

# Texas Tech University Common Data Set 2004-2005

## A. GENERAL INFORMATION

### A1. Address Information

Name of College or University	<b>TEXAS TECH UNIVERSITY</b>
Mailing Address, City/State/Zip	<b>New Student Relations Box 45005 Lubbock, TX 79409-5005</b>
Street Address (if different), City/State/Zip	<b>15<sup>th</sup> &amp; Boston, Lubbock, TX 79409-5005</b>
Main phone	<b>(806) 742-2011</b>
WWW Home Page Address	<b><a href="http://www.ttu.edu">http://www.ttu.edu</a></b>
Admissions Phone Number	<b>(806) 742-1480</b>
Admissions Office Mailing Address, City/State/Zip	<b>Box 45005, Lubbock, TX 79409-5005</b>
Admissions Fax number:	<b>(806) 742-0062</b>
Admissions E-mail Address:	<b><a href="mailto:admissions@ttu.edu">admissions@ttu.edu</a></b>
Is there a separate URL application site on the Internet? If so, please specify:	<b><a href="http://www.srel.ttu.edu">http://www.srel.ttu.edu</a></b>

### 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

- Semester                       4-1-4  
 Quarter                               Continuous  
 Trimester                             Differs by program (describe):  
 Other (describe):

### A5. Degrees offered by your institution

- |  |   |
|--|---|
| <input type="checkbox"/> Certificate           | <input 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 checked="" type="checkbox"/> First professional  |
| <input checked="" type="checkbox"/> Bachelor's | <input type="checkbox"/> First professional certificate |

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## B. ENROLLMENT AND PERSISTENCE

**B1. Institutional Enrollment—Men and Women** Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2004.

	FULL-TIME		PART-TIME	
	Men	Women	Men	Women
<b>Undergraduates</b>				
Degree-seeking, first-time freshmen	<b>1,957</b>	<b>1,909</b>	<b>45</b>	<b>40</b>
Other first-year, degree-seeking	<b>1,012</b>	<b>652</b>	<b>118</b>	<b>84</b>
All other degree-seeking	<b>8,363</b>	<b>7,010</b>	<b>1,291</b>	<b>848</b>
<i>Total degree-seeking</i>	<b>11,332</b>	<b>9,571</b>	<b>1,454</b>	<b>972</b>
All other undergraduates enrolled in credit courses				
<i>Total undergraduates</i>	<b>11,332</b>	<b>9,571</b>	<b>1,454</b>	<b>972</b>
<b>First-professional</b>				
First-time, first-professional students	<b>116</b>	<b>130</b>	<b>0</b>	<b>0</b>
All other first-professionals	<b>226</b>	<b>207</b>	<b>3</b>	<b>3</b>
<i>Total first-professional</i>	<b>342</b>	<b>337</b>	<b>3</b>	<b>3</b>
<b>Graduate</b>				
Degree-seeking, first-time	<b>449</b>	<b>441</b>	<b>121</b>	<b>218</b>
All other degree-seeking	<b>1,037</b>	<b>824</b>	<b>573</b>	<b>648</b>
All other graduates enrolled in credit courses				
<i>Total graduate</i>	<b>1,486</b>	<b>1,265</b>	<b>694</b>	<b>866</b>

Total all undergraduates :

**23,329**

Total all graduate and professional students:

**4,996**

**GRAND TOTAL ALL STUDENTS :**

**28,325**

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**B2. Enrollment by Racial/Ethnic Category.** Provide numbers of undergraduate students for each of the following categories as of the institution's official Fall reporting date or as of October 15, 2004. Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns.

