

December 2005

Dear Ms. Angie Rudd, Director of Institutional Research:

The attached questionnaire, *Thomson Peterson's Annual Survey of Undergraduate Institutions 2005-2006*, is the first step in recruiting the students who will be best served by your institution. The data that you provide on this questionnaire will be used to create a presence for your school on Petersons.com, the Web's most heavily visited education resource. Thomson Peterson's electronic tools empower students to prepare, search, and apply to college via the global reach and electronic immediacy of the Internet. Your school's profile information containing the facts and figures that you provide on this survey will appear *free of charge* in *Peterson's Four-Year Colleges*, placing timely and accurate information about colleges at the fingertips of prospective students and their parents. Because we combine the strength of the Thomson Peterson's brand name with our distribution channels, including partners like Yahoo!, you can be confident that your institution will be represented wherever and whenever people seek information—at every moment, in every medium, around the world.

Peterson's constantly seeks to make data provision easier for institutions and to maximize *quality* information available to parents, students, and guidance counselors. Data provided on the *Thomson Peterson's Annual Survey of Undergraduate Institutions* is promoted to the Undergraduate Channel of Petersons.com as each survey is processed. This feature on our Web site allows your statistical information to be presented to prospective parents and students shortly after we receive your survey. We continue to evaluate the data that we collect and eliminate problematic and less useful items on our survey. We are continuing to implement our process of collecting nonvolatile data on a rotating basis. This year's survey is shorter than previous surveys. Several questions have been removed from the current survey to ease your burden of reporting this information to Thomson Peterson's.

Peterson's continues to be an integral part of the Common Data Set initiative, and we appreciate the opportunity to serve the institutional research community by participating in this important effort to standardize and simplify data provision and collection.

I thank you for participating in *Thomson Peterson's Annual Survey of Undergraduate Institutions*, the first step in helping prospective college students to make timely and thoughtful college choice decisions so that they and their chosen institutions can best pursue teaching and learning, the noblest of endeavors. Please complete and return the enclosed questionnaire by Thursday, January 12, 2006. If you have questions or concerns, please call 800-338-3282 or 609-896-1800, both at Ext. 3516, or send e-mail to [ugsurvey@petersons.com](mailto:ugsurvey@petersons.com).

Sincerely,

Dan Margolin  
Project Manager  
Thomson Peterson's Research Department  
Attached: *Thomson Peterson's Annual Survey of Undergraduate Institutions 2005-2006*

**IN1. Verify or update the following [CDS A1] 7266**

Official Name of Institution: <b>Lynchburg College</b>	Zip Code: 24501-3199
Address: 1501 Lakeside Drive	
City: <b>Lynchburg</b>	
State/Province/Territory: VA	
Country: USA	IPEDS NUMBER: 232609
World Wide Web (URL) Address: http://www.lynchburg.edu/	

**IN2. Functional Definition of Institution Comprehensive**

**IN3. Award Levels [CDSA5] offered by your institution : bachelor's, master's**

**IN4. Student Body [CDS A3] : coed**

**IN5. Endowment :** What is the market value of the total endowment at your institution as of June 30, 2005?  
**\$\_70,305,851\_**

**IN6. Full Time Instructional Expense:** Give the **average instructional expenditures** per full-time equivalent student for the 2005 fiscal year. **\$\_7,747\_**

**IN7. Calendar [CDS A4] Your current academic year arrangement: semester**

**EN1. Institutional Enrollment [CDS B1]**

- a. Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2005. Enrollment data may be mailed or faxed when available.

