

# San José State University

## Common Data Set

### A. GENERAL ADMISSION

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1999-00

#### A1. Address Information

**San José State University**  
**One Washington Square**  
**San Jose, CA 95112-0001**  
**Main Campus Telephone Number: 408-924-1000**  
**World Wide Web (URL) Address: <http://www.sjsu.edu/>**  
**Admissions Phone Number: 408-924-2000**  
**Admissions Office Mailing Address**  
**One Washington Square**  
**San José CA 95112-0009**  
**Fax number: 408-924-2050**  
**Admissions E-mail Address: [contact@anrnet.sjsu.edu](mailto:contact@anrnet.sjsu.edu)**

#### A2. Source of institutional control

Public

#### A3. Classify your undergraduate institution:

Coeducational college

#### A4. Academic year calendar

Semester

#### A5. Degrees offered by your institution

Bachelor's

Master's

# San José State University

## Common Data Set

### B. ENROLLMENT AND PERSISTENCE

1999-00

**B1. Institutional Enrollment--Men and Women** Provide numbers of students reported on IPEDS Fall Enrollment Survey 1999 as of the institution's official fall reporting date or as of October 15, 1999. **Refer to IPEDS EF-1 Part A or IPEDS EF-2 Part A (undergraduates only) survey.**

|   | FULL-TIME                    |                                |               | PART-TIME                    |                                |               |
|---|------------------------------|--------------------------------|---------------|------------------------------|--------------------------------|---------------|
|   | Men<br>(IPEDS<br>col.<br>15) | Women<br>(IPEDS<br>col.<br>16) | IPEDS<br>line | Men<br>(IPEDS<br>col.<br>15) | Women<br>(IPEDS<br>col.<br>16) | IPEDS<br>line |
| <b>Undergraduates</b>                               |                              |                                |               |                              |                                |               |
| Degree-seeking, first-time freshmen                 | <b>1139</b>                  | <b>1079</b>                    | line 1        | <b>104</b>                   | <b>66</b>                      | line 15       |
| Other first-year, degree-seeking                    | <b>685</b>                   | <b>719</b>                     | line 2        | <b>147</b>                   | <b>126</b>                     | line 16       |
| All other degree-seeking                            | <b>5065</b>                  | <b>5687</b>                    | lines 3-6     | <b>2967</b>                  | <b>2948</b>                    | lines 17-20   |
| All other undergraduates enrolled in credit courses | <b>N/A</b>                   | <b>N/A</b>                     | line 7        | <b>N/A</b>                   | <b>N/A</b>                     | line 21       |
| <i>Total undergraduates</i>                         | <b>6889</b>                  | <b>7485</b>                    | line 8        | <b>3218</b>                  | <b>3140</b>                    | line 22       |
| <b>First-Professional</b>                           |                              |                                |               |                              |                                |               |
| First-time, first-professional students             | <b>N/A</b>                   | <b>N/A</b>                     | line 9        | <b>N/A</b>                   | <b>N/A</b>                     | line 23       |
| All other first-professionals                       | <b>N/A</b>                   | <b>N/A</b>                     | line 10       | <b>N/A</b>                   | <b>N/A</b>                     | line 24       |
| Total first-professional                            | <b>N/A</b>                   | <b>N/A</b>                     |               | <b>N/A</b>                   | <b>N/A</b>                     |               |
| <b>Graduate</b>                                     |                              |                                |               |                              |                                |               |
| Degree-seeking, first-time                          | <b>167</b>                   | <b>384</b>                     | line 11       | <b>302</b>                   | <b>462</b>                     | line 25       |
| All other degree-seeking                            | <b>331</b>                   | <b>699</b>                     | line 12       | <b>872</b>                   | <b>1061</b>                    | line 26       |
| All other graduates enrolled in credit courses      | <b>294</b>                   | <b>710</b>                     | line 13       | <b>308</b>                   | <b>615</b>                     | line 27       |

|                |            |             |             |             |
|----------------|------------|-------------|-------------|-------------|
| Total graduate | <b>792</b> | <b>1793</b> | <b>1482</b> | <b>2138</b> |
|----------------|------------|-------------|-------------|-------------|

**Total all undergraduates (IPEDS sum of lines 8 and 22, cols. 15 and 16): 20732**

**Total all graduate and professional students (IPEDS sum of lines 14 and 28, cols. 15 and 16): 6205**

**Grand Total All Students (IPEDS line 29, sum of cols. 15 and 16): 26937**

**B2. Enrollment by Racial/Ethnic Category.** Provide numbers of undergraduate students reported on IPEDS Fall Enrollment Survey 1999 as of the institution's official fall reporting date or as of October 15, 1999. Refer to IPEDS EF-1 Part A or IPEDS EF-2 Part A surveys based on column and line numbers in grid for totals.

|  | Degree-seeking first-time first year<br>IPEDS sum of lines 1 and 15 | Degree-seeking undergraduates<br>IPEDS sum of lines 1-6 and lines 15-20 |
|--|---|---|
| Non-resident aliens<br>IPEDS cols. 1-2               | <b>98</b>   | <b>777</b>  |
| Black, non-Hispanic<br>IPEDS cols. 3-4               | <b>256</b>  | <b>899</b>  |
| American Indian or Alaskan Native<br>IPEDS cols. 5-6 | <b>23</b>   | <b>140</b>  |
| Asian or Pacific Islander<br>IPEDS cols. 7-8         | <b>1748</b>   | <b>7996</b>   |
| Hispanic<br>IPEDS cols. 9-10                         | <b>695</b>  | <b>3113</b>   |
| White, non-Hispanic<br>IPEDS cols. 11-12             | <b>814</b>  | <b>5366</b>   |
| Race/ethnicity unknown<br>IPEDS cols. 13-14          | <b>431</b>  | <b>2441</b>   |
| Total<br>IPEDS cols. 15-16                           | <b>4065</b>   | <b>20732</b>  |

Persistence

**B3. Number of degrees awarded by your institution from July 1, 1998, to June 30, 1999.**

|                             |             |
|-----------------------------|-------------|
| Certificate/diploma         | <b>N/A</b>  |
| Associate degrees           | <b>N/A</b>  |
| Bachelor's degrees          | <b>4099</b> |
| Postbachelor's certificates | <b>N/A</b>  |
| Master's degrees            | <b>1431</b> |

|                                 |     |
|---------------------------------|-----|
| Post-master's certificates      | N/A |
| Doctoral degrees                | N/A |
| First professional degrees      | N/A |
| First professional certificates | N/A |

### Graduation Rates

The information in this section comes from the IPEDS Graduation Rate Survey (GRS). For complete instructions and definitions of data elements, see the IPEDS GRS instructions and glossary. (These instructions are based on the IPEDS GRS-I 1998)

#### For Bachelor's or Equivalent Programs

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 1993. Include in the cohort those who entered your institution during the summer term preceding fall 1993.