	Degree-seeking First-time First year	Degree-seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non-degree-seeking)
Nonresident aliens	69	231	231
Black, non-Hispanic	131	733	733
American Indian or Alaskan Native	28	157	157
Asian or Pacific Islander	114	543	543
Hispanic	405	2,621	2,621
White, non-Hispanic	3,195	18,965	18,965
Race/ethnicity unknown	9	79	79
<b>Total</b>	<b>3,951</b>	<b>23,329</b>	<b>23,329</b>

### Persistence

**B3. Number of degrees awarded by your institution from July 1, 2003, to June 30, 2004.**

Certificate/diploma	_____
Associate degrees	_____
Bachelor's degrees	<u>3,850</u>
Post bachelor's certificates	_____
Master's degrees	<u>1,065</u>
Post-master's certificates	_____
Doctoral degrees	<u>174</u>
First professional degrees	<u>205</u>
First professional certificates	_____

### Graduation Rates

The items in this section correspond to data elements collected by the IPEDS Web-based Data Collection System's Graduation Rate Survey (GRS). For complete instructions and definitions of data elements, see the IPEDS GRS instructions and glossary on the 2004 Web-based survey.

#### For Bachelor's or Equivalent Programs

Please provide data for the fall 1998 cohort if available. If fall 1998 cohort data are not available, provide data for the fall 1998 cohort.

#### Fall 1998 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 1998. Include in the cohort those who entered your institution during the summer term preceding fall 1998.

#### B4.

Initial 1998 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students:

3,149

#### B5.

Of the initial 1998 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:

0

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<b>B6.</b>	Final 1998 cohort, after adjusting for allowable exclusions (Subtract question B5 from question B4):	<u>3,149</u>
<b>B7.</b>	Of the initial 1998 initial cohort, how many completed the program in four years or less (by August 31, 2002):	<u>804</u>
<b>B8.</b>	Of the initial 1998 cohort, how may completed the program in more than four years but in five years or less (after August 31, 2002 and by August 31, 2003):	<u>703</u>
<b>B9.</b>	Of the initial 1998 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2003 and by August 31, 2004):	<u>206</u>
<b>B10.</b>	Total graduating within six years (sum of questions B7, B8, and B9):	<u>1,713</u>
<b>B11.</b>	Six-year graduation rate for 1998 cohort (question B10 divided by question B6):	<u>54%</u>
 <b><i>Fall 1997 Cohort</i></b>		
Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 1997. Include in the cohort those who entered your institution during the summer term preceding fall 1997.		
<b>B4.</b>	Initial 1997 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students:	<u>3,221</u>
<b>B5.</b>	Of the initial 1997 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:	<u>0</u>
<b>B6.</b>	Final 1997 cohort, after adjusting for allowable exclusions (Subtract question B5 from question B4):	<u>3,221</u>
<b>B7.</b>	Of the initial 1997 initial cohort, how many completed the program in four years or less (by August 31, 2001):	<u>764</u>
<b>B8.</b>	Of the initial 1997 cohort, how may completed the program in more than four years but in five years or less (after August 31, 2001 and by August 31, 2002):	<u>771</u>
<b>B9.</b>	Of the initial 1997 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2002 and by August 31, 2003):	<u>195</u>
<b>B10.</b>	Total graduating within six years (sum of questions B7, B8, and B9):	<u>1,730</u>
<b>B11.</b>	Six-year graduation rate for 1997 cohort (question B10 divided by question B6):	<u>54%</u>

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### For Two-Year Institutions:

**B12 – B21** Graduation Rates for Two-year Institution: **NOT APPLICABLE**

#### 2001 Cohort

Initial 2001 cohort, total of first-time, full-time degree/certificate-seeking students:	N/A
Of the initial 2001 cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:	N/A
Final 2001 cohort, after adjusting for allowable exclusions (Subtract question B13 from question B12):	N/A
Completers of programs of less than two years duration (total):	N/A
Completers of programs of less than two years within 150 percent of normal time:	N/A
Completers of programs of at least two but less than four years (total):	N/A
Completers of programs of at least two but less than four-years within 150 percent of normal time:	N/A
Total transfers-out (within three years) to other institutions:	N/A
Total transfers to two-year institutions:	N/A
Total transfers to four-year institutions:	N/A

#### 2000 Cohort

Initial 2000 cohort, total of first-time, full-time degree/certificate-seeking students:	N/A
Of the initial 2000 cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:	N/A
Final 2000 cohort, after adjusting for allowable exclusions (Subtract question B13 from question B12):	N/A
Completers of programs of less than two years duration (total):	N/A
Completers of programs of less than two years within 150 percent of normal time:	N/A
Completers of programs of at least two but less than four years (total):	N/A
Completers of programs of at least two but less than four-years within 150 percent of normal time:	N/A
Total transfers-out (within three years) to other institutions:	N/A
Total transfers to two-year institutions:	N/A
Total transfers to four-year institutions:	N/A

### Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in **Fall 2003** (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: death, permanently disabled, services in the armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

#### B22.

For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshmen in **Fall 2003** (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in **Fall 2004**?

