

Brandeis University Common Data Set: 1999-2000
Office of Management Research and Analysis

A. GENERAL INFORMATION

A1. Address Information

Name of College or University	Brandeis University
Mailing Address, City/State/Zip	415 South Street, PO Box 9110, Waltham, MA 02454
Street Address (if different), City/State/Zip	
Main phone	781-736-2000
WWW Home Page Address	www.brandeis.edu
Admissions Phone Number	781-736-3500
Admissions toll-free number	800-622-0622
Admissions Office Mailing Address, City/State/Zip	415 South Street, Waltham, MA 02454
Admissions Fax number:	781-736-3536
Admissions E-mail Address:	admissions@brandeis.edu
Is there a separate URL application site on the Internet? If so, please specify:	

A2. Source of institutional control (check one only)

- Public
 Private (nonprofit)
 Proprietary

A3. Classify your undergraduate institution:

- Coeducational college
 Men's college
 Women's college

A4. Academic year calendar

- | | |
|--|---|
| <input checked="" type="checkbox"/> Semester | <input type="checkbox"/> 4-1-4 |
| <input type="checkbox"/> Quarter | <input type="checkbox"/> Continuous |
| <input type="checkbox"/> Trimester | <input type="checkbox"/> Differs by program |
| <input type="checkbox"/> Other | |

A5. Degrees offered by your institution

- | | |
|--|--|
| <input type="checkbox"/> Certificate | <input checked="" type="checkbox"/> Postbachelor's certificate |
| <input type="checkbox"/> Diploma | <input checked="" type="checkbox"/> Master's |
| <input type="checkbox"/> Associate | <input type="checkbox"/> Post-master's certificate |
| <input type="checkbox"/> Transfer | <input checked="" type="checkbox"/> Doctoral |
| <input type="checkbox"/> Terminal | <input type="checkbox"/> First professional |
| <input checked="" type="checkbox"/> Bachelor's | <input type="checkbox"/> First professional certificate |

Brandeis University Common Data Set: 1999-2000
Office of Management Research and Analysis

B. ENROLLMENT AND PERSISTENCE

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 (IPEDS col. 15)	Women (IPEDS col. 16)	IPED S line	Men (IPEDS col. 15)	Women (IPEDS col. 16)	IPEDS line
Undergraduates						
Degree-seeking, first-time freshmen	347	446	line 1	0	1	line 15
Other first-year, degree-seeking	13	6	line 2	0	0	line 16
All other degree-seeking	965	1255	lines 3-6	3	4	lines 17-20
<i>Total degree-seeking</i>	1325	1707		3	5	
All other undergraduates enrolled in credit courses	23	23	line 7	10	16	line 21
<i>Total undergraduates</i>	1348	1730	line 8	13	21	line 22
First-professional						
First-time, first-professional students			line 9			line 23
All other first-professionals			line 10			line 24
<i>Total first-professional</i>						
Graduate						
Degree-seeking, first-time	128	142	line 11	2	5	line 25
All other degree-seeking	295	325	line 12	48	56	line 26
All other graduates enrolled in credit	27	25	line 13	225	137	line 27
<i>Total graduate</i>	450	492		275	198	

Total all undergraduates (IPEDS sum of lines 8 and 22, cols. 15 and 16): 3112

Total all graduate and professional students (IPEDS sum of lines 14 and 28, cols. 15 and 16): 1415

GRAND TOTAL ALL STUDENTS (IPEDS line 29, sum of cols. 15 and 16): 4527

Brandeis University Common Data Set: 1999-2000
Office of Management Research and Analysis

B2. Enrollment by Racial/Ethnic Category. Provide numbers of **degree-seeking** 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	Degree-seeking undergraduates
	IPEDS sum of lines 1 and 15	IPEDS sum of lines 1-6 and lines 15-20
Nonresident aliens IPEDS cols. 1-2	40	163
Black, non-Hispanic IPEDS cols. 3-4	19	59
American Indian or Alaskan Native IPEDS cols. 5-6	3	9
Asian or Pacific Islander IPEDS cols. 7-8	91	295
Hispanic IPEDS cols. 9-10	15	76
White, non-Hispanic IPEDS cols. 11-12	570	2326
Race/ethnicity unknown IPEDS cols. 13-14	56	119
Total IPEDS cols. 15-16	794	3047

Persistence

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

Certificate/diploma	_____
Associate degrees	_____
Bachelor's degrees	<u>803</u>
Postbachelor's certificates	<u>18</u>
Master's degrees	<u>261</u>
Post-master's certificates	_____
Doctoral degrees	<u>102</u>
First professional degrees	_____
First professional certificates	_____

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.