- B4.** Initial 1993 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students: **1312**  
(IPEDS GRS, Section II, Part A, line 10, sum of columns 15 and 16)
- B5.** Of the initial 1993 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions: **N/A**  
(IPEDS GRS, Section II, Part C, line 45, sum of columns 15 and 16)
- B6.** Final 1993 cohort, after adjusting for allowable exclusions: **1312**  
(Subtract question B5 from question B4)
- B7.** Of the initial 1993 initial cohort, how many completed the program in four years or less (by August 31, 1997): **43**  
(IPEDS GRS, Section II, Part A, line 19, sum of columns 15 and 16)
- B8.** Of the initial 1993 cohort, how many completed the program in more than four years but in five years or less (after August 31, 1997 and by August 31, 1998): **218**  
(IPEDS GRS, Section II, Part A, line 20, sum of columns 15 and 16)
- B9.** Of the initial 1993 cohort, how many completed the program in more than five years but in six years or less (after August 31, 1998 and by August 31, 1999): **222**  
(IPEDS GRS, Section II, Part A, line 21, sum of columns 15 and 16)
- B10.** Total graduating within six years (sum of questions B7, B8, and B9): **483**  
(IPEDS GRS, Section II, Part A, line 18, sum of

**columns 15 and 16)**

- B11.** Six-year graduation rate for 1993 cohort (question B10 divided by question B6): **36.8**

Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 1998 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

- B22.** For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshmen in fall 1998 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in fall 1999? **N/A**

# San José State University

## Common Data Set

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

1999-00

#### Applications

**C1. First-time, first-year (freshman) students:** Provide the number of degree-seeking students who applied, were admitted, and enrolled (full- or part-time) in fall 1999. Include early decision, early action, and students who began studies during summer in this cohort. Applicants include all students who fulfilled the requirements for consideration for admission (including payment or waiving of the application fee, if any) and who have been notified of one of the following actions: admission, 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 men applied: **5063**

Total women applied: **5212**

Total men admitted: **3579**

Total women admitted: **3855**

Total full-time, first-time, first-year (freshman) men enrolled: **1139**

Total part-time, first-time, first-year (freshman) men enrolled: **104**

Total full-time, first-time, first-year (freshman) women enrolled: **1079**

Total part-time, first-time, first-year (freshman) women enrolled: **66**

**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 1999 admissions:

Number of qualified applicants placed on waiting list: **N/A**

Number accepting a place on the waiting list: **N/A**

Number of wait-listed students admitted: **N/A**

#### 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?**

- Required**
- Recommended**
- Neither required nor recommended**

**C5. Distribution of high school units required and/or recommended. Specify the distribution of academic high school course units required and/or recommended of all or most degree-seeking students using Carnegie units (one unit equals one year of study or its equivalent). If you use a different system for calculating units, please convert.**

|  | Units required | Units recommended |
|--|----------------|-------------------|
| Total academic units                               |                |                   |
| English  | <b>4</b>       |                   |
| Mathematics  | <b>3</b>       |                   |
| Science  | <b>1</b>       |                   |
| Of these, units that must be lab                   | <b>1</b>       |                   |
| Foreign language                                   | <b>2</b>       |                   |
| Social studies                                     |                |                   |
| History  | <b>1</b>       |                   |
| Academic electives                                 | <b>3</b>       |                   |
| Other (specify): <b>Visual and Performing Arts</b> | <b>1</b>       |                   |

**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.**

|                          | Very important           | Important                | Considered               | Not considered           |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <i>Academic</i>          |                          |                          |                          |                          |
| Secondary school record  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Class rank               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Recommendation(s)        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Standardized test scores | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Essay                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Nonacademic</i>       |                          |                          |                          |                          |
| Interview                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|                                  |                          |                          |                          |                          |
|----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Extracurricular activities       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Talent/ability                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Character/personal qualities     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Alumni/ae relation               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Geographical residence           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| State residency                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Religious affiliation/commitment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Minority status                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Volunteer work                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Work experience                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**SAT and ACT Policies**

**C8. Entrance exams**

**a. Does your institution make use of SAT I, SAT II, or ACT scores in admission decisions for first-time, first-year, degree-seeking applicants?**

Yes  No

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

**ADMISSION**

|                               | Require                  | Recommends               | Require for some         | Considered submitted     | Not used                 |
|-------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| SAT I                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ACT                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| SAT I or ACT (no preference)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| SAT I or ACT--SAT I preferred | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| SAT I or ACT--ACT preferred   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| SAT I and SAT II              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| SAT I and SAT II or ACT       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| SAT II                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**b. Does your institution use applicants' test scores for placement or counseling?**

Placement  Yes  No

Counseling  Yes  No

**If used for placement, place check marks in the appropriate boxes below to reflect your institution's policies for use in placement:**

**PLACEMENT**

|                             | Require                  | Recommend                | Require for some         |
|-----------------------------|--------------------------|--------------------------|--------------------------|
| SAT I                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| SAT II                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ACT                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| SAT I or ACT                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other (specify):<br>EPT/ELM | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Latest date by which SAT I or ACT scores must be received for fall-term admission: rolling basis**

**Latest date by which SAT II scores must be received for fall-term admission: rolling basis**



If necessary, use this space to clarify your test policies (e.g., if tests recommended for some students, or if tests not required of some students):

ACT or SAT I required for high school students with G.P.A. below 3.0

### Freshman Profile

Provide percentages for ALL enrolled degree-seeking full-time and part-time, first-time, first-year (freshman) students enrolled in fall 1999, 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 1999 who submitted national standardized (SAT/ACT) test scores. Include information for ALL enrolled, first-time, first-year (freshman) degree-seeking students who submitted test scores. Do not include partial test scores (e.g., mathematics scores but not verbal for a category of students) or combine other standardized test results (such as TOEFL) in this item. SAT scores should be recentered scores. The 25th percentile is the score that 25 percent scored at or below; the 75th percentile score is the one that 25 percent scored at or above.**

Percent submitting SAT scores: **87%**

Number submitting SAT scores: **2080**

Percent submitting ACT scores: **15%**

Number submitting ACT scores: **364**

|               | 25th percentile | 75th percentile |
|---------------|-----------------|-----------------|
| SAT I Verbal  | <b>410</b>      | <b>535</b>      |
| SAT I Math    | <b>440</b>      | <b>580</b>      |
| ACT Composite | <b>16</b>       | <b>23</b>       |
| ACT English   | <b>15</b>       | <b>23</b>       |
| ACT Math      | <b>16</b>       | <b>24</b>       |

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

|         | SAT I Verbal | SAT I Math |
|---------|--------------|------------|
| 700-800 | <b>1%</b>    | <b>2%</b>  |
| 600-699 | <b>8%</b>    | <b>17%</b> |
| 500-599 | <b>32%</b>   | <b>37%</b> |
| 400-499 | <b>39%</b>   | <b>33%</b> |
| 300-399 | <b>17%</b>   | <b>11%</b> |
| 200-299 | <b>3%</b>    | <b>1%</b>  |

|         | ACT Composite | ACT English  | ACT Math   |
|---------|---------------|--------------|------------|
| 30-36   | <b>1%</b>     | <b>1.1%</b>  | <b>3%</b>  |
| 24-29   | <b>15%</b>    | <b>17.3%</b> | <b>23%</b> |
| 18-23   | <b>52%</b>    | <b>43.7%</b> | <b>47%</b> |
| 12-17   | <b>31%</b>    | <b>30.2%</b> | <b>26%</b> |
| 6-11    | <b>1%</b>     | <b>7.7%</b>  | <b>1%</b>  |
| below 6 | <b>0%</b>     | <b>0%</b>    | <b>0%</b>  |

**C10. Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within each of the following ranges (report information for those students from whom you collected high school rank information).**

