

Common Data Set A: General Information (2003-2004)


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A0. Respondent Information (Not for Publication)

Name	Roberta V. Weaver
Title	Administrative Assistant
Office	Institutional Planning, Research & Assessment
Mailing Address	3211 Providence Drive
City/State/Zip	Anchorage, AK 99508
Country	United States
Phone	907-786-1493
Fax	907-786-1499
Email Address	anrvw@uaa.alaska.edu
Are your responses to the CDS posted for references on your institution's Web site?	Yes
If yes, please provide the URL of the corresponding Web page:	http://opra.uaa.alaska.edu


A1. Address Information

 Name of College or University	University of Alaska Anchorage
 Mailing Address	3211 Providence Drive
  City/State/Zip	Anchorage, AK 99508
 Country	United States
 Street Address (if different)	
 Main Phone	907-786-1800
 WWW Home Page Address	www.uaa.alaska.edu
 Admissions Phone Number	907-786-1480
 Admissions Toll-Free Number	
 Admissions Office Mailing Address	3211 Providence Drive
 City/State/Zip	Anchorage, AK 99508-8046
 Country	United States
 Admissions Fax Number	907-786-4888
 Admissions Email Address	enroll@uaa.alaska.edu

 If there is a separate URL application site on the internet, please specify:

A2.  Source of institutional control


Public Private (nonprofit) Proprietary


A3.  Classify your undergraduate institution


Coeducational Men's Women's

A4.  Academic year calendar

Semester Quarter Trimester 4-1-4 Other Continuous
 Differs By Program

 If you chose "Continuous", please describe here:

 If you chose "Differs", please describe here:

 If you chose "Others", please describe here:

A5.  Degrees offered by your institution

Certificate
 Diploma
 Associate
 Transfer
 Terminal
 Bachelor's
 Post Bachelor's Certificate
 Master's
 Post Master's Certificate
 Doctoral
 First Professional
 First Professional Certificate

Common Data Set B: Enrollment And Persistence (2003-2004)

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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		
Undergraduates						
Degree-seeking, first-time freshmen	438	655	Line 1	107	179	Line 15
Other first-year, degree-seeking			Line 2			Line 16
All other degree-seeking	1,839	2,777	Lines 3-6	1,059	2,287	Lines 17-20
Total degree-seeking	2,277	3,432		1,166	2,466	
All other undergraduates enrolled in credit courses	462	437	Line 7	2,144	3,426	Line 21
Total undergraduates	2,739	3,869	Line 8	3,310	5,892	Line 22
First-professional						
First-time, first-professional students			Line 9			Line 23
All other first-professionals			Line 10			Line 24
Total first-professional						
Graduate						
Degree-seeking, first-time			Line 11			Line 25
All other degree-seeking			Line 12			Line 26
All other graduates enrolled in credit courses			Line 13			Line 27
Total graduate	74	161		181	381	
Total all undergraduates (2002 IPEDS sum of lines 8 and 22, cols. 15 and 16):						15,810
Total all graduate and professional students (2002 IPEDS sum of lines 14 and 28, cols. 15 and 16):						797
GRAND TOTAL ALL STUDENTS (2002 IPEDS line 29, sum of cols. 15 and 16):						16,607

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. Refer to IPEDS EF-1 Part A or IPEDS EF-2 Part A surveys based on column and line numbers in grid for totals.

	Degree-	Degree-seeking	Total Undergraduates (both
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	seeking First-time First year	undergraduates (including first-time first-year)	degree- and non-degree- seeking)
Non-resident aliens	25	231	380
Black, non-Hispanic	47	384	655
American Indian or Alaskan Native	203	954	1,328
Asian or Pacific Islander	103	482	739
Hispanic	45	387	633
White, non-Hispanic	876	6,524	11,338
Race/ethnicity unknown	80	379	737
Total	1,379	9,341	15,810

Persistence

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

 Certificate/diploma	88
 Associate degrees	570
 Bachelor's degrees	770
 Post-Bachelor's certificates	
 Master's degrees	159
 Post-master's certificates	
 Doctoral degrees	
 First professional degrees	
 First professional certificates	

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

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:
--

(2002 IPEDS GRS, Section II, Part A, line 10, sum of columns 15 and 16)

B5. 

