Contact Information

Name Information
Prefix First Middle Last Suffix
Nancy Krom

Title
Administrative Assistant

Office
Institutional Research

Address Information
Country
United States

Street/PO Box
Twamley Hall Room 403 264 Centennial Drive Stop 7106

City
Grand Forks

State Zip Zip+4
North Dakota 58202 7106

Phone Number (If international, enter country code)
Country Code Area Code City Code Number Extension
701 7774358

Email address
nancykrom@mail.und.nodak.edu

Fax Number
Area Code Number
701 7772494

Are your responses to the CDS posted for reference on your institution's Web site?
Yes

No

If yes, please provide the URL of the corresponding Web page:
www.und.edu/dept/datacol/cds/index.htm

Printed copies of your institution’s Common Data Set may be mailed to:
The College Board
College Survey Department
11911 Freedom Drive, Suite 300
Reston, VA 20190-5602

Corr. Name and title/office of person to whom the Annual Survey of Colleges should be sent next year
Name Information
Prefix First Middle Last Suffix

The College Board
College Survey Department
11911 Freedom Drive, Suite 300
Reston, VA 20190-5602

Printed copies of your institution's Common Data Set may be mailed to:
Nancy Krom

Title or office
Administrative Assistant, Institutional Research

Institution
University of North Dakota

Address Information
Country
United States

Street/PO Box
Twamley Hall Room 403 264 Centennial Drive Stop 7106

City
Grand Forks

State Zip Zip+4
North Dakota 58202 7106

Phone Number (If international, enter country code)
Country Code Area Code City Code Number Extension

Fax Number
Area Code Number
701 7774358

E-mail
nancykrom@mail.und.nodak.edu

Preliminary Questions
2 (CDS A5). Degrees offered by your institution:

- [ ] Certificate
- [ ] Diploma
- [x] Associate
- [ ] Transfer
- [ ] Terminal
- [x] Bachelor's
- [x] Postbachelor's certificate
- [ ] Master's
- [x] Post-master's certificate
- [ ] Doctoral degree - research/scholarship
- [ ] Doctoral degree - professional practice
- [ ] Doctoral degree - other

3 (CDS 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:

- [x] Open admission policy as described above for all students

Open admission policy as described above for most students, but

- [ ] selective admission for out-of-state students
selective admission to some programs

4 (C24.0). Does your institution enroll international students?
Yes ☐
No ☐

5 (CDS D1). Fall Applicants
Does your institution enroll transfer students?
Yes ☐
No ☐

6 (E13.0). Does your institution award college credit based on scores achieved by students on CLEP examinations?
Yes ☐
No ☐

7 (F5.0). Are intercollegiate, intramural, or club sports offered by your institution?
Yes ☐
No ☐

8 (CDS G3). Do tuition and fees vary by year of study (e.g., sophomore, junior, senior)?
[Examples of "tiered" plans would include a two-tiered structure (freshmen/sophomores charged according to one cost schedule and junior/seniors according to another) or a multi-tiered structure that contains a different tuition/fee cost schedule for each of the four undergraduate classes.]
Yes ☐
No ☐

A. General Information
CDS A1. General Address Information
Name of College or University
University of North Dakota

Mailing Address
Country
United States
Street/PO Box
250 Centennial Drive
City
Grand Forks
State Zip Zip+4
North Dakota 58202 8135

Street Address (if different)
Country
United States
Street/PO Box
250 Centennial Drive
City
Grand Forks
State Zip Zip+4
North Dakota 58202

WWW Home Page Address
www.und.edu

Main Phone Number (If international, enter country code)

<table>
<thead>
<tr>
<th>Country Code</th>
<th>Area Code Number</th>
<th>City Code</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>701</td>
<td></td>
<td>7772011</td>
</tr>
</tbody>
</table>

Admissions Phone Number

<table>
<thead>
<tr>
<th>Area Code Number</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>701</td>
<td>7773621</td>
</tr>
</tbody>
</table>

Admissions Toll-Free Number

<table>
<thead>
<tr>
<th>Area Code Number</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>800</td>
<td>2255863</td>
</tr>
</tbody>
</table>

Admissions Fax Number

<table>
<thead>
<tr>
<th>Area Code Number</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>701</td>
<td>7772721</td>
</tr>
</tbody>
</table>

Admissions Office Mailing Address

Country
United States

Street/PO Box 1
Twamley Hall Room 205 264 Centennial Drive Stop 8357

Street/PO Box 2

City
Grand Forks

State
North Dakota

Zip
58202

Zip+4
8357

Admissions E-mail Address
enrollmentservices@mail.und.nodak.edu

If there is a separate URL for your school's online application, please specify:
http://go.und.edu/apply-admission/index.asp

[The College Board will link to this form from your College Search profile.]

If there is a separate URL for your school's online inquiry or request information form, please specify:
http://go.und.edu/

[The College Board will link to this form from your College Search profile.]

If you have a mailing address other than the above to which applications should be sent, please provide:

Country

Street/PO Box 1

Street/PO Box 2
A1.1. College nickname (e.g., LSU, Penn State, Pitt):
UND

A1.2. College team name (e.g., Blue Devils, Bulldogs, Panthers):
Fighting Sioux

A1.3. If your institution has a student newspaper, what is its name?
The Dakota Student

If the publication has a URL, please supply it here:
www.dakotastudent.com/home/

A1.4. If your institution has an official YouTube Channel, supply the URL here: (e.g.: https://www.youtube.com/user/)
www.youtube.com/user/UniversityOfND

CDS A2. Source of institutional control:
- Public
- Private (Nonprofit)
- Proprietary

A2.1. Number of years of undergraduate study:
- One year
- Two years (lower division, junior, community college)
- Two years (upper division)
- Three years
- Four years
- Five years
- Six years

CDS A3. Classify your undergraduate institution:
- Coeducational College
- Men's College
- Women's College

A3.1. Check the one response that best describes the location of your institution:
- Very large city (over 500,000)
- Large city (250,000 - 499,999)
- Small city (50,000 - 249,999)
- Large town (10,000 - 49,999)
- Small town (2,500 - 9,999)
- Rural community (under 2,500)
A3.2. Place your institution geographically; give mileage from nearest large city or town.

320 miles from Minneapolis-St. Paul, 150 miles from Winnipeg, Canada.

A3.3. Campus environment:
- Urban
- Suburban
- Rural

CDS A4. Academic year calendar:
- Semester
- Quarter
- Trimester
- 4-1-4
- Continuous
- Differs by program

Other (specify): __________

A4.2. Summer offerings
- Extensive undergraduate courses available
- Limited undergraduate courses available

A4.3. Extended class availability
- Extensive evening or early morning classes at the undergraduate level (evenings after 6:00 PM)
- Saturday classes available at the undergraduate level

A6. Based on your responses in previous sections of the survey, this question does not need to be answered by your institution.

A7. For degrees formerly known as "first professional" degrees, see the checklist (L1) that precedes the List of Majors (L2), which is found at the end of the survey.

A8. Religious affiliation, if any:

________________________

Religious affiliation, if different from above:

________________________

A9. Check the responses that best describe your institution; choose no more than two.
- Agricultural College
- Bible College
- Branch Campus
- Career College
- College of Business
- College of Engineering
- College of Health Sciences
- College of Music
- College of Nursing
A10. List any unique facilities available to undergraduate students at your institution (e.g., college-operated museums, observatories, accelerators, nature preserves or other unusual facilities).

art museum, atmospherium, supercomputing center, native media center, American Indian center, biomedical research center, climate change and CO2 center, instructional and learning technologies center, peace studies center, renewable energy center, rural health center, children and family services training center, clinical education center, environmental training institute, ecological studies institute, hydrogen technology center, Native American aging resource center, behavioral research center, Indian law center, wellness center

A11. Provide additional information about general characteristics of your institution not covered elsewhere.

B. Enrollment and Persistence

CDS 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, 2009. Note: Report students formerly designated as "first professional" in the graduate cells.

<table>
<thead>
<tr>
<th>Category</th>
<th>FULL-TIME</th>
<th>PART-TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Degree-seeking, first-time freshmen</td>
<td>1032</td>
<td>942</td>
</tr>
<tr>
<td>Other first-year, degree-seeking</td>
<td>250</td>
<td>142</td>
</tr>
<tr>
<td>All other degree-seeking</td>
<td>3424</td>
<td>2949</td>
</tr>
<tr>
<td>Total degree-seeking</td>
<td>4706</td>
<td>4033</td>
</tr>
<tr>
<td>All other undergraduates enrolled in credit courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total undergraduates</td>
<td>4706</td>
<td>4033</td>
</tr>
</tbody>
</table>
Graduate
Degree-seeking, first-time | 193 | 259 | 91 | 164
All other degree-seeking | 468 | 556 | 349 | 652
All other graduates enrolled in credit courses | | | | 
Total graduate | 661 | 815 | 440 | 816

Total all undergraduates: 10440

Total all graduate students: 2732

Total full-time undergraduate degree-seeking students: 8739

Total of all undergraduate degree-seeking students: 10440

CDS 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, 2009. 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.