**82%**

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

### Applications

**C1. First-time, first-year (freshman) students:** Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in **Fall 2004**. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, nonadmission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission.

Total first-time, first-year (freshman) men who applied	<u>6,884</u>
Total first-time, first-year (freshman) women who applied	<u>6,439</u>
Total first-time, first-year (freshman) men who were admitted	<u>4,520</u>
Total first-time, first-year (freshman) women who were admitted	<u>4,419</u>
Total full-time, first-time, first-year (freshman) men enrolled	<u>1,912</u>
Total part-time, first-time, first-year (freshman) men enrolled	<u>89</u>
Total full-time, first-time, first-year (freshman) women enrolled	<u>1,867</u>
Total part-time, first-time, first-year (freshman) women enrolled	<u>83</u>

**C2. Freshman wait-listed students (students who met admission requirements but whose final admission was contingent on space availability)**

Do you have a policy of placing students on a waiting list?  Yes  No

If yes, please answer the questions below for fall 2003 admissions:

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

### Admission Requirements

**C3. High school completion requirement**

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

- High school diploma is required and GED is accepted  
 High school diploma is required and GED is not accepted  
 High school diploma or equivalent is not required

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

- Require  
 Recommend  
 Neither require nor recommend

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**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	<b>11</b>	
English	<b>4</b>	
Mathematics*	<b>3</b>	
Laboratory Science**	<b>2</b>	
Foreign language+	<b>2</b>	
Other ( <i>specify</i> )	<b>0</b>	

\* Algebra I, Geometry and Algebra II are the courses recommended for Admission.

\*\* Biology I, Chemistry, or Physics are the courses recommended for Admission.

+ If two years of the foreign languages are not completed in high school, at least two semesters of a single foreign language will be required at the college level..

### 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	<b>NO</b>
Open admission policy as described above for most students, but-	
- selective admission for out-of-state students	
selective admission to some programs	
Other (explain)	

**NOTE:** Applicants who do not meet the assured admission criteria will have their records reviewed in a holistic manner by a committee with faculty, staff, and student representation. Additional information included on the application will be considered for the purpose of identifying students who can be successful and graduate from the University.

**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
<b>Academic</b>				
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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standardized test scores	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essay	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Nonacademic</b>				
Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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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 type="checkbox"/>	<input checked="" 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"/>

### SAT and ACT Policies

#### C8. Entrance exams

- A. Does your institution make use of SAT Reasoning (SAT I), SAT Subject Test (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 for **Fall 2006**.

	ADMISSION				
	Require	Recommen d	Require for Some	Consider If Submitted	Not Used
SAT Reasoning (SAT I)	<input 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 Reasoning (SAT I) or ACT (no preference)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT Reasoning (SAT I) and SAT Subject Test (SAT II)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT Reasoning and SAT Subject Tests or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT Subject Tests only (SAT II)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

- 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 Writing Component required  Yes  No  
 ACT without Writing Component accepted  Yes  No  
 ACT with or without Writing Component Accepted  Yes  No

- C. If your institution will make use of the new SAT Reasoning Test Scores in **admission** decisions for first-time, first-year, degree-seeking applicants for **Fall 2006**, please indicate which ONE of the following applies

New SAT Reasoning Test required  Yes  No  
 New SAT Reasoning Test or the "old" SAT I (administered prior to March 2005 and without a writing component) accepted  Yes  No

