program in four years or less (by August 31, 2002): <u>1,146</u></p> <p>B8. Of the initial 1998 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2002 and by August 31, 2003): <u>86</u></p> <p>B9. Of the initial 1998 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2003 and by August 31, 2004): <u>17</u></p> <p>B10. Total graduating within six years (sum of questions B7, B8, and B9): <u>1,249</u></p> <p>B11. Six-year graduation rate for 1998 cohort (question B10 divided by question B6): <u>96%</u></p>

Common Data Set 2004-2005

Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 2003 (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 2003 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in fall 2004? _____ 98%

Common Data Set 2004-2005

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 2004. 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	<u>9,203</u>
Total first-time, first-year (freshman) women who applied	<u>10,479</u>
Total first-time, first-year (freshman) men who were admitted	<u>1,000</u>
Total first-time, first-year (freshman) women who were admitted	<u>958</u>
Total full-time, first-time, first-year (freshman) men who enrolled	<u>675</u>
Total part-time, first-time, first-year (freshman) men who enrolled	<u>0</u>
Total full-time, first-time, first-year (freshman) women who enrolled	<u>633</u>
Total part-time, first-time, first-year (freshman) women who enrolled	<u>0</u>

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 2004 admissions:

Number of qualified applicants placed on waiting list	<u>1,239</u>
Number of wait-listed students admitted	<u>8</u>

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 2004-2005

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		
English		
Mathematics		
Science		
Of these, units that must be lab		
Foreign language		
Social studies		
History		
Academic electives		
Other (<i>specify</i>)		

Basis for Selection

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

Open admission policy as described above for all students 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
<i>Academic</i>				
Secondary school record	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class rank	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recommendation(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standardized test scores	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Nonacademic</i>				
Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Extracurricular activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talent/ability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Character/personal qualities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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"/>

Common Data Set 2004-2005

SAT and ACT Policies

Note: The SAT I is now called SAT Reasoning or the SAT; SAT II Tests are now called SAT Subject Tests. As of March 2005 the SAT Reasoning Test will include a mandatory writing component; the SAT Subject Test in Writing will not be administered after January 2005. The ACT will have an optional writing component as of February 2005.

C8. Entrance exams

A. Does your institution make use of SAT Reasoning Test, ACT, or SAT Subject Test scores in **admission** decisions for first-time, first-year, degree-seeking applicants? Yes No

If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for **Fall 2006**.

	Require	Recommend	ADMISSION Require for Some	Consider If Submitted	Not Used
SAT Reasoning Test only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
ACT only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SAT Reasoning or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SAT Reasoning and SAT Subject Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SAT Reasoning and SAT Subject Tests or ACT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT Subject Tests only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

B. If your institution will make use of the ACT in **admission** decisions for first-time, first-year, degree-seeking applicants for **Fall 2006**, please indicate which ONE of the following applies:

- ACT with Writing component required
 ACT without Writing component accepted.
 ACT with or without Writing component accepted

C. If your institution will make use of the new SAT Reasoning Test scores in **admission** decisions for first-time, first-year, degree-seeking applicants for **Fall 2006**, please indicate which ONE of the following applies:

- New SAT Reasoning Test required
 New SAT Reasoning Test or the "old" SAT I (administered prior to March 2005 and without a writing component) accepted

D. **In addition**, does your institution use applicants' test scores for placement or counseling? [formerly part of C8A]

Placement Yes No
 Counseling Yes No

E. Does your institution use the SAT Reasoning or SAT Subject Tests or the ACT for **placement only**? If so, please mark the appropriate boxes below: [formerly part of C8B]

	Require	Recommend	Require for some
SAT Reasoning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT Subject Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT Reasoning or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. Latest date by which SAT or ACT scores must be received for fall-term admission 02/01
 Latest date by which SAT Subject Test scores must be received for fall-term admission 02/01

Common Data Set 2004-2005

- G. 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): TOEFL/SATII test required of all non-native speakers who have not been schooled in English.

