

Yale University

New Haven, Connecticut

Fifth-Year Interim Report

New England Association of Schools & Colleges, Inc.

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Report Preparation

This fifth-year interim report to the New England Association of Schools and College, Inc. (NEASC) was prepared by a small group of senior Yale University administrators, most of whom helped coordinate the 1999 reaccreditation study. The group included Russell Adair, Associate Director of Institutional Research; John R. Goldin, Director, Office of Institutional Research (OIR); Joseph W. Gordon, Deputy Dean of Yale College; Judith Dozier Hackman, Associate Dean of Yale College; Heather Kim, Senior Researcher, OIR; Penelope Laurans, Associate Dean of Yale College and Assistant to the President; Charles H. Long, Deputy Provost of the University; and Beverly Waters, Research Associate, OIR. Team members consulted with others at Yale including President Richard C. Levin and Dean of Yale College Peter Salovey. They drew especially upon the work of the Committee on Yale College Education (CYCE), which submitted its report in 2003 after 18 months of deliberation. Former Dean of Yale College Richard H. Brodhead, who became President of Duke University on July 1, 2004, led the CYCE. Data were collected by the Office of Institutional Research.

Institutional Overview

In 1701, Yale College was founded as a place “wherein Youth may be instructed in the Arts and Sciences [and] through the blessing of Almighty God may be fitted for Publick employment both in Church and Civil State.” Although the University has evolved in the ensuing 300 hundred years, and the thrust of its mission has changed and developed, there are aspects of this originating statement that have been a continuing theme.

In preparation for Yale’s fourth century, the Yale Corporation in 1992 endorsed a mission statement for the University as a whole. “As one of the world’s leading centers for learning, Yale’s primary mission is to attract, educate and motivate a diverse group of the most highly talented men and women in order to advance and disseminate knowledge and to promote the scholarship, high character, values, and leadership which can be directed towards sustaining and improving society. Intrinsic to this mission are the faculty’s dual responsibilities for outstanding teaching and original research, carried out in a community comprised of Yale College, a Graduate School with broad coverage of the arts and sciences, and an array of ten professional schools in arts, sciences, and learned professions.”

The twelve schools, which in the fall of 2003 enrolled 11,385 students, include: Yale College (founded in 1701), the Graduate School of Arts and Sciences (1892), the School of Medicine (1813), the Divinity School (1822), the Law School (1824), the Music School (1894), the School of Forestry and Environmental Studies (1900), the Nursing School (1923), the Drama School (set up in 1925 and given its independence as self-governing in 1955), the Art School (1865, first as the School of Fine Arts), the Architecture School (1972), and the School of Management (1974). All of these schools are supported by the extensive resources of laboratories, galleries, libraries and museums,

and by a broad range of scholarly research and teaching, carried out in component and affiliated organizations, such as the Institution for Social and Policy Studies, the Yale Center for International and Area Studies, the Economic Growth Center, and many others.

Response to Areas Identified for Special Emphasis

Following Yale University's 1999 Self-Study and visit by the NEASC team led by Stanford University's then President Gerhard Casper, the NEASC Commission on Institutions of Higher Education asked that in its fifth-year interim report the University give emphasis to its continued success in the following four areas:

1. *Ensuring that as a part of the ongoing evaluation of instructional programs, careful consideration is given to the impact of the proliferation of academic programs on the institutional resources needed to maintain them at an appropriate level of strength, with particular attention to the anticipated expansion in the sciences¹;*
2. *Enhancing the quality of teaching by means of systematic evaluation;*
3. *Achieving the University's own goals for ethnic, racial, and gender diversity on the faculty;*
4. *Ensuring that the procedures for evaluating faculty for tenure and promotion are transparent and widely understood.*

1. New Program Approval

The 1999 NEASC visiting team requested that we give particular emphasis to *"ensuring that as a part of the ongoing evaluation of instructional programs, careful consideration is given to the impact of the proliferation of academic programs on the institutional resources needed to maintain them at an appropriate level of strength, with particular attention to the anticipated expansion in the sciences."* The Commission explained this area of concern as follows:

The enormous range of programmatic offerings at the University is quite noteworthy, even for a sizeable institution with ample resources, and, although the quality of the programs is unquestionably very high, the 1999 visiting team raised the concern of whether they were not "proliferating," and whether a "higher threshold" for programmatic approval might not "allow resources to be redirected to other areas of need." This question seems particularly pertinent in view of the anticipated strengthening of programs in the sciences, as well as expansion of the facilities in that area. We are confident that the University will carefully consider the resource issue raised

¹ Quotations from the 1999 NEASC visiting team report are printed in *italics*.

by the striking array of academic programs, in keeping with our standard on Programs and Instruction, which specifies that "the institution provides sufficient resources to sustain and improve programs and instruction" (4.2) and that "the institution allocates human, financial, and physical resources on the basis of its academic plans, needs, and objectives" (4.4). The Commission looks forward to learning of its efforts in this regard in the 2004 report.

In 1998-1999, the year of the NEASC self-study, Yale College created a new Committee on Majors to review current majors periodically and to study proposed new majors before deciding whether to recommend their acceptance to the Yale College Faculty. The committee includes four faculty members from a range of disciplines representing senior and junior levels, an undergraduate, the Deputy Dean of Yale College, and a Residential College Dean. In addition, they are advised by a three-person Resource Assessors group including a Deputy Provost, the Associate Dean for Academic Resources, and a faculty member. When the Committee on Majors reviews a current or proposed major, the Assessors provide data about financial, space, and staffing resources.

Since its inception, the committee has reviewed several Yale College majors, among them Religious Studies and several arts majors (Architecture, Art, Film Studies, Music, and Theater Studies). It currently is studying all undergraduate language-based majors and has completed reviews of Italian, Spanish and Portuguese, and French. New or revised majors (e.g., Biology, Environmental Studies, and Urban Studies) have been proposed with the first two recommended by the committee for approval and subsequently approved by the faculty. The former major of Studies in the Environment was considerably revamped and the new Environmental Studies major was then approved. This decision process will serve as a model for considering future proposals for new majors. Data from the Resource Assessor group demonstrated more than sufficient funding for this interdisciplinary major from existing endowment funds, satisfactory space in the new Environmental Studies building, and available, committed faculty from several departments and the School of Forestry and Environmental Studies. In addition, two departments – Ecology and Evolutionary Biology and Molecular, Cellular, and Developmental Biology – asked and received approval to rationalize their undergraduate programs by returning to a single comprehensive Biology major and thereby reducing the number of majors.

This new committee has become a critical component of the College faculty governing process. It is succeeding in providing a "*higher threshold*' for programmatic approval" which ensures that new (and continuing) majors have institutional resources sufficient to ensure their success.

2. Teaching Evaluation

During the 1999 NEASC reaccreditation, the visiting team recommended that the University develop an improved system of course evaluation to "enhance the quality of teaching by means of systematic evaluation." The Commission stated:

The Commission recognizes that the quality of undergraduate education at the University is, deservedly, a source of institutional pride, and strongly commends the institution for bolstering this commitment with a presumption that senior faculty will teach undergraduates and for its increasing support of graduate student training in the art of teaching. At the same time, however, the visiting team noted that procedures for providing feedback on the quality of teaching to all levels of faculty have not been fully regularized. Because our standards specify that "The effectiveness of instruction is periodically and systematically assessed using adequate and reliable procedures; the results are used to improve instruction" (4.30), we anticipate hearing in 2004 of further progress the University has made with its efforts to systematically evaluate and enhance teaching.

In order to provide information to professors and departments and improve teaching in Yale College, an online course evaluation system was approved by the faculty and instituted beginning in Fall 2002. This action was taken as a result of a proposal from the Yale College Teaching and Learning Committee, and was extensively piloted with a limited group of courses. The online course evaluation system was designed to replace the traditional paper-based evaluations that had been in use in Yale College for many years.

The Yale College *Regulations* now state that “for the advancement of teaching in Yale College, anonymous teaching evaluations are made available through the Yale University Student Information Systems. Students are expected to participate in this evaluation process for any Yale College course in which they are enrolled. Students who withdraw from a course after midterm are invited but not required to participate Early access to recorded grades is available on line to students in any Yale College course for which they have completed or actively declined to complete the online course evaluation form through the Yale University Student Information Systems.”

Evaluations are completely anonymous and confidential. They are stored in their own database from which they are forwarded to the instructor with no identifying information, serial number, or other data that would allow answers to be traced. A separate database records the fact that an evaluation has been submitted but contains none of the content.

Responses to three summary questions (see Appendix A for the six questions) are available to undergraduates through the Online Course Selection system during the course selection period, three weeks at the beginning of the semester when students are allowed to visit courses before making their final course selections.

Every evaluation is sent to the instructor and to departmental chairs. Teaching fellows also have access to their own evaluations, which will be kept in a secure database for a period of ten years. A limited group of other members of the Yale College Dean's Office, and those connected with it, also can view the evaluations for the purposes of

evaluating the teaching in Yale College, making certain decisions about the curriculum, and awarding teaching prizes and honors.

For all courses with five or more enrollments, students can log onto the evaluation website and complete an online course evaluation. Students can either evaluate a course or indicate online that they opt out of that particular evaluation. Once a student completes an online course evaluation or indicates online that he or she is opting out of that evaluation, the student is able to view the grade for that course online.

The program has been highly successful. In the spring of 2004, 87% of students in courses with enrollment of five or more filled out the evaluation form. Moreover, faculty report that the feedback received from students via the online system is far more substantial (and legible) than earlier.

3. Faculty Diversity

The visiting team also asked that we emphasize “*achieving the University's own goals for ethnic, racial, and gender diversity on the faculty.*” The Commission stated:

We applaud the University for its admirable focus on diversifying the faculty and its specific efforts to increase the number of women and racial minorities. We are pleased to note that recent progress on this initiative includes an increase of women faculty in the social sciences, the development of an advisory group for women faculty centered in the provost's office, and the creation of extra positions that are available solely to members of underrepresented groups. Still, because the proportional increases have been perhaps more modest than the institution might have wished, and because our standard on Faculty asks that an institution “[address] its own goals for the achievement of diversity of race, gender, and ethnicity” (5.4), we look forward to learning, through the interim report, of further steps the University has taken to move in this direction.”

For many years, Yale has been committed to increasing the racial, ethnic, and gender diversity of its faculties, but as we noted in the self-study report, Yale remains concerned that we have not yet reached the degree of diversity that we hope to achieve. We continue to work aggressively toward this goal, and we have made some real progress over the past five years within new and somewhat restrictive federal and judicial guidelines for the implementation of affirmative action.

Here is how the evaluation team characterized our situation in the spring of 2000:

The self-study expressed concerns about faculty diversity and efforts to increase the number of minority and female faculty; we endorse those concerns and urge continued, perhaps accelerated, efforts on initiatives to identify and recruit appropriate faculty members who would enhance the cultural and intellectual diversity of the Yale faculties. At the senior faculty

level, Yale has made modest progress on the gender issue over the past ten years and now seems to stand in about the middle of the pack among peer institutions. The numbers of other "underrepresented" minorities are smaller; Yale seems to be comparable in most of these numbers to its research university peers, but there is no room for complacency on this issue around the country, and we endorse the self-study's implication that the issue needs continued, steady, and aggressive attention.

Here are some key excerpts from the self-study report characterizing those concerns and where we were in 2000:

University-wide, the percentage of women in the tenured faculty is 15.3%; the percentage of members of minority groups is 7.7%. These percentages represent increases over the last decade from 8.5% and 6.2%, respectively. The percentage of women in the term faculty is 32.8% only a slight increase from 30.1% a decade ago. The percentage of members of minority groups is 15.4%, significantly higher than 8.5% a decade ago. With respect to different minority groups, the number of Asian faculty has increased most significantly, but ... there have been improvements in each of the other groups. Perhaps the most significant achievement has occurred in the School of Medicine, where the percentage of tenured women has increased from 7.8% to 14.7% over the decade.

In the Faculty of Arts and Sciences the percentages of both women and members of minority groups have increased steadily over the decade. The percentage of tenured women rose from 8.3% to 12.3% and, as a result of a particularly good year of promotions and appointments, has reached approximately 14% in 1999-2000. Tenured minorities rose from 7.1% to 9.0%. Nontenured women dropped slightly, from 32.0% to 30.5%, but minority faculty increased from 9.8% to 15%.

There remain areas of real concern, however, such as the very low number of tenured women in the social sciences, the low number of women at any rank in the physical sciences and engineering, and a drop in the percentage of nontenured women across the FAS.

Some statistics can help show where Yale has and has not made significant progress over the last five years. The percentage of women ladder faculty University-wide has increased from 25% to 28.4%. In the Faculty of Arts and Sciences that increase has been from 19.5% to 24.5%, with the percentage of women in term positions growing from 29.4% to 34.8%. Though there have been small gains in absolute numbers, the very small percentage of black faculty has essentially remained the same over the five-year period, both University wide and in the Faculty of Arts and Sciences.