Percent in top 10th of high school graduating class: **N/A**

Percent in top quarter of high school graduating class: **N/A**

Percent in top half of high school graduating class: **N/A**

Percent in bottom half of high school graduating class: **N/A**

**Percent in bottom quarter of high school graduating class: N/A**

**Percent of total first-time, first-year (freshman) students who submitted high school class rank: N/A**

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

**Percent who had GPA of 3.0 and higher: 62.9%**

**Percent who had GPA between 2.0 and 2.9: 36.7%**

**Percent who had GPA between 1.0 and 1.99: 0.4%**

**Percent who had GPA below 1.0: 0%**

**C12. Average high school GPA of all degree-seeking first-time, first-year (freshman) students who submitted GPA: 3.13**

**Percent of total first-time, first-year (freshman) students who submitted high school GPA: 99.9%**

### **Admission Policies**

**C13. Application fee**

**Does your institution have an application fee?  Yes  No**

**Amount of application fee: \$55**

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

**C14. Application closing date**

**Does your institution have an application closing date?  Yes  No**

**Application closing date (fall): N/A**

**Priority date: N/A**

**C15. Are first-time, first-year students accepted for terms other than the fall?**

Yes  No

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

**On a rolling basis beginning (date): rolling, no date**

**By (date): N/A**

**Other: N/A**

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

**Must reply by (date): \_\_\_\_\_**

**No set date: \_\_\_\_\_**

**Must reply by May 1 or within \_\_\_ weeks if notified thereafter \_\_\_\_\_**

**Other: No reply required**

**C18. Deferred admission: Does your institution allow students to postpone enrollment after admission?**

Yes  No

**If yes, maximum period of postponement: N/A**

**C19. Early admission of high school students: Does your institution allow high school students to enroll as full-time, first-time, first-year (freshman) students one year or more before high school**

graduation?  Yes  No

**C20. Common application: Will you accept the Common Application distributed by the National Association of Secondary School Principals if submitted?**

Yes  No

If "yes," are supplemental forms required?  Yes  No

Is your college a member of the Common Application Group?  Yes  No

### Early Decision and Early Action Plans

**C21. Early decision: Does your institution offer an early decision plan (an admission plan that permits students to apply and be notified of an admission decision well in advance of the regular notification date and that asks students to commit to attending if accepted) for first-time, first-year (freshman) applicants for fall enrollment?**  Yes  No

If "yes," please complete the following :

First or only early decision plan closing date: \_\_\_\_\_

First or only early decision plan notification date: \_\_\_\_\_

Other early decision plan closing date: \_\_\_\_\_

Other early decision plan notification date: \_\_\_\_\_

Number of early decision applications received by your institution: \_\_\_\_\_

Number of applicants admitted under early decision plan: \_\_\_\_\_

Please provide significant details about your early decision plan: \_\_\_\_\_

**C22. Early action: Do you have a nonbinding early action plan whereby students are notified of an admission decision well in advance of the regular notification date but do not have to commit to attending your college?**

Yes  No

If "yes," please complete the following :

Early action closing date: \_\_\_\_\_

Early action notification date: \_\_\_\_\_

# San José State University

## Common Data Set

### D. TRANSFER ADMISSION

1999-00

Fall Applicants

**D1.** Does your institution enroll transfer students?  Yes  No

If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities?

Yes  No

**D2.** Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 1999.

|       | Applicants  | Admitted applicants | Enrolled applicants |
|-------|-------------|---------------------|---------------------|
| Men   | <b>3441</b> | <b>1841</b>         | <b>1318</b>         |
| Women | <b>3832</b> | <b>2070</b>         | <b>1465</b>         |
| Total | <b>7273</b> | <b>3911</b>         | <b>2783</b>         |

Application for Admission

**D3.** Indicate terms for which transfers may enroll:

Fall  Winter  Spring  Summer

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

Yes  No

If yes, what is the minimum number of credits and the unit of measure? \_\_\_\_\_

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

|  | Required of all          | Recommended for all      | Recommended for some     | Required for some        | Not required             |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| High school transcript                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| College transcript(s)                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Essay or personal statement                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Interview  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Standardized test scores                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Statement of good standing from prior institutions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

**D7. If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale): 2.0**

**D8. List any other application requirements specific to transfer applicants: N/A**

**D9. List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a check mark in the "Rolling admission" column.**

|        | Priority date | Closing date | Notification date | Reply date | Rolling admission        |
|--------|---------------|--------------|-------------------|------------|--------------------------|
| Fall   |               |              |                   |            | <input type="checkbox"/> |
| Winter |               |              |                   |            | <input type="checkbox"/> |
| Spring |               |              |                   |            | <input type="checkbox"/> |
| Summer |               |              |                   |            | <input type="checkbox"/> |

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

**D11. Describe additional requirements for transfer admission, if applicable: High school GPA and test scores used if students have fewer than 56 transferable credits. Business and Nursing require completion of a lower division core of classes before enrollment in upper division courses.**

#### Transfer Credit Policies

**D12. Report the lowest grade earned for any course that may be transferred for credit: 1.0**

**D13. Maximum number of credits or courses that may be transferred from a two-year institution: 70**

**unit type: semester**

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

**unit type: \_\_\_\_\_**

**D15. Minimum number of credits that transfers must complete at your institution to earn an associate's degree: N/A**

**D16. Minimum number of credits that transfers must complete at your institution to earn a bachelor's degree: 30**

**D17. Describe other transfer credit policies: N/A**

# San José State University

## Common Data Set

### E. ACADEMIC OFFERINGS AND POLICIES

1999-00

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

- |  |  |
|--|--|
| <input type="checkbox"/> Accelerated program                 | <input type="checkbox"/> Honors program                  |
| <input type="checkbox"/> Cooperative (work-study) program    | <input type="checkbox"/> Independent study               |
| <input type="checkbox"/> Cross-registration                  | <input type="checkbox"/> Internships                     |
| <input type="checkbox"/> Distance learning                   | <input type="checkbox"/> Liberal arts/career combination |
| <input type="checkbox"/> Double major                        | <input type="checkbox"/> Student-designed major          |
| <input type="checkbox"/> Dual enrollment                     | <input type="checkbox"/> Study abroad                    |
| <input type="checkbox"/> English as a Second Language        | <input type="checkbox"/> Teacher certification program   |
| <input type="checkbox"/> Exchange student program (domestic) | <input type="checkbox"/> Weekend college                 |
| <input type="checkbox"/> External degree program             |  |
| <input type="checkbox"/> Other (specify): _____              |  |

**E2. Has been removed from the CDS.**

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

- |  |  |
|--|--|
| <input type="checkbox"/> Arts/fine arts                  | <input type="checkbox"/> Humanities                        |
| <input type="checkbox"/> Computer literacy               | <input type="checkbox"/> Mathematics                       |
| <input type="checkbox"/> English (including composition) | <input type="checkbox"/> Philosophy                        |
| <input type="checkbox"/> Foreign languages               | <input type="checkbox"/> Sciences (biological or physical) |
| <input type="checkbox"/> History                         | <input type="checkbox"/> Social science                    |
| <input type="checkbox"/> Other (describe):<br>_____      |  |

#### Library Collections

Report the number of holdings. Refer to IPEDS Library Survey, Part, D for corresponding equivalents.