Of the initial 1997 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:

(2002 IPEDS GRS, Section II, Part C, line 45, sum of columns 15 and 16)

B6.  

Final 1997 cohort, after adjusting for allowable exclusions:

0

(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):

(2002 IPEDS GRS, Section II, Part A, line 19, sum of columns 15 and 16)

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):

(2002 IPEDS GRS, Section II, Part A, line 20, sum of columns 15 and 16)

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):

(2002 IPEDS GRS, Section II, Part A, line 21 sum of columns 15 and 16)

B10. 

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

(2002 IPEDS GRS, Section II, Part A, line 18 sum of columns 15 and 16)

B11. 

Six-year graduation rate for 1997 cohort (question B10 divided by question B6):

For Two-Year Institutions

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

B12.

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

(2002 IPEDS GRS-2, Section III, line 10, sum of columns 15 and 16)

B13.

Of the initial 2000 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:

(2002 IPEDS GRS-2, Section III, line 45, sum of columns 15 and 16)

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):

(2002 IPEDS GRS-2, Section III, line 11, sum of columns 15 and 16)

B16.

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

(2002 IPEDS GRS-2, Section III, line 11A, sum of columns 15 and 16)

B17.

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

(2002 IPEDS GRS-2, Section III, line 12, sum of columns 15 and 16)

B18.

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

(2002 IPEDS GRS-2, Section III, line 12A, sum of columns 15 and 16)

B19.

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

(2002 IPEDS GRS-2, Section III, line 30, sum of columns 15 and 16)

B20.

Total transfers to two-year institutions:

(2002 IPEDS GRS-2, Section III, line 32, sum of columns 15 and 16)


B21.

Total transfers to four-year institutions:

(2002 IPEDS GRS-2, Section III, line 33, sum of columns 15 and 16)

Retention Rates

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

B22. 


For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshman 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?

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Common Data Set C: First-Time, First-Year (Freshman) Admission (2003-2004)

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Applications

C1.  First-time, first-year (freshman) students:

Provide the number of degree-seeking first-time, first-year 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 include all students who fulfilled the requirements for consideration for admission (including payment or waiving of the application fee, if any) and who have been notified of one of the following actions: admission, no admission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission.

Total first-time, first-year (freshman) men who applied	1,068
Total first-time, first-year (freshman) women who applied	1,448
Total first-time, first-year (freshman) who applied	2,516
Total first-time, first-year (freshman) men who were admitted	786
Total first-time, first-year (freshman) women who were admitted	1,136
Total first-time, first-year (freshman) who were admitted	1,922
Total full-time, first-time, first-year (freshman) men who enrolled	466
Total full-time, first-time, first-year (freshman) women who enrolled	695
Total full-time, first-time, first-year (freshman) who enrolled	1,161
Total part-time, first-time, first-year (freshman) men who enrolled	115
Total part-time, first-time, first-year (freshman) women who enrolled	189
Total part-time, first-time, first-year (freshman) who enrolled	304

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?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
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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

High school completion requirement(s) for degree-seeking entering students:

<input checked="" type="checkbox"/> High school diploma is required and GED is accepted
<input type="checkbox"/> High school diploma is required and GED is not accepted
<input type="checkbox"/> High school diploma or equivalent is not required

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

<input type="checkbox"/> Require
<input type="checkbox"/> Recommend
<input type="checkbox"/> Neither require nor recommend


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

	Units required	Units recommended
Total academic units		
English		4
Mathematics		2
Science		3
-of these, units that must be lab		
Foreign language		1
Social Studies		3
History		1
Academic electives		
Other: 1-2 computer science, 1-2 art recommended. Specific recommendations vary by program.		