	FULL-TIME		PART-TIME	
	Men	Women	Men	Women
<b>Undergraduates</b>				
Degree seeking, first-time freshmen	232	322	2	1
Other first-year, degree-seeking	20	16	5	9
All other degree-seeking	535	789	32	35
All other undergraduates enrolled in credit courses	5	5	8	33
<b>Total undergraduates</b>	<b>792</b>	<b>1132</b>	<b>47</b>	<b>78</b>
<b>GRADUATE AND FIRST PROFESSIONAL</b>				
<b>Total first-professional</b>				
<b>Total graduate (excluding first-professional)</b>	<b>24</b>	<b>79</b>	<b>85</b>	<b>191</b>
<b>TOTAL ALL STUDENTS</b>	<b>816</b>	<b>1211</b>	<b>132</b>	<b>269</b>

- b. Total all undergraduates 2049  
 c. Grand total all students 2428

**EN2. Enrollment by Racial/Ethnic Category [CDS B2] 7266**

Provide numbers of degree seeking undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2005. Include international students only in the category "Nonresident aliens." Enrollment data may be mailed or faxed when available.

	<b>NUMBER</b>
<b>RACIAL/ETHNIC CATEGORY</b>	
Nonresident aliens	<b>8</b>
Black, non-Hispanic	<b>153</b>
American Indian or Alaska Native	<b>11</b>
Asian or Pacific Islander	<b>36</b>
Hispanic	<b>53</b>
White, non-Hispanic	<b>1460</b>
Race/ethnicity unknown	<b>193</b>
<b>Total</b>	<b>1914</b>

**EN 2a.** Percent of degree-seeking undergraduates who are from out of state (exclude international students/nonresident aliens)  
**[CDSF1]:**   36  %

**EN 3:** Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 2004 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions. No other adjustments to the initial cohort should be made.

For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshmen in fall 2004 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in fall 2005? **[CDS B22]**   74  %

**EN3a:** Average high school GPA of all degree-seeking first-time, first-year (freshmen) students who submitted GPA:   3.09  

**EN3b:** Percentage of all degree-seeking first-time, first-year (freshmen) students who had high school class rank within each of the following ranges (report information for those students from whom you collected high school rank information):  
 Percent in top tenth of high school graduating class:   13  %  
 Percent in top quarter of high school graduating class:   26  %  
 Percent in top half of high school graduating class:   72  %

**EN4: Degrees conferred between July 1, 2004 and June 30, 2005**  
 Reference IPDS Completions, Part A [CDS J]

Category	Associate	Bachelor's	CIP 2000 Categories to Include
Agriculture			1
Natural resources/environmental science		3.4	3
Architecture			4
Area and ethnic studies			5
Communications/journalism		12.6	9
Communication technologies			10
Computer and information sciences		2.0	11
Personal and culinary services			12
Education		11.5	13
Engineering			14
Engineering technologies			15
Foreign languages and literature		1.1	16
Family and consumer sciences			19
Law/legal studies			22
English		6.3	23
Liberal arts/general studies			24
Library science			25
Biological/life sciences		6.3	26
Mathematics		2.3	27
Military science and technologies			29
Interdisciplinary studies			30
Parks and recreation		4.9	31
Philosophy and religious studies		1.2	38
Theology and religious vocations			39
Physical sciences		.9	40
Science technologies			41
Psychology		7.2	42
Security and protective services			43
Public administration and social sciences			44
Social sciences		9.7	45
Construction trades			46
Mechanic and repair technologies			47
Precision production			48
Transportation and materials moving			49
Visual and performing arts		5.2	50
Health professions and related sciences		8.3	51
Business/marketing		14	52
History		2.6	54
Other			
TOTAL	100%	100%	

**EN5.**

Phone: 609-896-1800

Report for the cohort of full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in **Fall 1998 or Fall 1999**. Include in the cohort those who entered your institution during the summer term preceding **Fall 1998 or Fall 1999**. Please provide data for the fall 1999 cohort if available. If fall 1999 cohort data are not available, provide data for the fall 1998 cohort. **[CDS B5]**

**Fall 1998 Cohort**

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

**B4.** Initial **1998** cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students:  
\_\_\_\_\_433\_\_\_\_\_

**B5.** Of the initial **1998** cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, or service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions: \_\_\_\_\_0\_\_\_\_\_

**B6.** Final **1998** cohort, after adjusting for allowable exclusions: \_\_\_\_\_433\_\_\_\_\_ (Subtract question B5 from question B4)