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

Placement  Yes  No  
 Counseling  Yes  No



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- E. Does your institution use the SAT Reasoning (SAT I) or SAT Subject Test (SAT II), or the ACT for **placement only**?  
If so, please mark the appropriate boxes below:

	PLACEMENT		
	Require	Recommend	Require for some
SAT Reasoning (SAT I)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT Subject Tests (SAT II)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT Reasoning or ACT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

- F. Latest date by which SAT I or ACT scores must be received for fall-term admission   N/A

Latest date by which SAT II scores must be received for fall-term admission   N/A  

- G. 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):

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### Freshman Profile

Provide percentages for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students** enrolled in **Fall 2004**, 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 2004 who submitted national standardized (SAT/ACT) test scores.** Include information for **ALL enrolled, degree-seeking, first-time, first-year (freshman) students who submitted test scores.** Do not include partial test scores (e.g., mathematics scores but not 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>64%</u>	Number submitting SAT scores	<u>2,539</u>
Percent submitting ACT scores	<u>34%</u>	Number submitting ACT scores	<u>1,353</u>

	25th Percentile	75th Percentile
SAT I Verbal	500	600
SAT I Math	520	620
ACT Composite	21	26
ACT English	21	26
ACT Math	20	26

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

	SAT I Verbal	SAT I Math
700-800	4%	5%
600-699	23%	31%
500-599	51%	50%
400-499	21%	14%
300-399	1%	0%
200-299	0%	0%

	ACT Composite	ACT English	ACT Math
30-36	7%	9%	6%
24-29	45%	38%	44%
18-23	47%	47%	43%
12-17	1%	6%	7%
6-11	0%	0%	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 10th of high school graduating class	<u>23%</u>
Percent in top quarter of high school graduating class	<u>55%</u>
Percent in top half of high school graduating class	<u>87%</u>
Percent in bottom half of high school graduating class	<u>13%</u>
Percent in bottom quarter of high school graduating class	<u>1%</u>

Percent of total first-time, first-year (freshman) students who submitted high school class rank: 97%

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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 3.0 and higher     n/a    

Percent who had GPA between 2.0 and 2.99     n/a    

Percent who had GPA between 1.0 and 1.99     n/a    

Percent who had GPA below 1.0     n/a    

**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:     n/a    %

### Admission Policies

#### C13. Application fee

Does your institution have an application fee?  Yes  No

Amount of application fee:     \$50.00    

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):                     

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):     X    

By (date):                     

Other:                     

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

Must reply by (date):                     

No set date:     X    

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:                     

**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 (See Note below)

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

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

**NOTE: Accepts the State of Texas Common Application for Admission to Public Universities.**

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### Early Decision and Early Action Plans

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

If "yes," please complete the following:

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

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

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

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

**For the Fall 2004 entering class:**

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

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

Please provide significant details about your early decision plan:

\_\_\_\_\_

\_\_\_\_\_

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

Yes  No

If "yes," please complete the following:

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

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

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**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 2003.

	<b>Applicants</b>	<b>Admitted Applicants</b>	<b>Enrolled Applicants</b>
Men	<b>2,224</b>	<b>1,586</b>	<b>1,174</b>
Women	<b>1,860</b>	<b>1,294</b>	<b>926</b>
Total	<b>4,084</b>	<b>2,880</b>	<b>2,100</b>

**Application for Admission**

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

**D4.** Must a transfer applicant have a minimum number of credits completed or else must apply as an entering freshman?  
 Yes  No  
If yes, what is the minimum number of credits and the unit of measure? 12 credit hours

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

	<b>Required of All</b>	<b>Recommended of All</b>	<b>Recommended of Some</b>	<b>Required of Some</b>	<b>Not required</b>
High school transcript		<b>X</b>			
College transcript(s)	<b>X</b>				
Essay or personal statement					<b>X</b>
Interview					<b>X</b>
Standardized test scores		<b>X</b>			
Statement of good standing from prior institution(s)	<b>X</b>				

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

**D7.** If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale): 2.25

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

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## Texas Tech University Common Data Set 2004-2005

**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					X
Winter					
Spring					X
Summer					X

**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 or better

**D13.** Maximum number of credits or courses that may be transferred from a two-year institution:  
 Number 66 Unit type credit hours