**E4. Books, serial backfiles, electronic documents, and government documents (titles) that are accessible through the library's catalog: 1,101,995 (sum of lines 27 and 29, column 2)**

**E5. Current serials subscriptions (paper, microform, electronic): 2,504 (sum of lines 30 and 31, column 2)**

**E6. Microforms (units): 1,621,426 (line 28, column 2)**

**E7. Audiovisual materials (units): 37,146 (line 32, column 2)**

# San José State University

## Common Data Set

### F. STUDENT LIFE

1999-00

**F1.** Percentages of first-time, first-year (freshman) students and all degree-seeking undergraduates enrolled in fall 1999 who fit the following categories

|   | First-time,<br>first-year<br>(freshman)<br>students | Undergraduates |
|---|---|----------------|
| Percent who are from out of state (exclude internat'l/nonresident aliens) | <b>1.7%</b>   | <b>0.8%</b>    |
| Percent of men who join fraternities                                      |   |                |
| Percent of women who join sororities                                      |   |                |
| Percent who live in college-owned, -operated, or -affiliated housing      |   | <b>10%</b>     |
| Percent who live off campus or commute                                    |   |                |
| Percent of students age 25 and older                                      | <b>0.5%</b>   | <b>35.3%</b>   |
| Average age of full-time students   | <b>18.3</b>   | <b>23</b>      |
| Average age of all students (full- and part-time)                         | <b>18.3</b>   | <b>24.6</b>    |

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

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Choral groups     | <input type="checkbox"/> Marching band   | <input type="checkbox"/> Student government       |
| <input type="checkbox"/> Concert band      | <input type="checkbox"/> Music ensembles | <input type="checkbox"/> Student newspaper        |
| <input type="checkbox"/> Dance             | <input type="checkbox"/> Musical theater | <input type="checkbox"/> Student-run film society |
| <input type="checkbox"/> Drama/theater     | <input type="checkbox"/> Opera           | <input type="checkbox"/> Symphony orchestra       |
| <input type="checkbox"/> Jazz band         | <input type="checkbox"/> Pep band        | <input type="checkbox"/> Television station       |
| <input type="checkbox"/> Literary magazine | <input type="checkbox"/> Radio station   | <input type="checkbox"/> Yearbook                 |

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

Army ROTC is offered:

- On campus  
 At cooperating institution (name): \_\_\_\_\_



Naval ROTC is offered

- On campus
- At cooperating institution (name): \_\_\_\_\_

Air Force ROTC is offered

- On campus
- At cooperating institution (name): \_\_\_\_\_

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

- |   |   |
|---|---|
| <input type="checkbox"/> Coed dorms                             | <input type="checkbox"/> Special housing for disabled students      |
| <input type="checkbox"/> Men's dorms                            | <input type="checkbox"/> Special housing for international students |
| <input type="checkbox"/> Women's dorms                          | <input type="checkbox"/> Fraternity/sorority housing                |
| <input type="checkbox"/> Apartments for married students        | <input type="checkbox"/> Cooperative housing                        |
| <input type="checkbox"/> Apartments for single students         |   |
| <input type="checkbox"/> Other housing options (specify): _____ |   |

# San José State University

## Common Data Set

### G. ANNUAL EXPENSES

1999-00

Provide 1999-00 academic year costs for the following categories that are applicable to your institution.

#### G1. Undergraduate full-time tuition, required fees, room and board

List the typical tuition, required fees, and room and board for a full-time undergraduate student for the FULL 1999-00 academic year. A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters or trimesters, three quarters, or the period covered by a four-one-four plan. Room and board is defined as double occupancy and 19 meals per week or the maximum meal plan. Required fees include only charges that all full-time students must pay that are not included in tuition (e.g., registration, health, or activity fees.) Do not include optional fees (e.g., parking, laboratory use).

|                                   | First-year | Undergraduates |
|-----------------------------------|------------|----------------|
| Private Institutions:             |            |                |
| Public Institutions               |            |                |
| In-district:                      |            |                |
| In-state (out-of-district):       |            | 1857           |
| Out-of-state:                     |            | 5904           |
| Nonresident Aliens:               |            | 7765           |
|                                   |            |                |
| Required Fees:                    |            | 1857           |
|                                   |            |                |
| Room and Board: (on-campus)       |            | 6454           |
| Room Only: (on-campus)            |            | 3654           |
| Board Only: (on-campus meal plan) |            | 2800           |

Comprehensive tuition/room/board fee (if your college cannot provide separate tuition/room/board/fees): \_\_\_\_\_

Other: \_\_\_\_\_

#### G2. Number of credits per term a student can take for the stated full-time tuition:

minimum: 12

maximum: 15

#### G3. Do tuition and fees vary by year of study (e.g., sophomore, junior, senior)?

Yes  No

#### G4. If tuition and fees vary by undergraduate instructional program, describe briefly: N/A

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

|                     | Residents   | Commuters<br>(living at<br>home) | Commuters<br>(not living at<br>home) |
|---------------------|-------------|----------------------------------|--------------------------------------|
| Books and supplies: | <b>810</b>  | <b>810</b>                       | <b>810</b>                           |
| Room only:          | <b>3654</b> | <b>2376</b>                      | <b>4429</b>                          |
| Board only:         | <b>2800</b> |                                  | <b>2412</b>                          |
| Transportation:     | <b>540</b>  | <b>720</b>                       | <b>810</b>                           |
| Other expenses:     | <b>1520</b> | <b>1653</b>                      | <b>1528</b>                          |

**G6. Undergraduate per-credit-hour charges:**

|                                   |                         |
|-----------------------------------|-------------------------|
| Private Institutions:             |                         |
| Public Institutions: In-district: |                         |
| In-state (out-of-district):       |                         |
| Out-of-state:                     | <b>246 per<br/>unit</b> |
| Nonresident Aliens:               | <b>246 per<br/>unit</b> |

# San José State University

## Common Data Set

### H. FINANCIAL AID

1999-00

#### Aid Awarded to Enrolled Undergraduates

**H1.** Enter total dollar **amount** awarded in the 1998-99 academic year to full-time and part-time degree-seeking undergraduates (**using the same cohort reported in CDS Question B1, "total degree-seeking undergraduates"**) in the following categories. Include aid awarded to international students (i.e., those not qualifying for federal aid). Do not include non-need-based athletically related aid or tuition waivers that are personnel benefits.

Number of Undergraduates (U): Please provide the number of degree-seeking undergraduates who were awarded aid.

Number of First-year students (F) : Please provide the number of degree-seeking, first-time, first-year (freshman) students who were awarded aid.

Include the first-year students in the undergraduate count. Students may be counted in more than one row.

Aid that is non-need-based but is used to meet need should be counted as need-based aid.

If data reported are not for AY98-99, what is the AY of reported data?

|  | Need-based aid       |              |              | Non-need-based aid  |            |           |
|--|----------------------|--------------|--------------|---------------------|------------|-----------|
|  | \$                   | #U           | #F           | \$                  | #U         | #F        |
| <b>Scholarships/Grants</b>                                 |                      |              |              |                     |            |           |
| Federal  | <b>12,687,124.00</b> |              |              |                     |            |           |
| State  | <b>9,187,307.00</b>  |              |              |                     |            |           |
| Other external scholarships/grants administered by college |                      |              |              | <b>1,303,505.00</b> |            |           |
| Institutional  | <b>235,999.00</b>    |              |              |                     |            |           |
| <b>Total Scholarships/Grants</b>                           | <b>22,110,430.00</b> |              |              | <b>1,303,505.00</b> |            |           |
| <b>Self-Help</b>   |                      | <b>5,795</b> | <b>1,088</b> |                     | <b>357</b> | <b>12</b> |
| Student loans  | <b>13,174,978.00</b> |              |              | <b>1,174,207.00</b> |            |           |
| Federal Work Study   | <b>1,181,086.00</b>  |              |              |                     |            |           |
| State and other work                                       |                      |              |              |                     |            |           |
| Study/employment   |                      |              |              |                     |            |           |
| <b>Total Self-Help</b>                                     | <b>14,356,064.00</b> |              |              | <b>1,174,207</b>    |            |           |
| <b>Parent Loans</b>  |                      |              |              | <b>774,520.00</b>   |            |           |

**Note:** Some publishers may do a simple calculation with the above dollar amounts and number of recipients in order to calculate average grant award, average loan, etc., made to undergraduates.

