

**MINNESOTA STATE UNIVERSITY MOORHEAD (Moorhead, MN)
COMMON DATA SET 2005-06**

A. GENERAL INFORMATION

A1. Address Information

Minnesota State University Moorhead
1104 S 7th Avenue
Moorhead, MN 56563
(218) 477-4000

www.mnstate.edu

Admissions Phone Number (218) 477-2161

Admissions Toll-free Number 1-800-593-7246

Admissions Office Mailing Address, City/State/Zip/Country : Owens Hall 1104, S 7th Avenue, Moorhead, MN 56563

Admissions Fax Number (218) 477-4374

Admissions E-mail Address dragon@mnstate.edu

URL application site on the Internet?: <http://www.mnstate.edu/admissions/apply.cfm>

A2. Source of institutional control (check one only)

Public

A3. Classify your undergraduate institution:

Coeducational college

A4. Academic year calendar

Semester

A5. Degrees offered by your institution

Certificate

Diploma

Associate

Transfer

Terminal

Bachelor's

Postbachelor's certificate

Master's

Post-master's certificate

Doctoral

First professional

First professional certificate

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B. ENROLLMENT AND PERSISTENCE

B1. Institutional Enrollment—Men and Women Numbers of students at end of fall semester.

	FULL-TIME		PART-TIME	
	Men	Women	Men	Women
Undergraduates				
Degree-seeking, first-time freshmen	438	686	5	6
Other first-year, degree-seeking	121	81	40	36
All other degree-seeking	1969	2817	251	404
<i>Total degree-seeking</i>	<i>2528</i>	<i>3584</i>	<i>296</i>	<i>446</i>
All other undergraduates enrolled in credit courses	40	46	133	169
<i>Total undergraduates</i>	<i>2568</i>	<i>3630</i>	<i>429</i>	<i>615</i>
Graduate				
Degree-seeking, first-time	7	18	6	8
All other degree-seeking	18	65	44	133
All other graduates enrolled in credit courses	3	2	29	77
<i>Total graduate</i>	<i>28</i>	<i>85</i>	<i>79</i>	<i>218</i>

Total all undergraduates: _____ 7242

Total all graduate students: _____ 410

GRAND TOTAL ALL STUDENTS: _____ 7652

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B2. Enrollment by Racial/Ethnic Category. Numbers of undergraduate students for each of the following categories as of the end of Fall semester. International students shown in the category "Nonresident aliens."

	Degree-seeking First-time First year	Degree-seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non- degree-seeking)
Nonresident aliens	30	187	217
Black, non-Hispanic	12	94	103
American Indian or Alaskan Native	17	86	90
Asian or Pacific Islander	19	78	87
Hispanic	6	44	52
White, non-Hispanic	933	5409	5703
Race/ethnicity unknown	118	956	990
Total	1135	6854	7242

Persistence

B3. Number of degrees awarded from July 1, 2004, to June 30, 2005.

Certificate/diploma	<u>5</u>
Associate degrees	<u>50</u>
Bachelor's degrees	<u>1369</u>
Postbachelor's certificates	<u>20</u>
Master's degrees	<u>86</u>
Post-master's certificates	<u>2</u>
Doctoral degrees	<u>0</u>
First professional degrees	<u>0</u>
First professional certificates	<u>0</u>

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Graduation Rates

The items in this section correspond to data elements collected by the IPEDS Graduation Rate Survey (GRS).

For Bachelor's or Equivalent Programs

Fall 1999 Cohort

Report for the cohort of full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 1999. Included in the cohort are those who entered during the summer term preceding fall 1999.

- | | |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| B4. | Initial 1999 cohort of first-time, full-time bachelor's degree-seeking undergraduate students;
Total all students: 1138 |
| B5. | Of the initial 1999 cohort, how many did not persist and did not graduate for the following reasons:
death, permanent disability, or service in the armed forces, foreign aid service of the federal
government, or official church missions;
Total allowable exclusions: 0 |
| B6. | Final 1999 cohort, after adjusting for allowable exclusions: 1138 |
| B7. | Of the initial 1999 cohort, how many completed the program in four years or less (by August 31,
2003): 206 |
| B8. | Of the initial 1999 cohort, how many completed the program in more than four years but in five years
or less (after August 31, 2003 and by August 31, 2004): 206 |
| B9. | Of the initial 1999 cohort, how many completed the program in more than five years but in six years
or less (after August 31, 2004 and by August 31, 2005): 69 |
| B10. | Total graduating within six years (sum of questions B7, B8, and B9): 481 |
| B11. | Six-year graduation rate for 1999 cohort (question B10 divided by question B6): 42% |