**D14.** Maximum number of credits or courses that may be transferred from a four-year institution:  
 Number \_\_\_\_\_ Unit type \_\_\_\_\_

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

**D16.** Minimum number of credits that transfers must complete at your institution to earn a bachelor’s degree:  
 Number 30 Unit type credit hours

**D17.** Describe other transfer credit policies:

\_\_\_\_\_

—

\_\_\_\_\_

—

# Texas Tech University Common Data Set 2004-2005

## E. ACADEMIC OFFERINGS AND POLICIES

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

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Accelerated program                 | <input checked="" type="checkbox"/> Honors program                  |
| <input checked="" 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 checked="" 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 checked="" 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 Common Data Set.**

**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 checked="" type="checkbox"/> Philosophy                        |
| <input checked="" type="checkbox"/> Foreign languages               | <input checked="" type="checkbox"/> Sciences (biological or physical) |
| <input checked="" type="checkbox"/> History                         | <input checked="" type="checkbox"/> Social science                    |
| <input checked="" type="checkbox"/> Other (describe): Multicultural |   |

**Library Collections:** The CDS Publishers will collect library data again when a new Academic Libraries Survey is fielded.

Report the number of holdings at the end of the 2002-03 fiscal year for each of the categories below. Refer to the Academic Libraries Survey, Section D "Library Collections, FY2003", lines 22-26, column 2 for corresponding equivalents.

- |  |                  |
|--|------------------|
| <b>E4.</b><br>Books, serial backfiles, and other materials including government documents (paper titles--line 22) that are accessible through the library's catalog: | <u>2,386,509</u> |
| <b>E5.</b><br>Current serial subscriptions in paper and microform--not electronic--including government documents (line 26):   | <u>30,823</u>    |
| <b>E6.</b><br>Microforms (units--line 24):   | <u>2,226,858</u> |
| <b>E7.</b><br>Audiovisual materials (units—line25):  | <u>85,969</u>    |
| <b>E8.</b><br><del>E books (units—line23):</del>   | <u>0</u>         |

# Texas Tech University Common Data Set 2004-2005

## F. STUDENT LIFE

**F1. Percentages of first-time, first-year (freshman) students and all degree-seeking undergraduates enrolled in fall 2004 who fit the following categories:**

	First-time, first-year (freshman) students	Undergraduates
Percent who are from out of state (exclude international/nonresident aliens)	<u>5%</u>	<u>4%</u>
Percent of men who join fraternities	<u>12%</u>	<u>14%</u>
Percent of women who join sororities	<u>21%</u>	<u>19%</u>
Percent who live in college-owned, -operated, or -affiliated housing	<u>87%</u>	<u>22%</u>
Percent who live off campus or commute	<u>13%</u>	<u>78%</u>
Percent of students age 25 and older	<u>0%</u>	<u>7%</u>
Average age of full-time students	<u>18</u>	<u>21</u>
Average age of all students (full- and part-time)	<u>19</u>	<u>21</u>

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

- |   |   |  |
|---|---|--|
| <input checked="" type="checkbox"/> Choral groups     | <input checked="" 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 type="checkbox"/> Student-run film society      |
| <input checked="" type="checkbox"/> Drama/theater     | <input checked="" type="checkbox"/> Opera           | <input checked="" type="checkbox"/> Symphony orchestra |
| <input checked="" type="checkbox"/> Jazz band         | <input checked="" 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): \_\_\_\_\_

Naval ROTC is offered:

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

Air Force ROTC is offered:

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

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

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



# Texas Tech University Common Data Set 2004-2005

## G. ANNUAL EXPENSES

Provide 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 2004-2005** academic year (30 semester hours or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits). A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters, two trimesters, three quarters, or the period covered by a four-one-four plan. Room and board is defined as double occupancy and 19 meals per week or the maximum meal plan. **Required fees** include only charges that all full-time students must pay that are *not* included in tuition (e.g., registration, health, or activity fees.) Do *not* include optional fees (e.g., parking, laboratory use).