In the last two years we have made excellent progress in the recruitment of minority faculty at the assistant professor level, and we are further encouraged by the success of

new recruiting efforts in the Graduate School, which is essential to any long-term solution to the problem of the small number of minority members who enter the profession with Ph.D.'s. As a way of tracking Yale's most recent progress, here are some excerpts from the Provost's fall 2003 report to the Yale Corporation on faculty diversity.

For both women and members of minority groups, Yale continues to make steady ... progress toward our goals. The only category in which we did not make progress last year is among Hispanic faculty, but as is often the case with minority faculty, the total number is so small that the coincidental departure of very few individuals can make a dramatic, but we hope temporary, difference in the percentages. On the other hand, University-wide the percentage of nontenured black faculty increased by 15% last year, and in the Faculty of Arts and Sciences, the increase was 27%.

An important component of our efforts to diversify is the Office for Equal Opportunity Programs. ... We have charged the new director with developing initiatives and proactive ways to help in our efforts to diversify the faculty. These initiatives include identifying best practices among our peers and working directly with the chairs of departments and search committees to increase the applicant pools and list of final candidates.

With respect to the recruitment of minority faculty, it remains clear that a few top institutions have been competing for the limited number of established scholars. Many more institutions are in competition for the slightly larger number of emerging scholars. In the past few years, Yale has been quite successful in attracting minority faculty to assistant professor positions in all divisions, particularly in the humanities and social sciences of the Faculty of Arts and Sciences

A very hopeful sign on the horizon is our own recent success in recruiting minority students to Yale's Ph.D. programs. For many years the low enrollment and graduation rates of minority students in the Graduate School reflected those of other comparable institutions. While the number of minority students graduating from excellent undergraduate colleges and universities has been growing significantly over the past 20 years, this has not resulted in much increase in the number who chose to enter Ph.D. programs. ... Over the past three years, through outreach efforts to selected colleges across the county and an array of recruitment programs, applications to Ph.D. programs from underrepresented minority students have nearly doubled, from 258 to 510. The yield of acceptances from that group has also increased, from 37% to 50%. The number of minority students beginning doctoral study rose from 15 and 17 in 1999 and 2000, respectively, to 39 and 31 in 2002 and 2003 [and 30 in 2004].

One way to measure Yale's success in achieving the goals of diversity is to see where we rank relative to our peers. In the fall of 2002, Yale took part in a confidential

study that displayed the number and percentage of women and minority ladder faculty in the Faculty of Arts and Sciences among a group of private universities to which we regularly compare ourselves (four Ivy Group schools, Harvard, Princeton, Stanford, and Penn, and two scientifically-oriented institutions, MIT and Cal Tech).

This study showed that because of the relative size of Yale's humanities departments, we ranked reasonably high in the percentage of women overall (3rd in tenured women and 2nd in nontenured women), but that we lagged in the categories of tenured women in social sciences and in both tenured and nontenured women in the physical and biological sciences (ranging from 4th to 6th). We have recently recruited several tenured women in both the social and physical sciences, so we are certain that the next comparison will be more favorable there, but we continue to be behind our peers in the number of tenured women in the biological sciences.

The same study showed that Yale ranked 7th in the percentage of minority tenured faculty overall. However, because of the small number of minority faculty in all of these institutions, a very small change in the percentage (only 1%) makes a difference in rank. A hopeful sign for Yale is that we ranked 3rd in nontenured minority faculty. The scarcity of minority faculty at the tenure level suggests that recruitment at that level is a poor strategy for increasing diversity. Since 2002 Yale has continued to be successful in recruiting, retaining, and promoting nontenured minority faculty, so we expect that the next comparison set will show Yale to a better advantage.

Nothing in any of these studies leads Yale to believe that we can relax in our efforts to achieve our long-standing goal of a significantly more diverse faculty, and the administration's resolve is annually supported by the Yale Corporation, which stands solidly behind our efforts.

4. Faculty Appointment Process

Finally, the visiting team asked that we “ensure that the procedures for evaluating faculty for tenure and promotion are transparent and widely understood.” The Commission stated:

The Commission is vividly aware that the University has managed to maintain and, in many cases, to augment a faculty of impressive quality and renown, despite a number of years in which the opportunities for hiring new faculty were relatively limited. We are also aware that the rather variable levels of morale among junior faculty at the University reported by the visiting team are probably typical for pre-tenure groups at any institution, and virtually unavoidable. Nevertheless, because the perception of prospects seems to be rather grimmer than the reality and because the understanding of the University's system by this cohort is less than fully satisfactory, we encourage the institution to reassure itself that all appropriate measures are being implemented to communicate its policies clearly and apply them evenhandedly and that consideration be given to improving the level of mentoring. As our

standard on Faculty declares, "The institution has equitable and broad-based procedures for [the] evaluation [of faculty], in, which its expectations are stated clearly and weighted appropriately for use in the evaluative "process" (5.1 1).

The short response to this is that we complied quickly, and we did so by putting the entire FAS Appointments Memorandum on the Yale Web and announcing that to all faculty. That memorandum has always been a public document, but until the fall of 2002 it was made available mainly by sending copies to departmental chairs with the request that they make it available to all members of the faculty, particularly nontenured ones.

The longer and more complicated story is that neither the transparency nor the complexity of the procedures are the real causes of the uneasiness observed by the evaluation committee. Consequently, wide promulgation of the procedures has not and will not address the underlying issues, issues that are deeply embedded in Yale's faculty structure and procedures.

To understand better what lay behind the evaluation team's concern, here are some excerpts from the reaccreditation report itself:

The uniqueness of Yale's internal promotion process leads to a greater than usual sense of bewilderment and frustration among many nontenured members. ... Absent a "tenure track" many nontenured faculty members, particularly in their early years at Yale, have an acute sense that they are less well informed about the rationale, process, and standards of promotion than their peers at competing institutions.

Peer institutions that set equally high or in some cases higher standards for promotion to the tenured ranks have more transparent and less taxing processes. Whether Yale's process for promotion will serve it well into the future is an open question....

Because the issue has been discussed at length over the years and because it was formally revisited quite recently via the Hartigan Report, Yale may not want to reopen discussion of the issue again anytime soon. But because we ran into continuing concerns about it in a variety of on-campus sessions, we make the following observations:

- 1. Junior faculty morale is quite variable, ranging (usually) from great satisfaction in early years with both the idea and reality of Yale, to anxiety (and some cynicism) in later years, even among those junior faculty members whose promotion prospects seem good. ... The perception of low tenure prospects (though quite variable from division to division and even department to department) is a continuing problem.*

2. *The understanding of the system as it actually exists, even though it has been rationalized carefully, is not the greatest. Many tenured faculty members we met seemed unable to explain the policy or the process clearly and junior faculty feel that they get varied accounts from different people they consult. We found no lack of clarity at administrative levels, but departments do uneven jobs of communicating with junior faculty, both during recruitment and once faculty are recruited into the system.*

But while many junior faculty express anxieties about their position (of a sort similar to that in peer institutions with tenure-track systems), they seem generally content in what most regard as a limited number of years they expect to be at Yale.

As these comments suggest, the real issue goes beyond the question of transparency. Yale is one of a very few institutions that does not call its system “tenure-track,” which is generally understood to mean that the slot into which an individual is hired is a permanent one, available through all ranks, including promotion into a tenure position. The implication of this system is that each member of the faculty is automatically a candidate for tenure, as long as the individual continues to meet some absolute standard of teaching and publication. Of course not all assistant professors in tenure-track institutions achieve tenure, and some institutions have standards for tenure as demanding as Yale’s. But comparative statistics would show what is most relevant to the junior faculty at Yale: not all assistant professors become candidates for tenure, and the percentage of Yale assistant professors who are eventually awarded tenure at Yale is lower than it is in most peer institutions.

Yale is currently working on this problem in the hope that we can make improvements in faculty morale without converting to a completely different system of allocating and deploying the most precious of all resources, tenure positions. Some facts about Yale’s situation are clear. First the tenure success rate differs by division, highest in the biological sciences and lowest in the humanities. Second, perceptions differ from reality. For example, it would probably astonish most nontenured (and perhaps tenured) members of the faculty to know that more than 60% of the tenured faculty in the Yale FAS were promoted to those positions from the Yale faculty. Third, and most important, statistics do not much matter to the junior faculty. A member of a department that has not promoted anyone to tenure in more than a decade is likely to calculate his or her odds for tenure as zero. This has a more direct effect on morale than either the transparency of the procedures or the ambiguity of the standards that will be applied.

Perceptions are, of course, important, and the morale of the junior faculty is extremely important. Our ability to attract the best and brightest new faculty will decline if Yale is thought to be a place where tenure is generally out of reach. And we are always vulnerable to recruitment of our assistant professors by other institutions where tenure is or can be presented to be far more likely and attained more quickly. So the administration takes this problem very seriously. We are currently engaged in a process

by which some changes will be made in the current procedures that we believe will, among other things, improve the morale of the junior faculty. Before describing them, however, some special features of Yale's current situation and their rationale are necessary.

In most universities, in their sixth year of appointment assistant professors are reviewed for promotion to associate professor, a rank that normally carries tenure. In all universities, the review for promotion to a rank with tenure depends upon detailed evaluations provided by members of the profession from outside the university. But in tenure-track institutions the presumption is that junior faculty are evaluated to determine whether they merit promotion, that is, do they meet generally understood standards of quality and promise.

Yale and a very few other institutions include the rank of associate professor without tenure, a rank available only to those who demonstrate scholarly accomplishment and publication likely to make them candidates for tenure at a major research institution within a few years. With rare exceptions, assistant professors who are not appointed to this rank never become candidates for tenure at Yale. Appointment to this rank extends the number of years in the nontenured ranks to a maximum of ten. Along with this unusual extended "probationary" period, Yale offers exceptionally generous leave opportunities. All assistant professors receive at least one semester of leave at full pay in that rank, and most receive a full year at full pay. Those who are later promoted to associate professor without tenure are provided another full year at nearly full pay. A typical nontenured faculty member has a total of two years of paid leave out of eight or nine, ample opportunity to do the research and writing necessary to achieve tenure at a distinguished university, whether or not they are promoted to tenure at Yale.

Even for this strong cadre, before the promotion process to tenure at Yale can begin, a thoughtful decision must be made by the Provost, with the advice of a faculty committee, to authorize a tenure position in the candidate's field. Often positions are also authorized on the basis of the need for senior strength in a particular field, even when there is no potential Yale candidate for the position. Thus, all tenure appointments at Yale are currently called "searches," and are considered to be open to the best available candidate anywhere in the world, whether or not there is an internal candidate under consideration for that position.

Once the decision to make a tenure appointment has been made, however, Yale's standards and procedures for making the appointment are very similar to those of other distinguished institutions, including strong reliance on the comparative evaluations of scholars from outside the institution. When tenure "searches" at Yale are precipitated by the presence of an internal candidate, the data show that the Yale candidate is chosen 90% of the time. Again, however, this high success rate differs dramatically from the common perception at Yale by faculty members at all levels.

As this description shows, Yale's promotion and tenure system has been carefully designed and includes a number of interrelated components, such as the care with which

resources are devoted to specific fields of study, the length of time in the nontenured ranks, opportunities for paid research leave, and a ratio of tenured to nontenured faculty that is intentionally lower than most peer institutions. Major changes would require a significant dismantling of the entire system, which was in fact created by a faculty committee many years ago and confirmed by subsequent committees every decade. Conversion to a typical tenure-track system would entail some significant losses to the current control over resources and fields and runs a greater risk of a “tenured-up” faculty, with few opportunities to recruit exciting young scholars. It is our hope, therefore, to find ways to modify rather than to replace the current system, though in any case we anticipate appointing a faculty committee to consider, at least, making significant changes in the process.

Whatever we chose to do, it will be based on the strong belief that a nearly equal mix of tenured and nontenured faculty is essential to the vitality of the university. Junior faculty members are the most reliable source of new ideas and different approaches to old problems, and undergraduates respond particularly well to younger members of the faculty. On the other hand, the academic reputations of universities depend most heavily upon the prominence, quality, and indeed number of its senior faculty. In order to maintain a healthy mix we cannot offer tenure to all those we appoints as assistant professors. This situation creates a natural and complicated tension between the interests of the institution and the career desires of the junior faculty. Yale’s goal is to create an intellectual environment and a pattern of support by which it can recruit the best possible junior faculty, support them in developing the credentials they will need to earn tenure at a major research institution, and promote the very best of them to tenure positions at Yale.

That said, we must find some substantive way to improve the prospects for tenure and therefore the morale of the junior faculty. We are taking the first two steps over the summer or during the early fall in the expectation that they will be in place for the following academic year.

First, we intend to make an important change in the expectations of the required review of associate professors in the penultimate year of that rank. Currently we say:

Although a nontenured member of the faculty cannot expect to be a candidate for tenure at Yale unless there is an authorized tenure vacancy in the relevant field, it is particularly important for the chair to conduct each penultimate year review with thoroughness and care. The penultimate year review of an associate professor on term must not be presented or interpreted as a review "for tenure," even though the outcome of such a review might be the department’s decision to seek authorization for a tenure position in the candidate's field.