Retention Rates

- B22.** For the cohort of all full-time bachelor's degree-seeking undergraduate students who entered as freshmen in fall 2004 (or the preceding summer term), what percentage was enrolled in fall 2005? 68%

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

Applications

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

Total first-time, first-year (freshman) men who applied	1113
Total first-time, first-year (freshman) women who applied	1670
Total first-time, first-year (freshman) men who were admitted	857
Total first-time, first-year (freshman) women who were admitted	1460
Total full-time, first-time, first-year (freshman) men who enrolled	438
Total part-time, first-time, first-year (freshman) men who enrolled	5
Total full-time, first-time, first-year (freshman) women who enrolled	686
Total part-time, first-time, first-year (freshman) women who enrolled	6

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? No

Is your waiting list ranked?

If yes, do you release that information to students?

Do you release that information to school counselors?

Admission Requirements

C3. High school completion requirement

Check the appropriate box to identify your high school completion requirement for degree-seeking entering students:

High school diploma is required and GED is accepted

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

Require

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).

	Units Required	Units Recommended
Total academic units	16	
English	4	
Mathematics	3	
Science	3	
Of these, units that must be lab	1	
Foreign language	0	
Social studies	3	
History	0	
Academic electives	3	
Other (<i>specify</i>)	0	

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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: **No**

Open admission policy as described above for all students No

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

	Very Important	Important	Considered	Not Considered
<i>Academic</i>				
Rigor of 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"/>
Academic GPA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standardized test scores	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Application Essay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Recommendation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Nonacademic</i>				
Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Extracurricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Talent/ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Character/personal qualities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
First generation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Alumni/ae relation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>
Racial/ethnic status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Level of applicant's interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

SAT and ACT Policies

C8. Entrance exams

A. Does your institution make use of SAT, ACT, or SAT Subject Test Scores in admission decisions for first-time, first-year, degree-seeking applicants? Yes

If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for Fall 2007.

	Require	Recommend	ADMISSION Require for Some	Consider If Submitted	Not Used
SAT or ACT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACT only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT and SAT Subject Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT and SAT Subject Tests or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT Subject Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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B. If your institution will make use of the ACT in **admission** decisions for first-time, first-year, degree-seeking applicants for **Fall 2006**, please indicate which ONE of the following applies

ACT with or without Writing component accepted

C. Please indicate how your institution will use the SAT or ACT writing component; check all that apply:

- For admission
- For placement
- For advising
- In place of an application essay
- As a validity check on the application essay
- No college policy as of now

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

Yes

E. Latest date by which SAT or ACT scores must be received for fall-term admission: 08/01
Latest date by which SAT Subject Test scores must be received for fall-term admission: -

F. If necessary, use this space to clarify your test policies (e.g., if tests are recommended for some students, or if tests are not required of some students): PSAT / NMSQT may be submitted instead of ACT or SAT

G. Please indicate which tests your institution uses for **placement (e.g., state tests)**:

SAT	<input type="checkbox"/>
ACT	<input checked="" type="checkbox"/>
SAT Subject Tests	<input type="checkbox"/>
AP	<input checked="" type="checkbox"/>
CLEP	<input checked="" type="checkbox"/>
Institutional Exam	<input checked="" type="checkbox"/>
State Exam (specify):	

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Freshman Profile

Percentages for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students** enrolled in fall 2003, including students who began studies during summer, international students/nonresident aliens, and students admitted under special arrangements.