	2004-2005		2005-2006
TUITION	FIRST-YEAR	UNDERGRADUATES	UNDERGRADUATES
PRIVATE INSTITUTIONS:			
PUBLIC INSTITUTIONS			
In-district:	\$3,720	\$3,720	\$3,870
In-state (out-of-district):	\$3,720	\$3,720	\$3,870
Out-of-state:	\$11,460	\$11,460	\$12,150
NONRESIDENT ALIENS:	\$11,460	\$11,460	\$12,150
<b>REQUIRED FEES:</b>	<b>\$2,128</b>	<b>\$2,128</b>	<b>\$2,282</b>
<b>ROOM AND BOARD:</b>			
(on-campus)		\$ 6,421	\$ 6,875
<b>ROOM ONLY:</b>			
(on-campus)		\$ 3,631	\$ 3,663
<b>BOARD ONLY:</b>			
(on-campus meal plan)		\$ 2,790	\$ 3,212

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

Other \_\_\_\_\_

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

15 minimum                      \_\_\_\_\_ 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:

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**Texas Tech University Common Data Set 2004-2005**

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

<b>2004-2005</b>	<b>Residents</b>	<b>Commuters (living at home)</b>	<b>Commuters (not living at home)</b>
Books and supplies:	<b>900</b>	<b>900</b>	<b>900</b>
Room only:			<b>3,800</b>
Board only:			<b>2,750</b>
Transportation:	<b>1400</b>	<b>1400</b>	<b>1400</b>
Other expenses:	<b>1850</b>	<b>1850</b>	<b>1,850</b>
<b>2005-2006</b>	<b>Residents</b>	<b>Commuters (living at home)</b>	<b>Commuters (not living at home)</b>
Books and supplies:	<b>900</b>	<b>900</b>	<b>900</b>
Room only:			<b>3,800</b>
Board only:			<b>2,750</b>
Transportation:	<b>1400</b>	<b>1400</b>	<b>1400</b>
Other expenses:	<b>1850</b>	<b>1850</b>	<b>1,850</b>

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

	<b>2004-2005</b>	<b>2005-2006</b>
PRIVATE INSTITUTIONS:		
PUBLIC INSTITUTIONS		
In-district:	<b>\$124</b>	<b>\$129</b>
In-state (out-of-district):	<b>\$124</b>	<b>\$129</b>
Out-of-state:	<b>\$382</b>	<b>\$405</b>
NONRESIDENT ALIENS:	<b>\$382</b>	<b>\$405</b>

# Texas Tech University Common Data Set 2004-2005

## 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 entry for “non-need-based gift aid” on the last page of the definitions section.)

	2004-2005 estimated	2003-2004 final
Indicate the academic year for which data are reported for H1, H2, H2A, and H6 below		<b>X</b>

**H3:** 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 used to meet need).	Non-need-based (Exclude non-need-based aid used to meet need).
	\$	\$
<b>Scholarships/Grants</b>		
Federal	<b>\$12,978,962</b>	<b>\$136,500</b>
State (i.e. all states, not only the state in which your institution is located)	<b>\$2,080,683</b>	
Institutional (endowment, alumni, or other institutional awards) and external funds awarded by the college excluding athletic aid and tuition waivers (which are reported below)	<b>\$8,962,951</b>	<b>\$4,710,269</b>
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college		<b>\$3,384,531</b>
<b>Total Scholarships/Grants</b>	<b>\$24,022,596</b>	<b>\$8,231,300</b>
<b>Self-Help</b>		
Student loans from all sources (excluding parent loans)	<b>\$27,271,435</b>	<b>\$25,651,757</b>
Federal Work-Study	<b>\$692,066</b>	
State and other (e.g. institutional) work-study/Employment (Note: Excludes Federal Work-Study captured above.)		
<b>Total Self-Help</b>	<b>\$27,963,501</b>	<b>\$25,651,757</b>
<b>Parent Loans</b>	<b>\$25,368,497</b>	
<b>Tuition Waivers</b> Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.		
<b>Athletic Awards</b>		<b>\$2,845,449</b>