Basis for Selection

C6. 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:

<input checked="" type="checkbox"/> Open admission policy as described above for all students
Open admission policy as described above for most students, but
<input type="checkbox"/> selective admission for out-of-state students
<input type="checkbox"/> selective admission to some programs
Other (explain) Must be admitted to appropriate School College for degree program

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class rank	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommendations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standardized test scores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Essays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-Academic				
Interview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extracurricular activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talent/ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Character/personal qualities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alumni/ae relation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Geographical residence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State residency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious affiliation/commitment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Minority status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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?	<input type="radio"/> Yes
	<input type="radio"/> No

If yes, please select the appropriate boxes below to reflect your institution's policies for use in admission.

	ADMISSIONS				
	Require	Recommend	Require for some	Consider if submitted	Not used
SAT I	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SAT I or ACT (no	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

preference)					
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 or 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	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Counseling	<input type="checkbox"/> Yes	<input type="checkbox"/> 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 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:

08/01

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 recommended for some students, or if tests not required of some students):

Freshman Profile






Provide percentages for ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students enrolled in Fall 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, first-time, first-year (freshman) degree-seeking







students who submitted test scores. Do not include partial test scores (e.g. mathematics scores but not verbal for a category of students) or combine other standardized test results (such as TOEFL) in this item. SAT scores should be recentered scores. The 25th percentile is the score that 25 percent scored at or below; the 75th percentile score is the one that 25 percent scored at or above.

Percent submitting SAT scores	57
Percent submitting ACT scores	27
Number submitting SAT scores	839
Number submitting ACT scores	399

	25th percentile	75th percentile
 SAT I Verbal	440	570
 SAT I Math	450	570
 ACT Composite	18	24
 ACT English	16	24
 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	1	1
 600-699	12	12
 500-599	35	39
 400-499	37	37
 300-399	14	9
 200-299	1	2

	ACT Composite	ACT English	ACT Math
 30-36	1	2	3
 24-29	24	22	26
 18-23	52	41	43
 12-17	22	28	28
 6-11	1	7	0
 below 6	0	0	0

C10. Percent of all degree-seeking, first-time, first-year (freshman) students who had

high school class rank within each of the following ranges (report information for those students from whom you collected high school rank information).

Percent in top 10th of high school graduating class	9
Percent in top quarter of high school graduating class	27
Percent in top half of high school graduating class	57
Percent in bottom half of high school graduating class	43
Percent in bottom quarter of high school graduating class	29
Percent of total first-time, first-year (freshman) students who submitted high school class rank:	75

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

Percent who had a GPA of 3.0 or higher	47
Percent who had a GPA between 2.0 and 2.99	46
Percent who had a GPA between 1.0 and 1.99	1
Percent who had a GPA below 1.0	6

C12.

Average high school GPA of all degree-seeking, first-time, first year (freshman) students who submitted GPA:	2.92
Percent of total first-time, first-year (freshman) students who submitted high school GPA:	75

Admission Policies

C13. Application Fee

Does your institution have an application fee?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Amount of application fee	40
Can it be waived for applicants with financial need?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

C14. Application Closing Date

Does your institution have an application closing date?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Application closing date (Fall)	08/01
Priority date	04/01

C15.

Are first-time, first-year students accepted for terms other than the fall?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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C16. Notification to applicants of admission decision sent (fill in one only)

On a rolling basis beginning (date)	
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By (date)	
Other	

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

Must reply by (date)	
No set date	<input checked="" type="checkbox"/>
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?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If yes, maximum period of postponement:	2 years

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?	<input type="checkbox"/> Yes <input type="checkbox"/> No
---	--

C20. Common application

Will you accept the Common Application distributed by the National Association of Secondary School Principals if submitted?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If "yes," are supplemental forms required?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is your college a member of the Common Application Group?	<input type="checkbox"/> Yes <input type="checkbox"/> 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?	<input type="checkbox"/> Yes <input type="checkbox"/> No
---	--

If "yes," please complete the following:

First or only early decision plan closing date	
First or only early decision plan notification date	
Other early decision plan closing date	
Other early decision plan notification date	
Number of early decision applicants received by your institution for the Fall 2003 entering class:	
Number of applicants admitted under early decision plan for	

the Fall 2003 entering class:	
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?	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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If "yes," please complete the following:

Early action closing date	
Early action notification date	

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Common Data Set D: Transfer Admission (2003-2004)

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Fall Applicants

D1.