C9. Percent and number of first-time, first-year (freshman) students enrolled in fall 2003 who submitted national standardized (ACT) test 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 3 Number submitting SAT scores 28
 Percent submitting ACT scores 94 Number submitting ACT scores 1067

	25th Percentile	75th Percentile
SAT Verbal	480	580
SAT Math	465	535
ACT Composite	19	24
ACT English	18	24
ACT Math	18	24

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

	SAT I Verbal	SAT I Math
700-800	4	7
600-699	11	4
500-599	51	53
400-499	22	29
300-399	7	7
200-299	4	0
	100%	100%

	ACT Composite	ACT English	ACT Math
30-36	2	4	2
24-29	27	23	29
18-23	61	50	50
12-17	10	22	19
6-11	0	1	0
Below 6	0	0	0

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

Percent in top tenth of high school graduating class 10
 Percent in top quarter of high school graduating class 28
 Percent in top half of high school graduating class 63 } Top half + bottom half = 100%.
 Percent in bottom half of high school graduating class 37
 Percent in bottom quarter of high school graduating class 8

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Percent of total first-time, first-year (freshman) students who submitted high school class rank: 93

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

Percent who had GPA of 3.75 and higher _____
Percent who had GPA between 3.50 and 3.74 _____
Percent who had GPA between 3.25 and 3.49 _____
Percent who had GPA between 3.00 and 3.24 _____

Percent who had GPA between 2.50 and 2.99 _____
Percent who had GPA between 2.0 and 2.49 _____

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

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

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

Admission Policies

C13. Application fee

Does institution have an application fee? Yes
Amount of application fee: \$20.00
Can it be waived for applicants with financial need? No

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

Can on-line application fee be waived for applicants with financial need? No

C14. Application closing date

Does institution have an application closing date? Yes
Application closing date (fall): 08/01
Priority date: _____

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

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

On a rolling basis beginning (date): 10/01

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: _____

Deadline for housing deposit (MMDD): **March 15**
Amount of housing deposit: **350**
Refundable if student does not enroll?

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- ____ Yes, in full
 Yes, in part
____ No

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

Yes

If yes, maximum period of postponement: **case by case**

C19. Early admission of high school students: Does 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

C20. Common Application: Will institution accept the Common Application distributed by the National Association of Secondary School Principals if submitted? No

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Early Decision and Early Action Plans

C21. Early decision: Does 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? No

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?

No

Is your early action plan a “restrictive” plan under which you limit students from applying to other early plans? Yes/No

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D. TRANSFER ADMISSION

Fall Applicants

- D1.** Does institution enroll transfer students? Yes
 If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities? Yes
- D2.** Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 2003.

	Applicants	Admitted Applicants	Enrolled Applicants
Men	586	474	359
Women	717	585	383
Total	1303	1059	742

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
 If yes, what is the minimum number of credits and the unit of measure? **1**
- 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): _____
- D7.** If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale): 2.00
- D8.** List any other application requirements specific to transfer applicants:

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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		08/01			
Winter					
Spring		12/01			
Summer		5/01			

D10. Does an open admission policy, if reported, apply to transfer students? 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: **D**

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

Number **No Maximum** Unit type _____

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

Number **No Maximum** Unit type _____

D15. Minimum number of credits that transfers must complete at your institution to earn an associate degree: **22**

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:

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E. ACADEMIC OFFERINGS AND POLICIES

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

- | | |
|-------------------------------------------------------------------------|-------------------------------------------------------------------|
| <input type="checkbox"/> Accelerated program | <input checked="" 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 checked="" 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 checked="" type="checkbox"/> Dual enrollment | <input checked="" type="checkbox"/> Study abroad |
| <input type="checkbox"/> English as a Second Language (ESL) | <input checked="" type="checkbox"/> Teacher certification program |
| <input checked="" type="checkbox"/> Exchange student program (domestic) | <input type="checkbox"/> Weekend college |
| <input checked="" 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 checked="" type="checkbox"/> Mathematics |
| <input checked="" type="checkbox"/> English (including composition) | <input type="checkbox"/> Philosophy |
| <input checked="" type="checkbox"/> Foreign languages | <input checked="" type="checkbox"/> Sciences (biological or physical) |
| <input type="checkbox"/> History | <input checked="" type="checkbox"/> Social science |
| <input checked="" type="checkbox"/> Other (describe): Multicultural &
Global studies | |

Library Collections: The CDS publishers will collect library data again when a new Academic Libraries Survey is in place.

