GENERAL INFORMATION

A1. Address Information
   Name of College or University: American University
   Mailing Address, City/State/Zip/Country: 4400 Massachusetts Avenue, NW
   City/State/Zip/Country: Washington, D.C. 20016
   Main Phone Number: 202-885-1000
   WWW Home Page Address: www.american.edu
   Admissions Phone Number: 202-885-6000
   Admissions Toll-free Number
   Admissions Office Mailing Address, City/State/Zip/Country: 4400 Massachusetts Avenue, NW
   City/State/Zip/Country: Washington, D.C. 20016-8001
   Admissions Fax Number: 202-885-6014
   Admissions E-mail Address: admissions@american.edu
   If there is a separate URL for your school’s online application, please specify:
   http://american.edu/admissions/apply/apply.cfm
   If you have a mailing address other than the above to which applications should be sent, please provide:

A2. Source of institutional control (check one only)
   □ Public
   X Private (nonprofit)
   □ Proprietary

A3. Classify your undergraduate institution:
   X Coeducational college
   □ Men’s college
   □ Women’s college

A4. Academic year calendar
   X Semester
   □ Quarter
   □ Trimester
   □ Other (describe):
   □ 4-1-4
   □ Continuous
   □ Differs by program (describe):

A5. Degrees offered by your institution
   X Certificate
   X Postbachelor’s certificate
   □ Diploma
   X Master’s
   X Associate
   □ Post-master’s certificate
   □ Transfer
   X Doctoral degree
   □ Research/scholarship
   □ Terminal
   X Doctoral degree – professional practice
   □ Bachelor’s
   □ Doctoral degree – other

B. ENROLLMENT AND PERSISTENCE
B1. Institutional Enrollment—Men and Women Provide numbers of students for each of the following categories as of the institution’s official fall reporting date or as of October 15, 2011. Note: Report students formerly designated as “first professional” in the graduate cells.

<table>
<thead>
<tr>
<th></th>
<th>FULL-TIME</th>
<th></th>
<th>PART-TIME</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
<td>Men</td>
<td>Women</td>
</tr>
<tr>
<td>Undergraduates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree-seeking, first-time freshmen</td>
<td>595</td>
<td>943</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Other first-year, degree-seeking</td>
<td>116</td>
<td>161</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td>All other degree-seeking</td>
<td>1975</td>
<td>2794</td>
<td>76</td>
<td>101</td>
</tr>
<tr>
<td>Total degree-seeking</td>
<td>2686</td>
<td>3898</td>
<td>90</td>
<td>119</td>
</tr>
<tr>
<td>All other undergraduates enrolled in credit courses</td>
<td>142</td>
<td>215</td>
<td>34</td>
<td>28</td>
</tr>
<tr>
<td>Total undergraduates</td>
<td>2828</td>
<td>4113</td>
<td>124</td>
<td>147</td>
</tr>
<tr>
<td>Graduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree-seeking, first-time</td>
<td>552</td>
<td>852</td>
<td>246</td>
<td>311</td>
</tr>
<tr>
<td>All other degree-seeking</td>
<td>666</td>
<td>963</td>
<td>704</td>
<td>1026</td>
</tr>
<tr>
<td>All other graduates enrolled in credit courses</td>
<td>3</td>
<td>6</td>
<td>85</td>
<td>98</td>
</tr>
<tr>
<td>Total graduate</td>
<td>1224</td>
<td>1818</td>
<td>1035</td>
<td>1435</td>
</tr>
</tbody>
</table>

Total all undergraduates: 7212___________

Total all graduate:5512 _____________

GRAND TOTAL ALL STUDENTS: 12724___________
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, 2011. 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. Report as your institution reports to IPEDS: persons who are Hispanic should be reported only on the Hispanic line, not under any race, and persons who are non-Hispanic multi-racial should be reported only under "Two or more races."