Does your institution enroll transfer students?	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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(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?	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	0	0	0
Women	0	0	0
Total	707	707	707

Application for Admission

D3. Indicate terms for which transfers may enroll:

<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Winter <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer
--

D4.

Must a transfer applicant have a minimum number of credits completed or else must apply as an entering freshman?	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> 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"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
College transcript(s)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Essay or personal statement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Interview	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Standardized test score	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Statement of good standing from prior institution(s)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

D6. 

If a minimum high school grade point average is required of transfer applicants, specify (on a 4.0 scale):	2.5
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D7. 

If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale):	2.0
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D8. 

List any other application requirements specific to transfer applicants:
Students with fewer than 30 credits require test scores and high school transcript. Credit transferred from regionally accredited institutions only.

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					<input checked="" type="checkbox"/>
Winter					<input type="checkbox"/>
Spring					<input checked="" type="checkbox"/>
Summer					<input checked="" type="checkbox"/>

D10.


Does an open admission policy, if reported, apply to transfer students?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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D11.

Describe additional requirements for transfer admission, if applicable:


Students with fewer than 30 credits require test scores and high school transcript. Credit transferred from regionally accredited institutions only.

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:

999

unit type:

D14. 

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

999

unit type:

D15.

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

15

D16.

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

24


D17.

Describe other transfer credit policies:

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Common Data Set E: Academic Offerings And Policies (2003-2004)

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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 checked="" type="checkbox"/> Cross-registration | <input checked="" type="checkbox"/> Internships |
| <input checked="" type="checkbox"/> Distance learning | <input checked="" type="checkbox"/> Liberal arts/career combination |
| <input checked="" type="checkbox"/> Double major | <input 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 checked="" type="checkbox"/> Other (specify): Air Force ROTC	

E2. Has been removed from the CDS.

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

<input checked="" type="checkbox"/> Arts/fine arts	<input checked="" type="checkbox"/> Humanities
<input type="checkbox"/> Computer literacy	<input checked="" type="checkbox"/> Mathematics
<input checked="" type="checkbox"/> English (including composition)	<input type="checkbox"/> Philosophy
<input type="checkbox"/> Foreign languages	<input checked="" type="checkbox"/> Sciences (biological or physical)
<input checked="" type="checkbox"/> History	<input checked="" type="checkbox"/> Social science
<input checked="" type="checkbox"/> Other (describe): Other (describe): These are for Baccalaureate degree seeking only	

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]:	884,258
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E5. 

Current serial subscriptions [line26]:	3,671
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E6. 

Microforms [line24]:	610,451
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E7. 


Audiovisual materials [line 25]:	13,648
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E8. 

E-Books [line 23]:	39
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Common Data Set F: Student Life (2003-2004)

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

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	First-time, first-year (freshman) students	Undergraduates
Percent of students who are from out of state (exclude internat'l/nonresident aliens)		5
Percent of men who join fraternities	1	1
Percent of women who join sororities	1	1
Percent who live in college-owned, -operated, or -affiliated housing	30	25
Percent who live off campus or commute	70	75
Percent of students age 25 and older		52
Average age of full-time students		29
Average age of all students (full- and part-time)		29

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 type="checkbox"/> Concert band	<input checked="" type="checkbox"/> Music ensembles	<input checked="" type="checkbox"/> Student newspaper
<input checked="" type="checkbox"/> Dance	<input type="checkbox"/> Musical theater	<input type="checkbox"/> Student-run film society
<input checked="" type="checkbox"/> Drama/theater	<input type="checkbox"/> Opera	<input type="checkbox"/> Symphony orchestra
<input checked="" type="checkbox"/> Jazz band	<input type="checkbox"/> Pep band	<input 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 Officer's Training Corps)