We are considering recasting this description, making it explicitly a review “for tenure,” an evaluation to determine whether the candidate merits tenure, even though we

will retain the expectation that the department must demonstrate that the candidate's field is one that needs to be represented at the tenure level.

Second, we are considering significant changes in the letters we send to outside referees, further distinguishing between cases where there is an internal candidate and those where there is not one. This will have the added advantage of making Yale's intentions clearer and less ambiguous to the recipients of the letters. In both cases, the referee will be asked to make comparative evaluations among the leaders in the field, and the internal candidate, if any, will be held to the same high standards, which in the *Faculty Handbook* we describe as "expected to stand in competition with the foremost leaders in their fields throughout the world." We hope that the changes under review will be and will appear to be fairer and more supportive to the junior faculty. After they have been in place for a year, we anticipate appointing a faculty committee to look carefully at the entire process to determine whether additional modifications are in order or whether it is time to consider making major changes in the way we appoint and promote faculty.

Major Changes

The NEASC has requested information on new initiatives undertaken by Yale since its reaccreditation. Following are major initiatives having to do with the review of the undergraduate curriculum; and major international initiatives.

Review of Undergraduate Curriculum

Since the NEASC reaccreditation Yale undertook the first major review of its undergraduate curriculum in 30 years in order to explore whether the curriculum was consistent with the university's current mission and responsive to the demands and expectations of modern society.

In the autumn of 2001 President Levin called for the study. Under the leadership of the dean of Yale College the Committee on Yale College Education (CYCE) was formed, including thirty faculty members (24 tenured, six nontenured); four recent graduates of Yale College (alumni); and eight current undergraduate students.

Yale is especially proud of the review process, which we believe was as important as the report itself. The committee was organized into several working groups: Biomedical Education; Physical Sciences and Engineering; Social Sciences and International Studies; Humanities and Arts; and the Coordinating Group, all made up of students as well as faculty. Committee deliberations lasted about 1.5 years and included interviews with deans, department and program chairs, directors of undergraduate study; interviews with directors of galleries, libraries, and centers; surveys and focus groups, primarily with students; town meetings in the residential colleges (attended by nearly 300 students); visits to other universities (e.g., Princeton, Stanford); meetings with members of the Yale Corporation; presentation and discussion at an assembly of the Association of Yale Alumni; and an interactive website for posting of ideas and commentaries. In 2002 the report was published, with a summary of major recommendations, as follows:

The CYCE suggested:

- Revising the distributional requirements: In place of the current requirements, students will be required to take no fewer than two courses in the Humanities and Arts, two courses in the Social Sciences, and two courses in the Natural Sciences. In addition, they will also be required to take two courses in any field that give attention to the development of writing skills; two courses in any field that strengthen skills in quantitative reasoning and analysis; and such work (one to three courses) as will allow them to attain competence in a foreign language at the intermediate level, or, if they have already reached it, to build their skills further. In doubtful cases, courses will be designated as meeting these requirements by the relevant curricular review bodies based on their content and educational ambitions, not the affiliation of the instructor.
- Creating centers to support course development related to these requirements
- Developing greater number of small seminars for freshman and sophomores
- Encouraging the development of introductory courses in the sciences, revamping of laboratory courses, strengthening of “science in context” courses, creation of interdisciplinary courses in health and society, and design of a secondary concentration in the sciences
- Calling for a reassessment of premedical education and strengthening of advising for premedical students
- Developing Science Hill as a more attractive destination for students
- Strengthening interdisciplinary teaching in international fields
- Encouraging formal study and work abroad and providing financial aid when required
- Strengthening connections between arts schools and programs and Yale College such as by making better use of gallery collections in undergraduate teaching
- Adding faculty and facilities in visual and performing arts practice
- Making better use of professional school faculty to enrich the undergraduate curriculum
- Improving advising and advising-related activities
- Requiring departments to review their undergraduate programs regularly
- Increasing the size of the Faculty of Arts and Sciences in the service of these goals

Two Distributional Changes in Greater Detail

Two important initiatives in the report concern the distributional requirement Focused on Quantitative Reasoning (QR) and that focused on writing.

The Distributional Requirement focused on Quantitative Reasoning. Yale undergraduates will now be required to enroll in two courses in any field that strengthen skills in quantitative reasoning and analysis.

The CYCE believed that the least compelling reason for a student to enroll in a course is because it is a requirement. Rather, interesting and appropriate intellectual opportunities need to be created (and this also results in strengthening the curriculum more generally). This belief drove the suggestion for the creation of a center to support the teaching of quantitative reasoning.

The QR Center will not supplant the role of the departments but will supply what no department can realistically manage on its own. It will have a faculty council associated with the QR Center, which will certify existing courses as meeting the QR requirement. The pedagogical and technical staff of the QR Center will provide assistance to faculty developing new courses to meet the QR requirement. The QR Center will draw together faculty from various disciplines to discuss pedagogy, exchange ideas, improve existing courses, and develop new courses and curricular initiatives. The QR Center will be home to relevant tutoring and other student support programs.

Yale undergraduates will now be required to enroll in two courses in any field that give attention to the development of writing skills. The CYCE report called for strengthening of the existing Bass Writing Program, which supports writing instruction across the curriculum and endorsed many of the findings of the Committee on Writing Instruction in Yale College (submitted in May 2002).

The Distributional Requirement Focused on Writing. The Writing center was “established” as of July 1, 2004, with the hiring of a full-time director of writing, Alfred Guy. The center will be the umbrella for the Bass Writing Program—the writing tutors in the residential colleges—and work closely with the English department to sustain strong first-year writing courses (e.g., English 114, Reading and Writing Prose and English 115, Introduction to Literary Study). In addition, the Center will help faculty rethink the writing component of their courses through workshops, grants for course development, and consultation. It will also work to augment the number of writing-across-the-curriculum courses. These writing intensive courses can be in any field, so long as the development of writing skills is emphasized.

Yale's International Initiatives

Yale has long been an international institution. Yung Wing, the first native of China ever to graduate from an American college or university earned a B.A. from Yale in 1854. The University was a pioneer in foreign fieldwork, undertaking one of the first archeological digs by any university in the Middle East in the early 1900's. The University is one of the leaders in the number of foreign languages taught—at least 50 foreign languages are available to students. In addition, many of Yale's advanced professional schools have long had international student bodies. By 1999, the number of international students had grown about 30 percent in a decade: one third of students in the

Graduate School were international students; nearly 40 percent of students in the School of Music; and one quarter of students in the School of Management. The University has the more than 1,500 international students and 900 international scholars from more than 100 countries.

In addition, The Yale Center for International and Area Studies (YCIAS) has been, since the 1980's, the University's principal agency for encouraging and coordinating teaching and research on international affairs, societies and cultures around the world. It includes 25 research and educational affiliates specializing in interdisciplinary and comparative studies of world regions. The Center also administers six undergraduate majors and four Master's degree programs enrolling roughly 250 students a year and supports additional courses across the University. It seeks to make understanding the world outside the borders of the U.S., and America's role in the world, an integral part of the liberal education and professional training at Yale University. It provides opportunities for scholarly research and intellectual innovation; encourages faculty/student interchange; brings international education and training to teaching professionals, the media, businesses and the community at large; sponsors more than 500 lectures, conferences, workshops, and other activities each year; and produces a range of academic publications.

To augment its institutional initiatives even further, in 2000, on the eve of Yale's 300th anniversary, President Levin undertook a series of initiatives to underscore the University's determination to become a thoroughly global institution of higher learning. The University announced the new Yale Center for the Study of Globalization; a new World Fellows Program; three new interdisciplinary professorships in international studies; and need-blind admissions for undergraduate international students.

The Globalization Center. Ernesto Zedillo, former president of Mexico, leads this new Center, which supports teaching and research on globalization, helps to enrich debate on the subject through workshops, conferences, and lectures, and responds quickly to important events by organizing timely public programs that bring together individuals from the University community with individuals active in the policy arena. The Center also serves the community by inviting key leaders in international affairs to come to Yale to present a major public address. Each such event provides a unique and enriching experience for the University's scholars and students. Whenever possible, the Center provides opportunities for its invited speakers to interact with faculty and students for informal, candid discussions.

One of the Center's strengths, and an important area of focus, is its ability to engage with multilateral institutions and global organizations in activities pertinent to its mission, thereby connecting academia with the world of public policy. Through these projects the Center produces reports, policy papers and other publications that contribute toward influencing the attitudes and actions of policy makers, academics and institutions. Natural opportunities exist to present the results of this work at Yale through seminars, colloquia and public lectures.

YaleGlobal Online Magazine. A unique contribution of the Center through which the effects of the internal and external dimensions of the Globalization Center's program are multiplied is YaleGlobal Online, the Center's multimedia magazine. The YaleGlobal Online magazine is designed to encourage exploration and debate on issues surrounding globalization. Devoted to reports and analysis of globalization-related topics, the magazine is the Center's flagship publication.

In addition to publishing original articles on various aspects of globalization as well as republishing similar articles from other sites, YaleGlobal provides streaming audio and video of major speeches and presentations made at the Center and other venues. To facilitate the study of this vast and complex phenomenon it houses a searchable database of articles and reports relating to globalization issues.

The World Fellows Program. The World Fellows Program, located at the Center, each year brings to Yale 16-18 highly accomplished men and women from a diverse set of countries around the world in order to build a global network of emerging leaders and to broaden international understanding at Yale. The Fellows spend an intensive semester exploring critical issues through a program of individualized academic enrichment, a World Fellows Seminar, and leadership training with the full resources of Yale at their disposal. Selected from outside the United States at mid-career (usually five to fifteen years into their professional development), the World Fellows come from a range of fields and disciplines including government, business, nongovernmental organizations, religion, academia, the military, media and the arts. Guided by a faculty adviser, each fellow crafts a program designed to advance his or her own knowledge base, breadth of understanding, and skills. Building on access to the students, faculty, alumni, and Yale visitors, the Fellows have an opportunity to prepare for greater roles of leadership, expand their professional and personal horizons, and contribute to a deepening and dialogue within the Yale community.

Changes in Aid Policies and Support for International Students. As a part of a larger mission to enhance the international profile and programs of the University, in 2000 Yale College committed to admitting international students without regard to financial need and to providing sufficient need-based financial aid to cover the cost of attending Yale.

The initiative was designed to ensure that Yale can attract the strongest candidates for undergraduate admission from around the world. Previously, only applicants from the United States and Canada were admitted on a need-blind basis and given sufficient aid to cover their full need. International applicants were allocated financial aid funds from a limited pool.

In 1998, the University increased the allotment of aid for international students by 50 percent, as part of a sweeping set of financial aid reforms. At that time the financial aid office had about \$450,000 per class to devote to international students aid -- for students who were not from the United States or Canada. That year -- when scores of top private colleges reformed aid packages of their own to stay competitive in college

TABLE 1
Citizenship by Graduating Class of New Matriculants

CITIZENSHIP	Yr	Graduating Class																
		1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Canadian	n	15	13	20	17	21	14	14	22	28	23	23	25	26	21	21	21	24
	%	1.18	1.02	1.46	1.32	1.58	1.06	1.07	1.61	1.99	1.76	1.77	1.82	1.92	1.62	1.62	1.55	1.83
Non-Canadian International	n	32	30	43	46	22	46	51	67	66	72	63	66	81	95	93	106	84
	%	2.51	2.35	3.15	3.57	1.65	3.49	3.9	4.91	4.69	5.51	4.85	4.81	5.99	7.32	7.15	7.83	6.39
Permanent Resident	n	32	37	54	48	56	66	65	67	61	53	54	47	40	45	37	45	37
	%	3	3	4	4	4	5	5	5	4	4	4	3	3	3	3	3	3
US Citizen	n	1,196	1,199	1,249	1,179	1,233	1,191	1,178	1,208	1,253	1,159	1,159	1,233	1,205	1,136	1,149	1,181	1,169
	%	94	94	91	91	93	90	90	89	89	89	89	90	89	88	88	87	89
Total	n	1,275	1,279	1,366	1,290	1,332	1,317	1,308	1,364	1,408	1,307	1,299	1,371	1,352	1,297	1,300	1,353	1,314

OIR:RKA:many classes race sex.sas

TABLE 2
Financial Aid Group by Graduating Class of New Matriculants

AID GROUP		2a Citizenship - Canadian								Total
		Class	2001	2002	2003	2004	2005	2006	2007	
Aid or Self Help Only	n	13	14	19	15	16	14	12	16	119
	%	56.52	60.87	76	57.69	76.19	66.67	57.14	66.67	
Non-Aid Students	n	10	9	6	11	5	7	9	8	65
	%	43.48	39.13	24	42.31	23.81	33.33	42.86	33.33	
Total		n	23	23	25	26	21	21	24	184

AID GROUP		2b Citizenship - Non-Canadian International								Total
		Class	2001	2002	2003	2004	2005	2006	2007	
Aid or Self Help Only	n	13	15	21	23	63	64	76	64	339
	%	18.06	23.81	31.82	28.4	66.32	68.82	71.7	76.19	
Non-Aid Students	n	59	48	45	58	32	29	30	20	321
	%	81.94	76.19	68.18	71.6	33.68	31.18	28.3	23.81	
Total		n	72	63	66	81	95	106	84	660

AID GROUP		2c Citizenship - Permanent Residents								Total
		Class	2001	2002	2003	2004	2005	2006	2007	
Aid or Self Help Only	n	36	39	35	20	27	23	38	28	246
	%	67.92	72.22	74.47	50	60	62.16	84.44	75.68	
Non-Aid Students	n	17	15	12	20	18	14	7	9	112
	%	32.08	27.78	25.53	50	40	37.84	15.56	24.32	
Total		n	53	54	47	40	45	45	37	358

AID GROUP		2d Citizenship - American Residents								Total	
		Class	2001	2002	2003	2004	2005	2006	2007		2008
Aid or Self Help Only	n	454	457	453	434	445	459	468	468	3638	
	%	39.17	39.43	36.74	36.02	39.17	39.95	39.63	40.03		
Non-Aid Students	n	705	702	780	771	691	690	713	701	5753	
	%	60.83	60.57	63.26	63.98	60.83	60.05	60.37	59.97		
Total		n	1,159	1,159	1,233	1,205	1,136	1,149	1,181	1,169	9,391

many classes race sex.sas

admissions -- Yale also added an across-the-board protection of \$150,000 of families' assets and a summer income waiver program. In 1999, the University froze students' self-help contribution for the first time in 25 years and allowed students to keep all of their outside scholarship funds to reduce self-help.