<table>
<thead>
<tr>
<th>Category</th>
<th>Degree-seeking First-time 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>62</td>
<td>478</td>
<td>540</td>
</tr>
<tr>
<td>Hispanic</td>
<td>176</td>
<td>539</td>
<td>550</td>
</tr>
<tr>
<td>Black or African American, non-Hispanic</td>
<td>108</td>
<td>364</td>
<td>391</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>901</td>
<td>3859</td>
<td>4061</td>
</tr>
<tr>
<td>American Indian or Alaska Native, non-Hispanic</td>
<td>3</td>
<td>21</td>
<td>34</td>
</tr>
<tr>
<td>Asian, non-Hispanic</td>
<td>103</td>
<td>430</td>
<td>439</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander, non-Hispanic</td>
<td>0</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Two or more races, non-Hispanic</td>
<td>84</td>
<td>173</td>
<td>193</td>
</tr>
<tr>
<td>Race and/or ethnicity unknown</td>
<td>104</td>
<td>920</td>
<td>993</td>
</tr>
<tr>
<td>Total</td>
<td>1541</td>
<td>6793</td>
<td>7212</td>
</tr>
</tbody>
</table>

Persistence
B3. Number of degrees awarded by your institution from July 1, 2010, to June 30, 2011.

Certificate/diploma 39____
Associate degrees 3____
Bachelor’s degrees 1316____
Postbachelor’s certificates 51____
Master’s degrees 1540____
Post-master’s certificates ______
Doctoral degrees – research/scholarship 44____
Doctoral degrees – professional practice 464____
Doctoral degrees – other ______

Graduation Rates
The items in this section correspond to data elements collected by the IPEDS Web-based Data Collection System’s Graduation Rate Survey (GRS). For complete instructions and definitions of data elements, see the IPEDS GRS instructions and glossary on the 2011 Web-based survey.

For Bachelor’s or Equivalent Programs
Please provide data for the Fall 2005 cohort if available. If Fall 2005 cohort data are not available, provide data for the Fall 2004 cohort.

Fall 2004 Cohort
Report for the cohort of full-time first-time bachelor’s (or equivalent) degree-seeking undergraduate students who entered in Fall 2004. Include in the cohort those who entered your institution during the summer term preceding Fall 2004.

Fall 2005 Cohort
Report for the cohort of full-time first-time bachelor’s (or equivalent) degree-seeking undergraduate students who entered in Fall 2005. Include in the cohort those who entered your institution during the summer term preceding Fall 2005.
B4. Initial 2004 cohort of first-time, full-time bachelor’s (or equivalent) degree-seeking undergraduate students; total all students: _______________

B5. Of the initial 2004 cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, or service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions: _______________

B6. Final 2004 cohort, after adjusting for allowable exclusions: _______________
   (Subtract question B5 from question B4)

B7. Of the initial 2004 cohort, how many completed the program in four years or less (by August 31, 2008): ___________

B8. Of the initial 2004 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2008 and by August 31, 2009): ___________

B9. Of the initial 2004 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2009 and by August 31, 2010): ___________

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

B11. Six-year graduation rate for 2004 cohort (question B10 divided by question B6): __________

B12. Initial 2007 cohort, total of first-time, full-time degree/certificate-seeking students: _______________

B13. Of the initial 2007 cohort, how many did not persist and did not graduate for the following reasons: death, permanently disability, or service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions: _______________

B14. Final 2007 cohort, after adjusting for allowable exclusions: _______________
   (Subtract question B13 from question B12)

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

B16. Final 2005 cohort, after adjusting for allowable exclusions: _______________
   (Subtract question B5 from question B4)

B17. Of the initial 2005 cohort, how many completed the program in four years or less (by August 31, 2009): ___________

B18. Of the initial 2005 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2009 and by August 31, 2010): ___________

B19. Of the initial 2005 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2010 and by August 31, 2011): ___________

B20. Total graduating within six years (sum of questions B7, B8, and B9): ___________


For Two-Year Institutions

Please provide data for the 2008 cohort if available. If 2008 cohort data are not available, provide data for the 2007 cohort.