Brandeis University Common Data Set: 1999-2000
Office of Management Research and Analysis

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: 707
(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: 3
(IPEDS GRS, Section II, Part C, line 45, sum of columns 15 and 16)
- B6.** Final 1993 cohort, after adjusting for allowable exclusions: 704
(Subtract question B5 from question B4)
- B7.** Of the initial 1993 cohort, how many completed the program in four years or less (by August 31, 1997): 531
(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): 27
(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): 9
(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): 567
(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): 80.5%

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? 91.6 %

Brandeis University Common Data Set: 1999-2000
Office of Management Research and Analysis

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

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 2655

Total women applied 3137

Total men admitted 1315

Total women admitted 1674

Total full-time, first-time, first-year (freshman) men enrolled 347

Total part-time, first-time, first-year (freshman) men enrolled 0

Total full-time, first-time, first-year (freshman) women enrolled 446

Total part-time, first-time, first-year (freshman) women enrolled 1

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: X No:

If yes, please answer the questions below for fall 1999 admissions:

Number of qualified applicants placed on waiting list 532

Number accepting a place on the waiting list 269

Number of wait-listed students admitted 91

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

Brandeis University Common Data Set: 1999-2000
Office of Management Research and Analysis

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		16
English		4
Mathematics		3
Science		1
Of these, units that must be lab		1
Foreign language		3
Social studies		-
History		1
Academic electives		4
Other (<i>specify</i>)		-

Basis for Selection

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

Open admission policy as described above for all students NO

Open admission policy as described above for most students, but
selective admission for out-of-state students____
selective admission to some programs____
other (explain)

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

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

Brandeis University Common Data Set: 1999-2000
Office of Management Research and Analysis

	Very important	Important	Considered	Not Considered
<i>Nonacademic</i>				
Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Extracurricular activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talent/ability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Character/personal qualities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alumni/ae relation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Geographical residence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
State residency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Religious affiliation/commitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Minority status	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Volunteer work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work experience	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Brandeis University Common Data Set: 1999-2000
Office of Management Research and Analysis

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	Recommend	Require for some	Considered if 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In addition, does your institution use applicants' test scores for placement or counseling?

Placement Yes No
 Counseling Yes No

B: Does your institution use the SAT I or II or the ACT for **placement only**? If so, please mark the appropriate boxes below:

	PLACEMENT		
	Require	Recommend	Require for some
SAT I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT I or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. Latest date by which SAT I or ACT scores must be received for fall-term admission March 1

Latest date by which SAT II scores must be received for fall-term admission March 1

D. 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): _____

Brandeis University Common Data Set: 1999-2000
Office of Management Research and Analysis

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	<u>98%</u>	Number submitting SAT scores	<u>778</u>
Percent submitting ACT scores	<u>NA</u>	Number submitting ACT scores	<u>NA</u>

	25th percentile	75th percentile
SAT I Verbal	610	710
SAT I Math	610	710
ACT Composite		
ACT English		
ACT Math		

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

	SAT I Verbal	SAT I Math
700-800	30	33
600-699	54	50
500-599	15	15
400-499	1	2
300-399		
200-299		

	ACT Composite	ACT English	ACT Math
30-36			
24-29			
18-23			
12-17			
6-11			
below 6			

Brandeis University Common Data Set: 1999-2000
Office of Management Research and Analysis

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 63%
- Percent in top quarter of high school graduating class 95%
- Percent in top half of high school graduating class 100%
- Percent in bottom half of high school graduating class _____
- Percent in bottom quarter of high school graduating class _____

Percent of total first-time, first-year (freshman) students who submitted high school class rank: 60%

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

C12. Average high school GPA of all degree-seeking first-time, first-year (freshman) students who submitted GPA: 3.5

Percent of total first-time, first-year (freshman) students who submitted high school GPA: 98%