<table>
<thead>
<tr>
<th>Race/ethnicity</th>
<th>Degree-Seeking, First-Year</th>
<th>Degree-Seeking Undergraduates (include first-time, first-year)</th>
<th>Total Undergraduates (both degree- and non-degree seeking)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonresident aliens</td>
<td>20</td>
<td>518</td>
<td>518</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>26</td>
<td>143</td>
<td>143</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>50</td>
<td>278</td>
<td>278</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>15</td>
<td>127</td>
<td>127</td>
</tr>
<tr>
<td>Hispanic</td>
<td>22</td>
<td>121</td>
<td>121</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>1759</td>
<td>8832</td>
<td>8832</td>
</tr>
<tr>
<td>Race/ethnicity unknown</td>
<td>100</td>
<td>421</td>
<td>421</td>
</tr>
<tr>
<td>Total</td>
<td>1992</td>
<td>10440</td>
<td>10440</td>
</tr>
</tbody>
</table>

B2.1. Nonresident alien graduate enrollment

<table>
<thead>
<tr>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonresident aliens</td>
</tr>
</tbody>
</table>

B2.2. Based on your responses in previous sections of the survey, this question does not need to be answered by your institution.

B2.3. Based on your responses in previous sections of the survey, this question does not need to be answered by your institution.

Persistence

CDS B3. Number of degrees awarded by your institution from July 1, 2008, to June 30, 2009:

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate/ diploma</td>
<td>96</td>
</tr>
<tr>
<td>Associate degrees</td>
<td>1859</td>
</tr>
<tr>
<td>Bachelor's degrees</td>
<td>6</td>
</tr>
<tr>
<td>Postbachelor's certificates</td>
<td>469</td>
</tr>
<tr>
<td>Master's degrees</td>
<td></td>
</tr>
<tr>
<td>Post-master's certificates</td>
<td></td>
</tr>
<tr>
<td>Doctoral degrees - research/scholarship</td>
<td></td>
</tr>
</tbody>
</table>
Graduation Rates

The following items 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 2009 Web-based survey. Please provide data for the Fall 2003 cohort if available. If not available, provide data for the Fall 2002 cohort.

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2003. Include in the cohort those who entered your institution during the summer term preceding Fall 2003.

CDS B11. Six-year graduation rate for 2003 cohort:

Six-year graduation rate for 2002 cohort:

Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2008 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: death, permanently disabled, 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.

CDS B22. For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshmen in Fall 2008 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2009?

B24. What percentage of freshmen who enrolled in Fall 2008 completed the academic year in good standing? ("Good standing" is defined by individual institutions according to their own standards.)

B26. What percentage of graduates of 2-year transfer programs typically enter 4-year programs?

B28. Percentage of graduates of 4-year programs who typically continue their education within one year of receiving their bachelor's degrees.

Percent who enter law school

Percent who enter medical school

Percent who enter MBA programs

Percent who enter other graduate programs

Percent who enter graduate programs (total)

C. Freshman Admission

Freshman Admission

C. Director of Admission

Prefix First Middle Last Suffix

Deborah Melby

Title

Director
First-Time, First-Year (Freshman) Admission

CDS 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 2009. 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: 2221
Total first-time, first-year (freshman) women who applied: 1890
Total first-time, first-year (freshman) men admitted: 1589
Total first-time, first-year (freshman) women admitted: 1414
Total full-time, first-time, first-year (freshman) men who enrolled: 1032
Total part-time, first-time, first-year (freshman) men who enrolled: 13
Total full-time, first-time, first-year (freshman) women who enrolled: 942
Total part-time, first-time, first-year (freshman) women who enrolled: 5
Total first-time, first-year (degree-seeking) applied: 4111
Total first-time, first-year (degree-seeking) admitted: 3003
Total first-time, first-year (degree-seeking) enrolled: 1992

CDS 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 2009 admissions:

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

Is your waiting list ranked?
Yes ☐
No ☐

If yes, do you release that information to students?
Yes ☐
No ☐

Do you release that information to school counselors?
Yes ☐
No ☐

Admission Requirements

CDS 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

C3.1. Indicate any special admission requirements for home-schooled applicants that are in addition to those required of all applicants:
- Statement describing home school structure and mission
- Transcript / record of courses and grades
- State high school equivalency certificate
- Interview
- Letter of recommendation from person other than parent

If you have other special requirements or policies for home-schooled applicants, please describe here:

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

- Require
- Recommend
- Neither require nor recommend

CDS 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.

<table>
<thead>
<tr>
<th>Units required</th>
<th>Units recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Academic</td>
<td>13</td>
</tr>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Math</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>Of these, units that must be lab</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>1</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td></td>
</tr>
</tbody>
</table>
C6.1. Please use the following lines to write a brief statement about how your admission decisions are reached. If your institution has an open admission policy but has specific admission criteria for certain groups of students or for certain programs, explain those qualifications here.

High school record and test scores most important.

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

<table>
<thead>
<tr>
<th>Factor</th>
<th>Very Important</th>
<th>Important</th>
<th>Considered</th>
<th>Not considered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rigor of secondary school record</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Class Rank</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Academic GPA</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Recommendations</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Standardized Test Scores</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>Application Essay</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Nonacademic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interview</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Extracurricular Activities</td>
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<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Talent/Ability</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Character/Personal Qualities</td>
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<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>First generation</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Alumni/ae Relation</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Geographical Residence</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>State Residency</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Religious Affiliation or Commitment</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Racial/ethnic status</td>
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<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Volunteer Work</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Work Experience</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Level of applicant's interest</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

C7.1. Indicate your admission policies on interviews, auditions, portfolios and essays:

☐ Interviews required

☐ Essay or personal statement required

Other:

C7.2. Describe any special admission requirements or procedures for students with learning disabilities:
SAT and ACT Policies

CDS C8. Entrance exams

A. Does your institution make use of SAT, 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 2011.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>SAT or ACT</th>
<th>ACT only</th>
<th>SAT only</th>
<th>SAT and SAT Subject Tests or ACT</th>
<th>SAT Subject Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Require</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommend</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Require for Some</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consider if Submitted</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. If your institution will make use of the ACT in admission decisions for first-time, first-year, degree-seeking applicants for Fall 2011, please indicate which ONE of the following applies (regardless of whether the writing score will be used in the admissions process):

- [ ] ACT with Writing component required
- [ ] ACT with Writing component recommended
- [ ] ACT with or without Writing component accepted

C. Indicate how your institution will use the SAT or ACT essay component; check all that apply:

<table>
<thead>
<tr>
<th>SAT essay</th>
<th>ACT essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>For admission</td>
<td>✔</td>
</tr>
<tr>
<td>For placement</td>
<td>✔</td>
</tr>
<tr>
<td>For advising</td>
<td></td>
</tr>
<tr>
<td>In place of an application essay</td>
<td></td>
</tr>
<tr>
<td>As a validity check on the application essay</td>
<td></td>
</tr>
<tr>
<td>No college policy as of now</td>
<td>✔</td>
</tr>
<tr>
<td>Not using essay component</td>
<td>✔</td>
</tr>
</tbody>
</table>

D. In addition, does your institution use applicants’ test scores for academic advising?

Yes [ ]

No [ ]

E. Latest date by which SAT or ACT scores must be received for fall-term admission? (MM/DD) 07/01

Latest date by which SAT Subject Test scores must be received for fall-term admission? (MM/DD) 07/01

F. 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)
G. Please indicate which tests your institution uses for placement:

- [ ] SAT
- [x] ACT
- [ ] SAT Subject Tests
- [x] AP
- [x] CLEP
- [ ] Institutional exam
- [ ] State exam

If State exam is selected above, please specify:

---

C8.1. For Puerto Rico colleges/universities only:
The Prueba de Evaluacion y Admision Universitaria (the PAA and the Pruebas de Aprovechamiento en Ingles, Espanol y Matematicas) is required of applicants to the freshman class. If you require or accept the SAT Reasoning Test or ACT of applications from the U.S. mainland, indicate in the free response below (C 8.3).

Yes [ ]
No [ ]

(The next question is C8.3)

C8.3. If necessary, explain or provide additional information about your admissions policies:

---

Freshman Profile

Provide percentages for ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students enrolled in Fall 2009, including students who began studies during summer, international students/nonresident aliens, and students admitted under special arrangements.

CDS C9. **Percent and number of first-time, first-year (freshman) students enrolled in Fall 2009 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 critical reading for a category of students) or combine other standardized test results (such as TOEFL) in this item. Do not convert SAT scores to ACT scores and vice versa. 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

Percent submitting ACT scores 87%

<table>
<thead>
<tr>
<th>25th Percentile</th>
<th>75th Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT Critical Reading</td>
<td></td>
</tr>
<tr>
<td>SAT Math</td>
<td></td>
</tr>
<tr>
<td>SAT Writing</td>
<td></td>
</tr>
<tr>
<td>ACT Composite</td>
<td>20</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>SAT Critical Reading</th>
<th>SAT Math</th>
<th>SAT Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>700-800</td>
<td></td>
<td></td>
</tr>
<tr>
<td>600-699</td>
<td></td>
<td></td>
</tr>
<tr>
<td>500-599</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### ACT Composite

<table>
<thead>
<tr>
<th>Range</th>
<th>ACT Composite</th>
<th>ACT English</th>
<th>ACT Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-36</td>
<td>5</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>24-29</td>
<td>36</td>
<td>29</td>
<td>40</td>
</tr>
<tr>
<td>18-23</td>
<td>56</td>
<td>50</td>
<td>42</td>
</tr>
<tr>
<td>12-17</td>
<td>3</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>6-11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