**H2.** If need-based gift aid is awarded based on additional criteria, check off all other criteria used in making award decisions.

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Academics          | <input type="checkbox"/> Job skills      | <input type="checkbox"/> Religious affiliation    |
| <input type="checkbox"/> Alumni affiliation | <input type="checkbox"/> Leadership      | <input type="checkbox"/> State/district residency |
| <input type="checkbox"/> Art                | <input type="checkbox"/> Minority status | <input type="checkbox"/> Other: _____             |
| <input type="checkbox"/> Athletics          | <input type="checkbox"/> Music/drama     |   |

Number of Enrolled Students Receiving Aid, Fall 1998

**H3.** List the number of degree-seeking students who applied for and received financial aid.

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

|  | First-time Full-time Freshmen | Full-time Undergrad | Less than Full-time |
|--|-------------------------------|---------------------|---------------------|
| <b>a)</b> Number of degree-seeking students (CDS Item B1)  | <b>2523</b>                   | <b>14292</b>        | <b>10218</b>        |
| <b>b)</b> Number of students in line a who were financial aid applicants   | <b>1631</b>                   | <b>7963</b>         | <b>2976</b>         |
| <b>c)</b> Number of students in line b who were determined to have financial need  | <b>1264</b>                   | <b>6878</b>         | <b>2229</b>         |
| <b>d)</b> Number of students in line c who received any need-based gift aid  | <b>1051</b>                   | <b>5679</b>         | <b>1290</b>         |
| <b>e)</b> Number of students in line c who received any need-based self-help aid   | <b>663</b>                    | <b>4022</b>         | <b>1011</b>         |
| <b>f)</b> Number of students in line c who received any non-need-based gift aid  | <b>171</b>                    | <b>6213</b>         | <b>113</b>          |
| <b>g)</b> Number of students in line c who received any non-need-based self-help aid   | <b>21</b>                     | <b>361</b>          | <b>119</b>          |
| <b>h)</b> Number of students in line c whose need was fully met  | <b>161</b>                    | <b>839</b>          | <b>246</b>          |
| <b>i)</b> On average, the percentage of need that was met of students who received any need-based aid. Exclude any resources that were awarded to replace EFC. | <b>65%</b>                    | <b>70%</b>          | <b>60%</b>          |
| <b>j)</b> The average financial aid package of those in line c. Exclude any resources that were awarded to replace EFC.  | <b>\$5546.00</b>              | <b>\$6060.00</b>    | <b>\$3772.00</b>    |

**H4.** Percent of 1998 graduating undergraduate class who have borrowed through all loan programs (federal, state, subsidized, unsubsidized, etc.): **37%**

**H5. Average per-student cumulative undergraduate indebtedness of those in line H4: \$2700.00**

**Aid to Undergraduate International Students**

**H6. Indicate your institution's policy regarding financial aid for undergraduate international (nonresident alien) students:**

- College-administered need-based financial aid is available for international students

- College-administered non-need-based financial aid is available for international students
- College-administered financial aid is not available for international students

If college-administered financial aid is available for undergraduate international students, provide the number of international students who received need- or non-need-based aid in the last academic year: \_\_\_\_\_

Average dollar amount awarded to international students in the last academic year:  
\$ \_\_\_\_\_

Total dollar amount awarded to international students in the last academic year: \$ \_\_\_\_\_

### Process for First-Year/freshman Students

**H7. Check off all financial aid forms domestic first-year (freshman) financial aid applicants must submit:**

- FAFSA
- Institution's own financial aid form
- CSS/Financial Aid PROFILE
- State aid form
- Noncustodial (Divorced/Separated) Parent's Statement
- Business/Farm Supplement
- Other: \_\_\_\_\_

**H8. Check off all financial aid forms international (non-resident alien) first-year financial aid applicants must submit:**

- Institution's own financial aid form
- CSS/Financial Aid PROFILE
- Foreign Student's Financial Aid Application
- Foreign Student's Certification of Finances
- Other: \_\_\_\_\_

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

- Priority date for filing required financial aid forms: March 2nd
- Deadline for filing required financial aid forms: \_\_\_\_\_
- No deadline for filing required forms (applications processed on a rolling basis)

**H10. Indicate notification dates for first-year (freshman) students:**

Students notified on or about (date):

Students notified on a rolling basis:  Yes  No

If yes, starting date: April 15th

**H11. Indicate reply dates:**

Students must reply by (date): \_\_\_\_\_ or within \_\_\_\_ weeks of notification.

### Types of Aid Available

Please check off all types of aid available at your institution:

#### H12. Loans

##### FEDERAL DIRECT STUDENT LOAN PROGRAM (DIRECT LOAN)

- Direct Subsidized Stafford Loans
- Direct Unsubsidized Stafford Loans
- Direct PLUS Loans
- Direct Consolidation Loans

**FEDERAL FAMILY EDUCATION LOAN PROGRAM (FFEL)**

- FFEL Subsidized Stafford Loans**
- FFEL Unsubsidized Stafford Loans**
- FFEL PLUS Loans**
- FFEL Consolidation Loans**
  
- Federal Perkins Loans**
- Federal Nursing Loans**
- State Loans**
- College/university loans from institutional funds**
- Other (specify): \_\_\_\_\_**

**H13. Scholarships and Grants**

**Need-based:**

- Federal Pell**
- FSEOG**
- State scholarships/grants**
- Private scholarships**
- College/university gift aid from institutional funds**
- United Negro College Fund**
- Federal Nursing Scholarship**
- Other (specify): \_\_\_\_\_**

**Non-need based (college-administered):**

- State**
- Academic**
- Creative arts/performance**
- Special achievements/activities**
- Special characteristics**
- Athletic**
- ROTC**
- Other (specify): \_\_\_\_\_**

# San José State University

## Common Data Set

### I. INSTRUCTIONAL FACULTY AND CLASS SIZE

1999-00

#### I1. Please report number of instructional faculty members in each category for Fall 1999.

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

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

- Full-time: Faculty employed on a full-time basis
- Part-time: Faculty teaching less than two semesters, three quarters, two trimesters, or two four-month sessions. Also includes adjuncts and part-time instructors.
- Minority faculty: includes faculty who designate themselves as black, non-Hispanic; American Indian or Alaskan native; Asian or Pacific Islander; or Hispanic.
- Doctorate: Includes Ph.D., Ed.D in education, DMA in musical arts, DBA in business administration, D.Eng or DES in engineering.
- First-professional: includes the fields of dentistry (DDS or DMD), medicine (MD), optometry (OD), osteopathic medicine (DO), pharmacy (DPharm or BPharm), podiatric medicine (DPM), veterinary medicine (DVM), chiropractic (DC or DCM), law (JD) and theological professions (MDiv, MHL).
- Terminal degree: the highest degree in a field: example, M.Arch (architecture) and MFA (master of fine arts).

|   | Full time | Part time | Total |
|---|-----------|-----------|-------|
| Total number of instructional faculty                                       | 784       | 838       | 1,622 |
| Total number who are members of minority groups                             | 185       | 206       | 391   |
| Total number who are women  | 303       | 391       | 694   |
| Total number who are men  | 481       | 447       | 928   |
| Total number who are non-resident aliens (international)                    | N/A       | N/A       | N/A   |
| Total number with doctorate, first professional, or other terminal degree   | N/A       | N/A       | N/A   |
| Total number whose highest degree is a master's but not a terminal master's | N/A       | N/A       | N/A   |
| Total number whose highest degree is a bachelor's                           | N/A       | N/A       | N/A   |

#### I2. Student to Faculty Ratio



Report the Fall 1999 ratio to 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 1999 Student to Faculty ratio: N/A.