Freshman Profile

Provide percentages for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students** enrolled in fall 2004, 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 2004 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	<u>96</u>	Number submitting SAT scores	<u>1,255</u>
Percent submitting ACT scores	<u>20</u>	Number submitting ACT scores	<u>262</u>

	25th Percentile	75th Percentile
SAT Verbal	700	780
SAT Math	700	780
ACT Composite	31	34
ACT English		
ACT Math		

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

	SAT Verbal	SAT Math
700-800	78	77
600-699	19	21
500-599	3	2
400-499	<1	<1
300-399		
200-299		
	100%	100%

	ACT Composite	ACT English	ACT Math
30-36	We use different band widths		
24-29			
18-23			
12-17			
6-11			
Below 6			
	100%	100%	100%

Common Data Set 2004-2005

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 95
Percent in top quarter of high school graduating class 99
Percent in top half of high school graduating class
Percent in bottom half of high school graduating class
Percent in bottom quarter of high school graduating class
Percent of total first-time, first-year (freshman) students who submitted high school class rank:

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
Percent who had GPA between 2.0 and 2.99
Percent who had GPA between 1.0 and 1.99
Percent who had GPA below 1.0
100%

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

Percent of total first-time, first-year (freshman) students who submitted high school GPA: 0%

Admission Policies

C13. Application fee

Does your institution have an application fee? Yes No
Amount of application fee: \$75.00
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): 12/31
Priority date:

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

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

On a rolling basis beginning (date):
By (date): 04/01
Other:

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

Must reply by (date): 05/01
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 (1) year

Common Data Set 2004-2005

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 2004 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 11/01

Early action notification date 12/15

Common Data Set 2004-2005

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 2004.

	Applicants	Admitted Applicants	Enrolled Applicants
Men		19	15
Women		7	6
Total	696	26	21

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? Nine (9) Yale Term Course Credits

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

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

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

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

D8. List any other application requirements specific to transfer applicants: None

Common Data Set 2004-2005

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		03/01	Early May	Late May	No
Winter					
Spring					
Summer					

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

D11. Describe additional requirements for transfer admission, if applicable: None

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 18 Unit type Yale term course (one course = 4 semester hours)

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

Number 18 Unit type Yale term course (one course = 4 semester hours)

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

D16. Minimum number of credits that transfers must complete at your institution to earn a bachelor’s degree: 36 Yale term courses

D17. Describe other transfer credit policies:

Same as for freshmen – see Chapter III Academic Regulations in the Yale College Programs of Studies at <http://www.yale.edu/admit/>

Common Data Set 2004-2005

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 type="checkbox"/> Cooperative (work-study) program | <input checked="" type="checkbox"/> Independent study |
| <input type="checkbox"/> Cross-registration | <input checked="" type="checkbox"/> Internships |
| <input type="checkbox"/> Distance learning | <input checked="" type="checkbox"/> Liberal arts/career combination |
| <input checked="" type="checkbox"/> Double major | <input checked="" type="checkbox"/> Student-designed major |
| <input 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 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 type="checkbox"/> Arts/fine arts | <input checked="" type="checkbox"/> Humanities |
| <input type="checkbox"/> Computer literacy | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> English (including composition) | <input type="checkbox"/> Philosophy |
| <input checked="" type="checkbox"/> Foreign languages | <input checked="" type="checkbox"/> Sciences (biological or physical) |
| <input type="checkbox"/> History | <input checked="" type="checkbox"/> Social science |
| <input type="checkbox"/> Other (describe): | |

Common Data Set 2004-2005

F. STUDENT LIFE

F1. Percentages of first-time, first-year (freshman) students and all degree-seeking undergraduates enrolled in fall 2004 who fit the following categories:

	First-time, first-year (freshman) students	Undergraduates
Percent who are from out of state (exclude international/nonresident aliens)	<u>93</u>	<u>91</u>
Percent of men who join fraternities	—	—
Percent of women who join sororities	—	—
Percent who live in college-owned, -operated, or -affiliated housing	<u>100</u>	<u>87</u>
Percent who live off campus or commute	<u>0</u>	<u>13</u>
Percent of students age 25 and older	<u>0</u>	<u><1</u>
Average age of full-time students	<u>18</u>	<u>20</u>
Average age of all students (full- and part-time)	<u>18</u>	<u>20</u>

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

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Choral groups | <input checked="" type="checkbox"/> Marching band | <input checked="" type="checkbox"/> Student government |
| <input checked="" type="checkbox"/> Concert band | <input checked="" type="checkbox"/> Music ensembles | <input checked="" type="checkbox"/> Student newspaper |
| <input checked="" type="checkbox"/> Dance | <input checked="" type="checkbox"/> Musical theater | <input 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): University of Connecticut

Naval ROTC is offered:

- On campus
 At cooperating institution (name):

Air Force ROTC is offered:

- On campus
 At cooperating institution (name): University of Connecticut

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 type="checkbox"/> Apartments for married students | <input type="checkbox"/> Cooperative housing |
| <input type="checkbox"/> Apartments for single students | |
- Other housing options (specify): Students are randomly assigned to one of 12 residential colleges where they live, eat, socialize, and pursue various academic and extracurricular activities. All undergraduate housing is provided through the residential college system.

Common Data Set 2004-2005

G. ANNUAL EXPENSES

Provide 2005-2006 academic year costs of attendance for the following categories that are applicable to your institution.

- Check here if your institution's 2005-2006 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 2005-2006 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 2005-2006 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:	\$31,460	\$31,460
PUBLIC INSTITUTION Tuition:		
In-district:		
In-state (out-of-district):		
Out-of-state:		
NONRESIDENT ALIEN: Tuition:		
REQUIRED FEES:	0	0
ROOM AND BOARD: (on-campus)	\$9,540	\$9,540
ROOM ONLY: (on-campus)	5,200	5,200
BOARD ONLY: (on-campus meal plan)	4,340	4,340

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

Other: _____

G2. Number of credits per term a student can take for the stated full-time tuition 3 minimum 8 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: _____

Common Data Set 2004-2005

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:	900	900	900
Room only:			
Board only:			
Transportation:	500		
Other expenses:	1,800	1,800	1,800

G6. Undergraduate per-credit-hour charges:

PRIVATE INSTITUTIONS:	
PUBLIC INSTITUTIONS	
In-district:	
In-state (out-of-district):	
Out-of-state:	
NONRESIDENT ALIENS:	

Common Data Set 2004-2005

Aid Awarded to Enrolled Undergraduates

H1. Enter total dollar amounts **awarded** to enrolled full-time and less than full-time degree-seeking undergraduates (**using the same cohort reported in CDS Question B1, “total degree-seeking” undergraduates**) in the following categories. (Note: If the data being reported are final figures for the 2003-2004 academic year (see the next item below), use the 2003-2004 academic year's CDS Question B1 cohort.) Include aid awarded to international students (i.e., those not qualifying for federal aid). **Aid that is non-need-based but that was used to meet need should be reported in the need-based aid column.** (For a suggested order of precedence in assigning categories of aid to cover need, see the entry for “non-need-based scholarship or grant aid” on the last page of the definitions section.)

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

2004-2005 actual or 2003-2004 final

Which needs-analysis methodology does your institution use in awarding institutional aid? (Formerly H3)

Federal methodology (FM)

Institutional methodology (IM)

Both FM and IM

	Need-based (Include non-need-based aid use to meet need.)	Non-need-based (Exclude non-need-based aid use to meet need.)
	\$	\$
Scholarships/Grants		
Federal	3,595,712	0
State (i.e., all states, not only the state in which your institution is located)	467,345	0
Institutional (endowment, alumni, or other institutional awards) and external funds awarded by the college excluding athletic aid and tuition waivers (which are reported below)	49,176,519	0
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	5,032,818	0
Total Scholarships/Grants	58,272,394	0
Self-Help		
Student loans from all sources (excluding parent loans)	6,075,193	0
Federal Work-Study	2,633,720	
State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)	1,260,932	0
Total Self-Help	9,969,845	0
Parent Loans	11,065,099	0
Tuition Waivers Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.	0	0
Athletic Awards	0	0