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F. STUDENT LIFE

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

	First-time, first-year (freshman) students	Undergraduates
Percent who are from out of state (exclude international/nonresident aliens)	<u>38</u>	<u>43</u>
Percent of men who join fraternities		<u>3</u>
Percent of women who join sororities		<u>2</u>
Percent who live in college-owned, -operated, or -affiliated housing	<u>75</u>	<u>21</u>
Percent who live off campus or commute	<u>25</u>	<u>79</u>
Percent of students age 25 and older	<u>1</u>	<u>14</u>
Average age of full-time students	<u>18</u>	<u>21</u>
Average age of all students (full- and part-time)	<u>18</u>	<u>22</u>

F2. Activities offered Identify those programs available at 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 type="checkbox"/> Television station |
| <input checked="" type="checkbox"/> Literary magazine | <input checked="" type="checkbox"/> Radio station | <input type="checkbox"/> Yearbook |

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

Army ROTC is offered:

- On campus
 At cooperating institution (name): North Dakota State University

Air Force ROTC is offered:

- On campus
 At cooperating institution (name): North Dakota State University

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

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

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G. ANNUAL EXPENSES

Check here if your institution's 2006-2007 academic year costs of attendance are not available at this time and provide an approximate date (i.e., month/day) when your institution's final 2006-2007 academic year costs of attendance will be available: July 06

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 2003-2004** academic year (30 semester hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits). A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters. Room and board is defined as double occupancy and 21 meals per week. **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).

2003-04 RATES	FIRST-YEAR	UNDERGRADUATES
PUBLIC INSTITUTION		
Tuition:		
In-district:	4464	4464
In-state (out-of-district):	4464	4464
Out-of-state:	4464	4464
NONRESIDENT ALIEN:		
Tuition:	4464	4464
REQUIRED FEES:	761.42	761.42
ROOM AND BOARD: (on-campus)	4974	4974
ROOM ONLY: (on-campus)	3044	3044
BOARD ONLY: (on-campus meal plan)	1930	1930

G2. Number of credits per term a student can take for the stated full-time tuition 15 minimum 15 maximum

G3. Do tuition and fees vary by year of study (e.g., sophomore, junior, senior)? No

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

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

	Residents	Commuters (living at home)	Commuters (not living at home)
Books and supplies:	800	800	800
Room only:	3044	1800	3044
Board only:	1930	-	1930
Transportation:			
Other expenses:	2452	2452	2452

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G6. Undergraduate per-credit-hour charges (tuition only):

PUBLIC INSTITUTIONS In-district:	148.80
In-state (out-of-district):	148.80
Out-of-state:	148.80
NONRESIDENT ALIENS:	148.80

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H. FINANCIAL AID

Please refer to the following financial aid definitions when completing Section H.

Financial aid applicant: Any applicant who submits **any one of** the institutionally required financial aid applications/forms, such as the FAFSA.

Indebtedness: Aggregate dollar amount borrowed through any loan programs (federal, state, subsidized, unsubsidized, private, etc.; excluding parent loans) while the student was enrolled at an institution. Student loans co-signed by a parent are assumed to be the responsibility of the student and **should** be included.

Institutional and external funds: Endowment, alumni, or external monies for which the institution determines the recipient or the dollar amount awarded.

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 scholarship or grant aid: Scholarships and grants from institutional, state, federal, or other sources for which a student must have financial need to qualify.

Need-based self-help aid: Loans and jobs from institutional, state, federal, or other sources for which a student must demonstrate financial need to qualify.

Non-need-based scholarship or grant 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. When reporting questions H1 and H2, non-need-based aid that is used to meet need should be counted as need-based aid.

Note: Suggested order of precedence for counting non-need money as need-based:

- Non-need institutional grants
- Non-need tuition waivers
- Non-need athletic awards
- Non-need federal grants
- Non-need state grants
- Non-need outside grants
- Non-need student loans
- Non-need parent loans
- Non-need work

Non-need-based self-help aid: Loans and jobs from institutional, state, or other sources for which a student need not demonstrate financial need to qualify.

Scholarships/grants from external sources: Monies received from outside (private) sources that the student brings with them (e.g., Kiwanis, National Merit scholarships). The institution may process paperwork to receive the dollars, but it has no role in determining the recipient or the dollar amount awarded.

Work study and employment: Federal and state work study aid, and any employment packaged by your institution in financial aid awards.