Yale's need-blind admissions policy now extends to international students and ensures that the College will be accessible to all candidates from any part of the world who show great academic and personal promise. An application for financial aid has no bearing on the Admissions Committee's decision, and Yale will meet the full demonstrated need of any candidate admitted. Awards combine gift assistance, long-term loans, and term-time employment. The student's family is expected to contribute funds to the extent that it can, and the student must make sure that these funds can be withdrawn from his or her country.

The following tables detail the increase in international students and in the amount of aid they have received in the past decade. The number of non-Canadian international students has increased dramatically – from 2.5% for the Class of '92 to 5.5% for '01 to 6.4% for '08 and 7.8% for '07 (Table 1). Many of these international students are receiving financial aid – from 18.1% for '01 to 76.2% for '08 (Table 2b). Appendix B shows the current configuration of international undergraduates by country of citizenship.

Changes in Majors and Degrees

Table 3 lists additions and deletions to majors and degrees throughout the University from 1999-2000 through 2003-2004. In Yale College, four majors were added; one was ended; and the Bachelor of Liberal Studies was discontinued. Six new majors or concentrations were added in the Graduate School. In the Professional Schools, the School of Forestry and Environmental Studies added two new degree programs and ended the Doctor of Forestry Degree. The Physician Associate Program discontinued the Certificate program and began granting a Master of Medical Science. And the Department of Epidemiology and Public Health discontinued the Doctor of Public Health.

Table 3
Additions and Deletions to
Yale University's Majors and Degrees from 1999-2004

1. Yale College:

Added majors:

- Ancient & Modern Greek (B.A.)
- Cognitive Science (B.A.)
- Environmental Studies (B.A.)
- Biology (B.A. or B.S.) – In 1998-99, the Department of Biology reorganized to form the Department of Ecology & Evolutionary Biology (EEB) and the Department of Molecular, Cellular & Developmental Biology (MCDB). Students in the Classes of 1999, 2000, and 2001 continued in the Biology program. Beginning in the 2001-02 academic year, the majors in EEB and MCDB were discontinued. The major in Biology was reinstated and is offered jointly by the departments of EEB and MCDB. EEB and MCDB students in the Classes of 2002, 2003, and 2004 were able to complete their programs in those majors.

Deleted majors:

- Comparative Literature

Deleted degree program:

- Bachelor of Liberal Studies (B.L.S.)

2. Graduate School of Arts & Sciences:

Added majors/concentrations:

- Biostatistics (M.S.)
- Chinese Literature (Ph.D. for AY 2004-05)
- Environmental Engineering (M. Eng., M.S., M. Phil., and Ph.D.)
- Investigative Medicine (Ph.D.)
- Japanese Literature (Ph.D. for AY 2004-05)
- Microbiology (M.Phil. and Ph.D.)

3. Professional Schools:

School of Forestry & Environmental Studies

Added degree programs in:

- Master of Environmental Science (M.E.Sc.)
- Master of Environmental Management (M.E.M.) – replaced the Master of Environmental Studies (M.E.S.) degree.

Deleted degree program in:

- Doctor of Forestry (D.F.)

Physician Associate Program

- Discontinued granting a Certificate and began granting a Master of Medical Science (M.M.Sc.)

Medical School Department of Epidemiology & Public Health

- Discontinued the Doctor of Public Health (D.P.H.)

Efforts to Enhance Institutional Effectiveness

Yale College has routinely collected a host of data to monitor undergraduate life at Yale in order to assess and improve the student learning experience. These include retention and graduation rates, Consortium on Financing Higher Education (COFHE) surveys that address student satisfaction and college experiences, analyses of course-taking patterns and grades, and activities after graduation. Yet all of these statistical measures have a sterility that does not fully capture the rich texture of undergraduate life at Yale.

For some time the Yale College Dean's office has engaged in a review of individual case studies with admissions officers and residential college deans. As part of the NEASC Institutional Assessment Portfolio (IAP) Project, we now have attempted to make the review of selected students more systematic and detailed. This new outcomes assessment ("The Thick Description Study," described in appendix C) is an expanded version of the sort of conversations held in past years. Based on an evaluation that demonstrated its clear usefulness, we will explore the possibility of using this study as one of the vehicles of assessing student outcomes on a periodic basis. We expect that the results of such study will be incorporated into routine evaluation and assessment of the academic and nonacademic experiences of Yale undergraduates.

We have tried to find out as much as we could about the factors influencing the shapes and trajectories of Yale College students' careers. Rather than attempting to measure the success of our students by some set of objective criteria, we sought to gather as much information as possible about our students and, on the basis of that information, endeavored to tell their stories. Documentary evidence was assembled for a small sample of students in the Class of 2002 and the Class of 2003. Interviews of key faculty and staff with firsthand knowledge of each student in the sample provided detail and depth that went beyond the formal record alone.

The thick descriptions describe in rich detail the various paths that students take as they make their way through this institution. We have tried to provide the fullest description of how each has progressed – successfully, unsuccessfully or both - through their time at Yale. The primary goal of this study has been to consider student outcomes in the broadest possible way and to relate them to the full text of life at Yale, including both academic and co-curricular experiences.

Summary Appraisal and Plans

We appreciate the opportunity to prepare this five-year interim report because it clarifies the progress we have made since the 1999 reaccreditation self-study and visit. Of the four areas identified by the Commission for special emphasis, we have made considerable strides in all four. Although the first two areas (careful review of new programs and teaching evaluation) will require continuing attention, we now have in place new systems which have made major improvements and which are overseen by standing Yale College committees. The third area (faculty diversity) is a long-time issue on which we have made considerable gain but have yet a distance to go. Regarding faculty appointments (fourth area), we are considering ways to modify rather than change

the current system, and we anticipate appointing a faculty committee to consider making significant changes in the process.

The major changes discussed in this report highlight the areas where we expect the most growth over the next several years. Internationalization reaches all schools and areas of the University, and we continue to develop Yale as a global institution. The special focus within Yale College is implementation of the Committee on Yale College Education recommendations. We currently are revising many aspects of the curriculum including development of new courses and institution of the new distribution requirements. We also have begun to implement other parts of the recommendations (e.g., hiring of the new Writing Center Director and creation of the Writing Center). Finally, we are creating a plan to raise the considerable funds required for the many new programs, facilities, staff, and faculty that the Committee recommended and the Yale College Faculty approved.

Enrollment and Fiscal Data

Enrollment and fiscal data for the five years since the 1999 NEASC reaccreditation study are enclosed on the disk provided by NEASC and shown in Appendix D. Also enclosed are the FY04 and FY05 Operating and Capital Budgets.

Appendix A

Course Evaluation Questions

1. Looking back on [course name], what is your overall assessment of the course? What are its strengths and weaknesses, and in what ways might it be improved?
2. Please evaluate each instructor of [course name]. What are the instructor's strengths and weaknesses, and in what ways might his or her teaching be improved?
3. Please evaluate your teaching assistant here (discussion section leader, lab section leader, grader, or other assistant). What are his or her strengths and weaknesses as an instructor, and in what ways might his/her teaching be improved? Please evaluate only the teaching assistant that you are most familiar with. Note: If the instructor of the course led your discussion section, please evaluate your discussion section in this part of the evaluation.

Please note that your responses to the following questions may also be made available to students.

4. How would you summarize [course name] for a fellow student? Would you recommend [course name] to another student? Why or why not?
5. Overall, how would you rate the workload of this course in comparison to other Yale courses you have taken? (Scale: 1=much less, 2=less, 3=same, 4=greater, 5=much greater)
6. What is your overall assessment of this course? (Scale: 1=poor, 2=below average, 3=good, 4=very good, 5=excellent)

Appendix B

Current Configuration of International Undergraduates and Country of Citizenship

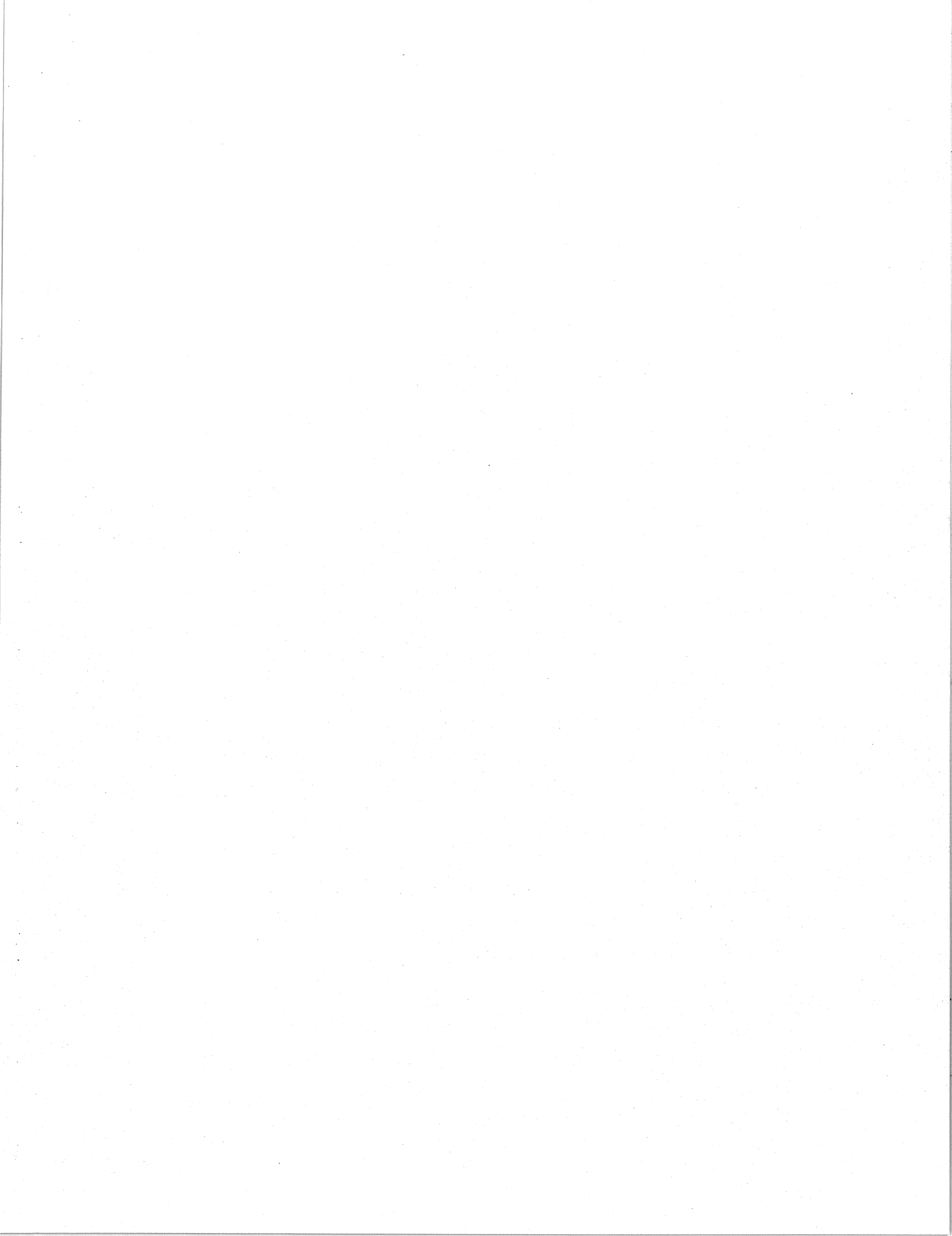
2002-03		2003-04	
Citizenship	Undergraduate	Country of Citizenship	Undergraduate
Antigua and Barbuda	1	Antigua and Barbuda	1
Argentina	1	Argentina	1
Australia	11	Australia	13
Austria	1	Austria	1
Azerbaijan		Azerbaijan	
Bahamas, The	1	Bahamas, The	
Bahrain		Bahrain	1
Bangladesh	3	Bangladesh	2
Barbados		Barbados	1
Belarus		Belarus	
Belgium		Belgium	
Belize		Belize	
Bolivia	1	Bolivia	2
Bosnia and Herzegovina		Bosnia and Herzegovina	
Botswana		Botswana	1
Brazil	8	Brazil	7
Bulgaria	5	Bulgaria	5
Burma (Myanmar)		Burma (Myanmar)	
Cambodia		Cambodia	
Canada	86	Canada	87
Cape Verde		Cape Verde	
Central African Republic		Central African Republic	
Chile	1	Chile	1
China	19	China	25
Colombia	1	Colombia	2
Congo, Republic of The		Congo, Republic of The	
Costa Rica	2	Costa Rica	3
Croatia	3	Croatia	3
Cyprus	2	Cyprus	1
Denmark		Denmark	
Dominican Republic		Dominican Republic	
Ecuador	2	Ecuador	1
Egypt		Egypt	
El Savador	3	El Savador	1
Estonia		Estonia	
Ethiopia	1	Ethiopia	
Finland		Finland	