**B7.** Of the initial **1998** cohort, how many completed the program in four years or less (by August 31, 2002): \_\_\_\_\_218\_\_\_\_\_

**B8.** Of the initial **1998** cohort, how many completed the program in more than four years but in five years or less (after August 31, 2002 and by August 31, 2003): \_\_\_\_\_39\_\_\_\_\_

**B9.** Of the initial **1998** cohort, how many completed the program in more than five years but in six years or less (after August 31, 2003 and by August 31, 2004): \_\_\_\_\_4\_\_\_\_\_

**B10.** Total graduating within six years (sum of questions B7, B8, and B9): \_\_\_\_\_261\_\_\_\_\_

**B11.** Six-year graduation rate for **1998** cohort (question B10 divided by question B6):  
\_\_\_\_\_60\_\_\_\_\_ %

**Fall 1999 Cohort**

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

**B4.** Initial **1999** cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students:  
\_\_\_\_\_471\_\_\_\_\_

**B5.** Of the initial **1999** cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, or service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions: \_\_\_\_\_0\_\_\_\_\_

**B6.** Final **1999** cohort, after adjusting for allowable exclusions: \_\_\_\_\_471\_\_\_\_\_ (Subtract question B5 from question B4)

**B7.** Of the initial **1999** cohort, how many completed the program in four years or less (by August 31, 2003): \_\_\_\_\_221\_\_\_\_\_

**B8.** Of the initial **1999** cohort, how many completed the program in more than four years but in five years or less (after August 31, 2003 and by August 31, 2004): \_\_\_\_\_39\_\_\_\_\_

**B9.** Of the initial **1999** cohort, how many completed the program in more than five years but in six years or less (after August 31, 2004 and by August 31, 2005): \_\_\_\_\_5\_\_\_\_\_

**B10.** Total graduating within six years (sum of questions B7, B8, and B9): \_\_\_\_\_265\_\_\_\_\_

**B11.** Six-year graduation rate for **1999** cohort (question B10 divided by question B6):  
\_\_\_\_\_56\_\_\_\_\_ %

**AC1a. Faculty [CDS I1]**

Please report the number of instructional faculty members in each category for Fall 2005. Refer to the instruction booklet for definitions.

For FALL 2005	Full-Time	Part-Time	Total
Total number of instructional faculty	<b>142</b>	<b>95</b>	<b>237</b>
Total number who are women	<b>62</b>	<b>51</b>	<b>113</b>
Total number who are men	<b>80</b>	<b>44</b>	<b>124</b>
Total number with doctorate, first professional, or other terminal degree	<b>108</b>	<b>27</b>	<b>135</b>

**b. Student to Faculty Ratio [CDS I2]**

Report the Fall 2005 ratio of full-time equivalent students (full-time plus 1/3 part-time) to full-time equivalent instructional faculty (full-time plus 1/3 part-time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate level students. Do not count undergraduate or graduate student teaching assistants as faculty.

Fall 2005 Student to Faculty ratio: 12.4 to 1.  
(Based on 2155 students and 173.7 faculty)

**ADMISSION**

**AD1. Applications [CDS C1]**

Provide the number of degree-seeking, first-time, first-year (freshman) students (or Entering class for upper-level institutions) who applied and were admitted in fall 2005. Include early decision, early action, and students who began studies during the summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on a waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission. If breakdowns by gender are not available for a given row below, please respond to the "Total" column.

APPLICANTS FOR ADMISSION AS DEGREE-SEEKING 1 <sup>ST</sup> -TIME, 1 <sup>ST</sup> YEAR STUDENTS			
	Men	Women	Total
Total applied	<b>1554</b>	<b>2455</b>	<b>4009</b>
Total admitted	<b>1116</b>	<b>1767</b>	<b>2883</b>

**AD2. Application Requirements**

- a. Check the appropriate boxes to indicate which of the following you *require for all*, *recommend*, or *require for some* applicants prior to making admission decisions. Specify the number of letters of recommendation on the blanks provided, and specify the high school and/or college grade point averages in the blanks provided.