### CDS C10.
Percent of all degree-seeking, first-time, first-year (freshman) enrolled 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.)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>17%</td>
<td>Percent in top tenth of high school graduating class</td>
</tr>
<tr>
<td>40</td>
<td>40%</td>
<td>Percent in top quarter of high school graduating class</td>
</tr>
<tr>
<td>74</td>
<td>74%</td>
<td>Percent in top half of high school graduating class</td>
</tr>
<tr>
<td>26</td>
<td>26%</td>
<td>Percent in bottom half of high school graduating class</td>
</tr>
<tr>
<td>5</td>
<td>5%</td>
<td>Percent in bottom quarter of high school graduating class</td>
</tr>
<tr>
<td>76</td>
<td>76%</td>
<td>Percent of total first-time, first-year (freshman) students who submitted high school class rank</td>
</tr>
</tbody>
</table>

### CDS 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.

<table>
<thead>
<tr>
<th>GPA Range</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.75 and higher</td>
<td>28%</td>
</tr>
<tr>
<td>3.50 and 3.74</td>
<td>19%</td>
</tr>
<tr>
<td>3.25 and 3.49</td>
<td>16%</td>
</tr>
<tr>
<td>3.00 and 3.24</td>
<td>16%</td>
</tr>
<tr>
<td>2.50 and 2.99</td>
<td>17%</td>
</tr>
<tr>
<td>2.0 and 2.49</td>
<td>4%</td>
</tr>
<tr>
<td>1.0 and 1.99</td>
<td>5%</td>
</tr>
<tr>
<td>Below 1.0</td>
<td>5%</td>
</tr>
</tbody>
</table>

(The next question is CDS C13.)

### Admission Policies and Procedures: Fall 2011

CDS C13. Application fee

Does your institution have an application fee?

- Yes [ ]
- No [ ]
Amount of application fee $35
Can it be waived for applicants with financial need?
   Yes [ ]
   No [ ]

If you have an application fee and an online application option, indicate policy for students who apply online:
   Same fee [ ]
   Free [ ]
   Reduced [ ]
Can online application fee be waived for applicants with financial need?
   Yes [ ]
   No [ ]

C13.1. If the fee is different for out-of-state applicants, please indicate the fee here
   $________

C13.2. Indicate alternative formats in which your institution's application is available:
   Online through college's own Web site [ ]

If your institution's application can be accessed online, indicate policy for submission of the application:
   Online submission accepted [ ]
   Online submission required [ ]
   Paper application required [ ]

CDS C14. Application closing date
   Does your institution have an application closing date?
   Yes [ ]
   No [ ]

   Application closing date (fall) (MM/DD) ________

   Priority date (MM/DD) ________

C14.1. Application closing date (if any) is:
   [ ] receipt date
   [ ] postmark date

(The next question is CDS C16.)

CDS C16. Notification to applicants of admission decision sent (fill in one only)
   On a rolling basis
   Yes [ ]
   No [ ]

   Beginning date (MM/DD) 09/01

   By date (MM/DD) ________

   Other: ________

CDS C17. Reply policy for admitted applicants (fill in one only)
   Must reply by date (MM/DD) ________
   No set date
   Yes [ ]
No  
Must reply by May 1 (CRDA) or within  
weeks if notified thereafter  
Other  

Deadline for housing deposit:  
MM/DD 05/01  
Amount of housing deposit $ 250  
Refundable if student does not enroll?  
Yes, in full  
Yes, in part  
No  

C17.1. Check here if your institution observes the terms of the Candidates Reply Date Agreement (CRDA).  

CDS C18. Deferred admission: Does your institution allow students to postpone enrollment after admission?  
Yes  
No  

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

C20. If necessary, explain or qualify your fall term application procedures:  

Early Decision and Early Action Plans  

CDS 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 (MM/DD)  
First or only early decision plan notification date (MM/DD)  
Other early decision plan closing date (MM/DD)  
Other early decision plan notification date (MM/DD)  

For the Fall 2009 entering class:  

Number of early decision applications received by your institution  
Number of applicants admitted under early decision plan  

Please provide additional details about your early decision plan, if necessary:
**CDS 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 (MM/DD) ______
- Early action notification date (MM/DD) ______

Is your early action plan a "restrictive" plan under which you limit students from applying to other early plans?

- Yes ☐
- No ☐

**C22.1. Early action applications for Fall 2009**

- Number of early action applications received by your institution ______
- Number of applicants admitted under early action plan ______
- Number of applicants enrolled under early action plan ______

(The next question is C24.0)

**International Admission**

**C24.0. International Admission Policies**

- Contact Information
  - Prefix First Middle Last Suffix
  - Deborah Melby
  - Office students should contact Undergraduate Admissions Office
  - Phone Number
    - Area Code Number Extension
    - 701 7773821
  - Fax Number
    - Area Code Number
    - 701 7772721
  - E-mail
    - heidikippenhan@mail.und.nodak.edu

**C24. Do you want your institution listed in the College Board's International Student Handbook? There is no charge for this listing.**

- Yes ☐
- No ☐

**C25. SAT/ACT policies for undergraduate international students**

<table>
<thead>
<tr>
<th>SAT or ACT</th>
<th>Require</th>
<th>Recommend</th>
<th>Require for Some Consider</th>
<th>If Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT only</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>SAT only</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>SAT and SAT Subject Tests or ACT</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>SAT Subject Tests</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
C26. Is TOEFL generally required of nonresident alien applicants?

Yes [ ]
No [ ]

C27. What is the minimum score you require for unconditional admission?

<table>
<thead>
<tr>
<th>Test Type</th>
<th>Minimum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOEFL - Paper (Range 200-677)</td>
<td>525</td>
</tr>
<tr>
<td>Computer (Range 0 - 300)</td>
<td>195</td>
</tr>
<tr>
<td>Internet-based Test (Range 0-120)</td>
<td></td>
</tr>
</tbody>
</table>

What is the average score of accepted applicants?

<table>
<thead>
<tr>
<th>Test Type</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper</td>
<td>560</td>
</tr>
<tr>
<td>Computer</td>
<td></td>
</tr>
<tr>
<td>Internet-based Test (Range 0-120)</td>
<td></td>
</tr>
</tbody>
</table>

C28. Is conditional academic admission offered to applicants whose English skills will not permit them to pursue academic course work in their first term?

[ ] Conditional admission based on English language proficiency.

C29. Application fee for undergraduate international students:

$ 35

C30. Fall 2011 application closing date for undergraduate international students:

MM/DD 04/01

[ ] Check here if the application deadline is in the calendar year prior to year of entry (that is, in 2010)
[ ] No closing date

C31. Indicate the maximum number of credits that international undergraduate students may take during all summer sessions in a single academic year:

12

(The next question is C33.)

C33. List services available to international students

- International student adviser
- Special international student orientation program
- Housing during summer months for international students
- ESL Program ON CAMPUS for international students

Adult Student Admission Policies

C34. Test policies for adult students (check all that apply):

[ ] Test policies are the same as described in question C8.
[ ] SAT/ACT test scores are not required.
[ ] SAT/ACT test scores not required if applicant is over 25 years of age.
[ ] SAT/ACT test scores not required if applicant is out of high school [ ] years or more

Other test policies for adult students:
D. Transfer Admission

CDS D2. Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in Fall 2009.

<table>
<thead>
<tr>
<th>Applicants</th>
<th>Admitted applicants</th>
<th>Enrolled applicants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>1695</td>
<td>1237</td>
</tr>
</tbody>
</table>

Application for Admission

CDS D3. Indicate terms for which transfers may enroll:

- [x] Fall
- [ ] Winter
- [x] Spring
- [x] Summer

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

- [ ] Yes
- [x] No

If yes, what is the minimum number of credits? ______

CDS D5. Check all items required of transfer students to apply for admission.

<table>
<thead>
<tr>
<th>Required of All</th>
<th>Required of Some</th>
<th>Required of Some</th>
<th>Required of Some</th>
<th>Not required</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Transcript</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Transcript(s)</td>
<td>[x]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay or Personal Statement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interview</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standardized Test Scores</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statement of Good Standing from Prior Institution(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

2.5

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

2

CDS 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.

<table>
<thead>
<tr>
<th>Priority date</th>
<th>Closing date</th>
<th>Notification date</th>
<th>Reply date</th>
<th>Rolling admission</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MM/DD)</td>
<td>(MM/DD)</td>
<td>(MM/DD)</td>
<td>(MM/DD)</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CDS D10. Does an open admission policy, if reported, apply to transfer students?

- [ ] Yes
- [x] No

CDS D11. Describe additional requirements for transfer admission, if applicable:
GPA requirements vary by program. Nursing, physical therapy, occupational therapy, medical technology, and engineering programs have application closing dates. If applicant has earned fewer than 24 semester credits which will transfer, the student must have met the high school core curriculum requirement.

Transfer Credit Policies
CDS D12. Report the lowest grade earned for any course that may be transferred for credit (use a 4.0 scale):

1

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


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


CDS D15. Minimum number of credits that transfer students must complete at your institution to earn an associate degree:


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

30

CDS D17. Describe other transfer credit policies:

60-hour residency requirement if transferring from 2-year institution, 30 if transferring from a 4-year college. Last 30 semester credits must be completed in residence.

Institutions To Which/From Which Students Transfer
D18. Based on your responses in previous sections of the survey, this question does not need to be answered by your institution.

D19. Transfer students entered your institution last year from which 2-year institutions? (List no more than 5.)