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France	3	France	4
Germany	8	Germany	9
Ghana	7	Ghana	8
Greece	14	Greece	13
Guatemala	2	Guatemala	2
Honduras	1	Honduras	1
Hong Kong	6	Hong Kong	6
Hungary	1	Hungary	1
Iceland		Iceland	
India	25	India	23
Indonesia	3	Indonesia	2
Iran		Iran	
Ireland	3	Ireland	3
Israel	6	Israel	3
Italy	5	Italy	7
Jamaica	5	Jamaica	6
Japan	9	Japan	7
Kazakhstan		Kazakhstan	1
Kenya	3	Kenya	5
Korea, South	25	Korea, South	25
Kuwait		Kuwait	
Laos		Laos	
Lebanon		Lebanon	
Lithuania		Lithuania	
Macau		Macau	
Madagascar		Madagascar	
Malaysia	4	Malaysia	9
Malta		Malta	
Mauritius	1	Mauritius	2
Mexico	4	Mexico	9
Morocco	1	Morocco	1
Nepal	2	Nepal	2
Netherlands	1	Netherlands	1
New Zealand	1	New Zealand	4
Nicaragua	1	Nicaragua	1
Nigeria	2	Nigeria	1
Norway	3	Norway	4
Pakistan	9	Pakistan	11
Panama	1	Panama	
Peru	1	Peru	2
Philippines	2	Philippines	3
Poland	3	Poland	4
Portugal	2	Portugal	2
Romania	4	Romania	4
Russia	5	Russia	4
Singapore	15	Singapore	18
Slovakia	1	Slovakia	1
South Africa	2	South Africa	3

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Spain	1	Spain	1
Sri Lanka	6	Sri Lanka	5
St. Lucia		St. Lucia	
Sweden	5	Sweden	3
Switzerland	6	Switzerland	5
Taiwan	5	Taiwan	2
Tanzania		Tanzania	2
Thailand	4	Thailand	5
Togo		Togo	
Trinidad & Tobago	8	Trinidad & Tobago	9
Turkey	19	Turkey	22
Uganda	1	Uganda	1
Ukraine	1	Ukraine	2
United Kingdom	12	United Kingdom	17
Uruguay		Uruguay	
Uzbekistan		Uzbekistan	
Venezuela	1	Venezuela	1
Vietnam		Vietnam	
Yugoslavia	2	Yugoslavia	5
Zambia	1	Zambia	2
Zimbabwe		Zimbabwe	3
Total	415	Total	456



Appendix C
Thick Description Study¹:
New England Association of Schools and Colleges (NEASC)
Institutional Assessment Portfolio (IAP) Project

Background

Yale College routinely collects a host of data to monitor undergraduate life at Yale in an effort to assess and improve the student learning experience. These include retention and graduation rates, Consortium on Financing Higher Education (COFHE) surveys that address student satisfaction and college experience, analyses of course-taking patterns and grades, and activities after graduation. Yet all of these statistical measures have a sterility that is distant from the rich texture of undergraduate life at Yale.

For some time the Yale College Dean's office has engaged in a review of individual case studies by admissions officers and residential college deans. As part of the New England Association of Schools and Colleges' (NEASC) Institutional Assessment Portfolio (IAP) Project, Yale attempted to make the review more systematic and in greater depth. One of the "outcomes assessments" that Yale undertook was an expanded version of the sort of conversations that we have been holding each fall between residential college deans and admissions officers.

Yale undertook an effort to describe in rich detail the various ways in which students make their way through this institution. We tried to provide the fullest description of how these particular individuals made their way – successfully, unsuccessfully or both - through their time at Yale. The primary goal of this study was to consider student outcomes in the broadest possible way and to relate them to the full text of life at Yale, including both academic and co-curricular experiences.

We tried to find out as much as we could about the factors influencing the shapes and trajectories of Yale College students' careers. Rather than attempting to measure the success of our students by some set of objective criteria, we sought to gather as much information as possible about our students and, on the basis of that information, endeavored to tell their stories. Documentary evidence was assembled for a small sample of students in the Class of 2002 and the Class of 2003. Interviews of key faculty and staff with firsthand knowledge of each student in the sample provided detail and depth that went beyond the formal record alone.

How We Carried Out the Study: Method and Process

With this in mind, we attempted to create an assessment tool that allowed for a careful reading of the path of an individual student. We began with the practical task of designing a questionnaire. It was serendipitous that the group designing the questionnaire had many years of experience with students and a long-term knowledge of student lives and issues.

We took a sample of 36 members of the Class of 2002 and a sample of 45 members from the Class of 2003 from six residential colleges. Students in the sample were selected quasi-randomly based on gender, ethnicity, nationality, financial aid, and athletic status. Students with certain criteria (e.g., underrepresented minorities) were over-sampled to ensure sufficient numbers for comparison.

¹ The term, "Thick Description Study" was based on Geertz, Clifford. "Thick Description: Toward an Interpretative Theory of Culture." In *The Interpretation of Cultures*. New York: Basic Books, 1973. In his first chapter, Geertz discusses the role of the ethnographer. Broadly, the ethnographer's aim is to observe, record, and analyze a culture. More specifically, he or she must interpret signs to gain their meaning within the culture itself. This interpretation must be based on the "thick description" of a sign in order to see all the possible meanings. Ultimately, Geertz hopes that the ethnographer's deeper understanding of the signs will open and/or increase the dialogue among different cultures.

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The deans of those six colleges, serving both in their capacities as the custodians of the students' records, and as the primary personal and academic advisors to students, spearheaded the collection of information on students in their samples. The documentary evidence collected for review included the students' academic records, educational record files, information from Career Services, admissions materials, extracurricular activities, participation in athletics, and on-campus employment data. The deans then conducted phone interviews with those individuals who were most likely to have known about the students' careers here (e.g., masters, faculty advisors, directors of undergraduate studies, senior essay advisors, assistant deans, coaches) using a questionnaire developed for the project (Appendix 1).

The data gathered from these sources were then used by the deans to compose narrative summaries of the student's undergraduate experiences. The main product of the study is these narratives of each sampled student's undergraduate experience with emphasis on areas where Yale's impact on the student might have been improved.

What We Learned: Discussion and Implications for Practice

In discussing the results of the study, we tried to tie what we learned from the Thick Description Study to what we have already known from other student surveys regularly done at Yale. Over the years Yale has participated in various surveys of enrolled students, graduating seniors, and alumni in collaboration with COFHE as an effort to conduct formative and summative evaluations of student experiences. It has been the case year after year that Yale students express an extremely high level of satisfaction with their overall college experience and that they are eager to recommend a high school senior to attend Yale. Students' satisfaction with and love for Yale was also pointedly noticeable in the narrative summaries.

Although some students' academic performance and achievement was better than others, we learned that most students in the study achieved "success" in one form or another. Some were gifted scholars; some showed talent in sports; some were leaders in their residential colleges and active in extracurricular activities; some unselfishly devoted their time in volunteer activities or community services; and some overcame personal or health issues they faced with determination and hard work and eventually graduated with the rest of the class. As the narrative summaries illustrate, this study shows success and added value at Yale where the numerical data may not have been so clear. This success was noted by the coaches, directors of undergraduate studies, directors of cultural centers, academic advisors, and others who got to know the students. While it is difficult to know whether or not these students would have been less successful at other institutions, it is the case that the living and learning environment of the Yale residential college system was a significantly positive influence on students in a way that they found their niches by taking advantage of the resources Yale College offers. This is consistent with COFHE survey results which show that Yale students value the residential college system and are very satisfied with overall residential college experiences.

However, the narrative summaries also show that some students do not become well known by any faculty, coach, or administrator. This is of concern, even when one remembers that some students will always be shy or reticent or keep to themselves. The study substantiates findings from other surveys that students value academic advising and interaction with faculty and yet some students do not experience quality advising or faculty mentoring as much as they should. It is understandable, however, that the directors of undergraduate studies in large departments may not know their individual students as intimately as in smaller departments, while the student's advisor for the senior essay or project may. Still, it was encouraging to learn that among those whom a student may get to know, generally at Yale we get to know our students well.

Each of the deans who participated in this project came away with new insights into how they can best carry out their responsibilities. Having had phone conversations with coaches, professors, advisors, directors of undergraduate studies, and directors of cultural centers to complete the questionnaires added a great deal to the deans' sense of their work and reminded them of the possible transformational value of their conversations and interactions with students. By extension, those on the other end of the phone likely were reminded of the value

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of their work with individual students. Talking to teachers or coaches while going through the questionnaire benefited both parties. In one way, when perceptions of a student were similar, the deans and the teacher, for instance, earned a verification that their sense of that student, or students, has value. In another way, the deans learned that it is useful to talk about a student because the deans and the teacher have differing experiences with the students and perhaps differing perceptions of them. The deans learned what they know intuitively, but do not practice enough: Those who work with students should share information as they do, but more. Fortunately, the culture at Yale encourages and values the sharing of information about students. As the deans learned the importance of their work for individual students, those they talked to learned the same.

It was gratifying to find a conception of Yale that works in practice: We teach people as well as subjects. The deans learned quickly that many students make connections to the resources and people on campus as they advise them to do. The deans did not expect, however, to be humbled by this discovery. Humbled in two ways: Although as residential college deans they work to get to know their students, others know some of them better. Also, although the deans do have a sense of the importance of their work, getting to know a student can be a transformational experience for that student. While their meetings and conversations may appear routine to them; to students, a single connection with a teacher or advisor may fundamentally spark a change in their lives. That is humbling. The deans learned that students must continue to have many people they can talk to on their college campus about what concerns them and about their academic and other goals.

A broader sharing of these impressionistic results may lead to initiatives in other areas - especially if the survey base were to be expanded at some point in the future. The conclusions that follow have and will be brought to a variety of audiences on campus. Some of the residential college deans who participated in the study shared what they learned from the Thick Description Study with the Yale College deans and admissions officers. The residential college deans also shared the findings with the Yale College Education Committee, which has undertaken an overall review of the Yale College curriculum.

The Thick Description Study has provided an opportunity for us to look deep into our students' educational experiences and learning outcomes at Yale. From this experience, we have also learned in greater depth how we are doing what we are supposed to be doing. What we have learned from this study proves useful not only to the deans themselves, but to admissions and our many offices that provide student support in understanding the challenges faced by individual freshmen in adjusting to life at Yale. Findings from this study will enhance and deepen the conversations among the deans, admissions officers, and many offices on campus. We will explore the possibility of using this study as one of the vehicles of assessing student outcomes on an episodic basis so that the results of such study can be incorporated into routine evaluation and assessment of what the Yale College Dean's office does.

What We Would Do Differently: Recommendations for Future Studies

While we had enough information to work with by reviewing a host of various data sources, we did not quite capture students' point of view. Perhaps including an exit interview with students would be helpful to make the studies more powerful and provide greater depth. Such an interview may give occasion to learn about students in ways that cannot be learned otherwise. In addition, as a practical matter, we learned it would be most useful to conduct the study while faculty are on campus and before they leave for the summer. Considering the magnitude and intensity of the resources necessary to carry out such a project, it would be impractical to conduct such a study annually and/or for the whole of a graduating class.

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APPENDIX 1 – THICK DESCRIPTION QUESTIONNAIRES

Deans Questionnaire

1. How well do you know the student?

<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Don't know</i>	<i>Not well</i>				<i>Very well</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 1-A. Under what circumstances did you get to know the student best?
- 1-B. If you do know the student, how did you first get to know her or him?
- 1-C. If you do not know the student, why do you think that is the case?

