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## A. General Information: Common Data Set 2016-17

### A1. Address Information

**University of Colorado Boulder**

**Office of Admissions**

**552 UCB**

**Boulder, CO 80309-0552**

University Main Phone Number: **303-492-1411**

WWW Home Page Address: **www.colorado.edu**

Admissions Phone Number: **303-492-6301**

Admission Toll-free Number

Admissions Office Mailing Address: **Office of Admissions, Regent Administrative Center**

**125, University of Colorado Boulder, 552 UCB,**

**Boulder CO 80309-0552**

Admissions Fax Number: **303-735-2501**

Admissions E-mail Address: **See website below**

Is there a separate URL application site on the Internet? If so, please specify:

**http://admissions.colorado.edu/undergraduate/**

### A2. Source of institutional control (check one only)

**Public**

Private (nonprofit)

Proprietary

### A3. Classify your undergraduate institution:

**Coeducational college**

Men's college

Women's college

### A4. Academic year calendar

**Semester**

4-1-4

Quarter

Continuous (describe):

Trimester

Differs by program (describe):

Other (describe):

**A5. Degrees offered by your institution**

- |   |   |
|---|---|
| <input type="checkbox"/> Certificate                  | <input type="checkbox"/> Postbachelor's certificate                               |
| <input type="checkbox"/> Diploma                      | <input checked="" type="checkbox"/> <b>Master's</b>                               |
| <input type="checkbox"/> Associate                    | <input checked="" type="checkbox"/> <b>Post-master's certificate</b>              |
| <input type="checkbox"/> Transfer                     | <input checked="" type="checkbox"/> <b>Doctoral degree research/scholarship</b>   |
| <input type="checkbox"/> Terminal                     | <input checked="" type="checkbox"/> <b>Doctoral degree--professional practice</b> |
| <input checked="" type="checkbox"/> <b>Bachelor's</b> | <input type="checkbox"/> Doctoral degree--other                                   |

## B. Enrollment and Persistence: Common Data Set 2016-17

**B1. Institutional Enrollment--Men and Women:** Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2016. Note: Report students formerly designated as "first professional" in the graduate cells. **NOTE: The numbers provided here are from our Fall 2016 census file, created on 9/12/16. These will not match official IPEDS enrollment numbers for Fall 2016 which are reported as of the end of the term. We also include, as degree-seeking students, those students seeking teacher licensure only.**

	Full time			Part time			Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
<b>UNDERGRADUATE</b>									
Degree-seeking, first-time freshmen	3,508	2,853	6,361	52	26	78	3,560	2,879	6,439
Other first-year, degree-seeking	1,133	826	1,959	93	53	146	1,221	879	2,105
All other degree-seeking	9,574	7,773	17,347	929	598	1,527	10,503	8,371	18,874
(Total degree-seeking)	14,215	11,452	25,667	1,074	677	1,751	15,289	12,129	27,418
All other UGs enrolled in credit courses	43	17	60	159	209	368	202	226	428
-- Total undergraduates	14,258	11,469	25,727	1,233	886	2,119	15,491	12,355	27,846
<b>GRADUATE</b>									
Degree-seeking, first-time	576	483	1,059	270	183	453	846	666	1,512
All other degree-seeking	848	669	1,517	1,551	1,061	2,612	2,399	1,730	4,129
All other enrolled in credit courses	3	1	4	146	134	280	149	135	284
-- Total graduate	1,427	1,153	2,580	1,967	1,378	3,345	3,394	2,531	5,925
<b>ALL STUDENTS</b>									
-- Grand total	15,685	12,622	28,307	3,200	2,264	5,464	18,885	14,886	33,771

Note: Full-time is defined (per IPEDS) as 12 or more hours for undergraduate (including extended studies), 9 hours or more for graduate (including law).

### Institutional Enrollment Summary

Total all undergraduates	27,846
Total all graduate and professional students	5,925
<b>GRAND TOTAL ALL STUDENTS</b>	<b>33,771</b>
FTE calculated by CDS method (full-time + 1/3 part-time)	30,128

**B2. Enrollment by Racial/Ethnic Category.**

Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2016. Include international students only in the category "Nonresident aliens." Report as your institution reports to IPEDS: persons who are Hispanic/Latino should be reported only on the Hispanic/Latino line, not under any race, and persons who are non-Hispanic/Latino multi-racial should be reported only under "Two or more races."