2007 Cohort

B12. Initial 2007 cohort, total of first-time, full-time degree/certificate-seeking students: _______________

B13. Of the initial 2007 cohort, how many did not persist and did not graduate for the following reasons: death, permanently disability, or service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions: _______________

B14. Final 2007 cohort, after adjusting for allowable exclusions: _______________
   (Subtract question B13 from question B12)

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

2008 Cohort

B12. Initial 2008 cohort, total of first-time, full-time degree/certificate-seeking students: _______________

B13. Of the initial 2008 cohort, how many did not persist and did not graduate for the following reasons: death, permanently disability, or service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions: _______________

B14. Final 2008 cohort, after adjusting for allowable exclusions: _______________
   (Subtract question B13 from question B12)

B15. Completers of programs of less than two years duration (total): _______________
### Common Data Set 2011-2012

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>B16. Completers of programs of less than two years within 150 percent of normal time:</td>
<td>____________</td>
</tr>
<tr>
<td>B17. Completers of programs of at least two but less than four years (total):</td>
<td>_______________</td>
</tr>
<tr>
<td>B18. Completers of programs of at least two but less than four-years within 150 percent of normal time:</td>
<td>____________</td>
</tr>
<tr>
<td>B19. Total transfers-out (within three years) to other institutions:</td>
<td>_______________</td>
</tr>
<tr>
<td>B20. Total transfers to two-year institutions:</td>
<td>_______________</td>
</tr>
<tr>
<td>B21. Total transfers to four-year institutions:</td>
<td>_______________</td>
</tr>
<tr>
<td>B16. Completers of programs of less than two years within 150 percent of normal time:</td>
<td>____________</td>
</tr>
<tr>
<td>B17. Completers of programs of at least two but less than four years (total):</td>
<td>_______________</td>
</tr>
<tr>
<td>B18. Completers of programs of at least two but less than four-years within 150 percent of normal time:</td>
<td>____________</td>
</tr>
<tr>
<td>B19. Total transfers-out (within three years) to other institutions:</td>
<td>_______________</td>
</tr>
<tr>
<td>B20. Total transfers to two-year institutions:</td>
<td>_______________</td>
</tr>
<tr>
<td>B21. Total transfers to four-year institutions:</td>
<td>_______________</td>
</tr>
</tbody>
</table>

### Retention Rates

Report for the cohort of all full-time, first-time bachelor’s (or equivalent) degree-seeking undergraduate students who entered in Fall 2010 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: death, permanent disability, or service in the armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

B22. For the cohort of all full-time bachelor’s (or equivalent) degree-seeking undergraduate students who entered your institution as freshmen in Fall 2010 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2011? __89.7________%
C. FIRST-TIME, FIRST-YEAR (FRESHMAN) ADMISSION

Applications
C1. First-time, first-year (freshman) students: Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in Fall 2011. 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, non-admission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission.

- Total first-time, first-year (freshman) men who applied: 7319
- Total first-time, first-year (freshman) women who applied: 11387
- Total first-time, first-year (freshman) men who were admitted: 2888
- Total first-time, first-year (freshman) women who were admitted: 4900
- Total full-time, first-time, first-year (freshman) men who enrolled: 595
- Total part-time, first-time, first-year (freshman) men who enrolled: 1
- Total full-time, first-time, first-year (freshman) women who enrolled: 943
- Total part-time, first-time, first-year (freshman) women who enrolled: 2

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 2011 admissions:

- Number of qualified applicants offered a place on waiting list: 2184
- Number accepting a place on the waiting list: 287
- Number of wait-listed students admitted: 0

Is your waiting list ranked?
- If yes, do you release that information to students?
- Do you release that information to school counselors?