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Aid Awarded to Enrolled Undergraduates

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

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

2005-2006 estimated or 2004-2005 final

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

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

	Need-based (Include non-need-based aid use to meet need.)	Non-need-based (Exclude non-need-based aid use to meet need.)
	\$	\$
Scholarships/Grants		
Federal		
State (i.e., all states, not only the state in which your institution is located)		
Institutional (endowment, alumni, or other institutional awards) and external funds awarded by the college excluding athletic aid and tuition waivers (which are reported below)		
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college		
Total Scholarships/Grants		
Self-Help		
Student loans from all sources (excluding parent loans)		
Federal Work-Study		
State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)		
Total Self-Help		
Parent Loans		
Tuition Waivers Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.		
Athletic Awards		

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H2. Number of Enrolled Students Awarded Aid: List the number of degree-seeking full-time and less-than-full-time undergraduates who applied for and were awarded financial aid from any source. **Aid that is non-need-based but that was used to meet need should be counted as need-based aid.** Numbers should reflect the cohort awarded the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

	First-time Full-time Freshmen	Full-time Undergrad (Incl. Fresh)	Less Than Full-time Undergrad
a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2003 cohort)			NA
b) Number of students in line a who applied for need-based financial aid			
c) Number of students in line b who were determined to have financial need			
d) Number of students in line c who were awarded any financial aid			
e) Number of students in line d who were awarded any need-based scholarship or grant aid			
f) Number of students in line d who were awarded any need-based self-help aid			
g) Number of students in line d who were awarded any non-need-based scholarship or grant aid			
h) Number of students in line d whose need was fully met (<u>exclude PLUS loans, unsubsidized loans, and private alternative loans</u>)			
i) On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (<u>PLUS loans, unsubsidized loans, and private alternative loans</u>)	%	%	%
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>)	\$	\$	\$
k) Average need-based scholarship or grant award of those in line e	\$	\$	\$
l) Average need-based self-help award (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f	\$	\$	\$
m) Average need-based loan (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f who were awarded a need-based loan	\$	\$	\$

H2A. Number of Enrolled Students Awarded Non-need-based Scholarships and Grants: List the number of degree-seeking full-time and less-than-full-time undergraduates who had no financial need and who were awarded institutional—not external—non-need-based scholarship or grant aid. Numbers should reflect the cohort awarded the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

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

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H4. Provide the percentage of the 2003 undergraduate class who graduated between July 1, 2002 and June 30, 2003 and borrowed at any time through any loan programs (federal, state, subsidized, unsubsidized, private, etc.; exclude parent loans). Include only students who borrowed while enrolled at your institution. %

H5. Report the average per-borrower cumulative undergraduate indebtedness of those in line H4. Do not include money borrowed at other institutions: \$

Aid to Undergraduate Degree-seeking Nonresident Aliens

H6. Indicate your institution's policy regarding institutional scholarship and grant aid for undergraduate degree-seeking nonresident aliens:

- Institutional need-based scholarship or grant aid is available
- Institutional non-need-based scholarship or grant aid is available
- Institutional scholarship and grant aid is not available

If institutional financial aid is available for undergraduate degree-seeking nonresident aliens, provide the number of undergraduate degree-seeking nonresident aliens who were awarded need-based or non-need-based aid: **104**

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

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

Process for First-Year/Freshman Students

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

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

Process for First-Year/Freshman Students

H8. Check off all financial aid forms domestic first-year (freshman) financial aid applicants must submit:

- FAFSA
- Institution's own financial aid form
- CSS/Financial Aid PROFILE
- State aid form
- Noncustodial PROFILE
- Business/Farm Supplement
- Other: _____

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

Priority date for filing required financial aid forms: 03/01

Deadline for filing required financial aid forms: _____

* No deadline for filing required forms (applications processed on a rolling basis): X

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

a.) Students notified on or about (date): 06/15

b.) Students notified on a rolling basis: **Yes** If yes, starting date: 06/15

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 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 scholarship or grant 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		Academics	X		Leadership
		Alumni affiliation	X		Minority status
X		Art	X		Music/drama
X		Athletics			Religious affiliation
		Job skills			State/district residency
		ROTC		-----	

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I. INSTRUCTIONAL FACULTY AND CLASS SIZE

I-1. Please report the number of instructional faculty members in each category for Fall 2003.