Bismarck State College, Lake Region State College, Williston State College, North Dakota State College of Science, Turtle Mountain Community College

Special Services
D20. What special services does your institution offer to students transferring INTO your institution:

- Adviser
- Orientation
- Re-entry adviser
- Pre-admission transcript evaluation (determination of what courses will transfer)

What special services does your institution offer to students transferring OUT OF your institution:

- Transfer center
- Transfer adviser
- College fairs/transfer recruitment on campus

D21. Transfer students accepted at the following levels:

- First-semester freshman
- Second-semester freshman
- Sophomore
- Junior
- Senior

D22. Percentage of transfer students entering your institution in Fall 2009 at the following levels:
13 % Entered as first-semester freshmen
6 % Entered as second-semester freshmen
31 % Entered as sophomores
25 % Entered as juniors
25 % Entered as seniors

D23. Percentage of transfer students entering your institution in Fall 2009 from 2-year and 4-year programs:

50 % transferred from 2-year programs
50 % transferred from 4-year programs

D24. If you have formal articulation programs with other institutions, indicate the names of the institutions. (A formal articulation program is an agreement between two educational institutions, stating specific policies relating to transfer and recognition of academic achievement in order to facilitate the successful transfer of students without duplication of learning.)


E. Academic Offerings and Policies.

CDS E1. Special Study Options: Identify those programs available at your institution. Refer to the Common Data Set (CDS) glossary for definitions.

- Accelerated program
- Cooperative education program
- Cross-registration
- Distance learning
- Double major
- Dual enrollment
- English as a Second Language
- Exchange student program (domestic)
- External degree program
- Honors program
- Independent study
- Internships
- Liberal arts/career combination
- Student-designed major
- Study abroad
- Teacher certification program
Weekend college

Other (specify):

E1.1. Other off-campus study options.
- New York semester
- Semester at sea
- United Nations semester
- Urban semester
- Washington semester

E1.2. Do you offer GED preparation?
- Yes
- No

Are you a GED test center?
- Yes
- No

E1.3. If you have formal partnerships with national corporations, local businesses, or high schools describe them briefly (do not include dual enrollment or outreach programs here):

E1.4. Do you offer license preparation in the following areas?

<table>
<thead>
<tr>
<th>Area</th>
<th>Preparation on campus</th>
<th>Exam given on campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aviation</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Dental hygiene</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Paramedic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Radiology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Real Estate</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

E1.5. Do you have a separate undergraduate honors college with different admission requirements and different academic offerings?
- Yes
- No

If so, please describe briefly the admission requirements, the number of freshmen admitted (in general) and the academic program.

(The next question is E1.7)

E1.7. Programs leading to combined bachelor's/graduate:
At your institution In conjunction with another institution

<table>
<thead>
<tr>
<th>Program</th>
<th>At your institution</th>
<th>In conjunction with another institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dentistry (DDS or DMD)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Osteopathic Medicine (DO)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pharmacy (D.Pharm)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Podiatry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Business Administration (MBA)</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Medicine (MD)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Fine Arts (MFA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law (JD or LL.B)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optometry (OD)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Veterinary Medicine (DVM)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Environmental Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forestry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Work</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(The next question is E3)

**Academic Support Services**

E3. Identify the academic support services offered to students.

- ✔ Writing center
- ✔ Learning center
- ✔ Tutoring
- ✔ Remedial instruction
- ✔ Pre-admission summer program
- ✔ Reduced course load
- ✔ Study skills assistance

E3.1. Are academic support services available:

- Evenings (after 6:00PM)
  - Yes ✔
  - No
- Weekends
  - Yes
  - No
E4. If you wish, describe other characteristics of your academic offerings and policies.

E5. Computing on Campus

Are students required to have a personal or laptop computer?

Yes ☐
No ☐

Number of college-owned workstations available for general student use. 1100

Location of workstations.

- Dorms
- Library
- Computer center
- Student center

Check off if these apply:

- Dorms wired for high speed internet connections (e.g. Ethernet, T1, T3).
- Dorms wired for access to campus-wide network.
- E-mail accounts provided to all students.
- Online course registration for freshmen.
- Commuter/off-campus students can connect to campus network.
- Computer repair service available on campus.
- Computer helpline available.
- Online library (ability to read books, periodicals, etc. on-line).
- Discounted computer software for sale (on-campus store).
- Discounted computer hardware for sale (on-campus store).
- Student web hosting.
- Wireless network.

Placement and Credit by Examination

E6. Information should reflect policies affecting freshmen entering Fall 2011.

Institutional/departmental examinations used for placement, counseling, or credit.

Yes ☐
No ☐

E7. Maximum number of credits awarded for prior work and/or life experiences

E8. Policy limiting hours of credit by examination that may be counted toward a degree:

- Hours of credit by examination may be counted toward associate degree
- Hours of credit examination may be counted toward a bachelor's degree
- Other credit by examination policy

E9. Credit and/or placement awarded for International Baccalaureate?
Yes [ ]  No [ ]

(The next question is E11.0.)

**College Board's Advanced Placement Program (AP)**

**E11.0. Advanced Placement Official**

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<thead>
<tr>
<th>Prefix</th>
<th>First</th>
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<th>Suffix</th>
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<tbody>
<tr>
<td></td>
<td>Christina</td>
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<td>Fargo</td>
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</tbody>
</table>

**Title**

Assistant Registrar

**Phone Number**

<table>
<thead>
<tr>
<th>Area Code</th>
<th>Number</th>
<th>Extension</th>
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<tbody>
<tr>
<td>701</td>
<td>7772148</td>
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</tbody>
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**E-mail**

christinafargo@mail.und.nodak.edu

**College Board's College-Level Examination Program (CLEP)**

**E13.0. CLEP official**

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<th>Prefix</th>
<th>First</th>
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**Title**

CLEP Official

**Phone Number**

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<tr>
<td>701</td>
<td>7772148</td>
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</table>

**E-mail**

christinafargo@mail.und.nodak.edu

**E13. Number of freshmen entering in Fall 2009 who received credit on the basis of CLEP examinations.**

15

**Number of total students entering in Fall 2009 who received credit on the basis of CLEP examinations (including freshmen)**

23

If necessary, refer to the definitions below while completing the following questions.

**Online (80+% of content delivered online):**

A course where most or all of the content is delivered online. Typically have no face-to-face meetings.

**Blended (30 to 79% of content delivered online):**

A course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has some face-to-face meetings.

**Traditional or Web-facilitated (0 to 29% of content delivered online):**

A course that uses little or no online technology - content is delivered in writing or orally, or uses web-based technology to facilitate what is essentially a face-to-face course. Examples of this might be posting the syllabus or list of assignments on a web page.

**E15. Distance Learning Official**

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</tbody>
</table>

**Title**

Asst. Director of Academic Planning

**Phone Number (If international, enter country code)**
Country Code | Area Code | Number | Extension
--- | --- | --- | ---
1 | 701 | 7773308

Email Address
heidiflaten@mail.und.nodak.edu

E15.1. **Online offerings** *(80% of content delivered online)* by your institution as of the institution's official fall reporting date or as of October 15, 2009
- No Online offerings
- Online courses, but no fully online programs
- Online program(s)

E15.2. **Blended offerings** *(30 to 79% of content delivered online)* by your institution as of the institution's official fall reporting date or as of October 15, 2009
- No Blended offerings
- Blended courses, but no blended programs
- Blended program(s)

E15.3. **What was the first year your institution provided online or blended offerings:**
- Does not apply; no online or blended offerings
- An online course was first offered in **2001** (enter year)
- An online program was first offered in **2001** (enter year)
- A blended course was first offered in **2000** (enter year)
- A blended program was first offered in **2000** (enter year)

E15.4. Indicate the number of students that took at least one online course (as of the institution's official fall reporting date or as of October 15, 2009) and your best estimate of the percentage of these that took all of their courses online in each of the categories in the chart below.

<table>
<thead>
<tr>
<th>Number of students who took at least one online course</th>
<th>Percent of these students who took all of their courses online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>1762</td>
</tr>
<tr>
<td>Graduate</td>
<td>658</td>
</tr>
<tr>
<td>Any other for-credit</td>
<td>0</td>
</tr>
<tr>
<td>Any non-credit</td>
<td>338</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2758</strong></td>
</tr>
</tbody>
</table>

E15.5. By Fall 2010, total online enrollment (at all levels) is expected to:
- Grow by about **10** percent
- Stay about the same
- Decrease
- Does not apply; no online/distance offerings *(80+% of content delivered online)*

E15.6. Face-to-face, online and blended **program offerings** at your institution as of the institution's official fall reporting date or as of October 15, 2009; check all that apply.

<table>
<thead>
<tr>
<th>Face-to-face Programs</th>
<th>Online Programs</th>
<th>Blended Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>Graduate</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>80+% of content delivered online</td>
<td>30 to 79% of content delivered online</td>
<td></td>
</tr>
</tbody>
</table>
E15.7. What is your best estimate of the percentage of course sections in each of the following categories as of the institution's official fall reporting date or as of October 15, 2009? Percentages should total 100%. Count each individual section of a multi-section course (e.g., six sections of Biology 101 represent six course sections.)