Brandeis University Common Data Set: 1999-2000
Office of Management Research and Analysis

Admission Policies

C13. Application fee

Does your institution have an application fee? Yes No

Amount of application fee \$50

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) January 31

Priority date _____

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

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

On a rolling basis beginning (date) _____

By (date) By April 15

Other _____

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

Must reply by (date) May 1

No set date _____

Must reply by May 1 or within _____ weeks if notified thereafter

Other _____

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

Yes No

If yes, maximum period of postponement: One Year

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

Brandeis University Common Data Set: 1999-2000
Office of Management Research and Analysis

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 January 1

First or only early decision plan notification date 4 weeks after application completion

Other early decision plan closing date _____

Other early decision plan notification date _____

For the Fall 1999 entering class:

Number of early decision applications received by your institution 239

Number of applicants admitted under early decision plan 149

Please provide significant details about your early decision plan: _____

C22. Early action: Do you have a non-binding 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 _____

**Brandeis University Common Data Set: 1999-2000
Office of Management Research and Analysis**

D. TRANSFER ADMISSION

Fall Applicants

D1. Does your institution enroll transfer students? Yes No
(If no, please skip to Section E)

If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities? Yes No

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

	Applicants	Admitted applicants	Enrolled applicants
Men	101	48	21
Women	151	68	30
Total	252	116	51

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

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

Brandeis University Common Data Set: 1999-2000
Office of Management Research and Analysis

D7. If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale): 3.00

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.

	Priority date	Closing date	Notification date	Reply date	Rolling admission
Fall		April 1	June 10	Within 7 days of acceptance	
Winter					
Spring		November 1	January 1	Within 7 days of acceptance	
Summer					

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

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

Transfer Credit Policies

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

D13. Maximum number of credits or courses that may be transferred from a two-year institution:
 Number 16 Unit type course = 4 credits

D14. Maximum number of credits or courses that may be transferred from a four-year institution:
 Number 16 Unit type course = 4 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: 16 Courses (two years)

D17. Describe other transfer credit policies:

Brandeis University Common Data Set: 1999-2000
Office of Management Research and Analysis

E. ACADEMIC OFFERINGS AND POLICIES

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

E2. Has been removed from the CDS.

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

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

OTHER: Writing intensive course

Library Collections

Report the number of holdings. Refer to most recent IPEDS Library Survey, Part D, for corresponding equivalents (**Numbers for 1999 using IPEDS Definitions**).

E4. Books, serial backfiles, electronic documents, and government documents (titles) that are accessible through the library's catalog 834,376 (sum of lines 27 and 29, column 2)

E5. Current serial subscriptions (paper, microform, electronic): 16,119 (sum of lines 30 and 31, column 2)

E6. Microforms (units) : 877,131 (line 28, column 2)

E7. Audiovisual materials (units): 23,165 (line 32, column 2)

Brandeis University Common Data Set: 1999-2000
Office of Management Research and Analysis

F. STUDENT LIFE

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, first-year (freshman) students	Undergraduates
Percent who are from out of state (exclude internat'l/nonresident aliens)	_____	<u>73%</u>
Percent of men who join fraternities	_____	<u>0</u>
Percent of women who join sororities	_____	<u>0</u>
Percent who live in college-owned, -operated, or -affiliated housing	_____	<u>85%</u>
Percent who live off campus or commute	_____	<u>15%</u>
Percent of students age 25 and older	_____	<u>1%</u>
Average age of full-time students	_____	<u>20</u>
Average age of all students (full- and part-time)	_____	<u>20</u>

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

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

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

Army ROTC is offered:

- On campus
 At cooperating institution (name): Boston University

Naval ROTC is offered

- On campus
 At cooperating institution (name):

Air Force ROTC is offered

- On campus
 At cooperating institution (name): Boston University

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

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

**Brandeis University Common Data Set: 1999-2000
Office of Management Research and Analysis**

G. ANNUAL EXPENSES

Provide 1999-2000 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 1999-2000** 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:	NA	\$24,491
PUBLIC INSTITUTIONS		
In-district:		
In-state (out-of-district):		
Out-of-state:		
NONRESIDENT ALIENS:		
REQUIRED FEES:	NA	\$753 (For 2000-2001)
ROOM AND BOARD: (on-campus)	NA	\$7,040 (For 2000-2001)
ROOM ONLY: (on-campus)		
BOARD ONLY: (on-campus meal plan)		