Common Data Set 2004-2005

H2. Number of Enrolled Students Awarded Aid: List the number of degree-seeking full-time and less-than-full-time undergraduates who applied for and were awarded financial aid from any source. **Aid that is non-need-based but that was used to meet need should be counted as need-based aid.** Numbers should reflect the cohort awarded the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

	First-time Full-time Freshmen	Full-time Undergrad (Incl. Fresh)	Less Than Full-time Undergrad
a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2004 cohort)	1,308	5,354	NA
b) Number of students in line a who applied for need-based financial aid	802	2,483	NA
c) Number of students in line b who were determined to have financial need	578	2,234	NA
d) Number of students in line c who were awarded any financial aid	578	2,234	NA
e) Number of students in line d who were awarded any need-based scholarship or grant aid	551	2,205	NA
f) Number of students in line d who were awarded any need-based self-help aid	578	2,234	NA
g) Number of students in line d who were awarded any non-need-based scholarship or grant aid	0	0	NA
h) Number of students in line d whose need was fully met (<u>exclude PLUS loans, unsubsidized loans, and private alternative loans</u>)	578	2,205	NA
i) On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (<u>PLUS loans, unsubsidized loans, and private alternative loans</u>)	100%	100%	%
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>)	\$ 27,683	\$ 26,982	\$ NA
k) Average need-based scholarship or grant award of those in line e	\$ 25,415	\$ 25,132	\$ NA
l) Average need-based self-help award (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f	\$ 2,454	\$ 3,614	\$ NA
m) Average need-based loan (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f who were awarded a need-based loan	\$ 1,447	\$ 2,410	\$ NA

H2A. Number of Enrolled Students Awarded Non-need-based Scholarships and Grants: List the number of degree-seeking full-time and less-than-full-time undergraduates who had no financial need and who were awarded institutional—not external—non-need-based scholarship or grant aid. Numbers should reflect the cohort awarded the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

	First-time Full-time Freshmen	Full-time Undergrad (Incl. Fresh)	Less Than Full-time Undergrad
n) Number of students in line a who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletic awards and tuition benefits)	0	0	NA
o) Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line n	\$ 0	\$ 0	\$ NA
p) Number of students in line a who were awarded an institutional non-need-based athletic scholarship or grant			
q) Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line p	\$ 0	\$ 0	\$ NA

Common Data Set 2004-2005

H3: Incorporated into H1 above.

H4. Provide the percentage of the 2004 undergraduate class who graduated between July 1, 2003 and June 30, 2004 and borrowed at any time through any loan programs (federal, state, subsidized, unsubsidized, private, etc.; exclude parent loans). Include only students who borrowed while enrolled at your institution. 40%

H5. Report the average per-borrower cumulative undergraduate indebtedness of those in line H4. Do not include money borrowed at other institutions: \$14,882

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

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

- Institutional need-based scholarship or grant aid is available
- Institutional non-need-based scholarship or grant aid is available
- Institutional scholarship and grant aid is not available

If institutional financial aid is available for undergraduate degree-seeking nonresident aliens, provide the number of undergraduate degree-seeking nonresident aliens who were awarded need-based or non-need-based aid: 259

Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:
\$ 31,557

Total dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:
\$ 8,173,158

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: Parent tax returns

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

- Institution's own financial aid form
- CSS/Financial Aid PROFILE (Canadians submit this form)
- 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: 03/01

Deadline for filing required financial aid forms: 03/01

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

Common Data Set 2004-2005

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

a.) Students notified on or about (date): 04/01

b.) Students notified on a rolling basis: yes/No If yes, starting date: _____

H11. Indicate reply dates:

Students must reply by (date): 05/01 or within__ weeks of notification.