Admission Requirements
C3. High school completion requirement

- Check the appropriate box to identify your high school completion requirement for degree-seeking entering students:
  - High school diploma is required and GED is accepted
  - High school diploma is required and GED is not accepted
  - High school diploma or equivalent is not required

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

- Require
- Recommend
- Neither require nor recommend
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 units</td>
<td>16</td>
</tr>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>Of these, units that must be lab</td>
<td>2</td>
</tr>
<tr>
<td>Foreign language</td>
<td>2</td>
</tr>
<tr>
<td>Social studies</td>
<td>2</td>
</tr>
<tr>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Academic electives</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science</td>
<td></td>
</tr>
<tr>
<td>Visual/Performing Arts</td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
</tr>
</tbody>
</table>

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

- Open admission policy as described above for all students ___
- Open admission policy as described above for most students, but selective admission for out-of-state students ___
- Selective admission to some programs ___
- Other (explain) ________________________________________________________________________

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

<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><strong>Academic</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rigor of secondary school record</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class rank</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Academic GPA</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>Application Essay</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommendation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Nonacademic</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interview</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Extracurricular activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talent/ability</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Character/personal qualities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First generation</td>
<td></td>
<td></td>
<td></td>
<td>X</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>X</td>
</tr>
<tr>
<td>Religious affiliation/commitment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Racial/ethnic status</td>
<td></td>
<td></td>
<td></td>
<td>X</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>X</td>
</tr>
<tr>
<td>Level of applicant’s interest</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SAT and ACT Policies

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? X Yes □ No

If yes, place check marks in the appropriate boxes below to reflect your institution’s policies for use in admission for Fall 2013.

<table>
<thead>
<tr>
<th>Require</th>
<th>Recommend</th>
<th>ADMISSION</th>
<th>Consider If Submitted</th>
<th>Not Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT or ACT</td>
<td>X</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<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>X</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 2013, please indicate which ONE of the following applies (regardless of whether the writing score will be used in the admissions process):

_X_ ACT with Writing component required
___ ACT with Writing component recommended.
___ ACT with or without Writing component accepted

C. Please 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>X</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 X no

E. Latest date by which SAT or ACT scores must be received for fall-term admission _01/15________
   Latest date by which SAT Subject Test scores must be received for fall-term admission _06/01________

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 (e.g., state tests):

SAT □
ACT □
SAT Subject Tests □
AP X
CLEP □
Institutional Exam X
State Exam (specify):
Common Data Set 2011-2012

Freshman Profile

Provide percentages for ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students enrolled in Fall 2011, including students who began studies during summer, international students/nonresident aliens, and students admitted under special arrangements.

C9. Percent and number of first-time, first-year (freshman) students enrolled in Fall 2011 who submitted national standardized (SAT/ACT) test scores. Include information for ALL enrolled, degree-seeking, first-time, first-year (freshman) students who submitted test scores. Do not include partial test scores (e.g., mathematics scores but not 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 74.3%  Number submitting SAT scores 1533
Percent submitting ACT scores 50.4%  Number submitting ACT scores 778

<table>
<thead>
<tr>
<th></th>
<th>25th Percentile</th>
<th>75th Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT Critical Reading</td>
<td>600</td>
<td>700</td>
</tr>
<tr>
<td>SAT Math</td>
<td>570</td>
<td>670</td>
</tr>
<tr>
<td>SAT Writing</td>
<td>580</td>
<td>680</td>
</tr>
<tr>
<td>SAT Essay</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACT Composite</td>
<td>26</td>
<td>30</td>
</tr>
<tr>
<td>ACT Math</td>
<td>24</td>
<td>29</td>
</tr>
<tr>
<td>ACT English</td>
<td>26</td>
<td>32</td>
</tr>
<tr>
<td>ACT Writing</td>
<td>8.2</td>
<td>9.9</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>26.64</td>
<td>16.16</td>
</tr>
<tr>
<td>600-699</td>
<td>48.73</td>
<td>47.69</td>
</tr>
<tr>
<td>500-599</td>
<td>20.26</td>
<td>30.83</td>
</tr>
<tr>
<td>400-499</td>
<td>4.02</td>
<td>5.15</td>
</tr>
<tr>
<td>300-399</td>
<td>.26</td>
<td>.17</td>
</tr>
<tr>
<td>200-299</td>
<td>.09</td>
<td>0</td>
</tr>
<tr>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACT Composite</th>
<th>ACT English</th>
<th>ACT Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-36</td>
<td>35.09</td>
<td>45.57</td>
</tr>
<tr>
<td>24-29</td>
<td>55.40</td>
<td>43.26</td>
</tr>
<tr>
<td>18-23</td>
<td>9.38</td>
<td>10.14</td>
</tr>
<tr>
<td>12-17</td>
<td>.13</td>
<td>1.03</td>
</tr>
<tr>
<td>6-11</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Below 6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
C10. Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within each of the following ranges (report information for those students from whom you collected high school rank information).