	Fall Freshmen		
	Require for all	Recommend for all	Require for some
Written essay or personal statement	( )	(X)	( )
Transcript of high school record	(X)	( )	( )
Interview	( )	(X)	( )
Letter(s) of recommendation		<u>2</u>	
Minimum high school GPA (on 4.0 scale)			
Other requirements (specify): _____	( )	( )	( )

- b. Give the application fee for your institution [CDS C13]. \$ 30 (If not US Dollars,

specify currency \_\_USD\_\_

**AD3. Application Deadlines and Notification Dates**

Indicate your institution's deadlines for accepting applications and dates for notifying acceptance or rejection for each applicable category below.

	Application Closing Date	Notification Date
a. Fall freshmen [CDS C14; C16]	continuous	Continuous
b. Out-of-state fall freshman [CDS C21]	____/____	____/____
c. Early Decision plan [CDS C21]	11/15	12/15
d. Other Early Decision plan [CDS C21]	____/____	____/____
e. Early action [CDS C22]	____/____	____/____
f. Transfers [CDS D9]	Continuous	Continuous

**AD4. Entrance Exams [CDS C8A]**

- a. Does your institution make use of SAT reasoning test, SAT subject tests, or ACT, or other standardized test scores in admission decisions for first-time, first-year applicants?  
(X) Yes ( ) No

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

	ADMISSION [CDS C8A]		
	Require	Recommend	Require for some
SAT Reasoning Test only	( )	( )	( )
SAT Subject Tests	( )	( )	( )
ACT only	( )	( )	( )
SAT and SAT Subject tests	( )	( )	( )
SAT and SAT Subject tests or ACT	( )	( )	( )
SAT Reasoning Test or ACT	(X)	( )	( )
Other (specify):	( )	( )	( )

- AD5.** Percent of first-time, first-year degree-seeking (freshman) students enrolled in fall 2005 who submitted national standardized (SAT/ACT) test scores in each range below. Include information for ALL enrolled, first-time, first-year degree-seeking (freshman), students who submitted test scores. Do not include partial test scores (e.g., mathematics scores but not verbal for a category of students) or combine other standardized test results (such as TOEFL) in this item. SAT scores should be recentered scores. [CDS C9]

	Score Ranges					
	200-299	300-399	400-499	500-599	600-699	700-800
SAT Verbal	0	1.9	41.8	43	11.2	2.3
SAT Math	0	1.5	41.3	43.4	13.3	.6
	Below 6	6-11	12-17	18-23	24-29	30-36
ACT Composite	0	0	18.3	68.3	11.7	1.7

- AD6.** Please enter average test scores for all full-time and part-time first-year degree

seeking students enrolled in Fall 2005.

	SAT Verbal	SAT Math	ACT Composite
2005 enrolled first-year degree seeking students	516	513	20

**AD7.** The 25<sup>th</sup> percentile is the score that 25 percent of students scored at or below; the 75<sup>th</sup> percentile score is the score that 25 percent of students scored at or above. [CDS C9]

Test	25 <sup>th</sup> Percentile	75 <sup>th</sup> Percentile
SAT Verbal	470	560
SAT Math	460	560
ACT Composite	18	22

**AD8. Entrance Difficulty Level**

Listed below are five levels of entrance difficulty based on the percentage of applicants accepted, high school class rank, and standardized test scores. **Refer to instructions, read the definitions carefully, and enter your assessments below to guide students in their college plans.**

	Most Difficult	Very Difficult	Moderately Difficult	Minimally Difficult	Non-competitive
Overall (for all or most)	_____	_____	(X)	_____	_____
Out-of-state (if different than overall)	_____	_____	_____	_____	_____
Transfers	_____	_____	(X)	_____	_____
Other Group: _____	_____	_____	_____	_____	_____