### I3. 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 1999 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 non-credit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, cooperative 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 source 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 1999. For example, a lecture class with 800 students who met at another time in 40 separate labs with 20 students should be counted once in the "100+" column in the class section column and 40 times under the "20-29" column of the class subsections table.

#### NUMBER OF CLASS SECTIONS WITH UNDERGRADUATES ENROLLED UNDERGRADUATE CLASS SIZE

|                   | Less than 10 | 10-19 | 20-29 | 30-39 | 40-49 | 50-99 | 100+ | Total |
|-------------------|--------------|-------|-------|-------|-------|-------|------|-------|
| Class Sections    | 240          | 757   | 877   | 480   | 282   | 167   | 29   | 2,832 |
| Class Subsections | 194          | 370   | 335   | 73    | 31    | 45    | 14   | 1,062 |

# San José State University

## Common Data Set

### J. DEGREES CONFERRED

1999-00

Degrees conferred between July 1, 1998 and June 30, 1999

#### J1. Reference: IPEDS Completions, Part A

For each of the following discipline areas, provide the percentage of diplomas/certificates, associate, and bachelor's degrees awarded.

| Major/Field                                  | Bachelor's (%) | CIP Category |
|--|----------------|--------------|
| Agriculture                                  |                | 01, 02       |
| Architecture                                 |                | 04           |
| Area and ethnic studies                      |                | 05           |
| Biological/life sciences                     | 3%             | 26           |
| Business/marketing                           | 25%            | 08, 52       |
| Communications/communication technologies    | 5%             | 09, 10       |
| Computer and information sciences            | 3%             | 11           |
| Education                                    | 5%             | 13           |
| Engineering/engineering technologies         | 14%            | 14, 15       |
| English                                      | 3%             | 23           |
| Foreign languages and literature             | 1%             | 16           |
| Health professions and related sciences      | 8%             | 51           |
| Home economics and vocational home economics | 1%             | 19, 20       |
| Interdisciplinary studies                    |                | 30           |
| Liberal arts/general studies                 | 3%             | 24           |
| Mathematics                                  |                | 27           |
| Natural resources/environmental science      | 2%             | 3            |
| Parks, recreation, leisure & fitness studies | 1%             | 31           |
| Personal and miscellaneous services          |                | 12           |
| Philosophy, religion, theology               |                | 38, 39       |
| Physical sciences                            | 1%             | 40, 41       |
| Protective services/public administration    | 6%             | 43, 44       |
| Psychology                                   | 5%             | 42           |
| Social sciences and history                  | 7%             | 45           |
| Visual and performing arts                   | 7%             | 50           |

|              |             |
|--------------|-------------|
| Other        |             |
| <b>TOTAL</b> | <b>100%</b> |

# San José State University

## Common Data Set

### Definitions

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1999-00

**Note:** Items preceded by an asterisk (\*) represent definitions agree to among publishers which do not appear on the CDS document but may be present on individual publisher's surveys.

**\*Academic advisement:** plan under which each student is assigned to a faculty member or a trained adviser, who, through regular meetings, helps the student plan and implement immediate and long-term academic and vocational goals.

**Accelerated program:** Completion of a college program of study in fewer than the usual number of years, most often by attending summer sessions and carrying extra courses during the regular academic term.

**Admitted student:** Applicant who is offered admission to a degree-granting program at your institution.

**\*Adult student services:** admission assistance, support, orientation, and other services expressly for adults who have started college for the first time, or who are re-entering after a lapse of a few years.

**American Indian or Alaska native:** A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

**Applicant (first-time, first year):** An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and who has been notified of one of the following actions: admission, nonadmission, placement on waiting list, or application withdrawn (by applicant or institution).

**Application fee:** That amount of money that an institution charges for processing a student's application for acceptance. This amount is not creditable toward tuition and required fees, nor is it refundable if the student is not admitted to the institution.

**Asian or Pacific Islander:** A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or Pacific Islands. This includes people from China, Japan, Korea, the Philippine Islands, American Samoa, India, and Vietnam.

**Associate's degree:** An award that normally requires at least two but less than four years of full-time equivalent college work.

**Bachelor's degree:** An award (baccalaureate or equivalent degree, as determined by the Secretary, U.S. Department of Education) that normally requires at least four years but not more than five years of full-time equivalent college-level work. This includes ALL bachelor's degrees conferred in a five-year cooperative (work-study plan) program. A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experience with their college studies. Also, it includes bachelor's degrees in which the normal four years of work are completed in three years.

**Black, non-Hispanic:** A person having origins in any of the black racial groups of Africa (except those of Hispanic origin).

**Board (charges):** Assume average cost for 19 meals per week or the maximum meal plan.

**Books and supplies (costs):** Average cost of books and supplies. Do not include unusual costs for special groups of students (e.g., engineering or art majors), unless they constitute the majority of students at your institution.

**Calendar system:** The method by which an institution structures most of its courses for the academic year.

**\*Career and placement services:** A range of services, including (often) the following: coordination of visits of employers to campus; aptitude and vocational testing; interest inventories, personal counseling; help in resume writing, interviewing, launching the job search; listings for those desiring students employment and those seeking permanent positions; establishment of a permanent reference folder; career resource materials

**Carnegie units:** One year of study or the equivalent in a secondary school subject.

**Certificate:** See Postsecondary award, certificate, or diploma.

**Class rank:** The relative numerical position of a student in his or her graduating class, calculated by the high school on the basis of grade-point average, whether weighted or unweighted.

**College preparatory program:** Courses in academic subjects (English, history and social studies, foreign languages, mathematics, science, and the arts) that stress preparation for college or university study.

**Common Application:** The standard application form distributed by the National Association of Secondary School Principals for a large number of private colleges who are members of the Common Application Group.

**\*Community service program:** Referral center for students wishing to perform volunteer work in the community or volunteer activities coordinated by academic departments.

**Commuter:** A student who lives off campus in housing that is not owned by, operated by, or affiliated with the college. This category includes students who commute from home and students who have moved to the area to attend college.

**Contact hour:** A unit of measure that represents an hour of scheduled instruction given to students. Also referred to as clock hour.

**Continuous basis (for program enrollment):** A calendar system classification that is used by institutions that enroll students at any time during the academic year. For example, a cosmetology school or a word processing school might allow students to enroll and begin studies at various times, with no requirement that classes begin on a certain date.

**Cooperative (work-study plan) program:** A program that provides for alternate class attendance and employment in business, industry, or government.

**Cooperative housing:** College-owned, -operated, or -affiliated housing in which students share room and board expenses and participate in household chores to reduce living expenses.