## Texas Tech University Common Data Set 2004-2005

**H2. Number of Enrolled Students Receiving Aid:** 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.

	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 <b>Fall 2003</b> (cohort)	4,326	21,030	2,565
b) Number of students in line <b>a</b> who applied for need-based financial aid.	3,048	13,082	1,510
c) Number of students in line <b>b</b> who were determined to have financial need	1,739	8,792	1,068
d) Number of students in line <b>c</b> who were awarded any financial aid	1,669	8,575	1,004
e) Number of students in line <b>d</b> who were awarded any need-based scholarship or grant aid	1,124	5,707	2,258
f) Number of students in line <b>d</b> who were awarded any need-based self-help aid.	1,099	6,704	803
g) Number of students in line <b>d</b> who were awarded any non-need-based scholarship or grant aid.	873	2,705	139
h) Number of students in line <b>d</b> whose need was fully met ( <u>exclude PLUS loans, unsubsidized loans, and private alternative loans</u> )	366	2,776	255
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> )	74.3	67.0	52.3
j) The average financial aid package of those in line <b>d</b> . Exclude any resources that were awarded to replace EFC ( <u>PLUS loans, unsubsidized loans, and private alternative loans</u> )	\$5,875	\$6,485	\$4,888
k) Average need-based scholarship and grant award of those in line <b>e</b>	\$4,485	\$3,281	\$2,256
l) Average need-based self-help award ( <u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u> ) of those in line <b>f</b>	\$2,360	\$3,728	\$3,672
m) Average need-based loan ( <u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u> ) of those in line <b>f</b> who received a need-based loan	\$2,310	\$3,662	\$3,649

**H2A. Number of Enrolled Students Receiving Non-need-based Grants and Scholarships:** List the number of degree-seeking full-time and less-than-full-time undergraduates who had no financial need and who received non-need-based gift 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.

	First-time Full-time Freshmen	Full-time Undergrad (Incl. Fresh)	Less Than Full-time Undergrad
n) Number of students in line <b>a</b> 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)	1,717	5,641	256
o) Average dollar amount of non-need-based scholarship or grant aid awarded to students in line <b>n</b>	\$2,337	\$2,204	\$1,523
p) Number of students in line <b>a</b> who received a non-need-based athletic grant or scholarship	64	268	9
q) Average dollar amount of non-need-based athletic grants and scholarships awarded to students in line <b>p</b>	\$9,208	\$9,486	\$8,718

## Texas Tech University Common Data Set 2004-2005

**H4.** Percent of the 2004 undergraduate class who graduated between July 1, 2003 and June 30, 2004 and borrowed through any loan programs (federal, state, subsidized, unsubsidized, private, etc.; exclude parent loans). Include only students who borrowed while enrolled at your institution. 57%

**H5.** Report the average per-borrower cumulative undergraduate indebtedness of those in line H4. Do not include money borrowed at other institutions: \$19,972

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

**H6.** Indicate your institution's policy regarding financial aid for undergraduate degree-seeking nonresident aliens:

- Institutional need-based scholarship or grant is available
- Institutional non need-based scholarship or grant is available
- Institutional scholarship or grant 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 received need-based or non-need-based aid: \_\_\_\_\_

Average dollar amount awarded to undergraduate degree-seeking nonresident aliens: \$ \_\_\_\_\_

Total dollar amount of financial aid from all sources awarded to all undergraduate degree-seeking nonresident aliens: \$ \_\_\_\_\_

### 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 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: FAFSA with proper documentation of alien status. \_\_\_\_\_

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

Priority date for filing required financial aid forms: **April 15**

Deadline for filing required financial aid forms: \_\_\_\_\_

No deadline for filing required forms (applications processed on a rolling basis): \_\_\_\_\_

## Texas Tech University Common Data Set 2004-2005

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

a.) Students notified on or about (date): \_\_\_\_\_

b.) Students notified on a rolling basis: **YES** If yes, starting date: \_\_\_\_\_