**AD9.** Does your institution accept: (X) CLEP subject (X) DANTES  
( ) CLEP general ( ) Life Long Learning Credit

**AD10.** Relative importance of each of the following academic and nonacademic factors in your first-time, first-year, degree-seeking (freshman) admission decisions. [CDS C7]

	Very Important	Important	Considered	Not Considered
<b>Academic</b>				
Rigor of secondary school record	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class rank	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Academic GPA	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standardized test scores	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Application Essay	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Recommendation	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
<b>Nonacademic</b>				
Interview	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Extracurricular activities	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Talent/ability	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Character/personal qualities	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
First generation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x
Alumni/ae relation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x
Geographical residence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x
State residency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x
Religious affiliation/commitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x

Racial/ethnic status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Level of applicant's interest	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**EXPENSES: FULL-TIME TUITION, FEES, ROOM AND BOARD** 7266

**EX1.a.** List the typical tuition, required fees, and room and board for a full-time undergraduate student (taking the number of credits in EX 1b) for the FULL 2006–2007 academic year. A full academic year refers to the period of time generally extending from September to June, usually equated to two semesters or trimesters, three quarters, or the period covered by a four-one-four plan. **Required fees** include only charges that students must pay that are **not** included in tuition (e.g., registration, health, or activity fees). Do **not** include optional fees (e.g., parking, laboratory use). Room and board are defined as double occupancy and nineteen meals per week or the maximum meal plan. Expenses previously reported by your institution have been printed in the grids below. Please be sure to report the most recent full- and part-time tuition and fees and housing data.

Please feel free to attach a complete tuition and fee schedule in lieu of updating this question.

Specify the typical number of units (i.e., credits, courses) taken by a full-time Undergraduate student in a FULL academic year:

\_\_\_31\_\_\_ ( x ) credits ( ) courses ( ) other (specify): \_\_\_\_\_

If undergraduate charges are not reported in U.S. dollars, specify the correct currency:

**b. TYPICAL UNDERGRADUATE FULL-TIME TUITION [CDS G1]**

	2006-7	2005-6
PRIVATE INSTITUTIONS:	23,700	23,700
PUBLIC INSTITUTIONS		
In-district:		
In-state (out-of-district):		
Out-of-state:		
INTERNATIONAL STUDENTS: (nonresident aliens)		

**c. TYPICAL REQUIRED FEES FOR FULL-TIME STUDENTS**

FULL-TIME: (full academic year)	2006-7	2005-6
	545	245

**d. UNDERGRADUATE HOUSING**

	2006-7	2005-6
ROOM AND BOARD:	6,400	6,400
ROOM ONLY:	3,200	3,200

**e.** In addition to tuition, fees, and estimated expenses listed above, if your institution charges an additional, one-time required fee other than application and orientation fees, specify the amount:

**f.** If your institution charges a comprehensive fee (covering tuition, fees, and room and board), please specify: \_\_\_\_\_

g. Undergraduate full-time estimated books and supplies for full academic year: \_\_\_\_\_

**EX2. PART-TIME TUITION AND FEES** List the typical per-unit charge paid by part-time students.

**a. UNDERGRADUATE PART-TIME TUITION [CDSG6]**

	2006-7	2005-6
PRIVATE INSTITUTIONS:	335 per credit hour	335 per credit hour
PUBLIC INSTITUTIONS In-district:	_____ per _____	_____ per _____
In-state (out-of-district):	_____ per _____	_____ per _____
Out-of-state:	_____ per _____	_____ per _____

**b. TYPICAL REQUIRED FEES FOR PART-TIME STUDENTS**

	2006-7	2005-6
Per-credit fees:	_____ per _____	_____ per _____
Per-term fees:	_____ per _____	_____ per _____

**CL1. Student Activities**

	Yes	No
a. Student-run campus newspaper [CDS F2]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. Drama/theater group [CDS F2]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c. Student-run radio station [CDS F2]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d. Student-run television station [CDS F2]	<input type="checkbox"/>	<input type="checkbox"/>
e. Marching band [CDS F2]	<input type="checkbox"/>	<input checked="" type="checkbox"/>
f. Choral groups [CDS F2]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
g. Social Organizations. Does your institution have:	Yes	No
national (Greek letter) fraternities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
national (Greek letter) sororities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
local fraternities?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
local sororities?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

h. Roughly what percentages of eligible undergraduate men and women are members of these social organizations during the current academic year?