2. In your opinion, was Yale College a good match for this student?

<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Don't know</i>	<i>Not at all</i>				<i>Very good</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. In your opinion, did the student take advantage of the resources available to him or her at Yale?

<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Don't know</i>	<i>Not at all</i>				<i>Very well</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3-A. Which resources in particular did the student take advantage of?
Check all that apply.

- | | |
|---|--|
| <input type="checkbox"/> Academic
<input type="checkbox"/> Residential college
<input type="checkbox"/> Music
<input type="checkbox"/> Drama or film | <input type="checkbox"/> Athletics
<input type="checkbox"/> Ethnic, religious
<input type="checkbox"/> community service
<input type="checkbox"/> other (please specify): _____ |
|---|--|

4. To the best of your knowledge, were there special circumstances or conditions that put unusual stress on this student while at Yale?

1. Yes 2. No

- 4-A. Please describe (e.g. medical illness or disability, changes in the family's circumstances, sexual orientation issues).
- 4-B. Were these circumstances or conditions acute/traumatic or ongoing / chronic?
- 4-C. At what moments, or seasons, in the student's career did these stresses affect the student?

5. How would you rate the student's ability to cope with stress while at Yale?

<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Don't know</i>	<i>Poor</i>				<i>Excellent</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 5-A. If to your knowledge, the student's ability to cope with stress changed over the student's time at Yale, describe this change and the circumstances that to the best of your knowledge led to the change.
- 5-B. To the best of your knowledge, did the student ever get counseling for emotional problems? With whom (peer counselors, Mental Hygiene, chaplain, other?)

6. Which of the following best characterized the pattern of the student's academic career?

- Even performance at a high level
- Even performance at a satisfactory level
- Even performance at a low level
- Rise: from a rough start to a much improved finish
- Decline: from a strong start to a poorer finish
- Uneven: inconsistent

6-A. Why do you think that the student's performance took the shape it did?

7. How well did the student's pre-college record of standardized test scores predict his or her level of academic success at Yale?

<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Don't know</i>	<i>Not well</i>				<i>Very well</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. How well did the student's high-school academic record (GPA, rank in class, etc.) predict his or her level of academic success at Yale?

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0 <i>Don't know</i>	1 <i>Not well</i>	2	3	4	5 <i>Very well</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Did your office ever receive a commendation from an instructor for exceptional performance by the student?

1. Yes ___ 2. No ___

9-A. If so, when?

9-B. Did your office ever receive a note warning that the student is in academic difficulty in the course?

1. Yes ___ 2. No ___

10. Did the student earn Distinction in the Major?

1. Yes ___ 2. No ___

10-A. Check for any special degrees the student received:

- ___ summa cum laude
- ___ magna cum laude
- ___ cum laude
- ___ rite

11. Did the student ever receive permission from your office to make use of the Yale College tutoring program as a tutee?

1. Yes ___ 2. No ___

11-A. In which term?

11-B. For what courses?

11-C. To the best of your knowledge, did the student ever serve as a peer tutor, computing assistant, or in any other way in the employ of an academic support service at Yale?

12. By term, how many Dean's excuses, Temporary Incompletes, and ABXes did the student receive each term?

	Fall 1998	Spring 1999	Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002
Dean's Excuse								
Temporary Incomplete								
ABXes								

12-A. How would you characterize the most frequent reason for which the student received these extensions?

13. Looking at the half-sheets and other documents in the file from the Committee on Honors and Academic Standing and similar offices, list and date (by term) the number of each of the following actions that were taken on behalf of the student:

Actions	Number of Actions	Terms	Notes
Leave of Absence			
Withdrawal			<i>List type: medical / disciplinary / academic / personal / financial</i>
Promotion Hold			
Academic Warning			
Two majors			

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Double credit for a single credit course			
Permission to take a schedule with 3 credits			
Permission to take a schedule with 6 credits			
Permission to take a schedule with more than 6 credits			
Permission to take a graduate or professional school course			
Simultaneous Award of the Bachelor's and Master's Degrees			
Permission to add a course to the schedule after the Course Selection Period			
Permission to extend some other deadline			<i>Specify Action:</i>
Permission to go on a JTA or JYA			<i>did the student then go on JTA?</i>
Permission to transfer outside credit from another university			
Acceleration / deceleration			<i>describe pattern</i>
Other special permissions			<i>specify</i>

14. Has the student ever been disciplined by a Yale official or committee?

1. Yes ___ 2. No ___

14-A. If yes, what was the nature of the offense?

14-B. At what stage in the student's career did the disciplinary action take place?

14-C. What was the official outcome (i.e. probation, reprimand, fine)?

14-D. What was the student's response to the experience of being disciplined?

15. Did the student open a letter of recommendation file in your office? (check also with Teacher Prep and the Pre-Medical Service at UCS, if relevant)

1. Yes ___ 2. No ___

15-A. If so, how many letters are in the file?

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15-B. What are the dates of the letters?

15-C. Check all appropriate people who have written a letter of recommendation:

- The Master
- The Residential College Dean
- A member of the Yale College Dean's Office (assistant or associate dean)

15-D. How many letters are written from the following people:

- Tenured faculty (other than the Master)
- Untenured ladder faculty
- Non-ladder faculty
- A Teaching Fellow or other graduate student instructor
- Other Yale staff members (coaches, chaplains, etc.)

16. Is there a record of the student's having held an on-campus job during term-time?

1. Yes 2. No

16-A. What was the nature of the employment? Which terms?

17. As far as you know, was the student active in extracurricular student organizations?

1. Yes 2. No

17-A. Which ones?

17-B. Did the student hold office, to your knowledge, in any of these organizations? Please describe.

18. What interests did the student list on the Housing Form submitted in the summer before Freshman year?

18-A. To the best of your knowledge, how accurate did these turn out to be as an indicator of the student's activities at Yale?

0 <i>Don't know</i>	1 <i>Not at all accurate</i>	2	3	4	5 <i>Very accurate</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. List the fellowships, prizes, and awards that the student won, with the term in which they were awarded and the reason for which they were given.

<u>Fellowship, Prize or Award</u>	<u>Term</u>	<u>Reason Given</u>
-----------------------------------	-------------	---------------------

20. Did the student file a résumé with UCS?

1. Yes 2. No

20-A. When?

20-B. What record is there at UCS of the student's having signed up for employment/recruitment interviews?

20-C. If it is known, for what purpose (summer employment, post-college employment, etc.)

21. Did the student post a personal home page on the Yale web server?

1. Yes 2. No

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Director of Undergraduate Studies (DUS) Questionnaire

Name of DUS: _____

Dept or Program: _____

(If student asked permission to complete two majors, whether or not the student actually did complete both majors, please consult with both DUSes and fill out separate sheets for both)

1. How well do you know the student?

0 <i>Don't know</i>	1 <i>Not well</i>	2	3	4	5 <i>Very well</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1-A. Under what circumstances did you get to know the student best?

1-B. If you do know the student, how did you first get to know her or him?

1-C. If you do not know this student, who in the department would know him or her best (suggest: departmental representative, senior project adviser, independent research supervisor, or seminar instructor).

Name: _____ Description of Relation to Student: _____

Please administer the survey attached to the person who the DUS suggests knew the student best.

If the DUS has answered this question with 0, unknown, skip to Question 5.

2. In your opinion, was your department or program a good match for this student?

0 <i>Don't know</i>	1 <i>Not at all</i>	2	3	4	5 <i>Very good</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2-A. Why or why not?

3. In your opinion, did the student take advantage of the resources available to him or her in your department?

0 <i>Don't know</i>	1 <i>Not at all</i>	2	3	4	5 <i>Very well</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3-A. Which resources in particular did the student take advantage of?

Check all that apply

- Research with a faculty member
- Co-curricular student organizations
- Summer internships
- Study abroad
- Graduate or professional school courses
- Other (please specify): _____

4. Which of the following best characterized the pattern of the student's academic performance in the major?

- Even performance at a high level
- Even performance at a satisfactory level
- Even performance at a low level
- Rise: from a rough start to a much improved finish
- Decline: from a strong start to a poorer finish
- Uneven: inconsistent

4-A. Do you think that the student's performance took the shape it did?

In answering the following questions, the DUS should be looking at the student's file in the department office and/or the student's academic record.

5. How well did the student's pre-college record of standardized test scores predict his or her level of academic success at Yale?

0 <i>Don't know</i>	1 <i>Not well</i>	2	3	4	5 <i>Very well</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. How did the student fulfill the pre-requisites of the major (e.g. placed out of them on the basis of AP or departmental test, took the specified courses at Yale, took other courses at Yale or elsewhere for which the student had special permission to offer in place of pre-requisites)?

6-A. Did the student's performance in the prerequisite courses, or in his or her first courses in the department,

7. Did the student ever receive any special permissions with regard to the requirements of the major (earn double credit in a single credit course, complete two majors, apply credits from outside the department, apply credits from outside Yale, substitute another course for a required course, enroll in a graduate or professional school course, etc.)?

8. Did the student complete all the requirements for the major?

1. Yes _____ 2. No _____

8-A. How did the student fulfill the senior requirement for the major?

8-B. Was the way in which the student fulfilled the senior requirement typical or exceptional?

9. Did the student win any awards or special commendations from the department? If so, what?

9-A. Did the student get distinction in the major?

1. Yes _____ 2. No _____

10. What else could you say about the student's experience at Yale?

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Freshman and Sophomore Faculty Advisors Questionnaire

Name of Freshman Adviser: _____

Title and Department: _____

Name of Sophomore Adviser: _____

Title and Department: _____

1. How well do you know the student?

0 <i>Don't know</i>	1 <i>Not well</i>	2	3	4	5 <i>Very well</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1-A. If you do know the student, how did you first get to know her or him?

1-B. Under what circumstances did you get to know the student best?

2. At the time that you knew the student best, how good a match did you feel Yale was for this student?

0 <i>Don't know</i>	1 <i>Not at all</i>	2	3	4	5 <i>Very good</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2-A. Why or why not?

3. In your opinion, did the student take advantage of the resources available to him or her at Yale?

0 <i>Don't know</i>	1 <i>Not at all</i>	2	3	4	5 <i>Very well</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3-A. Which resources in particular did the student take advantage of?
Check all that apply.

- | | |
|---|--|
| _____ Academic
_____ Residential college
_____ Music
_____ Drama or film | _____ Athletics
_____ Ethnic, religious
_____ community service
_____ other (please specify): |
|---|--|

4. Can you describe in detail your contacts with the student?
Check all that apply.

- _____ Signed the schedule each term
- _____ E-mailed or talked on the phone with the student at times
- _____ Met in person in my office at times other than when the course schedule was due
- _____ Met with the student in other venues such as dining halls
- _____ Attended performances in which the student participated
- _____ Attended athletic contests in which the student participated
- _____ Other (please specify): _____

5. Did you continue to have contact with the student after your official responsibility as freshman or sophomore faculty adviser ended?

1. Yes _____ 2. No _____

5-A. In what ways?

6. What else could you say about the student's experience at Yale?

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Varsity Athletics Coach Questionnaire

Sport:

Coach's name:

1. How well do you know the student?

0 <i>Don't know</i>	1 <i>Not well</i>	2	3	4	5 <i>Very well</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1-A. If you do know the student, how did you first get to know her or him?

1-B. Under what circumstances did you get to know the student best?

2. At the time that you knew the student best, how good a match did you feel Yale was for this student?

0 <i>Don't know</i>	1 <i>Not at all</i>	2	3	4	5 <i>Very good</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2-A. Why or why not?

3. In your opinion, did the student take advantage of the resources available to him or her at Yale?

0 <i>Don't know</i>	1 <i>Not at all</i>	2	3	4	5 <i>Very well</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3-A. Which resources in particular did the student take advantage of?
Check all that apply.

- | | |
|--|--|
| <input type="checkbox"/> Academic | <input type="checkbox"/> Athletics |
| <input type="checkbox"/> Residential college | <input type="checkbox"/> Ethnic, religious |
| <input type="checkbox"/> Music | <input type="checkbox"/> community service |
| <input type="checkbox"/> Drama or film | <input type="checkbox"/> other (please specify): _____ |

4. To the best of your knowledge, were there special circumstances or conditions that put unusual stress on this student while at Yale?

4-A. Please describe (e.g. medical illness or disability, changes in the family's circumstances, sexual orientation issues).

4-B. Were these circumstances or conditions acute/traumatic or ongoing / chronic?

4-C. At what moments, or seasons, in the student's career did these stresses affect the student?

5. How would you rate the student's ability to cope with stress while at Yale?

0 <i>Don't know</i>	1 <i>Poor</i>	2	3	4	5 <i>Excellent</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5-A. If to your knowledge, the student's ability to cope with stress changed over the student's time at Yale, describe this change and the circumstances that to the best of your knowledge led to the change.