	Degree-seeking, first-time first-year		Degree-seeking Undergraduates (include first-time first-year)		All Other Undergraduates*	Total Undergraduates (both degree- and non-degree-seeking)	
	Count	% of total*	Count	% of total		Count	% of total
<b>Nonresident Aliens</b>	484	8%	1,959	7%	5	1,964	7%
<b>Hispanic/Latino</b>	806	13%	3,069	11%	39	3,108	11%
<b>Black, or African American, non-Hispanic/Latino</b>	96	1%	445	2%	7	452	2%
<b>White, non-Hispanic/Latino</b>	4,264	66%	18,824	69%	316	19,140	69%
<b>American Indian or Alaskan Native, non-Hispanic/Latino</b>	10	0%	57	0%	2	59	0%
<b>Asian, non-Hispanic Latino</b>	357	6%	1,503	5%	16	1,519	5%
<b>Native Hawaiian or other Pacific Islander, non-Hispanic/Latino</b>	6	0%	19	0%	0	19	0%
<b>Two or more races, non-Hispanic/Latino</b>	400	6%	1,362	5%	23	1,385	5%
<b>Race/Ethnicity unknown</b>	16	0%	180	1%	20	200	1%
<b>Total</b>	6,439	100%	27,418	100%	428	27,846	100%
<i>All Minority as % of Total*</i>		26%		24%			23%
<i>All Minority as % of U.S.*</i>		28%		25%			25%

	Degree-seeking First-time First-year		Degree-seeking Undergraduates (exclude first-time first-year*)		Total Degree-seeking Undergraduates (include first-time first-year)	
	Count	% of total*	Count	% of total*	Count*	% of total*
<b>Nonresident Aliens</b>						

	484	8%	1,475	7%	1,959	7%
<b>Hispanic/Latino</b>	806	13%	2,263	11%	3,069	11%
<b>Black or African American, non-Hispanic/Latino</b>	96	1%	349	2%	445	2%
<b>White, non-Hispanic/Latino</b>	4,264	66%	14,560	69%	18,824	69%
<b>American Indian or Alaskan Native, non-Hispanic/Latino</b>	10	0%	47	0%	57	0%
<b>Asian, non-Hispanic/Latino</b>	357	6%	1,146	5%	1,503	5%
<b>Native Hawaiian or other Pacific Islander, non-Hispanic/Latino</b>	6	0%	13	0%	19	0%
<b>Two or more races, non-Hispanic/Latino</b>	400	6%	962	5%	1,362	5%
<b>Race and/or ethnicity unknown</b>	16	0%	164	1%	180	1%
<b>Total</b>	6,439	100%	20,979	100%	27,418	100%
<i>All Minority as % of Total*</i>		26%		23%		24%
<i>All Minority as % of U.S.*</i>		28%		25%		25%

\*Additional information not requested by CDS

## Persistence

### B3. Number of degrees awarded by your institution from July 1, 2015 to June 30, 2016 (excluding double majors).

Certificate/diploma	0
Associate degrees	0
Bachelor's degrees	5,469
Postbachelor's certificates	0
Master's degrees	1,167
Post-master's certificates	0
Doctoral degrees -- research/scholarship	400
Doctoral degrees -- professional practice	190
Doctoral degrees -- other	0

ALL DEGREES

7,226

## Graduation Rates

The items in this section correspond to data elements collected by the IPEDS Web-based Data Collection System's Graduation Rate Survey (GRS). For complete instructions and definitions of data elements, see the IPEDS GRS instructions and glossary on the 2015 Web-based survey.