**Core curriculum:** A specified number of courses or credits in the humanities, social sciences, life sciences, and/or physical sciences required of all students, regardless of major, to ensure a basic set of learning experiences.

**\*Counseling service:** Activities designed to assist students in making plans and decisions related to their education, career, or personal development.

**Credit:** Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate, or other formal award.

**Credit course:** A course that, if successfully completed, can be applied toward the number of courses required for achieving a degree, diploma, certificate, or other formal award.

**Credit hour:** A unit of measure representing an hour (50 minutes) of instruction over a 15-week period in a semester or trimester system or a 10-week period in a quarter system. It is applied toward the total number of hours needed for completing the requirements of a degree, diploma, certificate, or other formal award.

**Cross-registration:** A system whereby students enrolled at one institution may take courses at another institution without having to apply to the second institution.

**Deferred admission:** The practice of permitting admitted students to postpone enrollment, usually for a period of one academic term or one year.

**Degree:** An award conferred by a college, university, or other postsecondary education institution as official recognition for the successful completion of a program of studies.

**Degree-seeking students:** Students enrolled in courses for credit who are recognized by the institution as seeking a degree or formal award. At the undergraduate level, this is intended to include students enrolled in vocational or occupational programs.

**Differs by program (calendar system):** A calendar system classification that is used by institutions that have occupational/vocational programs of varying length. These schools may enroll students at specific times depending on the program desired. For example, a school might offer a two-month program in January, March, May, September, and November; and a three-month program in January, April, and October.

**Diploma:** See Postsecondary award, certificate, or diploma.

**Distance learning:** An option for earning course credit at off-campus locations via cable television, internet, satellite classes, videotapes, correspondence courses, or other means.

**Doctoral degree:** The highest award a student can earn for graduate study. The doctoral degree classification includes such degrees as Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and the Doctor of Philosophy degree in any field such as agronomy, food technology, education, engineering, public administration, ophthalmology, or radiology. For the Doctor of Public Health degree, the prior degree is generally earned in the closely related field of medicine or in sanitary engineering.

**Double major:** Program in which students may complete two undergraduate programs of study simultaneously.

**Dual enrollment:** A program through which high school students may enroll in college courses while still enrolled in high school. Students are not required to apply for admission to your college in order to participate.

**Early action plan:** An admission plan that allows students to apply and be notified of an admission decision well in advance of the regular notification dates. If admitted, the candidate is not committed to enroll; the student may reply to the offer under the college's regular reply policy.

**Early admission:** A policy under which students who have not completed high school are admitted and

enroll full time in college, usually after completion of their junior year.

**Early decision plan:** A plan that permits students to apply and be notified of an admission decision (and financial aid offer if applicable) well in advance of the regular notification date. Applicants agree to accept an offer of admission and, if admitted, to withdraw their applications from other colleges. There are three possible decisions for early decision applicants: admitted, denied, or not admitted but forwarded for consideration with the regular applicant pool, without prejudice.

**English as a Second Language (ESL):** A course of study designed specifically for students whose native language is not English.

**Exchange student program-domestic:** Any arrangement between a student and a college that permits study for a semester or more at another college in the United States without extending the amount of time required for a degree. See also Study abroad.

**External degree program:** A program of study in which students earn credits toward a degree through independent study, college courses, proficiency examinations, and personal experience. External degree programs require minimal or no classroom attendance.

**Extracurricular activities (as admission factor):** Special consideration in the admissions process given for participation in both school and nonschool-related activities of interest to the college, such as clubs, hobbies, student government, athletics, performing arts, etc.

**First professional certificate (postdegree):** An award that requires completion of an organized program of study designed for persons who have completed the first professional degree. Examples could be refresher courses or additional units of study in a specialty or subspecialty.

**First professional degree:** An award in one of the following fields: Chiropractic (DC, DCM), dentistry (DDS, DMD), medicine (MD), optometry (OD), osteopathic medicine (DO), rabbinical and Talmudic studies (MHL, Rav), Pharmacy (B.Pharm, Pharm.D), podiatry (PodD, DP, DPM), veterinary medicine (DVM), law (LLB, JD), divinity/ministry (BD, MDiv).

**First-time student:** A student attending any institution for the first time at the level enrolled. Includes students enrolled in the fall term who attended a postsecondary institution for the first time at the same level in the prior summer term. Also includes students who entered with advanced standing (college credit earned before graduation from high school).

**First-time, first-year (freshman) student:** A student attending any institution for the first time at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

**First-year student:** A student who has completed less than the equivalent of 1 full year of undergraduate work; that is, less than 30 semester hours (in a 120-hour degree program) or less than 900 contact hours.

**Freshman:** A first-year undergraduate student.

**\*Freshman/new student orientation:** Orientation addressing the academic, social, emotional, and intellectual issues involved in beginning college. May be a few hours or a few days in length; at some colleges, there is a fee.

**Full-time student (undergraduate):** A student enrolled for 12 or more semester credits, or 12 or more quarter credits, or 24 or more contact hours a week each term.

**Geographical residence (as admission factor):** Special consideration in the admission process given to

students from a particular region, state, or country of residence.

**Grade-point average (academic high school GPA):** The sum of grade points a student has earned in secondary school divided by the number of courses taken. The most common system of assigning numbers to grades counts four points for an A, three points for a B, two points for a C, one point for a D, and no points for an E or F. Unweighted GPA's assign the same weight to each course. Weighting gives students additional points for their grades in advanced or honors courses.

**Graduate student:** A student who holds a bachelor's or first professional degree, or equivalent, and is taking courses at the post-baccalaureate level.

**\*Health services:** Free or low cost on-campus primary and preventive health care available to students.

**High school diploma or recognized equivalent:** A document certifying the successful completion of a prescribed secondary school program of studies, or the attainment of satisfactory scores on the Tests of General Educational Development (GED) or another state specified examination.

**Hispanic:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

**Honors program:** Any special program for very able students offering the opportunity for educational enrichment, independent study, acceleration, or some combination of these.

**Independent study:** Academic work chosen or designed by the student with the approval of the department concerned, under an instructor's supervision, and usually undertaken outside of the regular classroom structure.

**In-state tuition:** The tuition charged by institutions to those students who meet the state's or institution's residency requirements.

**International student:** See Nonresident alien.

**Internship:** Any short-term, supervised work experience usually related to a student's major field, for which the student earns academic credit. The work can be full or part time, on- or off-campus, paid or unpaid.

**\*Learning center:** Center offering assistance through tutors, workshops, computer programs or audiovisual equipment in reading, writing, math, and skills such as taking notes, managing time, taking tests.

**\*Legal services:** Free or low cost legal advice for a range of issues (personal and other).

**Liberal arts/career combination:** Program in which a student earns undergraduate degrees in two separate fields, one in a liberal arts major and the other in a professional or specialized major, whether on-campus or through cross-registration.

**Master's degree:** An award that requires the successful completion of a program of study of at least the full-time equivalent of one but not more than two academic years of work beyond the bachelor's degree.

**Minority affiliation (as admission factor):** Special consideration in the admission process for members of designated racial/ethnic minority groups.

**\*Minority student center:** Center with programs, activities, and/or services intended to enhance the college experience of students of color.



**Nonresident alien:** A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

**\*On-campus day care:** Licensed day care for children of students (usually 3 and up); usually for a fee.

**Open admission:** 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.

**Other expenses (costs):** Include average costs for clothing, laundry, entertainment, medical (if not a required fee), and furnishings.