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 scholarship or grant 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. **None**

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

Common Data Set 2004-2005

I. INSTRUCTIONAL FACULTY AND CLASS SIZE

I-1. Please report the number of instructional faculty members in each category for Fall 2004. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.

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. Use the chart below to determine inclusions and exclusions:

	Full-time	Part-time
(a) instructional faculty in preclinical and clinical medicine, faculty who are not paid (e.g., those who donate their services or are in the military), or research-only faculty, post-doctoral fellows, or pre-doctoral fellows	Exclude	Include only if they teach one or more non-clinical credit courses
(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	Exclude	Include if they teach one or more non-clinical credit courses
(c) other administrators/staff who teach one or more non-clinical credit courses even though they do not have faculty status	Exclude	Include
(d) undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, teaching fellow, and the like	Exclude	Exclude
(e) faculty on sabbatical or leave with pay	Include	Exclude
(f) faculty on leave without pay	Exclude	Exclude
(g) replacement faculty for faculty on sabbatical leave or leave with pay	Exclude	Include

Full-time instructional faculty: faculty employed on a full-time basis for instruction (including those with released time for research)

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

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

Doctorate: includes such degrees as Doctor of Philosophy, Doctor of Education, Doctor of Juridical Science, and Doctor of Public Health in any field such as arts, sciences, education, engineering, business, and public administration.

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

Common Data Set 2004-2005

	Full-time	Part-time	Total
a.) Total number of instructional faculty	1,054	376	1,430
b.) Total number who are members of minority groups	171	40	211
c.) Total number who are women	347	141	488
d.) Total number who are men	707	235	942
e.) Total number who are nonresident aliens (international)			
f.) Total number with doctorate, first professional, or other terminal degree	944	272	1,216
g.) Total number whose highest degree is a master's but not a terminal master's	72	39	111
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 .)	38	65	103
j.) Total number in stand-alone graduate/professional programs in which faculty teach virtually only graduate-level students	298	233	531

I-2. Student to Faculty Ratio

Report the Fall 2004 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 2004 Student to Faculty ratio: 6 to 1 (based on 5,008 students and 804 faculty).

Common Data Set 2004-2005

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 2004 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 2004. 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	315	542	136	45	26	58	38	1,160

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SUB-SECTIONS								

Common Data Set 2004-2005

J. DEGREES CONFERRED

Degrees conferred between July 1, 2003 and June 30, 2004

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

Category	Diploma/ Certificates	Associate	Bachelor's	CIP 1990 Categories to Include	CIP 2000 Categories to Include
Agriculture				1 and 2	1
Architecture			2%	4	4
Area and ethnic studies			7%	5	5
Biological/life sciences			9%	26	26
Business/marketing				8 and 52	52
Communications/communication technologies				9 and 10	9 and 10
Computer and information sciences			2%	11	11
Education				13	13
Engineering/engineering technologies			3%	14 and 15	14 and 15
English			8%	23	23
Foreign languages and literature			2%	16	16
Health professions and related sciences				51	51
Home economics and vocational home economics				19 and 20	19
Interdisciplinary studies			8%	30	30
Law/legal studies				22	22
Liberal arts/general studies			1%	24	24
Library science				25	25
Mathematics			1%	27	27
Military science and technologies				28 and 29	29
Natural resources/environmental science			1%	3	3
Parks and recreation				31	31
Personal and miscellaneous services				12	12
Philosophy, religion, theology			2%	38 and 39	38 and 39
Physical sciences			2%	40 and 41	40 and 41
Protective services/public administration				43 and 44	43 and 44
Psychology			8%	42	42
Social sciences and history			37%	45	45 and 54
Trade and industry				46, 47, 48, and 49	46, 47, 48, and 49
Visual and performing arts			7%	50	50
Other					
TOTAL	100%	100%	100%		