| Percent in top tenth of high school graduating class | 45__ |
| Percent in top quarter of high school graduating class | 81__ |
| Percent in top half of high school graduating class | 98__ |
| Percent in bottom half of high school graduating class | 2__ |
| Percent in bottom quarter of high school graduating class | 0__ |

Top half + bottom half = 100%.

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

| Percent who had GPA of 3.75 and higher | 57.27__ |
| Percent who had GPA between 3.50 and 3.74 | 20.81__ |
| Percent who had GPA between 3.25 and 3.49 | 13.05__ |
| Percent who had GPA between 3.00 and 3.24 | 6.33__ |
| Percent who had GPA between 2.50 and 2.99 | 2.41__ |
| Percent who had GPA between 2.0 and 2.49 | .13__ |
| Percent who had GPA between 1.0 and 1.99 | 0__ |
| Percent who had GPA below 1.0 | 0__ |

100%

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

3.82____

Percent of total first-time, first-year (freshman) students who submitted high school GPA: _99.4__%

Admission Policies

C13. Application fee

Does your institution have an application fee? X Yes □ No

Amount of application fee: _$65_________

Can it be waived for applicants with financial need? X Yes □ No

If you have an application fee and an on-line application option, please indicate policy for students who apply on-line:

Same fee: _X__

Free: ____

Reduced: ____

Can on-line application fee be waived for applicants with financial need? Yes

C14. Application closing date

Does your institution have an application closing date? XYes □ No

Application closing date (fall): _01/15_________

Priority date: __________

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

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

On a rolling basis beginning (date): __________

By (date): 04/01__________

Other: __________

C17. Reply policy for admitted applicants (fill in one only)
C18. Deferred admission: Does your institution allow students to postpone enrollment after admission?  
X Yes  □ No
If yes, maximum period of postponement: ________

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

Early Decision and Early Action Plans

C21. Early decision: Does your institution offer an early decision plan (an admission plan that permits students to apply and be notified of an admission decision well in advance of the regular notification date and that asks students to commit to attending if accepted) for first-time, first-year (freshman) applicants for fall enrollment? X Yes  □ No
If “yes,” please complete the following:
First or only early decision plan closing date  01/15
First or only early decision plan notification date  02/15
Other early decision plan closing date
Other early decision plan notification date

For the Fall 2011 entering class:
Number of early decision applications received by your institution  558
Number of applicants admitted under early decision plan  409
Please provide significant details about your early decision plan: ______________________________________
_________________________________________________________________________________________

C22. Early action: Do you have a nonbinding early action plan whereby students are notified of an admission decision well in advance of the regular notification date but do not have to commit to attending your college?  
□ Yes  X No
If “yes,” please complete the following:
Early action closing date
Early action notification date

Is your early action plan a “restrictive” plan under which you limit students from applying to other early plans?  
□ Yes  □ No
D. TRANSFER ADMISSION

Fall Applicants

D1. Does your institution enroll transfer students?  X Yes  ☐ No
(If no, please skip to Section E)
If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities?  X Yes  ☐ No

D2. Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in Fall 2011.