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

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

Full-time: faculty employed on a full-time basis

Part-time: faculty teaching less than two semesters. Also includes adjuncts and part-time instructors.

Minority faculty: includes faculty who designate themselves as black, non-Hispanic; American Indian or Alaskan native; Asian or Pacific Islander; or Hispanic.

Doctorate: includes such degrees as Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and Doctor of Philosophy degree in any field such as agronomy, food technology, education, engineering, public administration, ophthalmology, or radiology.

First-professional: includes the fields of dentistry (DDS or DMD), medicine (MD), optometry (OD), osteopathic medicine (DO), pharmacy (DPharm or BPharm), podiatric medicine (DPM), veterinary medicine (DVM), chiropractic (DC or DCM), law (JD) and theological professions (MDiv, MHL).

Terminal degree: the highest degree in a field: example, M. Arch (architecture) and MFA (master of fine arts).

	Full-time	Part-time	Total
a.) Total number of instructional faculty	270	33	303
b.) Total number who are members of minority groups	15	2	17
c.) Total number who are women	114	18	132
d.) Total number who are men	156	15	171
e.) Total number who are nonresident aliens (international)	21	2	23
f.) Total number with doctorate, first professional, or other terminal degree			229
g.) Total number whose highest degree is a master's but not a terminal master's			63
h.) Total number whose highest degree is a bachelor's			4
i.) Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)			1

I-2. Student to Faculty Ratio

Report the Fall 2003 ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate level students. Do not count undergraduate or graduate student teaching assistants as faculty.

Fall 2005 Student to Faculty ratio: 20 to 1. (based on 6758 students and 342 faculty).

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I-3. Undergraduate Class Size

In the table below, please use the following definitions to report information about the size of classes and class sections offered in the **Fall 2005** term.

Class Sections: A class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes. Each class section should be counted only once and should not be duplicated because of course catalog cross-listings.

Class Subsections: A class subsection includes any subsection of a course, such as laboratory, recitation, and discussion subsections that are supplementary in nature and are scheduled to meet separately from the lecture portion of the course. Undergraduate subsections are defined as any subsections of courses in which degree-seeking undergraduate students enrolled for credit. As above, exclude noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Each class subsection should be counted only once and should not be duplicated because of cross-listings.

Using the above definitions, please report for each of the following class-size intervals the number of *class sections* and *class subsections* offered in Fall 2003. For example, a lecture class with 800 students who met at another time in 40 separate labs with 20 students should be counted once in the “100+” column in the class section column and 40 times under the “20-29” column of the class subsections table.

Number of Class Sections with Undergraduates Enrolled

Undergraduate Class Size (provide numbers)

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SECTIONS	166	275	396	202	99	65	11	1214

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SUB-SECTIONS	1	12	32	1	0	0	0	46

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J. DEGREES CONFERRED

Degrees conferred between July 1, 2004 and June 30, 2005

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 2000 Categories to Include
Agriculture				1
Natural resources/environmental science				3
Architecture				4
Area and ethnic studies			0.9	5
Communications/Journalism			8	9
Communication technologies				10
Computer and information sciences			2.1	11
Personal and culinary services				12
Education	100		21.4	13
Engineering				14
Engineering technologies			2.2	15
Foreign languages and literature			0.7	16
Family and consumer sciences				19
Law/legal studies			1.9	22
English			2.7	23
Liberal arts/general studies		100		24
Library science				25
Biological/life sciences			3.9	26
Mathematics			0.4	27
Military science and technologies				29
Interdisciplinary studies		100%	5.5	30
Parks and recreation			2.1	31
Philosophy and religious studies			0.4	38
Theology and religious vocations				39
Physical sciences			1.6	40
Science technologies				41
Psychology			2.3	42
Security and protective services			4.3	43
Public administration and social services			3.7	44
Social Sciences			3.7	45
Construction trades				46
Mechanic and repair technologies				47
Precision Production				48
Transportation and materials moving				49
Visual and performing arts			7.2	50
Health professions and related sciences			6	51
Business/marketing			18.5	52

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History			0.5	54
Other				
TOTAL	100%	100%	100%	