**H11.** Indicate reply dates:

Students must reply by (date): \_\_\_\_\_ or within 2 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	
<b>X</b>	<b>X</b>	Academics	<b>X</b>	<b>X</b>	Leadership
		Alumni affiliation			Minority status
<b>X</b>		Art	<b>X</b>	<b>X</b>	Music/drama
<b>X</b>		Athletics			Religious affiliation
<b>X</b>		Job skills		<b>X</b>	State/district residency
<b>X</b>		ROTC			

# Texas Tech University Common Data Set 2004-2005

## I. INSTRUCTIONAL FACULTY AND CLASS SIZE

**I-1. Please report number of instructional faculty members in each category for Fall 2004. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.**

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 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).

	<b>Full-time</b>	<b>Part-time</b>	<b>Total</b>
a.) Total number of instructional faculty	<b>1,027</b>	<b>84</b>	<b>1,111</b>
b.) Total number who are members of minority groups	<b>138</b>	<b>5</b>	<b>143</b>
c.) Total number who are women	<b>330</b>	<b>45</b>	<b>375</b>
d.) Total number who are men	<b>697</b>	<b>39</b>	<b>736</b>
e.) Total number who are nonresident aliens (international)	<b>58</b>	<b>6</b>	<b>64</b>
f.) Total number with doctorate, first professional, or other terminal degree	<b>943</b>	<b>37</b>	<b>980</b>
g.) Total number whose highest degree is a master's but not a terminal master's	<b>77</b>	<b>41</b>	<b>118</b>
h.) Total number whose highest degree is a bachelor's	<b>7</b>	<b>6</b>	<b>13</b>
i.) Total number whose highest degree is unknown or other (Note: Items <b>f</b> , <b>g</b> , <b>h</b> , and <b>i</b> must sum up to item <b>a</b> .)	<b>0</b>	<b>0</b>	<b>0</b>
j.) Total number in stand-alone graduate/ professional programs in which faculty teach virtually only graduate-level students	<b>0</b>	<b>0</b>	<b>0</b>

## Texas Tech University Common Data Set 2004-2005

### I-2. Student to Faculty Ratio

Report the **Fall 2004** 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 2004 Student to Faculty ratio:                19     TO     1    

### 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 2004 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 2004. 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
<b>CLASS SECTIONS</b>	<b>74</b>	<b>370</b>	<b>476</b>	<b>434</b>	<b>239</b>	<b>257</b>	<b>193</b>	<b>2,043</b>

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
<b>CLASS SUB-SECTIONS</b>	<b>137</b>	<b>469</b>	<b>635</b>	<b>106</b>	<b>13</b>	<b>7</b>	<b>7</b>	<b>1,374</b>



# Texas Tech University Common Data Set 2004-2005

## J. DEGREES CONFERRED

Degrees conferred between July 1, 2003 and June 30, 2004

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			4.7%	1
Architecture			4.5%	4
Area and ethnic studies			0.0%	5
Biological/life sciences			3.1%	26
Business/marketing			31.0%	52
Communications/communication technologies			6.2%	9 and 10
Computer and information sciences			1.7%	11
Education			0.0%	13
Engineering/engineering technologies			7.5%	14 and 15
English			5.1%	23
Foreign languages and literature			1.3%	16
Health professions and related sciences			0.1%	51
Home economics and vocational home economics			12.2%	19
Interdisciplinary studies			1.9%	30
Law/legal studies			0.0%	22
Liberal arts/general studies			0.8%	24
Library science			0%	25
Mathematics			0.9%	27
Military science and technologies			0.0%	29
Natural resources/environmental science			0.6%	3
Parks and recreation			3.4%	31
Personal and miscellaneous services			0.0%	12
Philosophy, religion, theology			0.5%	38 and 39
Physical sciences			0.5%	40 and 41
Protective services/public administration			0.5%	43 and 44
Psychology			3.9%	42
Social sciences and history			5.3%	45 and 54
Trade and industry			0.0%	46, 47, 48, and 49
Visual and performing arts			4.3%	50
<b>Other</b>				
<b>TOTAL</b>	100%	100%	100%	