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

Other _____

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

12 minimum

22 maximum

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

Yes No

G4. If tuition and fees vary by undergraduate instructional program, describe briefly: _____

Brandeis University Common Data Set: 1999-2000
Office of Management Research and Analysis

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

	Residents	Commuters (living at home)	Commuters (not living at home)
Books and supplies:	\$500	\$500	\$500
Room only:			
Board only:			
Transportation:		\$900	
Other expenses:	\$900	\$900	\$900

G6. Undergraduate per-credit-hour charges:

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

**Brandeis University Common Data Set: 1999-2000
Office of Management Research and Analysis**

H. FINANCIAL AID

Aid Awarded to Enrolled Undergraduates

H1. Enter total dollar amounts **awarded** to full-time and less than full-time degree-seeking undergraduates (**using the same cohort reported in CDS Question B1, “total degree-seeking” undergraduates**) in the following categories. Include aid awarded to international students (i.e., those not qualifying for federal aid). **Aid that is non-need-based but that was used to meet need should be reported in the need-based aid columns.** (For a suggested order of precedence in assigning categories of aid to cover need, see the definitions section.)

Indicate academic year for which data are reported: 1999-2000 actual ___ 1999-2000 estimated X
1998-99 actual ___

	Need-based	Non-need-based
	\$	\$
Scholarships/Grants		
Federal	1,443,913	0
State	608,130	0
Institutional (endowment, alumni, or other institutional awards) and external funds awarded by the college excluding athletic aid and tuition waivers (which are reported below)	18,070,071	6,544,439
Scholarships/grants from external sources (e.g., Kiwanis, NMSQT) not awarded by the college	401,185	179,207
Total Scholarships/Grants	20,523,299	6,723,646
Self-Help		
Student loans from all sources (excluding parent loans)	7,279,537	2,423,780
Federal Work-Study	1,496,042	
State and other work-study/employment	117,268	231,092
Total Self-Help	8,892,847	2,654,872
Parent Loans	1,141,684	2,318,507
Tuition waivers	228,061	228,138
Athletic awards		

Brandeis University Common Data Set: 1999-2000
Office of Management Research and Analysis

Number of Enrolled Students Receiving Aid

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

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

Need-based awards	First-time Full-time Freshmen	Full-time Undergrad (inc. fresh)	Less than full-time undergrad
a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 1999 cohort)	793	3078	34
b) Number of students in line a who were financial aid applicants (include applicants for all types of aid)	506	1789	1
c) Number of students in line b who were determined to have financial need	400	1537	1
d) Number of students in line c who received any financial aid	400	1537	1
e) Number of students in line d who received any need-based gift aid	394	1465	1
f) Number of students in line d who received any need-based self-help aid	335	1376	1
g) Number of students in line d who received any non-need-based gift aid	57	132	0
h) Number of students in line d whose need was fully met (<u>exclude PLUS loans, unsubsidized loans and private alternative loans</u>).	374	1417	1
i) 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 (<u>PLUS loans, unsubsidized loans, and private alternative loans</u>).	93.5%	92.2%	100%
j) The average financial aid package of those in line d . Exclude any resources that were awarded to replace EFC (<u>PLUS loans, unsubsidized loans, and private alternative loans</u> .)	17,956	19,589	21,635
k) Average need-based gift award of those in line e	13,454	13,491	5160
l) Average need-based self-help award (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f	4,502	6,097	16,475
m) Average need-based loan (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f who received a need-based loan.	3,686	5,048	16,475

Brandeis University Common Data Set: 1999-2000
Office of Management Research and Analysis

Non-need-based awards	First-time Full-time Freshmen	Full-time Undergrad Inc. fresh.	Less than Full-time undergrad
n) Number of students in line a who had no financial need who received non-need-based aid (exclude those receiving athletic awards and tuition benefits)	119	368	0
o) Average award to students in line (n)	16,675	14,698	0
p) Number of students in line a who received a non-need-based athletic award	0	0	0
q) Average non-need-based athletic award to those in line (p)	0	0	0