Army ROTC is offered:	Navy ROTC is offered:	Air Force ROTC is offered:
<input type="checkbox"/> On campus	<input type="checkbox"/> On campus	<input checked="" type="checkbox"/> On campus
<input type="checkbox"/> At cooperating institutions (name):	<input type="checkbox"/> At cooperating institutions (name):	<input type="checkbox"/> At cooperating institutions (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 student
<input type="checkbox"/> Men's dorms	<input checked="" 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 checked="" type="checkbox"/> Apartments for single students	
<input checked="" type="checkbox"/> Other housing options (specify): Floors for Alaska natives studying Engineering, nursing students, honor students, Language & Cultures, first-year students under age 20, healthy lifestyle, quiet lifestyle, WWAME Program, Far East Exchange Program.	

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Common Data Set G: Annual Expenses (2003-2004)

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

Check here if your institution's 2004-2005 academic year costs 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 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. A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters or trimesters, three quarters, or the period covered by a four-one-four plan. Room and board is defined as double occupancy and 19 meals per week or the maximum meal plan.

Required fees include only charges that all full-time students must pay that are NOT included in tuition (e.g., registration, health, or activity fees.) Do NOT include optional fees (e.g., parking, laboratory use).

	FIRST-YEAR	UNDERGRADUATES
PUBLIC INSTITUTIONS: (in-district)	\$3,232.00	\$3,232.00
In-state: (out-of-district)	\$3,232.00	\$3,232.00
Out-of-state	\$8,962.00	\$8,962.00
NONRESIDENT ALIENS:		
REQUIRED FEES:	\$352.00	\$352.00
ROOM AND BOARD: (on-campus)	\$6,430.00	\$6,430.00
ROOM ONLY: (on-campus)	\$3,630.00	\$3,630.00

BOARD ONLY: (on-campus meal plan)	\$2,800.00	\$2,800.00
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Comprehensive tuition/room/board fee (if your college cannot provide separate tuition/room/board/fees):	
Other:	

G2.

Number of credits per term a student can take for the stated full-time tuition		
Minimum	12	Maximum


G3.

Do tuition and fees vary by year of study (e.g., sophomore, junior, senior)?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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G4.

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

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

	Residents	Commuters (living at home)	Commuters (not living at home)
Books and supplies:	 \$923.00	\$923.00	\$923.00
Room only:	\$3,630.00		\$8,434.00
Board only:	\$2,800.00		\$2,800.00
Transportation:			
Other expenses:	\$1,715.00	\$2,827.00	\$2,827.00

G6. Undergraduate per-credit-hour charges:

PUBLIC INSTITUTIONS: (in-district)	
In-state: (out-of-district)	\$96.00
Out-of-state:	\$287.00
NONRESIDENT ALIENS:	

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Common Data Set H: Financial Aid (2003-2004)

Aid Awarded to Enrolled Undergraduates

H1. Enter total dollar amounts awarded to full-time and less than full-time degree-seeking undergraduates (using the same cohort reported in CDS Question B1, "total degree-seeking" undergraduates) in the following categories. (Note: If the data being reported are final figures for the 2002-2003 academic year (see the next item below), use the 2002-2003 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 columns. (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.)

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 Indicate academic year for which data are reported:	
<input type="checkbox"/> 2003-2004 estimated or	<input type="checkbox"/> 2002-2003 final


	Need-based aid	Non-need-based aid
	\$	\$
Scholarships/Grants:		
Federal	\$23,246,691.00	
State (i.e., all states, not only the state in which your institution is located)	\$5,536,176.00	
Institutional (endowment, alumni, or other institutional awards) and external funds awarded by the college excluding athletic aid and tuition waivers (which are reported below)		\$3,964,747.00
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college		\$2,984,628.00
Total Scholarships/Grants	\$28,782,867.00	\$6,949,375.00
Self-Help		
Student Loans from all sources (excluding parent loans)	\$21,725,820.00	
Federal Work Study	\$184,625.00	
State and other work study/employment	\$193,928.00	
Total Self-Help	\$22,104,373.00	
Parent Loans		\$502,386.00
Tuition Waivers		\$9,351,152.00
Athletic Awards		\$509,235.00