Percent of Course Sections

- Taught as an online course: 7%
- Taught as a blended course: 1%
- Taught face-to-face: 92%
- Taught other (explain below): 0%
- Total: 100%

Explain instruction types used for courses classified above in "Taught other":

F. Student Life

CDS F1. Percentages of first-time, first-year (freshman) degree-seeking students and degree-seeking undergraduates enrolled in Fall 2009 who fit the following categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>First-time, first-year (freshman) students</th>
<th>Undergraduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator)</td>
<td>62%</td>
<td>49%</td>
</tr>
<tr>
<td>Percent of men who join fraternities</td>
<td>5%</td>
<td>7%</td>
</tr>
<tr>
<td>Percent of women who join sororities</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Percent who live in college-owned, -operated, or -affiliated housing</td>
<td>86%</td>
<td>32%</td>
</tr>
<tr>
<td>Percent who live off campus or commute</td>
<td>13%</td>
<td>68%</td>
</tr>
<tr>
<td>Percent of students age 25 and older</td>
<td>1%</td>
<td>15%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>First-time, first-year (freshman) students</th>
<th>Undergraduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average age of full-time students</td>
<td>19</td>
<td>21</td>
</tr>
<tr>
<td>Average age of all students (full- and part-time)</td>
<td>18</td>
<td>22</td>
</tr>
</tbody>
</table>

F1.1. Is your campus considered primarily:

- Residential
- Commuter
CDS F2. Activities offered. Identify those programs available at your institution.

- Campus ministries
- Choral groups
- Concert band
- Dance
- Drama/Theater
- International student organization
- Jazz band
- Literary magazine
- Marching band
- Model UN
- Music ensembles
- Musical theater
- Opera
- Pep Band
- Radio station
- Student government
- Student newspaper
- Student-run film society
- Symphony orchestra
- Television station
- Yearbook

F2.1. Social organizations:

- Fraternities
- Sororities

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

Army ROTC is offered:
- On Campus
- At cooperating institution

Naval ROTC is offered:
- On Campus
- At cooperating institution

Air Force ROTC is offered:
- On Campus
- At cooperating institution

CDS F4. Housing: Check all types of college-owned, -operated, or -affiliated housing available for undergraduates at your institution.

- Coed dorms
- Men’s dorms
- Women’s dorms
- Apartments for married students
- Apartments for single students
Special housing for disabled students
☑ Special housing for international students
☑ Fraternity/sorority housing
☑ Cooperative housing
☑ Theme housing
☑ Wellness housing (alcohol/drug/smoke-free)

Other housing options (specify):  

F4.1. Indicate housing policies at your institution:

☐ No college-affiliated student housing available
☑ Guaranteed on-campus housing for freshmen
☐ Guaranteed on-campus housing for all undergraduates
☐ Assistance in locating off-campus housing

F4.2. Religious observance required?

Yes ☐
No ☐

F4.3. List up to 10 religious, political, ethnic, and social service organizations available on campus:

over 230 organizations available

F4.4. Student Life: Please describe any important policies, regulations or requirements:

F4.5. Are pets allowed in dorm rooms?

Yes ☐
No ☐

F4.6. Do you allow first-time, first-year students to have a car on campus?

Yes ☐
No ☐

F5. Intercollegiate athletic association membership:

☐ National Association of Intercollegiate Athletics (NAIA)
☑ National Collegiate Athletic Association (NCAA)
☐ National Junior College Athletic Association (NJCAA)
☐ United States Collegiate Athletic Association (USCAA)
☐ National Christian College Athletic Association (NCCAA)

F6. Check the intercollegiate, intramural and club sports sponsored by your institution. Indicate if athletic scholarships are available.

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<th>Male</th>
<th>Female</th>
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<th>Male</th>
<th>Female</th>
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<td>Archery</td>
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<td>Badminton</td>
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<td>Cross-Country</td>
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<td>Football (Non-Tackle)</td>
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<td>Track And Field</td>
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<td>Ultimate (or Ultimate Frisbee)</td>
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<td>Volleyball</td>
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</tbody>
</table>
Water Polo  
Weightlifting  
Wrestling  

F7. List any other available club sports not listed in question F6. If restricted to men include "M"; if restricted to women include "W".

billiards, karate, ice skating, chess, tae kwon do, trap-shooting, dance team, ultimate Frisbee, sand volleyball, broomball, table tennis, wiffleball, inline hockey, quickball, sports trivia, poker, dodgeball, flag football

F8. Freshman Orientation
Freshman orientation available
Yes  
No  
Mandatory?
Yes  
No  
Is there a separate charge
Yes  
No  
Amount $15

Can you preregister for classes
Yes  
No  

Use these lines to describe your orientation program, including when held and duration:
Held weekend before school opens in August.

F9. Check each of the following services offered by your institution

- Adult (re-entering) student services/programs
- Alcohol/substance abuse counseling
- Chaplain/spiritual director
- Career counseling
- Economically disadvantaged student services
- Employment services for undergraduates
- Financial aid counseling
- Health services
- Legal services
- Minority student services
- On-campus daycare
- Personal counseling
- Placement service for graduates
- Veterans' counselor
- Women's services
F11. Service/facilities for the physically disabled

- Wheelchair accessibility
- Services and/or facilities for visually impaired
- Services and/or facilities for hearing impaired
- Services and/or facilities for speech or communications disorders

F12. Indicate the type of support services available for students with learning disabilities. Comprehensive is defined as a specific program staffed by professionals experienced in the area of learning disabilities, designed to meet the needs of students with various types of learning disabilities. Partial means support services are available on an individual, as-needed basis but there is no formal program offered.

- Comprehensive services available
- Partial services available

G. Annual Expenses (G1-G7)

G. Chief Financial Aid Officer

Name Information

Prefix | First | Middle | Last | Suffix
--- | --- | --- | --- | ---

Robin | Holden |

Title

Director of Student Financial Aid

Phone Number

Area Code Number Extension

701 | 7773121 |

E-mail

sfa@mail.und.nodak.edu

Financial aid office phone number

Area Code Number Extension

701 | 7773121 |

Title IV Code

003005

Provide 2010-2011 academic year costs of attendance for the following categories that are applicable to your institution.

CDS G1 (fr). Undergraduate full-time tuition, required fees, room and board. *(If costs vary by class, provide Freshman costs.)*

List the typical tuition, required fees, and room and board for a full-time undergraduate student for the FULL 2010-2011 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).

**[Required fees should not include application and orientation fees.]**

- Tuition and fees provided are **firm and final** for Fall 2010-2011.
- Fall 2010-2011 tuition and fee figures provided are **projections**.
- Fall 2010-2011 tuition and fee figures are **not available** at this time.

Estimated date when final figures will be available (MM/DD)
<table>
<thead>
<tr>
<th></th>
<th>2010 (prior year)</th>
<th>2010 (first-year students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private institution tuition:</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Public institution tuition, in-district:</td>
<td>$ 5461</td>
<td>$</td>
</tr>
<tr>
<td>In-state, out-of-district tuition (provide only if different from the in-district rate):</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Out-of-state tuition:</td>
<td>$ 14580</td>
<td></td>
</tr>
<tr>
<td>Tuition/nonresident aliens (provide only if different from tuition for domestic first-year students):</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Required fees:</td>
<td>$ 1265</td>
<td></td>
</tr>
<tr>
<td>Room and board (on-campus):</td>
<td>$ 5978</td>
<td></td>
</tr>
<tr>
<td>Room only on-campus (provide only if room AND board not available):</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Comprehensive tuition and room/board fee (provide only if school cannot separate tuition from room/board fees):</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

Other cost information (2010-2011)

Other cost information (Prior Year, 2009-2010)

Tuition for South Dakota, Montana, Saskatchewan, Manitoba residents: $8,191.

CDS G1 (ug). Based on your responses in previous sections of the survey, this question does not need to be answered by your institution.

G1.1 (fr). Use the following chart for corrections to the 2009-2010 Freshman costs displayed in the CDS G1 (fr) chart above.

<table>
<thead>
<tr>
<th></th>
<th>Incorrect 2009-2010</th>
<th>Correct 2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private Tuition</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Public in-state</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Public out-of-district</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Public out-of-state</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Non-resident aliens</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Required fees</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Room and board</td>
<td>$ 5978</td>
<td>$ 5702</td>
</tr>
</tbody>
</table>

Freshman Costs for 2009-2010 were wrong because:

Wrong numbers entered and not firm and final.

G1.1 (ug). Based on your responses in previous sections of the survey, this question does not need to be answered by your institution.

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Books and supplies</td>
<td>$</td>
</tr>
<tr>
<td>Residents (on-campus)</td>
<td>$</td>
</tr>
<tr>
<td>Transportation</td>
<td>$</td>
</tr>
<tr>
<td>Other expenses</td>
<td>$</td>
</tr>
<tr>
<td>Commuters (living at home)</td>
<td></td>
</tr>
<tr>
<td>Board only</td>
<td>$</td>
</tr>
<tr>
<td>Transportation</td>
<td>$</td>
</tr>
<tr>
<td>Other expenses</td>
<td>$</td>
</tr>
<tr>
<td>Commuters (not living at home)</td>
<td></td>
</tr>
</tbody>
</table>
Room only $ 
Board only $ 
Total room and board (if your college cannot provide separate room and board figures for commuters not living at home) $ 
Transportation $ 
Other expenses $ 

CDS G6. Undergraduate per-credit-hour charges (tuition only). (If costs vary by class, provide Freshman costs.)