Men\_10\_%      Women\_11\_%

i. Student Services. Does your institution provide: 

Yes	No
-----	----

**Phone: 609-896-1800**

legal services? (not pre-law advising)	( )	(X)
health clinic?	(Y)	( )
personal/psychological counseling?	(Y)	( )
women's center?	( )	(X)
other (specify):		

**Intercollegiate Sports (Men and/or Women):**

baseball (M), basketball (M)(W), cheerleading (M)(W), cross-country running (M)(W), equestrian sports (M)(W), field hockey (W), golf (M), lacrosse (M)(W), soccer (M)(W), softball (W), tennis (M)(W), track and field (M)(W), volleyball (W)

**Majors Offered:** Peterson's uses the Classification of Instructional Program (CIP) coding system to collect data on undergraduate majors. Please refer to the Programs of Study list in the survey instruction booklet and review your institution's CIP listing below. Strike through majors to be deleted and add new majors. When adding majors, include only those for which your institution offers actual degree programs or concentrations, not just courses or minors. For a given major, indicate whether associate and/or bachelor's degrees are offered. For a two-year college transfer program, indicate an associate degree only in the prescribed area of study (e.g., liberal arts, science); do not list all the specific baccalaureate fields for which such a program may prepare a student. If your institution offers a double or combined major, (e.g., speech and theater arts), list both majors. If your institution offers a major that does not fit any of the listed CIP descriptions, write the major's name to the correct degree level(s) below:

Associate Degrees:

Bachelor Degrees: Accounting; Art; Athletic Training; Biological and Biomedical Sciences Related; Biology/Biological Sciences; Business Administration and Management; Chemistry; Communication/Speech Communication and Rhetoric; Computer Science; Creative Writing; Dramatic/Theater Arts; Economics; Education; Elementary Education; English; Environmental Studies; French; Health Teacher Education; History; International Relations and Affairs; Journalism; Kindergarten/Preschool Education; Kinesiology and Exercise Science; Marketing/Marketing Management; Mass Communication/Media; Mathematics; Music; Music Performance; Music Theory and Composition; Nursing (Registered Nurse Training); Organizational Communication; Philosophy; Physical Education Teaching and Coaching; Physics; Political Science and Government; Pre-Dentistry Studies; Pre-Law Studies; Pre-Medical Studies; Pre-Veterinary Studies; Psychology; Religious Studies; Secondary Education; Sociology; Spanish; Special Education; Speech and Rhetoric; Sport and Fitness Administration

**Online Majors**

**For schools offering online degree programs:** List majors in which can students earn an associate or bachelor's degree *entirely* through online study (with no on-campus study or attendance required)? You may copy and paste from the list above and add any majors that are only offered online.

Associate Degree:

Bachelor Degree:

**ADMISSION OFFICE CONTACTS**

**Chief Admission Officer:**

Name: Ms. Sharon Walters-Bower, Director of Admissions

Phone: 434-544-8300

Fax: \_\_\_\_\_

Email: admissions@lynchburg.edu

**Student Contact Information:**

Name: Ms. Sharon Walters-Bower, Director of Admissions

Address:

Phone: 434-544-8300

Fax: 434-544-8653

Email: admissions@lynchburg.edu

Out-of-State Phone:

**SURVEY CONTACT:**

Name: Ms. Carol Rowlett, Director of Institutional Research

Phone: 434-544-8081

Fax: 434-544-8220

E-mail: rowlett@lynchburg.edu

Name \_\_\_\_\_ Carol Rowlett \_\_\_\_\_

Date Completed \_\_03\_\_ / \_\_17\_\_ / 2006

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