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

- Federal methodology (FM)
 Institutional methodology (IM)
 Both FM and IM

H4. Percent of 1999 graduating undergraduate class who have borrowed through any loan programs (federal, state, subsidized, unsubsidized, private etc.; exclude parent loans). Include only students who borrowed while enrolled at your institution. N/A%

H5. Average per-borrower cumulative undergraduate indebtedness of those in line H4; do not include money borrowed at other institutions: \$ N/A

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

If college-administered financial aid is available for undergraduate international students, provide the number of undergraduate international students who received need- or non-need-based aid: 109

Average dollar amount awarded to undergraduate international students: \$ 20,680.45

Total dollar amount of financial aid from all sources awarded to all undergraduate international students: \$ 2,254,169

Brandeis University Common Data Set: 1999-2000
Office of Management Research and Analysis

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 (nonresident 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: January 31

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 (answer a or b):

a. Students notified on or about (date): April 1

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

H11. Indicate reply dates:

Students must reply by (date): May 1 or within _____ weeks of notification.

**Brandeis University Common Data Set: 1999-2000
Office of Management Research and Analysis**

Types of Aid Available

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

H12. Loans

- FEDERAL DIRECT STUDENT LOAN PROGRAM (DIRECT LOAN)
- Direct Subsidized Stafford Loans
- Direct Unsubsidized Stafford Loans
- Direct PLUS Loans
- FEDERAL FAMILY EDUCATION LOAN PROGRAM (FFEL)
- FFEL Subsidized Stafford Loans
- FFEL Unsubsidized Stafford Loans
- FFEL PLUS Loans
- Federal Perkins Loans
- Federal Nursing Loans
- State Loans
- College/university loans from institutional funds
- Other (specify):

H13. Scholarships and Grants

- NEED-BASED:
- Federal Pell
- SEOG
- State scholarships/grants
- Private scholarships
- College/university gift aid from institutional funds
- United Negro College Fund
- Federal Nursing Scholarship
- Other (specify):

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

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

**Brandeis University Common Data Set: 1999-2000
Office of Management Research and Analysis**

I. INSTRUCTIONAL FACULTY AND CLASS SIZE

I-1. 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	316	145	461
Total number who are members of minority groups	38	12	50
Total number who are women	105	73	178
Total number who are men	211	72	283
Total number who are non-resident aliens (international)	53	19	72
Total number with doctorate, first professional, or other terminal degree	309	121	430
Total number whose highest degree is a master's but not a terminal master's	3	7	10
Total number whose highest degree is a bachelor's	3	17	20

Brandeis University Common Data Set: 1999-2000
Office of Management Research and Analysis

I-2. Student to Faculty Ratio

Report the Fall 1999 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 1999 Student to Faculty ratio: 8.5 to 1.

**Brandeis University Common Data Set: 1999-2000
Office of Management Research and Analysis**

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 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 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 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 (provide numbers)

	Less than 10	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SECTIONS (Includes sub-sections)	157	288	75	31	32	37	10	620

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

**Brandeis University Common Data Set: 1999-2000
Office of Management Research and Analysis**

J. DEGREES CONFERRED

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

Reference: IPEDS Completions, Part A

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

Category	Diploma/ certificates	Associate	Bachelor's	CIP categories to include here
Agriculture				1 and 2
Architecture				4
Area and ethnic studies			7.8%	5
Biological/life sciences			14.8%	26
Business/marketing				8 and 52
Communications/communication technologies				9 and 10
Computer and information sciences			3.6%	11
Education				13
Engineering/engineering technologies				14 and 15
English			7.7%	23
Foreign languages and literature			2.4%	16
Health professions and related sciences				51
Home economics and vocational home economics				19 and 20
Interdisciplinary studies			1.1%	30
Law/legal studies				22
Liberal arts/general studies				24
Library science				25
Mathematics			1.7%	27
Military science and technologies				28 and 29
Natural resources/environmental science				3
Parks and recreation				31
Personal and miscellaneous services				12
Philosophy, religion, theology			1.9%	38 and 39
Physical sciences			2.7%	40 and 41
Protective services/public administration				43 and 44
Psychology			11.1%	42
Social sciences and history			37.5%	45
Trade and industry				46, 47, 48, and 49
Visual and performing arts			7.1%	50
Other			0.6%	
TOTAL	100%	100%	100%	