<table>
<thead>
<tr>
<th>2009-2010</th>
<th>2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private institutions:</td>
<td>$</td>
</tr>
<tr>
<td>Public institutions in-district:</td>
<td>$ 227</td>
</tr>
<tr>
<td>In-state, out-of-district (provide only if different from the in-district rate):</td>
<td>$</td>
</tr>
<tr>
<td>Out-of-state:</td>
<td>$ 607</td>
</tr>
<tr>
<td>Nonresident aliens (provide only if different from figure for domestic first-year students):</td>
<td>$</td>
</tr>
</tbody>
</table>

G7. Other estimated expenses for international students for academic year: figure should not include cost information from G1 and should not include estimated expenses in G5. Typically, the figure reported here represents long-distance travel and other expenses unique to international students.

$ 

H. Financial Aid

Financial Aid

CDS H1. Aid Awarded to Enrolled Undergraduates

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 2008-2009 academic year (see the next item below), use the 2008-2009 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" in the definitions section above.)

Indicate academic year for which data are reported for items H1, H2, H2A, H3, and H6:
- 2009-2010 estimated
- 2008-2009 final

Which needs-analysis methodology does your institution use in awarding institutional aid?
- Federal methodology (FM)
- Institutional methodology (IM)
- Both FM and IM

[Survey respondents are encouraged to use zeros throughout the H section, if/when appropriate. Blanks will not be populated automatically with zeros.]

<table>
<thead>
<tr>
<th>Scholarships/grants</th>
<th>2009-2010</th>
<th>2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal</td>
<td>$ 9751992</td>
<td>$ 5387</td>
</tr>
<tr>
<td>State (i.e., all states, not only the state in which your institution is located)</td>
<td>$ 1595605</td>
<td>$ 24113</td>
</tr>
<tr>
<td>Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below)</td>
<td>$ 1623241</td>
<td>$ 127929</td>
</tr>
<tr>
<td>Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college</td>
<td>$ 1175280</td>
<td>$ 73534</td>
</tr>
<tr>
<td>Total scholarships/grants</td>
<td>$ 14146118</td>
<td>$ 230963</td>
</tr>
</tbody>
</table>

Self-Help
Student loans from all sources (excluding parent loans) $29694394 $10015637
Federal work-study $5277667
State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.) 
Total self-help $34972061 $10015637
Parent loans $320032 $640522
Tuition waivers (Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.) $838759 $241661
Athletic awards $316929 $348311

CDS 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.

<table>
<thead>
<tr>
<th></th>
<th>First-time, full-time freshmen</th>
<th>Full-time undergrad (incl. fresh)</th>
<th>Less than full-time undergrad</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2009 cohort)</td>
<td>2040</td>
<td>8495</td>
<td>1988</td>
</tr>
<tr>
<td>b) Number of students in line a who applied for need-based financial aid</td>
<td>1616</td>
<td>6122</td>
<td>766</td>
</tr>
<tr>
<td>c) Number of students in line b who were determined to have financial need</td>
<td>997</td>
<td>4196</td>
<td>612</td>
</tr>
<tr>
<td>d) Number of students in line c who were awarded any financial aid</td>
<td>991</td>
<td>4159</td>
<td>577</td>
</tr>
<tr>
<td>e) Number of students in line d who were awarded any need-based scholarship or grant aid</td>
<td>765</td>
<td>2913</td>
<td>346</td>
</tr>
<tr>
<td>f) Number of students in line d who were awarded any need-based self-help aid</td>
<td>911</td>
<td>3904</td>
<td>547</td>
</tr>
<tr>
<td>g) Number of students in line d who were awarded any non-need-based scholarship or grant aid</td>
<td>20</td>
<td>41</td>
<td>0</td>
</tr>
<tr>
<td>h) Number of students in line d whose need was fully met (exclude PLUS loans, unsubsidized loans, and private alternative loans)</td>
<td>351</td>
<td>766</td>
<td>44</td>
</tr>
<tr>
<td>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)</td>
<td>69</td>
<td>42.9</td>
<td>15.4</td>
</tr>
<tr>
<td>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)</td>
<td>$8947</td>
<td>$8977</td>
<td>$7687</td>
</tr>
<tr>
<td>k) Average need-based scholarship or grant award of those in line e</td>
<td>$4159</td>
<td>$4345</td>
<td>$4144</td>
</tr>
<tr>
<td>l) Average need-based self-help award (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f</td>
<td>$4840</td>
<td>$5282</td>
<td>$5085</td>
</tr>
<tr>
<td>m) Average need-based loan (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f who received a need-based loan</td>
<td>$3507</td>
<td>$4333</td>
<td>$4653</td>
</tr>
</tbody>
</table>

CDS 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 non-need-based grant or scholarship 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.
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 receiving athletic awards and tuition benefits)

\[
\begin{array}{ccc}
\text{First-time, Full-Time Freshman} & \text{Full-time Undergrad (inc. fresh)} & \text{Less than Full-time Undergrad} \\
766 & 2185 & 65 \\
\end{array}
\]

o) Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line \( n \)

\[
\begin{array}{ccc}
\text{} & \$1482 & \$1673 & \$1530 \\
\end{array}
\]

p) Number of students in line \( a \) who were awarded an institutional non-need-based athletic scholarship or grant

\[
\begin{array}{ccc}
74 & 300 & 2 \\
\end{array}
\]

q) Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line \( p \)

\[
\begin{array}{ccc}
9603 & 9159 & 9274 \\
\end{array}
\]

H3. Student aid and college costs

Numbers should reflect the cohort to which responses in H1, H2, and H2a refer. Data from these three questions (as well as responses in CDS B1, CDS G1, and CDS H1) will be used by the College Board for its annual reports on aggregate amounts of student aid, tuition discounting, and college costs. These reports do not refer to institutions by name; data are presented in categories such as 4-year private, 4-year public, etc., so that individual institution data cannot be identified.

Indicate academic year for which data are reported for items H1, H2, H2A, H3, and H6:

- 2009-2010 estimated
- 2008-2009 final

Degree-seeking first-time, full-time freshmen

a) Indicate the number of enrolled degree-seeking first-time, full-time freshmen awarded institutional scholarships and grant aid for the same academic year indicated in responses to H1, H2, and H2a. This number should include students receiving athletic aid, but it should not include students receiving only tuition waivers.

1138

b) Indicate the total amount of institutional scholarships and grant aid awarded to degree-seeking first-time, full-time freshmen for the same academic year cited in H1, H2, H2a, and H3a. This dollar amount should represent institutional (endowment, alumni, or other institutional awards) and external funds awarded by the college (excluding athletic aid and tuition waivers). This amount should not include Federal and State grants/scholarships.

\$100952

Indicate the total amount of athletic aid awarded to the degree-seeking first-time, full-time freshmen in the academic year cited above:

\$369486

Indicate the total amount of tuition waivers awarded to the degree-seeking first-time, full-time freshmen in the academic year cited above:

\$7200

All degree-seeking undergraduates

c) Indicate the gross undergraduate tuition and required fee revenue (degree-seeking undergraduates only) for the same academic year cited in H3a and H3b. This gross undergraduate tuition and required fee figure includes all tuition and fees charged.

\$

Note: These are the graduates and loan types to include and exclude in order to fill out CDS H4, H4a, H5 and H5a.

Include:

a) 2009 undergraduate class who graduated between July 1, 2008 and June 30, 2009 who started at your institution as first-time students and received a bachelor's degree between July 1, 2008 and June 30, 2009

b) only loans made to students who borrowed while enrolled at your institution

Exclude:

a) those who transferred in

b) money borrowed at other institutions
c) co-signed loans

CDS H4. Provide the percentage of the class (defined above) who borrowed at any time through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and Unsubsidized, private loans that were certified by your institution, etc.; exclude parent loans). Include both Federal Direct Student Loans and Federal Family Education Loans.

85%

H4a. Provide the percentage of the class (defined above) who borrowed at any time through federal loan programs—Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans. NOTE: Exclude all institutional, state, private alternative loans and parent loans.

83%

CDS H5. Report the average per-undergraduate-borrower cumulative principal borrowed of those in line H4.

$38804

H5a. Report the average per-undergraduate-borrower cumulative principal borrowed, of those in H4a, through federal loan programs—Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans. These are listed in line H4a. NOTE: Exclude all institutional, state, private alternative loans and exclude parent loans.

$19795

H5.1. Is need-based financial aid available to full-time students?

Yes  □  No  □

H5.2. Is need-based financial aid available to part-time students?

Yes  □  No  □

H5.3. Do you practice need-blind admission?

Yes  □  No  □

H5.4. All financial aid based on need?

Yes  □  No  □

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

CDS H6. Indicate your institution’s policy regarding institutional grant or scholarship aid for undergraduate, degree-seeking nonresident aliens.

☑ Institutional need-based grant or scholarship aid is available.

☑ Institutional non-need-based grant or scholarship aid is available.

☐ Institutional grant and scholarship 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 institutional need-based or non-need based aid:

359

Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:

$6155

Total dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:

$2209742

CDS H7. Check all financial aid forms nonresident alien first-year financial aid applicants must submit:

☐ Institution's own financial aid form
CSS/Financial Aid PROFILE
International Student's Financial Aid Application
International Student's Certification of Finances

Other: ________

Process for First-Year/Freshman Students
CDS H8. 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 PROFILE
- [ ] Noncustodial (Divorced/Separated) Parent's Statement
- [ ] Business/Farm Supplement

Other: ________

If CSS PROFILE is required of some students, please outline policy

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

Does your institution have a deadline for filing required financial aid forms?
- [ ] Yes
- [ ] No

Priority date (MM/DD) 03/15

Filing deadline (MM/DD) ________

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

a. Students notified on or about (MM/DD) ________

- [ ] b. Students notified on a rolling basis:

If b is checked, starting date (MM/DD) 05/15

CDS H11. Indicate reply dates

Students must reply by (MM/DD) ________

or within the following number of weeks of notification: 4 ________

(The next question is CDS H14.)