5-B. To the best of your knowledge, did the student ever get counseling for emotional problems? With whom (peer counselors, Mental Hygiene, chaplain, other?)

6. Which of the following best characterized the pattern of the student's athletic career?

- Even performance at a high level
- Even performance at a satisfactory level
- Even performance at a low level
- Rise: from a rough start to a much improved finish
- Decline: from a strong start to a poorer finish
- Uneven: inconsistent

6-A. Why do you think that the student's performance took the shape it did?

7. How would you rate the student's contribution to the team?

0 <i>Don't know</i>	1 <i>Poor</i>	2	3	4	5 <i>Great</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Did the student win any awards or special commendations from the team, Yale Athletic Department, League, NCAA, or other athletic organization?

8-A. What were the awards for?

9. What else could you say about the student's experience at Yale?

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Director of Cultural Center Questionnaire

Name of Director: _____

Name of Cultural Center: _____

1. How well do you know the student?

0 <i>Don't know</i>	1 <i>Not well</i>	2	3	4	5 <i>Very well</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1-A. If you do know the student, how did you first get to know her or him?

1-B. Under what circumstances did you get to know the student best?

2. At the time that you knew the student best, how good a match did you feel Yale was for this student?

0 <i>Don't know</i>	1 <i>Not at all</i>	2	3	4	5 <i>Very good</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2-A. Why or why not?

3. In your opinion, did the student take advantage of the resources available to him or her at Yale?

0 <i>Don't know</i>	1 <i>Not at all</i>	2	3	4	5 <i>Very well</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3-A. Which resources in particular did the student take advantage of?
Check all that apply.

- | | |
|--|--|
| <input type="checkbox"/> Academic | <input type="checkbox"/> Athletics |
| <input type="checkbox"/> Residential college | <input type="checkbox"/> Ethnic, religious |
| <input type="checkbox"/> Music | <input type="checkbox"/> community service |
| <input type="checkbox"/> Drama or film | <input type="checkbox"/> other (please specify): _____ |

4. To the best of your knowledge, were there special circumstances or conditions that put unusual stress on this student while at Yale?

4-A. Please describe (e.g. medical illness or disability, changes in the family's circumstances, sexual orientation issues).

4-B. Were these circumstances or conditions acute/traumatic or ongoing / chronic?

4-C. At what moments, or seasons, in the student's career did these stresses affect the student?

5. How would you rate the student's ability to cope with stress while at Yale?

0 <i>Don't know</i>	1 <i>Poor</i>	2	3	4	5 <i>Excellent</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5-A. If to your knowledge, the student's ability to cope with stress changed over the student's time at Yale, describe this change and the circumstances that to the best of your knowledge led to the change.

5-B. To the best of your knowledge, did the student ever get counseling for emotional problems? With whom (peer counselors, Mental Hygiene, chaplain, other?)

6. Which of the following best characterized the pattern of the student's career at Yale?

- Even performance at a high level
- Even performance at a satisfactory level
- Even performance at a low level
- Rise: from a rough start to a much improved finish
- Decline: from a strong start to a poorer finish
- Uneven: inconsistent

6-A. Why do you think that the student's performance took the shape it did?

7. How would you rate the student's involvement with the community served by the Cultural Center?

0 <i>Don't know</i>	1 <i>Poor</i>	2	3	4	5 <i>Great</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

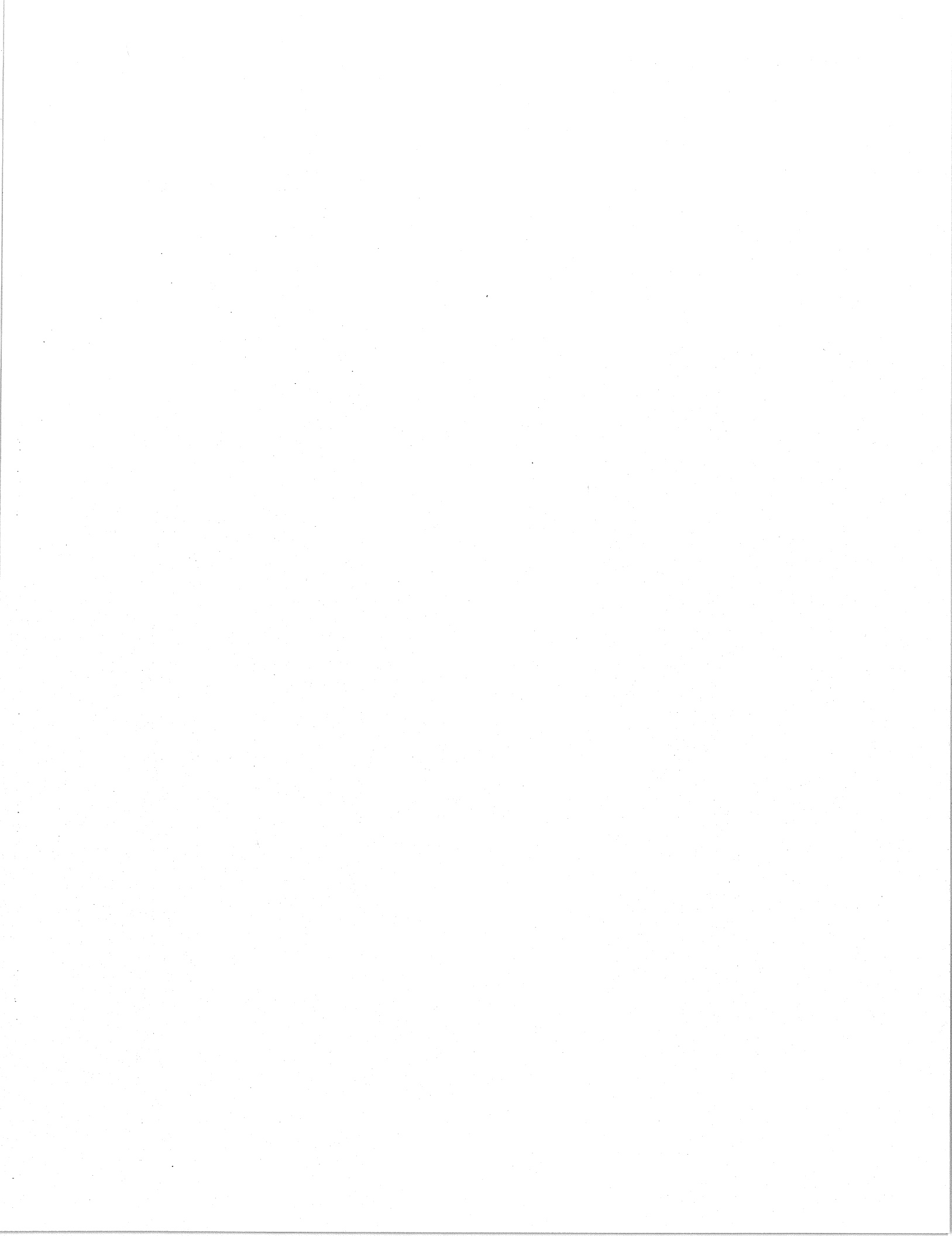
7-A. Describe the nature and extent of the student's participation in organizations affiliated with the Cultural Center.

8. Did the student participate in Cultural Connections / PROP before the Freshman year?

9. Did the student participate in any of the special events that the Center sponsors at Commencement?

9-A. Did the student win any awards or special commendations from the Center? If so, which ones?

10. What else could you say about the student's experience at Yale?



Appendix D

Enrollment & Fiscal Data

**(See enclosed disk with data in NEASC template
and Operating and Capital Budgets for F04 and FY05.)**



STATEMENT OF UNRESTRICTED REVENUES AND EXPENSES

Please complete general information	2 Years	1 Year	Most Recent	Current
	Prior 2001	Prior 2002	Year 2003	Year Budget 2004
Audited:	-	-	-	-
FROM OPERATIONS				
<u>Revenue</u>				
<input type="checkbox"/> Tuition & Fees	287,588	300,640	317,797	
Less: Financial Aid <input type="checkbox"/>	87,600	91,600	107,400	
Net Tuition & Fees Revenue	199,988	209,040	210,397	-
<input type="checkbox"/> Gov't Appropriations	-	-	-	
<input type="checkbox"/> Contributions used in Operations (1)	96,465	86,024	64,205	
<input type="checkbox"/> Endowment Income used in Operations	337,511	415,020	470,097	
<input type="checkbox"/> Federal & State Student Aid	-	-	-	
<input type="checkbox"/> Gov't & Private Sponsored Research	382,035	417,638	457,827	
<input type="checkbox"/> Other Income	336,904	344,520	351,221	
<input type="checkbox"/> Auxiliary Enterprises	-	-	-	
<input type="checkbox"/> Sales & Services of Educ. Activities	-	-	-	
<input type="checkbox"/> Independent Operations	-	-	-	
Total Revenues	1,352,903	1,472,242	1,553,747	-
Net Assets Released from Restrictions				
Total Revenues & Net Assets Release	1,352,903	1,472,242	1,553,747	-
<u>Expenses</u>				
<input type="checkbox"/> Instruction	574,739	614,840	660,550	
<input type="checkbox"/> Research	262,593	282,248	313,129	
<input type="checkbox"/> Public Service	88,192	91,672	98,836	
<input type="checkbox"/> Academic Services	115,339	130,151	140,827	
<input type="checkbox"/> Student Services	194,102	204,298	222,948	
<input type="checkbox"/> Institutional Support	99,948	103,780	106,886	
<input type="checkbox"/> Other Expenses	-	-	-	
Total Education & General Expenses	1,334,913	1,426,989	1,543,176	-
<input type="checkbox"/> Auxiliary Enterprises				
<input type="checkbox"/> Independent Operations				
Total Expenses	1,334,913	1,426,989	1,543,176	-
Increase (Decrease) in Net Assets from Operations	17,990	45,253	10,571	-
NON OPERATING <input type="checkbox"/>				
<input type="checkbox"/> Gifts, Bequests & Contributions not used in Operations <input type="checkbox"/>	17,557	4,901	55	
<input type="checkbox"/> Restricted Equipment Purchases	-	-	-	
<input type="checkbox"/> Reinvested Gains & Losses & Income from Investments	190,236	(165,277)	131,151	
<input type="checkbox"/> Gains & Losses on Disposal of Property	-	-	-	
<input type="checkbox"/> Other revenues and expenses, Net	312,391	60,277	137,590	
Increase (Decrease) in Net Assets from NonOperating Activity	520,184	(100,099)	268,796	
Increase (Decrease) in Unrestricted Net Asset:	538,174	(54,846)	279,367	

Footnote:

(1) Includes receivables of:

 Check This Box if you have allocated a portion of Institutional Expenditures to other expense lines.

STATEMENT OF FINANCIAL POSITION

Please complete general information	2001			Percent Change	
	2 Years	1 Year	Most Recent	2002	2003
	Prior 2001	Prior 2002	Year 2003	2001	2002
Audited:	-	-	-	-	-
ASSETS					
Cash & Short Term Investments	241,016	272,267	422,561	13.0%	55.2%
Accounts Receivable, Net	102,357	96,973	98,598	-5.3%	1.7%
Contributions Receivable, Net	159,791	205,600	208,409	28.7%	1.4%
Inventory & Prepaid Expenses	21,880	22,823	20,689	4.3%	-9.4%
Long-Term Investments	10,999,215	10,636,665	11,211,780	-3.3%	5.4%
Loans to Students	83,298	81,318	68,761	-2.4%	-15.4%
Funds held under Bond Agreement	-	114,400	172,200	-	50.5%
Land, Building & Equipment, Net	1,582,517	1,853,209	1,986,111	17.1%	7.2%
Other Assets	78,603	75,543	68,281	-3.9%	-9.6%
Total Assets	13,268,677	13,358,798	14,257,390	0.7%	6.7%
LIABILITIES					
Accounts Payable & Accrued Liabilities	210,931	238,473	289,404	13.1%	21.4%
Deferred Revenue & Refundable Advances	65,203	61,553	60,263	-5.6%	-2.1%
Annuity & Life Income Obligations	61,062	69,127	74,532	13.2%	7.8%
Amounts Held on Behalf of Others	-	-	-	-	-
Long Term Debt	1,023,750	1,223,240	1,572,885	19.5%	28.6%
Refundable Gov't Advances	32,656	31,720	32,256	-2.9%	1.7%
Other Long-Term Liabilities	-	-	-	-	-
Total Liabilities	1,393,602	1,624,113	2,029,340	16.5%	25.0%
NET ASSETS					
Unrestricted					
Avail for Operations, Plant & Other Trustee Designated Purposes	243,105	263,488	286,893	8.4%	8.9%
Accum. Gains & Losses (associated with Permanent Endowment)	5,808,267	5,673,503	5,906,351	-2.3%	4.1%
Designated for Long-Term Investments	-	-	-	-	-
Net Investment in Plant	445,545	482,556	507,037	8.3%	5.1%
Total Unrestricted Net Assets	6,496,917	6,419,547	6,700,281	-1.2%	4.4%
Temporarily Restricted					
Available for Operations	139,735	164,499	163,158	17.7%	-0.8%
Accum. Gains & Losses	3,644,144	3,445,373	3,633,441	-5.5%	5.5%
Designated for Long-Term Investments	307,727	300,318	207,076	-2.4%	-31.0%
Total Temporarily Restricted Net Assets	4,091,606	3,910,190	4,003,675	-4.4%	2.4%
Permanently Restricted Net Assets	1,286,552	1,404,948	1,524,094	9.2%	8.5%
Total Net Assets	11,875,075	11,734,685	12,228,050	-1.2%	4.2%
TOTAL LIABILITIES & NET ASSETS	13,268,677	13,358,798	14,257,390	0.7%	6.7%