### For Bachelor's or Equivalent Programs

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 2010. Include in the cohort those who entered your institution during the summer term preceding fall 2010.

	n	%	Definitions are for the initial 2010 cohort of first-time, full-time Bachelor's (or equivalent) degree-seeking undergraduate students
B4. Initial 2010 freshman cohort	5,148		Total all students
B5. Allowable exclusions	5		Number who did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; total
B6. Final 2010 cohort	5,143		Final 2010 cohort, after adjusting for allowable exclusions
B7. Number graduating in 4 years and <b>Four-year graduation rate</b>	2,438	<b>47%</b>	Of the initial 2010 initial cohort, how many completed the program in four years or less (by August 31, 2014)
B8. Number graduating in 5 years	970	20%	Of the initial 2010 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2014 and by August 31, 2015)
<b>Five-year graduation rate</b>		<b>66%</b>	Five-year graduation rate for 2010 cohort
B9. Number graduating in 6 years	181	4%	Of the initial 2010 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2015 and by August 31, 2016)
B10. Total graduating within 6 years	3,589		Total graduating within six years
<b>B11. Six-year graduation rate</b>		<b>70%</b>	Six-year graduation rate for 2010 cohort
<b>B12 - B21.</b>			<b>Items B12 through B21 are for Two-Year Institutions only.</b>
<b>B22. Retention Rate</b>		<b>87%</b>	For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students* who entered your institution as freshmen in fall 2015 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in fall 2016?

\*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.

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## C. First-time, First-year (freshman) Admission: Common Data Set 2016-17

### Applications

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

Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in fall 2016. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, nonadmission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission.

	First-time, first-year (freshman) applicants	First-time, first-year admitted applicants	Percent admitted	Total first-time, first-year enrolled applicants	Total first-time, first-year enrolled Full-time	Total first-time, first-year enrolled Part-time
<b>Men</b>	18,017	13,353	74%	3,560	3,508	52
<b>Women</b>	16,030	12,734	79%	2,879	2,852	27
<b>Total</b>	34,047	26,087	77%	6,439	6,360	79

#### First-time, first-year (freshman) students by residency. (Information not requested by CDS)

	First-time, first-year (freshman) applicants	First-time, first-year admitted applicants	Percent admitted	Total first-time, first-year enrolled applicants	Total first-time, first-year enrolled Full-time	Total first-time, first-year enrolled Part-time	Freshman Yield
<b>In-state Colorado</b>	8,342	7,332	88%	3,349	3,314	35	46%
<b>Out of state</b>	25,626	18,751	73%	3,090	3,046	44	16%
<b>Total</b>	34,047*	26,087*	77%	6,439	6,360	79	

\*Because residency status is unknown for 79 applicants and 4 admits, numbers of in-state plus out-of-state students are lower than totals.



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

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

If yes, please answer the questions below for fall 2016 admissions:

Number of qualified applicants placed on waiting list: **3,668**

Number accepting a place on the waiting list: **414**

Number of wait-listed students admitted: **196**

Is your waiting list ranked?  Yes  No

If yes, do you release that information to students?  Yes  No

Do you release that information to school counselors?  Yes  No

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**Admission Requirements****C3. High school completion requirement**

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

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

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

- Require
- Recommend
- Neither required nor recommend

**C5. Distribution of high school units required and/or recommended.**

Specify the distribution of academic high school course units required and/or recommended of all or most degree-seeking students using Carnegie units (one unit equals one year of study or its equivalent). If you use a different system for calculating units, please convert.

This [varies by school/college](#). The table below shows units required for the majority of students (including students in Arts & Sciences; College of Media, Communication and Information; and Business).

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	Units required	Units recommended
<b>Total academic units</b>	<b>17</b>	
<b>English</b>	<b>4</b>	
<b>Mathematics</b>	<b>4*</b>	
<b>Science</b>	<b>3</b>	
<b>Of these, units that must be lab</b>	<b>2**</b>	
<b>Foreign language</b>	<b>3</b>	
<b>Social Studies</b>	<b>3</b>	
<b>Of these, units that must be</b>		
<b>History</b>	<b>1***</b>	
<b>Geography</b>	<b>1</b>	
<b>Academic electives</b>		
Computer science		
Visual/performing arts		
Other ( <i>specify</i> )		

\*Includes 2 of algebra, 1 of geometry, and 1 of college preparatory math such as trigonometry, analytic geometry, or elementary functions.