<table>
<thead>
<tr>
<th></th>
<th>Applicants</th>
<th>Admitted Applicants</th>
<th>Enrolled Applicants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>742</td>
<td>423</td>
<td>129</td>
</tr>
<tr>
<td>Women</td>
<td>920</td>
<td>618</td>
<td>177</td>
</tr>
<tr>
<td>Total</td>
<td>1662</td>
<td>1041</td>
<td>306</td>
</tr>
</tbody>
</table>

Application for Admission

D3. Indicate terms for which transfers may enroll:
X Fall  ☐ Winter  X Spring  X Summer

D4. Must a transfer applicant have a minimum number of credits completed or else must apply as an entering freshman?  ☐ Yes  X No
If yes, what is the minimum number of credits and the unit of measure? ________________

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

<table>
<thead>
<tr>
<th>Required of All</th>
<th>Recommended of All</th>
<th>Recommended of Some</th>
<th>Required of Some</th>
<th>Not required</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school transcript</td>
<td></td>
<td>X</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>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interview</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Standardized test scores</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statement of good standing from prior institution(s)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

D7. If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale): _2.00__________________

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

___________________________________________________________________________________________
___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________
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></th>
<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>Fall</td>
<td>03/01</td>
<td>07/01</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

Applicants with fewer than 24 credits must also submit high school transcript and SAT/ACT test scores.

Transfer Credit Policies

D12. Report the lowest grade earned for any course that may be transferred for credit: ______2.00_______

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

Number _60_____  Unit type _credits__________

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

Number _75_____  Unit type _credits__________

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

D16. Minimum number of credits that transfers must complete at your institution to earn a bachelor’s degree: __45_______

D17. Describe other transfer credit policies:

________________________________________________________________________________________

________________________________________________________________________________________
E. ACADEMIC OFFERINGS AND POLICIES

E1. Special study options: Identify those programs available at your institution. Refer to the glossary for definitions.

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

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

- □ Arts/fine arts  □ Humanities
- □ Computer literacy  □ Mathematics
- □ English (including composition)  □ Philosophy
- □ Foreign languages  □ Sciences (biological or physical)
- □ History  □ Social science
- X Other (describe): General Education Program:
  http://www.american.edu/provost/gene d/index.cfm

F. STUDENT LIFE

F1. Percentages of first-time, first-year (freshman) degree-seeking students and degree-seeking undergraduates enrolled in Fall 2011 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>87</td>
<td>84</td>
</tr>
<tr>
<td>Percent of men who join fraternities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of women who join sororities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent who live in college-owned, -operated, or -affiliated housing</td>
<td>98</td>
<td></td>
</tr>
<tr>
<td>Percent who live off campus or commute</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Percent of students age 25 and older</td>
<td>0</td>
<td>2.1</td>
</tr>
<tr>
<td>Average age of full-time students</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>Average age of all students (full- and part-time)</td>
<td>18</td>
<td>20</td>
</tr>
</tbody>
</table>
F2. **Activities offered** Identify those programs available at your institution.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Location</th>
<th>Activity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Campus Ministries</td>
<td>X Literary magazine</td>
<td>X Radio station</td>
<td></td>
</tr>
<tr>
<td>X Choral groups</td>
<td>X Model UN</td>
<td>X Student government</td>
<td>X Student newspaper</td>
</tr>
<tr>
<td>X Concert band</td>
<td>X Music ensembles</td>
<td>X Student-run film society</td>
<td></td>
</tr>
<tr>
<td>X Dance</td>
<td>X Musical theater</td>
<td>X Symphony orchestra</td>
<td>X Television station</td>
</tr>
<tr>
<td>X Drama/theater</td>
<td>X Opera</td>
<td>X Television station</td>
<td></td>
</tr>
<tr>
<td>X International Student</td>
<td>X Student newspaper</td>
<td>X Television station</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>X Student government</td>
<td>X Television station</td>
<td>X Yearbook</td>
</tr>
<tr>
<td>X Jazz band</td>
<td>X Pep band</td>
<td>X Yearbook</td>
<td></td>
</tr>
</tbody>
</table>

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

- **Army ROTC** is offered:
  - On campus
  - At cooperating institution (name):  __Georgetown University__________________________

- **Naval ROTC** is offered:
  - On campus
  - At cooperating institution (name):  _________________________________________________

- **Air Force ROTC** is offered:
  - On campus
  - At cooperating institution (name):  __Howard University______________________________