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

Non-need Need-based

- [ ] Academics
- [ ] Alumni Affiliation
- [ ] Art
- [ ] Athletics
- [ ] Job Skills
Leadership  ✔  
Minority Status  ✔  
Music/Drama  ✔  
Religious Affiliation  ✔  
ROTC  ✔  
State/District Residency  ✔  

(Next three questions for transfer students only.)

H14.1. Transfer student financial aid application procedures for Fall 2011
If different from the financial aid application deadlines for freshman applicants, indicate the following deadlines for transfer student applicants:

Priority date for filing required financial aid forms (MM/DD) __________
Deadline for filing required financial aid forms (MM/DD) __________
□ No deadline for filing required forms (applications processed on a rolling basis):

Indicate notification dates for transfer student financial aid applications (answer a or b):

a. Students notified on or about (MM/DD) __________
□ b. Students notified on a rolling basis

If b is checked, starting date (MM/DD) __________

H14.2. Indicate reply dates:

Students must reply by (MM/DD) __________
or within the following number of weeks of notification: __________

H14.3. Provide regulations or policies regarding financial aid for transfer students not covered by the preceding questions. Include any special aid or limitations on aid available to transfer students.

Policies on reducing and/or meeting college costs.

CDS H15. If your institution has recently implemented any major financial aid policy, program, or initiative to make your institution more affordable to incoming students such as replacing loans with grants, or waiving costs for families below a certain income level please provide details below:

H16. Indicate which policies your institution has implemented to help students reduce or meet college costs.

Tuition and/or fee waivers for:

□ Adult students
□ Senior citizens
□ Family members enrolled simultaneously
□ Family of clergy/clergy commitment
□ Children of alumni
□ Minority students
□ Unemployed or children of unemployed workers
□ Employees/families of employees

Tuition guarantee plans
Tuition at time of first enrollment guaranteed to all students for 4 (or 2) years
- Tuition at time of first enrollment guaranteed only to students making advance payment
- Tuition futures or advance payment program for parents of young children

Tuition payment plans
- Credit card payment
- Prepayment discount
- External finance company
- Installment payment
- Deferred payment

H17. Are work-study programs available
- Nights
- For part-time students
- Weekends

H18. Provide any additional information regarding financial aid policies and procedures.

H19. Use these lines, if you wish, to describe any non-need-based merit scholarship opportunities that you would like prospective freshmen to know about. List the name of the award, amount, basis for selection and number of awards available.

15 freshmen will receive $2,500 a year for 4 years; they are either National Merit Finalists listing UND as first choice and in top 10% of graduating class, or in top 10% and have minimum composite of 32 on the ACT. 55 scholarships of $2,000/yr for 4 years provided to students in top 10% of graduating class who are National Merit Semifinalists or have ACT composite of 29-31. 40 students with ACT of 27-28 and in upper 10% of graduating class will receive $1,000 for their freshman year.

I. Instructional Faculty and Class Size

Report the number of instructional faculty members in each category for Fall 2009. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.

CDS 11. The following definition of full-time instructional faculty is used by the American Association of University Professors (AAUP) in its annual Faculty Compensation Survey (the part time definitions are not used by AAUP). 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:

<table>
<thead>
<tr>
<th>Category</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>(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</td>
<td>Exclude</td>
<td>Include only if they teach one or more non-clinical credit courses</td>
</tr>
<tr>
<td>(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</td>
<td>Exclude</td>
<td>Include if they teach one or more non-clinical credit courses</td>
</tr>
<tr>
<td>(c) other administrators/staff who teach one or more non-clinical credit courses even though they do not have faculty status</td>
<td>Exclude</td>
<td>Include</td>
</tr>
<tr>
<td>(d) undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, teaching fellow, and the like</td>
<td>Exclude</td>
<td>Exclude</td>
</tr>
<tr>
<td>(e) faculty on sabbatical or leave with pay</td>
<td>Include</td>
<td>Exclude</td>
</tr>
<tr>
<td>(f) faculty on leave without pay</td>
<td>Exclude</td>
<td>Exclude</td>
</tr>
<tr>
<td>(g) replacement faculty for faculty on sabbatical leave or leave with pay</td>
<td>Exclude</td>
<td>Include</td>
</tr>
</tbody>
</table>

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. Also includes terminal degrees formerly designated as “first professional”, including 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), or law (JD).

**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), or theological professions (MDiv, MHL).

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### 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 2009 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 2009. 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.

<table>
<thead>
<tr>
<th>Class Sections</th>
<th>2-9</th>
<th>10-19</th>
<th>20-29</th>
<th>30-39</th>
<th>40-49</th>
<th>50-99</th>
<th>100+</th>
<th>Total</th>
</tr>
</thead>
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<tr>
<td></td>
<td>282</td>
<td>348</td>
<td>540</td>
<td>210</td>
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<td>90</td>
<td>48</td>
<td>1623</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Subsections</th>
<th>2-9</th>
<th>10-19</th>
<th>20-29</th>
<th>30-39</th>
<th>40-49</th>
<th>50-99</th>
<th>100+</th>
<th>Total</th>
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<tr>
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<td>73</td>
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<td>31</td>
<td>6</td>
<td>8</td>
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<td>246</td>
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</tbody>
</table>

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### J. Degrees Offered and Awarded

#### CDS J. Disciplinary areas of DEGREES CONFERRED

Degrees conferred between July 1, 2008 and June 30, 2009

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.
Please note that the only certificate reported in the Degrees Conferred chart below is the certificate below the Associate degree. Any/all other certificates (i.e., Postbachelor’s certificate, Post-master’s certificate) should not be reported in this chart.

C=Certificate BELOW the Associate degree; A=Associate; B=Bachelor’s

<table>
<thead>
<tr>
<th>CIP 2000 Categories to Include</th>
<th>Diploma/Certificate Associate degrees</th>
<th>Bachelor's degrees</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
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<td>1</td>
</tr>
<tr>
<td>Natural resources/environmental science</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Architecture</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Area and ethnic studies</td>
<td></td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Communications/journalism</td>
<td></td>
<td>4</td>
<td>9</td>
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<tr>
<td>Communication technologies</td>
<td></td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Computer and information sciences</td>
<td></td>
<td>2</td>
<td>11</td>
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<tr>
<td>Personal and culinary services</td>
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<tr>
<td>Education</td>
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<tr>
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<td>Family and consumer sciences</td>
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<td>Law/legal studies</td>
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<tr>
<td>English</td>
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<tr>
<td>Liberal arts/general studies</td>
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<td>Library sciences</td>
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<tr>
<td>Biological/life studies</td>
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<td>Mathematics</td>
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<td>Military science and technologies</td>
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<tr>
<td>Interdisciplinary studies</td>
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<td>Parks and recreation</td>
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<tr>
<td>Philosophy and religious studies</td>
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<td>Theology and religious vocations</td>
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<td>Psychology</td>
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<tr>
<td>Security and protective services</td>
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<td>Public administration and social services</td>
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<td>Social sciences</td>
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<td>46</td>
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<td>Mechanic and repair technologies</td>
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<td></td>
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<td>Precision production</td>
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<td>48</td>
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<tr>
<td>Transportation and materials moving</td>
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<td></td>
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<tr>
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</tr>
</tbody>
</table>
L. List of Majors
null

L1. Using the list below, which was formerly identified as question "A7" of the Annual Survey of Colleges (with the "first professional" label), indicate the availability at your institution of the following graduate programs.

Note: The National Center for Education Statistics (NCES) has eliminated the first professional designation for advanced degree programs.
Check advanced degrees offered at your institution in the fields of study below:

- Dentistry, D.D.S.
- Medicine, M.D.
- Optometry, O.D.
- Osteopathic Medicine, D.O.
- Pharmacy, Pharm.D.
- Podiatry, D.P.M.
- Veterinary Medicine, D.V.M.
- Chiropractic, D.C.
- Law, J.D.
- Theological professions (e.g., Master of Theology, Master of Divinity, Doctor of Ministry, Doctor of Theology)
- Rabbinical professions (e.g., Master of Hebrew Letters and Rabbinical Ordination/Rabbinical and Talmud Studies)

L2. The majors below conform to the Classification of Instructional Programs (CIP) 2000. Select the appropriate checkboxes for each major offered by your institution. Do not select more than one name for each major, and do not select a checkbox if only a course or concentration is offered in that subject.

Click on User Guide in upper right-hand corner of page for detailed List of Majors instructions.

Please note that the only certificate reported in the List of Majors is the certificate below the Associate degree. Any/all other certificates (i.e., Postbachelor's certificate, Post-master's certificate) should not be reported in this chart.

C=Certificate BELOW the Associate degree; A=Associate; B=Bachelor's; M=Master's; D=Doctorate; T=Teaching certificate

Majors 1. Agriculture, Agricultural Operations, and Related Sciences (01.)

Majors 2. Natural Resources and Conservation (03.)

C A B M D T 03.0103 Environmental studies

Majors 3. Architecture and Related Services (04.)