**Out-of-state tuition:** The tuition charged by institutions to those students who do not meet the institution's or state's residency requirements.

**Part-time student (undergraduate):** A student enrolled for less than 12 credits per semester or quarter, or less than 24 contact hours a week each term.

**\*Personal counseling:** One-on-one or group counseling with trained professionals for student who want to explore personal, educational, or vocational problems.

**Post-master's certificate:** An award that requires completion of an organized program of study of 24 credit hours beyond the master's degree but does not meet the requirements of academic degrees at the doctoral level.

**Post-baccalaureate certificate:** An award that requires completion of an organized program of study requiring 18 credit hours beyond the bachelor's; designed for persons who have completed a baccalaureate degree but do not meet the requirements of academic degrees carrying title of master.

**Postsecondary award, certificate, or diploma (at least one but less than two academic years):** Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least one but less than two full-time equivalent academic years, or designed for completion in at least 30 but less than 60 credit hours, or in at least 900 but less than 1,800 contact hours.

**Private institution:** An educational institution controlled by a private individual(s) or by a nongovernmental agency, usually supported primarily by other than public funds, and operated by other than publicly elected or appointed officials.

**Private for-profit institution:** A private institution in which the individual(s) or agency in control receives compensation, other than wages, rent, or other expenses for the assumption of risk.

**Private nonprofit institution:** A private institution in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for the assumption of risk. These include both independent nonprofit schools and those affiliated with a religious organization.

**Proprietary institution:** See Private for-profit institution.

**Public institution:** An educational institution whose programs and activities are operated by publicly elected or appointed school officials, and which is supported primarily by public funds.

**Quarter calendar system:** A calendar system in which the academic year consists of three sessions called quarters of about 12 weeks each. The range may be from 10 to 15 weeks. There may be an additional quarter in the summer.

**Race/ethnicity:** Category used to describe groups to which individuals belong, identify with, or belong in

the eyes of the community. The categories do not denote scientific definitions of anthropological origins. A person may be counted in only one group.

**Race/ethnicity unreported:** Category used to classify students or employees whose race/ethnicity is not known and whom institutions are unable to place in one of the specified racial/ethnic category.

**Religious affiliation/commitment (as admission factor):** Affiliation with a certain church or faith/religion, commitment to a religious vocation, or observance of certain religious tenets/lifestyle.

**\*Religious counseling:** One-on-one or group counseling with trained professionals for student who want to religious problems or issues.

**\*Remedial services:** Instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting.

**Required fees:** Fixed sum charged to students for items not covered by tuition and required of such a large proportion of all students that the student who does NOT pay is the exception. Do not include application fees, registration fees, student activity, or health fees.

**Resident alien or other eligible noncitizen:** A person who is not a citizen or national of the United States and who has been admitted as a legal immigrant for the purpose of obtaining permanent resident alien status (and who holds either an alien registration card [Form I-551 or I-151], a Temporary Resident Card [Form I-688], or an Arrival-Departure Record [Form I-94] with a notation that conveys legal immigrant status, such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian).

**Room and board (charges)-on campus:** Assume double occupancy in institutional housing and 19 meals per week (or maximum meal plan).

**Secondary school record (as admission factor):** Information maintained by the secondary school that may include such things as the student's high school transcript, class rank, GPA, and teacher and counselor recommendations.

**Semester calendar system:** A calendar system that consists of two semesters during the academic year with about 16 weeks for each semester of instruction. There may be an additional summer session.

**Student-designed major:** A program of study based on individual interests, designed with the assistance of an adviser.

**Study abroad:** Any arrangement by which a student completes part of the college program studying in another country. Can be at a campus abroad or through a cooperative agreement with some other U.S. college or an institution of another country.

**\*Summer session:** A summer session is shorter than a regular semester and not considered part of the academic year. It is not the third term of an institution operating on a trimester system or the fourth term of an institution operating on a quarter calendar system. The institution may have 2 or more sessions occurring in the summer months. Some schools, such as vocational and beauty schools, have year-round classes with no separate summer session.

**Talent/ability (as admission factor):** Special consideration given to students with demonstrated talent/abilities in areas of interest to the institution (e.g., sports, the arts, languages, etc.).

**Teacher certification program:** Program designed to prepare students to meet the requirements for certification as teachers in elementary and secondary schools.

**Transfer applicant:** An individual who has fulfilled the institution's requirements to be considered for

admission (including payment or waiving of the application fee, if any) and who has previously attended another college or university and earned college-level credit.

**Transfer student:** A student entering the institution for the first time but known to have previously attended a postsecondary institution at the same level (e.g., undergraduate). The student may transfer with or without credit.

**Transportation (costs):** Assume two round trips to student's hometown per year for students in institutional housing or daily travel to and from your institution.

**Trimester calendar system:** An academic year consisting of 3 terms of about 15 weeks each.

**Tuition:** Amount of money charged to students for instructional services. Tuition may be charged per term, per course, or per credit.

**\*Tutoring:** May range from one-on-one tutoring in specific subjects to tutoring in an area such as math, reading, or writing. Most tutors are college students; at some colleges, they are specially trained and certified.

**Unit:** a standard of measurement representing hours of academic instruction (e.g., semester credit, quarter credit, contact hour).

**Undergraduate:** A student enrolled in a four- or five-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate.

**\*Veteran's counseling:** Helps veterans and their dependents obtain benefits for their selected program and provides certifications to the Veteran's Administration. May also provide personal counseling on the transition from the military to a civilian life.

**\*Visually impaired:** Any person whose sight loss is sufficiently severe and not correctable, and adversely affects educational performance.

**Volunteer work (as admission factor):** Special consideration given to students for activity done on a volunteer basis (e.g., tutoring, hospital care, working with the elderly or disabled) as a service to the community or the public in general.

**Wait list:** List of students who meet the admission requirements but will only be offered a place in the class if space becomes available.

**Weekend college:** A program that allows students to take a complete course of study and attend classes only on weekends.

**White, non-Hispanic:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).

**\*Women's center:** Center with programs, academic activities, and/or services intended to promote an understanding of the evolving roles of women.

**Work experience (as admission factor):** Special consideration given to students who have been employed prior to application, whether for relevance to major, demonstration of employment-related skills, or as explanation of student's academic and extracurricular record.

## Financial Aid Definitions

**Financial aid applicant:** Any applicant who submits the institutionally required financial aid application/form, such as the FAFSA.

**Indebtedness:** Aggregate dollar amount borrowed by the student.

**Financial need:** As determined by your institution using the federal methodology and/or your institution's own standards.

**Need-based aid:** College-funded or college-administered award from institutional, state, federal, or other sources for which a student must have financial need to qualify. This includes both institutional and noninstitutional student aid (grants, jobs, and loans).

**Need-based gift aid:** Scholarships and grants from institutional, state, federal or other sources for which a student must have financial need to qualify. Do not include athletic scholarships, outside awards, or awards construed as personnel benefits, i.e., scholarships to children of faculty and staff.

**Non-need-based gift aid:** Scholarships and grants, gifts, or merit-based aid from institutional, state, federal, or other sources (including unrestricted funds or gifts and endowment income) awarded solely on the basis of academic achievement, merit, or any other non-need-based reason. Exclude athletic scholarships, awards construed as personnel benefits, i.e., scholarships to children of faculty and staff.

**Self-help aid:** Need-based loans and jobs up to the level of institutionally determined need.

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