\*\***One** of which must be either chemistry or physics.

\*\*\*If U.S. history is used to meet the history requirement, the geography requirement may be met with 1/2 unit of geography and 1/2 unit of world history.

## Basis for Selection

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

**No open admission policy.**

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

	Very important	Important	Considered	Not considered
<b>Academic</b>				
<b>Rigor of secondary school record</b>	<b>X</b>			

Class rank	X			
Academic GPA	X			
Recommendation		X		
Standardized test scores	X			
Application Essay		X		
<i>Nonacademic</i>				
Interview				X
Extracurricular activities		X		
Talent/ability		X		
Character/personal qualities		X		
First generation		X		
Alumni/ae relation			X	
Geographical residence			X	
State residency			X	
Religious affiliation/commitment				X
Racial/ethnic status			X	
Volunteer work			X	
Work experience			X	
Level of applicant's interest			X	

## SAT and ACT Policies

### C8. Entrance exams

A. Does your institution make use of SAT, ACT, or SAT Subject Test scores in **admission** decisions for first-time, first-year, degree-seeking applicants?  Yes  No

If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for **Fall 2016**.

ADMISSION					
	Require	Recommend	Require for some	Considered if submitted	Not used
SAT or ACT	X				
ACT only					

<b>SAT only</b>					
<b>SAT and SAT Subject Tests or ACT</b>					
<b>SAT Subject Tests only</b>					<b>X</b>

B. If your institution will make use of the ACT in **admission** decisions for the first-time, first-year, degree-seeking applicants for **Fall 2018**, please indicate which ONE of the following applies:

- ACT with Writing component required
- ACT with Writing component recommended
- ACT with or without Writing component accepted

If your institution will make use of the SAT in admission decisions for first-time, first-year, degree-seeking applicants for Fall 2018, please indicate which ONE of the following applies (regardless of whether the Essay score will be used in the admissions process):

- SAT with Essay component required
- SAT with Essay component recommended
- SAT with or without Essay component accepted

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

	SAT essay	ACT essay
For admission	<input type="checkbox"/>	<input type="checkbox"/>
For placement	<input type="checkbox"/>	<input type="checkbox"/>
For advising	<input type="checkbox"/>	<input type="checkbox"/>
In place of an application essay	<input type="checkbox"/>	<input type="checkbox"/>
As a validity check on the application essay	<input type="checkbox"/>	<input type="checkbox"/>
No college policy as of now	<input type="checkbox"/>	<input type="checkbox"/>
<b>Not using essay component</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

- Yes**       No

E. Latest date by which SAT or ACT scores must be received for fall-term admission: **01/15**

Latest date by which SAT Subject Test scores must be received for fall-term admission:  
**Not applicable**

F. If necessary, use this space to clarify your test policies (e.g., if tests are recommended for some students, or if tests are not required of some students): **N/A**

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

- SAT**
- ACT**
- SAT Subject Tests**
- AP**
- CLEP**
- Institutional Exam**
- State Exam (specify):**

## Freshman Profile

Provide percentages for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students** enrolled in fall 2014, including students who began studies during summer, international students/nonresident aliens, and students admitted under special arrangements.

### C9. Percent and number of first-time, first-year (freshman) students enrolled in fall 2016 who submitted national standardized (SAT/ACT) test scores.

Include information for **ALL enrolled, degree-seeking, first-time, first-year (freshman) students who submitted national standardized (SAT/ACT) test scores**. Include information for **ALL enrolled, degree-seeking, first-time, first-year (freshman) students who submitted test scores**. Do not include partial test scores (e.g., mathematics scores but not critical reading for a category of students) or combine other standardized test results (such as TOEFL) in this item. Do not convert SAT scores to ACT scores and vice versa.

The 25th percentile is the score that 25 percent scored at or below; the 75th percentile score is the one that 25 percent scored at or above.