Majors 4. Area, Ethnic, Cultural and Gender Studies (05.)

C A B M D T 05.0123 Chinese studies

Majors 5. Communications, Journalism, and Related Programs (09.)

C A B M D T 09.0101 Communications/speech/rhetoric

Majors 6. Communications Technologies/Technicians and Support Services (10.)

C A B M D T 10.0301 Graphic communications, general

Majors 7. Computer and Information Sciences and Support Services (11.)

C A B M D T 11.0101 Computer and information sciences, general

Majors 8. Personal and Culinary Services (12.)
### Majors 9. Education (13.)

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>13.0101</td>
<td>Education, general</td>
</tr>
<tr>
<td>13.0401</td>
<td>Educational leadership and administration, general</td>
</tr>
<tr>
<td>13.0501</td>
<td>Educational/instructional media design</td>
</tr>
<tr>
<td>13.1001</td>
<td>Special education and teaching, general</td>
</tr>
<tr>
<td>13.1005</td>
<td>Education/teaching of individuals with emotional disturbances</td>
</tr>
<tr>
<td>13.1006</td>
<td>Education/teaching of individuals with mental retardation</td>
</tr>
<tr>
<td>13.1009</td>
<td>Education/teaching of individuals with visual impairments, including blindness</td>
</tr>
<tr>
<td>13.1011</td>
<td>Education/teaching of individuals with specific learning disabilities</td>
</tr>
<tr>
<td>13.1015</td>
<td>Education/teaching of individuals in early childhood special education programs</td>
</tr>
<tr>
<td>13.1101</td>
<td>Counselor education/school counseling and guidance services</td>
</tr>
<tr>
<td>13.1202</td>
<td>Elementary education and teaching</td>
</tr>
<tr>
<td>13.1203</td>
<td>Junior high/intermediate/middle school education and teaching</td>
</tr>
<tr>
<td>13.1210</td>
<td>Early childhood education and teaching</td>
</tr>
<tr>
<td>13.1303</td>
<td>Business teacher education</td>
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<tr>
<td>13.1309</td>
<td>Technology teacher education/industrial arts teacher education</td>
</tr>
<tr>
<td>13.1311</td>
<td>Mathematics teacher education</td>
</tr>
<tr>
<td>13.1312</td>
<td>Music teacher education</td>
</tr>
<tr>
<td>13.1314</td>
<td>Physical education teaching and coaching</td>
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<tr>
<td>13.1315</td>
<td>Reading teacher education</td>
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<tr>
<td>13.1316</td>
<td>Science teacher education/general science teacher education</td>
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<tr>
<td>13.1317</td>
<td>Social science teacher education</td>
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<td>13.1319</td>
<td>Technical teacher education</td>
</tr>
<tr>
<td>13.1322</td>
<td>Biology teacher education</td>
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<tr>
<td>13.1323</td>
<td>Chemistry teacher education</td>
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<td>13.1329</td>
<td>Physics teacher education</td>
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#### Addtl
- 13.0699
- 13.1299

### Majors 10. Engineering (14.)

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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>14.0101</td>
<td>Engineering, general</td>
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<tr>
<td>14.0401</td>
<td>Architectural engineering</td>
</tr>
<tr>
<td>14.0701</td>
<td>Chemical engineering</td>
</tr>
<tr>
<td>14.0801</td>
<td>Civil engineering, general</td>
</tr>
<tr>
<td>14.1001</td>
<td>Electrical, electronics, &amp; communications engineering</td>
</tr>
<tr>
<td>14.1401</td>
<td>Environmental/environmental health engineering</td>
</tr>
<tr>
<td>14.1901</td>
<td>Mechanical engineering</td>
</tr>
<tr>
<td>14.3901</td>
<td>Geological/geophysical engineering</td>
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</tbody>
</table>

Addtl
### Majors 11. Engineering Technologies/Technicians (15.)

<table>
<thead>
<tr>
<th>Code</th>
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</thead>
<tbody>
<tr>
<td>15.0612</td>
<td>Industrial technology/technician</td>
</tr>
<tr>
<td>15.0701</td>
<td>Occupational safety and health technology/technician</td>
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### Majors 12. Foreign Languages, Literatures, and Linguistics (16.)

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<tr>
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<tbody>
<tr>
<td>16.0101</td>
<td>Foreign languages and literatures, general</td>
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<tr>
<td>16.0102</td>
<td>Linguistics</td>
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<tr>
<td>16.0501</td>
<td>German language and literature</td>
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<tr>
<td>16.0502</td>
<td>Scandinavian languages, literatures, and linguistics</td>
</tr>
<tr>
<td>16.0901</td>
<td>French language and literature</td>
</tr>
<tr>
<td>16.0905</td>
<td>Spanish language and literature</td>
</tr>
<tr>
<td>16.1200</td>
<td>Classics and classical languages, literatures, and linguistics, general</td>
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### Majors 13. Family and Consumer Sciences/Human Sciences (19.)

<table>
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<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>19.0501</td>
<td>Foods, nutrition, and wellness studies, general</td>
</tr>
</tbody>
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### Majors 14. Legal Professions and Studies (22.)

### Majors 15. English Language and Literature/Letters (23.)

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<tr>
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<tbody>
<tr>
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<td>English language and literature, general</td>
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### Majors 16. Liberal Arts and Sciences, General Studies and Humanities (24.)

<table>
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<tr>
<th>Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>24.0102</td>
<td>General studies</td>
</tr>
</tbody>
</table>

### Majors 17. Library Science (25.)

### Majors 18. Biological and Biomedical Sciences (26.)

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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>26.0101</td>
<td>Biology/biological sciences, general</td>
</tr>
<tr>
<td>26.0202</td>
<td>Biochemistry</td>
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<tr>
<td>26.0403</td>
<td>Anatomy</td>
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<td>26.0503</td>
<td>Medical microbiology and bacteriology</td>
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<td>Animal behavior and ethology</td>
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<td>Wildlife biology</td>
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### Majors 19. Mathematics and Statistics (27.)

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<tbody>
<tr>
<td>27.0101</td>
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</tbody>
</table>

### Majors 20. Military Technologies (29.)
Majors 21. Multi/Interdisciplinary Studies (30.)

C A B M D T
☐ ☑ ☐ ☐ ☐ 30.2001 International/global studies
☐ ☑ ☐ ☐ ☑ Addtl 30.9999

Majors 22. Parks, Recreation, Leisure and Fitness Studies (31.)

C A B M D T
☐ ☑ ☑ ☐ ☐ 31.0301 Parks, recreation and leisure facilities management
☐ ☑ ☑ ☐ ☑ 31.0505 Kinesiology and exercise science

Majors 23. Philosophy and Religious Studies (38.)

C A B M D T
☐ ☑ ☑ ☐ ☐ 38.0101 Philosophy
☐ ☑ ☐ ☐ ☑ 38.0201 Religion/religious studies

Majors 24. Theology and Religious Vocations (39.)

Majors 25. Physical Sciences (40.)

C A B M D T
☐ ☑ ☑ ☑ ☐ 40.0101 Physical sciences, general
☐ ☑ ☑ ☑ ☑ 40.0401 Atmospheric sciences and meteorology, general
☐ ☑ ☑ ☑ ☑ 40.0501 Chemistry, general
☐ ☑ ☑ ☑ ☑ 40.0601 Geology/earth science, general
☐ ☑ ☑ ☑ ☑ 40.0801 Physics, general

Majors 26. Science Technologies/Technicians (41.)

Majors 27. Psychology (42.)

C A B M D T
☐ ☑ ☑ ☑ ☐ 42.0101 Psychology, general
☐ ☑ ☑ ☑ ☑ 42.0201 Clinical psychology
☐ ☑ ☑ ☑ ☑ 42.0601 Counseling psychology
☐ ☑ ☑ ☑ ☑ 42.2601 Forensic psychology

Majors 28. Security and Protective Services (43.)

C A B M D T
☐ ☑ ☑ ☑ ☐ 43.0104 Criminal justice/safety studies
☐ ☑ ☑ ☐ ☑ 43.0106 Forensic science and technology

Majors 29. Public Administration and Social Service Professions (44.)

C A B M D T
☐ ☑ ☑ ☑ ☐ 44.0401 Public administration
☐ ☑ ☑ ☑ ☑ 44.0701 Social work

Majors 30. Social Sciences (45.)

C A B M D T
☐ ☑ ☑ ☑ ☐ 45.0101 Social sciences, general
☐ ☑ ☑ ☑ ☑ 45.0201 Anthropology
☐ ☑ ☑ ☑ ☑ 45.0601 Economics, general
☐ ☑ ☑ ☑ ☑ 45.0602 Applied economics
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<tr>
<th>Majors 31. Construction Trades (46.)</th>
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</thead>
<tbody>
<tr>
<td>Majors 32. Mechanic and Repair Technologies/Technicians (47.)</td>
</tr>
<tr>
<td>Majors 33. Precision Production (48.)</td>
</tr>
<tr>
<td>Majors 34. Transportation and Materials Moving (49.)</td>
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<td>Majors 35. Visual and Performing Arts (50.)</td>
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<td>Majors 36. Health Professions and Related Clinical Sciences (51.)</td>
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<td>Addtl</td>
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<tr>
<td>Majors 37. Business, Management, Marketing, and Related Support Services (52.)</td>
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</table>
Majors 38. **History (54.)**

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<table>
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</table>

54.0101 History, general