STATEMENT OF CHANGES IN NET ASSETS

Please complete general information	2 Years <u>Prior</u> 2001	1 Year <u>Prior</u> 2002	Most Recent <u>Year</u> 2003
Audited:	-	-	-
☐ Increase (Decr) in Unrestricted Net Assets	538,174	(54,846)	279,367
Changes in Temporarily Restricted Net Assets:			
☐ Contributions (1)	124,408	41,836	20,326
☐ Reinvested Endowment Income & Gains	366,123	(208,041)	296,278
Net Assets Released from Restrictions	(220,352)	(98,277)	(249,751)
☐ Other	<u>17,571</u>	<u>60,542</u>	<u>27,999</u>
Increase in Temporarily Restricted Net Assets	287,750	(203,940)	94,852
Changes in Permanently Restricted Net Assets:			
☐ Contributions (2)	78,162	90,775	89,544
☐ Reinvested Endowment Income & Gains	1,129	(300)	2,225
☐ Other	<u>16,040</u>	<u>27,921</u>	<u>27,377</u>
Increase in Permanently Restricted Net Assets	95,331	118,396	119,146
Increase (Decrease) in Total Net Assets	<u>921,255</u>	<u>(140,390)</u>	<u>493,365</u>
Net Net Assets at Beginning of Year	10,953,820	11,875,075	11,734,685
Net Net Assets at End of Year	11,875,075	11,734,685	12,228,050

Footnote:

- (1) Includes receivables of:
- (2) Includes receivables of:

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SUPPLEMENTAL DATA

Please complete general information

	2 Years Prior 2001	1 Year Prior 2002	Most Recent Year 2003	Current Year Budget 2004
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SECTION 1: FINANCIAL AID

Source of Funds:

a) Unrestricted Institutional	17,507	16,431	19,304	
b) Federal, State & Private Grants	17,636	8,913	10,326	
c) Restricted Endowment Funds	52,457	66,256	77,770	
TOTAL	87,600	91,600	107,400	0
% Discount of Tuition & Fees	30.5%	30.5%	33.8%	-
% Unrestricted Discount	6.1%	5.5%	6.1%	-

SECTION 2: CONTRIBUTIONS RECEIVABLE (most recent year)

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
less than 1 year		31,454	15,906	47,360
1 year or greater		175,144	51,984	227,128
less: allowance		26,368	8,789	35,157
less: discount to present value		23,274	7,648	30,922
Total Contributions Receivable	0	156,956	51,453	208,409

SECTION 3: ENDOWMENT INCOME USED IN OPERATIONS (most recent year)

Formula:

Most Recent

Yr. Amount

Please check source of funding:

2003

 Spending Policy

470,097

 Interest & Dividends Only Unrealized Gains & Losses

Total Endowment income Used in Operations

470,097

SECTION 4: INSTITUTIONAL SUPPORT COST ADJUSTMENTS (most recent year)

Cost reported on CIHE Form 2	106,886
Add: costs previously allocated:	
Auxiliary Services	
Independent Operations	
Sales & Services of Educ. Activities	
Other	
Total Institutional Support Costs	106,886
% of Total Revenues & Net Assets Released from Restrictions	6.9%

SECTION 5: FACILITY COST ALLOCATIONS (most recent year)

	2 Years Prior 2001	1 Year Prior 2002	Most Recent Year 2003	Current Year 2004
Breakout costs allocated to all lines on CIHE Form 2-1.				
Operations & Maintenance	152,441	153,357	169,145	186,000
Depreciation & Amortization	99,395	106,395	118,843	129,011
Interest Expense	47,914	47,914	49,034	49,034
Total Facility Costs	299,750	307,666	337,022	364,045
Percent of Total Revenues & Net Assets Released from Restrictions				
Operations & Maintenance	11.3%	10.4%	10.9%	-
Depreciation & Amortization	7.3%	7.2%	7.6%	-
Interest Expense	3.5%	3.3%	3.2%	-
Total Facility Costs	22.2%	20.9%	21.7%	-

STATEMENT OF UNRESTRICTED OPERATING REVENUES AND EXPENSES

Please complete general information	Most Recent Year 2003	Most Recent Budget 2003	Current Year Budget 2004	Next Year Forward 2005	Two Years Forward 2006
FROM OPERATIONS					
<u>Revenue</u>					
Tuition & Fees	317,797		0		
Less: Financial Aid	107,400		0		
Net Tuition & Fees Revenue	210,397	0	0	0	0
Gov't Appropriations	0		0		
Contributions used in Operations (1)	64,205		0		
Endowment Income used in Operations	470,097		0		
Federal & State Student Aid	0		0		
Gov't & Private Sponsored Research	457,827		0		
Other Income	351,221		0		
Auxiliary Enterprises	0		0		
Sales & Services of Educ. Activities	0		0		
Independent Operations	0		0		
Total Revenues	1,553,747	-	-	-	-
Net Assets Released from Restrictions	0		0		
Total Revenues & Net Assets Release	1,553,747	-	-	-	-
<u>Expenses</u>					
Instruction	660,550		0		
Research	313,129		0		
Public Service	98,836		0		
Academic Services	140,827		0		
Student Services	222,948		0		
Institutional Support	106,886		0		
Other Expense	0		0		
Total Education & General Expenses	1,543,176	-	-	-	-
Auxiliary Enterprises	0		0		
Independent Operations	0		0		
Total Expenses	1,543,176	-	-	-	-
Increase (Decrease) in Net Assets from Operations	10,571	-	-	-	-
Footnote:					
(1) Includes receivables of:	0		0		
Tuition and Mandatory Fee Charges	30%	30%	34%		
Tuition and Fee Discount				-	

STATEMENT OF CAPITAL CASH FLOWS

Please complete general information	2 Years Prior 2001	1 Year Prior 2002	Most Recent Year 2003	Current Year Budget 2004	Next Year Forward 2005
? SOURCES OF FUNDS:					
Cash flow from Depreciation	99,501	106,671	118,843		
Cash from Gifts/Grants	141,965	46,737	20,381		
Debt Proceeds	-	287,595	350,000		
Other					
Total Sources	241,466	441,003	489,224	-	-
? USES OF FUNDS					
Renovation & Maintenance	229,586	260,959	198,259		
Space Alterations					
New Construction	52,456	68,132	27,226		
Equipment & Furnishings	35,841	37,150	34,795		
Total Uses	317,883	366,241	260,280	-	-
NET CAPITAL CASH FLOW	(76,417)	74,762	228,944	-	-
INDEBTEDNESS ON PHYSICAL PLANT					
Beginning Balance on Principal	1,028,286	994,317	1,193,807	1,543,885	1,543,885
Additional Principal Borrowed	150,331	438,537	502,169		
Principal Payments Made During Year	184,300	239,047	152,091		
Extraordinary Balloon Pymts / Refinancings					
Ending Balance on Principal	994,317	1,193,807	1,543,885	1,543,885	1,543,885
Interest Payments Made During Year	51,200	49,400	52,400		
Accumulated Depreciation	89,049	94,672	106,475		
Maximum expected annual debt service obligation (principal & interest) on all outstanding debt (exclude balloon payments expected to be refinanced from external funds)					
	Year:	2004	Amount:	53.4 million	

STUDENT ADMISSIONS DATA

(Fall Term)

Credit Seeking Students Only - Including Continuing Education

Yale University	2 Years Prior #VALUE!	1 Year Prior #VALUE!	Most Recent Year 2002-03	Current Year #VALUE!	Next Year Forward #VALUE!
Freshmen - Undergraduate					
Completed Applications	12,887	14,809	15,466	17,735	
Applications Accepted	2,084	2,038	2,009	2,014	
Applicants Enrolled	1,352	1,297	1,300	1,353	
% Accepted of Applied	16.2%	13.8%	13.0%	11.4%	-
% Enrolled of Accepted	64.9%	63.6%	64.7%	67.2%	-
Percent Change Year over Year					
Completed Applications	-	14.9%	4.4%	14.7%	-100.0%
Applications Accepted	-	-2.2%	-1.4%	0.2%	-100.0%
Applicants Enrolled	-	-4.1%	0.2%	4.1%	-100.0%
Aptitude Indicator: (Define Below)					
The single most important document in the application is the high school transcript. We look for students who have con-					
Transfers - Undergraduate					
Completed Applications		765	882	767	
Applications Accepted		32	32	30	
Applications Enrolled		27	26	23	
% Accepted of Applied	-	4.2%	3.6%	3.9%	-
% Enrolled of Accepted	-	84.4%	81.3%	76.7%	-
Master's Degree					
Completed Applications	7,800	7,633	9,100	9,087	
Applications Accepted	2,011	2,080	2,028	1,940	
Applications Enrolled	1,092	1,132	1,156	1,140	
% Accepted of Applied	25.8%	27.3%	22.3%	21.3%	-
% Enrolled of Accepted	54.3%	54.4%	57.0%	58.8%	-
First Professional Degree - All Programs					
Completed Applications	6,760	6,981	7,174	7,319	
Applications Accepted	655	638	699	595	
Applications Enrolled	365	350	352	354	
% Accepted of Applied	9.7%	9.1%	9.7%	8.1%	-
% Enrolled of Accepted	55.7%	54.9%	50.4%	59.5%	-
Doctoral Degree					
Completed Applications	5,282	5,841	6,859	8,312	
Applications Accepted	983	925	959	965	
Applications Enrolled	431	414	451	455	
% Accepted of Applied	18.6%	15.8%	14.0%	11.6%	-
% Enrolled of Accepted	43.8%	44.8%	47.0%	47.2%	-

STUDENT ENROLLMENT DATA

(Fall Term)

Credit Seeking Students Only - Including Continuing Education

Yale University		2 Years Prior #VALUE!	1 Year Prior #VALUE!	Most Recent Year 2002-03	Current Year #VALUE!	Next Year Forward #VALUE!
UNDERGRADUATE						
First Year	Full-Time Headcount	?	1,352	1,306	1,308	1,363
	Part-Time Headcount	?	20	-	-	-
	Total Headcount		1,372	1,306	1,308	1,363
	Total FTE	?	1,369.0	1,306.0	1,308.0	1,363.0
Second Year	Full-Time Headcount		1,356	1,364	1,562	1,329
	Part-Time Headcount		-	-	-	-
	Total Headcount		1,356	1,364	1,562	1,329
	Total FTE		1,356.0	1,364.0	1,562.0	1,329.0
Third Year	Full-Time Headcount		1,073	1,412	1,145	1,502
	Part-Time Headcount		-	-	-	-
	Total Headcount		1,073	1,412	1,145	1,502
	Total FTE		1,073.0	1,412.0	1,145.0	1,502.0
Fourth Year	Full-Time Headcount		1,470	1,171	1,259	1,068
	Part-Time Headcount		-	-	-	-
	Total Headcount		1,470	1,171	1,259	1,068
	Total FTE		1,470.0	1,171.0	1,259.0	1,068.0
Unclassified	Full-Time Headcount	?	61	-	-	30
	Part-Time Headcount		12	33	65	62
	Total Headcount		73	33	65	92
	Total FTE		33.5	16.5	32.5	30.5
Total Undergraduate Students						
	Full-Time Headcount		5,312	5,253	5,274	5,292
	Part-Time Headcount		32	33	65	62
	Total Headcount		5,344	5,286	5,339	5,354
	Total FTE		5,301.5	5,269.5	5,306.5	5,292.5
	% Change FTE Undergraduate		-	-0.6%	0.7%	-0.3%
GRADUATE						
	Full-Time Headcount	?	5,630	5,756	5,905	5,915
	Part-Time Headcount	?	118	94	134	202
	Total Headcount		5,748	5,850	6,039	6,117
	Total FTE	?	5,689.0	5,803.0	5,972.0	6,016.0
	% Change FTE Graduate		-	2.0%	2.9%	0.7%
GRAND TOTAL						
	Grand Total Headcount		11,092	11,136	11,378	11,471
	Grand Total FTE		10,990.5	11,072.5	11,278.5	11,308.5
	% Change Grand Total FTE		-	0.7%	1.9%	0.3%
UNDERGRADUATE RETENTION RATES						
	First Yr Stdts Returning for Second Yr		98%	98%	98%	98%
	6 Year Graduation Rate		95%	95%	94%	95%