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

<table>
<thead>
<tr>
<th>Housing Type</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Coed dorms</td>
<td>X Special housing for disabled students</td>
</tr>
<tr>
<td>☐ Men’s dorms</td>
<td>☐ Special housing for international students</td>
</tr>
<tr>
<td>☐ Women’s dorms</td>
<td>☐ Fraternity/sorority housing</td>
</tr>
<tr>
<td>☐ Apartments for married students</td>
<td>☐ Cooperative housing</td>
</tr>
<tr>
<td>☐ Apartments for single students</td>
<td>☐ Theme housing</td>
</tr>
<tr>
<td>☐ Other housing options (specify)</td>
<td>☐ Wellness housing</td>
</tr>
</tbody>
</table>

X Other housing options (specify): Housing for students with disabilities handled individually; community service floor available; Honors Program housing; University College Learning community housing; Frederick Douglass Distinguished Scholars housing
G. ANNUAL EXPENSES

PLEASE VISIT American University Cost of Attendance
I. INSTRUCTIONAL FACULTY AND CLASS SIZE

I-1. Please report the number of instructional faculty members in each category for Fall 2011. Include faculty who are on your institution’s payroll on the census date your institution uses for IPEDS/AAUP.

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>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>
</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>
</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>
</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>
</tr>
<tr>
<td>(e) Faculty on sabbatical or leave with pay</td>
<td>Include</td>
</tr>
<tr>
<td>(f) Faculty on leave without pay</td>
<td>Exclude</td>
</tr>
<tr>
<td>(g) Replacement faculty for faculty on sabbatical leave or leave with pay</td>
<td>Exclude</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 instruction 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, Native Hawaiian or other 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).
<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Part-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.) Total number of instructional faculty</td>
<td>712</td>
<td>565</td>
<td>1277</td>
</tr>
<tr>
<td>b.) Total number who are members of minority groups</td>
<td>131</td>
<td>53</td>
<td>184</td>
</tr>
<tr>
<td>c.) Total number who are women</td>
<td>331</td>
<td>253</td>
<td>584</td>
</tr>
<tr>
<td>d.) Total number who are men</td>
<td>381</td>
<td>312</td>
<td>693</td>
</tr>
<tr>
<td>e.) Total number who are nonresident aliens (international)</td>
<td>34</td>
<td>17</td>
<td>51</td>
</tr>
<tr>
<td>f.) Total number with doctorate, or other terminal degree</td>
<td>671</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g.) Total number whose highest degree is a master’s but not a terminal master’s</td>
<td>29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h.) Total number whose highest degree is a bachelor’s</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i.) Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I-2. Student to Faculty Ratio

Report the Fall 2011 ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate level students. Do not count undergraduate or graduate student teaching assistants as faculty.

Fall 2011 Student to Faculty ratio: __12____ to 1 (based on __9416.29____ students and __769.24____ faculty).
I-3. Undergraduate Class Size

In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 2011 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 2011. 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>Undergraduate Class Size (provide numbers)</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>
<tbody>
<tr>
<td><strong>CLASS SECTIONS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-9</td>
<td>10-19</td>
<td>20-29</td>
<td>30-39</td>
<td>40-49</td>
<td>50-99</td>
<td>100+</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td><strong>CLASS SUB-SECTIONS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Undergraduate Class Size (provide numbers)</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>
<tbody>
<tr>
<td><strong>CLASS SECTIONS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-9</td>
<td>10-19</td>
<td>20-29</td>
<td>30-39</td>
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<td><strong>CLASS SUB-SECTIONS</strong></td>
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</table>
### J. Disciplinary areas of DEGREES CONFERRED

Degrees conferred between **July 1, 2010 and June 30, 2011**

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.

<table>
<thead>
<tr>
<th>Category</th>
<th>Diploma/Certificates</th>
<th>Associate</th>
<th>Bachelor’s</th>
<th>CIP 2010 Categories to Include</th>
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<td>Natural resources and conservation</td>
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<tr>
<td>Architecture</td>
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<tr>
<td>Communication/journalism</td>
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<tr>
<td>Personal and culinary services</td>
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<td>Education</td>
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