Number of Enrolled Students Receiving Aid

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

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

	First-time Full-time Freshmen	Full-time Undergrad (inc. fresh)	Less than Full-time Undergrad
a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2003 cohort)	1,093	6,608	9,202
b) Number of students in line a who applied for need-based financial aid			
c) Number of students in line b who were determined to have financial need			
d) Number of students in line c who were awarded any financial aid			
e) Number of students in line d who were awarded any need-based scholarship or grant aid			
f) Number of students in line d who were awarded any need-based self-help aid			
g) Number of students in line d who were awarded any non-need-based scholarship or grant aid			
h) Number of students in line d whose need was fully met (exclude PLUS loans, unsubsidized loans and private alternative loans.)			
i) On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans and private alternative loans)			
j) The average financial aid package of those in line d. Exclude any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans and private alternative loans.)			
k) Average need-based scholarship or grant aid of those in line e			
l) Average need-based self-help award (excluding PLUS loans, unsubsidized loans and private alternative loans) of those in line f			
m) Average need-based loan (excluding PLUS loans, unsubsidized loans and private alternative loans) of those in line f who were awarded a need-based loan			

H2A.  Number of Enrolled Students Awarded Non-need-based Grants and Scholarships: List the number of degree-seeking full-time and less-than-full-time undergraduates who had no financial need and who were awarded institutional-not external-non-need-based scholarship or grant aid. Numbers should reflect the cohort

receiving the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

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

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

<input checked="" type="checkbox"/>	Federal methodology (FM)
<input type="checkbox"/>	Institutional methodology (IM)
<input type="checkbox"/>	Both FM and IM

H4.

Percent of the 2003 undergraduate class who graduated between July 1, 2002 and June 30, 2003 and borrowed through any loan programs (federal, state, subsidized, unsubsidized, private, etc.; exclude parent loans). Include only students who borrowed while enrolled at your institution. _____%	47
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H5. 

Average per-borrower cumulative undergraduate indebtedness of those in line H4. Do not include money borrowed at other institutions:	\$15,621.00
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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 financial aid for undergraduate degree-seeking nonresident aliens:

<input checked="" type="checkbox"/>	College-administered need-based financial aid is available
<input checked="" type="checkbox"/>	College-administered non-need-based financial aid is available
<input type="checkbox"/>	College-administered financial aid is not available

If college-administered 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: _____	
Average dollar amount awarded to undergraduate degree-seeking nonresident aliens:	
Total dollar amount of financial aid from all sources awarded to all undergraduate degree-seeking nonresident aliens: \$	

Process for First-Year/Freshman Students

H7. Check off all financial aid forms domestic.

<input checked="" type="checkbox"/> FAFSA	<input type="checkbox"/> State aid form
<input checked="" type="checkbox"/> Institution's own financial aid form	<input type="checkbox"/> Noncustodial (Divorced/Separated) Parent's Statement
<input type="checkbox"/> CSS/Financial Aid PROFILE	<input type="checkbox"/> Other:
<input type="checkbox"/> Business/Farm Supplement	

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

<input checked="" type="checkbox"/> Institution's own financial aid form
<input type="checkbox"/> CSS/Financial Aid PROFILE
<input type="checkbox"/> Foreign Student's Financial Aid Application
<input type="checkbox"/> Foreign Student's Certification of Finances
<input type="checkbox"/> Other:

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

Priority date for filing required financial aid forms:	04/01
Deadline for filing required financial aid forms:	08/01
No deadline for filing required forms (applications processed on a rolling basis):	<input type="checkbox"/>

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

a) Students notified on or about (date):	
b) Students notified on a rolling basis:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, starting date:

H11. Indicate reply dates:

Students must reply by (date):		or within		weeks of notification.
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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)	
<input checked="" type="checkbox"/>	Direct Subsidized Stafford Loans

<input checked="" type="checkbox"/>	Direct Unsubsidized Stafford Loans
<input checked="" type="checkbox"/>	Direct PLUS loans
FEDERAL FAMILY EDUCATION LOAN PROGRAM (FFEL)	
<input checked="" type="checkbox"/>	FFEL Subsidized Stafford Loans
<input checked="" type="checkbox"/>	FFEL Unsubsidized Stafford Loans
<input checked="" type="checkbox"/>	FFEL PLUS loans, unsubsidized loans
<input type="checkbox"/>	Federal Perkins Loans
<input type="checkbox"/>	Federal Nursing Loans
<input checked="" type="checkbox"/>	State Loans
<input type="checkbox"/>	College/university loans from institutional funds
<input type="checkbox"/>	Other (Specify):

H13.  Scholarships and Grants

Need-based:		
<input checked="" type="checkbox"/>	Federal Pell	
<input checked="" type="checkbox"/>	SEOG	
<input checked="" type="checkbox"/>	State scholarships/grants	
<input checked="" type="checkbox"/>	Private scholarships	
<input checked="" type="checkbox"/>	College/university scholarship or grant aid from institutional funds	
<input type="checkbox"/>	United Negro College Fund	
<input type="checkbox"/>	Federal Nursing Scholarships	
<input checked="" type="checkbox"/>	Other (Specify):	Federal Work Study

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

	Non-need	Need-based
Academic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Alumni affiliation	<input type="checkbox"/>	<input type="checkbox"/>
Art	<input type="checkbox"/>	<input type="checkbox"/>
Athletics	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Job skills	<input type="checkbox"/>	<input type="checkbox"/>
ROTC	<input type="checkbox"/>	

Leadership	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minority status	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Music/drama	<input type="checkbox"/>	<input type="checkbox"/>
Religious affiliation	<input type="checkbox"/>	<input type="checkbox"/>
State/district residency	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Common Data Set I: Instructional Faculty And Class Size (2003-2004)

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I-1. Please report 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	522	796	1,318

b.) Total number who are members of minority groups	53	68	121
c.) Total number who are women	258	441	699
d.) Total number who are men	264	355	619
e.) Total number who are non-resident aliens (international)			
f.)  Total number with doctorate, first professional, or other terminal degree	335		335
g.) Total number whose highest degree is a master's but not a terminal master's	133		133
h.) Total number whose highest degree is a bachelor's	33		33
i.) Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)	21		21

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:	18 to 1.
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I-3. Undergraduate Class Size

In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 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	678	854	616	214	125	70	8	2565
	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SUB-SECTIONS	199	151	58			3		411

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Common Data Set J: Degrees Conferred (2003-2004)

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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				5	5
Biological/life sciences			2	26	26
Business/marketing	14	8	14	8 and 52	52
Communications/communication technologies			6	9 and 10	9 and 10
Computer and information sciences			2	11	11
Education	1		11	13	13
Engineering/engineering technologies	42	11	8	14 and 15	14 and 15
English			4	23	23
Foreign languages and literature			2	16	16
Health professions and related sciences	20	17	1	51	51
Home economics and vocational home economics		11		19 and 20	19
Interdisciplinary studies			11	30	30
Law/legal studies	6			22	22

Liberal arts/general studies		44		24	24
Library science				25	25
Mathematics			1	27	27
Military science and technologies				28 and 29	29
Natural resources/environmental science				3	3
Parks and recreation				31	31
Personal and miscellaneous services		1	4	12	12
Philosophy, religion, theology				38 and 39	38 and 39
Physical sciences			1	40 and 41	40 and 41
Protective services/public administration		2	9	43 and 44	43 and 44
Psychology			7	42	42
Social sciences and history			12	45	45 and 54
Trade and industry	17	6	1	46, 47, 48, and 49	46, 47, 48, and 49
Visual and performing arts			4	50	50
Other					
TOTAL	100%	100%	100%		

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