Percent submitting SAT scores: **33%**      Number submitting SAT scores: **2,118**  
 Percent submitting ACT scores: **79%**      Number submitting ACT scores: **5,090**

	25th percentile	75th percentile	Mean
<b>SAT Critical Reading</b>	<b>520</b>	<b>640</b>	<b>583</b>
<b>SAT Math</b>	<b>550</b>	<b>670</b>	<b>608</b>

<b>SAT Total</b>	<b>1090</b>	<b>1290</b>	<b>1191</b>
<b>ACT Composite</b>	<b>25</b>	<b>30</b>	<b>27</b>
<b>ACT English</b>	<b>24</b>	<b>31</b>	<b>27</b>
<b>ACT Math</b>	<b>24</b>	<b>29</b>	<b>27</b>

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

	<b>SAT I Verbal</b>	<b>SAT I Math</b>
<b>700-800</b>	11%	<b>14%</b>
<b>600-699</b>	<b>34%</b>	<b>42%</b>
<b>500-599</b>	39%	<b>36%</b>
<b>400-499</b>	12%	8%
<b>300-399</b>	3%	1%
<b>200-299</b>	<b>0%</b>	<b>0%</b>

	<b>ACT Composite</b>	<b>ACT English</b>	<b>ACT Math</b>
<b>30-36</b>	<b>29%</b>	<b>34%</b>	<b>24%</b>
<b>24-29</b>	<b>54%</b>	<b>44%</b>	<b>56%</b>
<b>18-23</b>	<b>16%</b>	<b>20%</b>	18%
<b>12-17</b>	<b>0%</b>	1%	<b>2%</b>
<b>6-11</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>below 6</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>

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

<b>Percent in top tenth of high school graduating class:</b>	<b>29%</b>
<b>Percent in top quarter of high school graduating class:</b>	60%
<b>Percent in top half of high school graduating class:</b>	<b>90%</b>
<b>Percent in bottom half of high school graduating class:</b>	<b>10%</b>
<b>Percent in bottom quarter of high school graduating class:</b>	<b>1%</b>

Percent of total first-time, first-year (freshman) students who submitted high school class rank: **46%**

Average high school class percentile rank of first-year (freshman) students: 75

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

Percent who had GPA of 3.75 and higher:	48%
Percent who had GPA between 3.50 and 3.74:	18%
Percent who had GPA between 3.25 and 3.49:	18%
Percent who had GPA between 3.00 and 3.24:	11%
Percent who had GPA between 2.50 and 2.99:	4%
Percent who had GPA between 2.0 and 2.49:	.2%
Percent who had GPA between 1.0 and 1.99:	0%
Percent who had GPA below 1.0:	0%

**C12. Average high school GPA of all degree-seeking, first-time, first-year (freshman) students who submitted GPA: 3.65**

Percent of total first-time, first-year (freshman) students who submitted high school GPA: **93%**

## Admission Policies

### C13. Application fee

Does your institution have an application fee?  Yes  No

Amount of application fee: **\$50 (\$70 for international students)**

Can it be waived for applicants with financial need?  Yes  No

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

Same fee

Free

Reduced

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

### C14. Application closing date

Does your institution have an application closing date?  Yes  No

Term Enrolling	Application Priority Date
----------------	---------------------------

<b>Fall</b>	<b>January 15</b>
Summer	January 15
Spring	October 1

Priority date: **November 15**

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

**Yes**  **No**

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

**On a rolling basis beginning:**

**Other:** Non-Binding Early Action Notification: Feb. 1. Regular admissions: Apr. 1 for fall and summer; applications are processed on a rolling basis and notifications begin going out on Oct. 1 for spring.

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

Must reply by (date):

No set date:

**Must reply by May 1 or within 2 weeks if notified thereafter.**

Other:

**Deadline for housing deposit (MMDD):**

**Amount of housing deposit: \$300**

**Refundable if student does not enroll?**

Yes, in full

Yes, in part

**No**

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

**Yes**  **No**

If yes, maximum period of postponement: **12 months**

**C19. Early admission of high school students:** Does your institution allow high school students to enroll as full-time, first-time, first-year (freshman) students one year or more before high school graduation?  Yes  **No**

**C20. Common application:** Question removed from CDS. (Initiated during 2006-07 cycle)

**Early Decision and Early Action Plans**



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

If "yes," please complete the following :

First or only early decision plan closing date:

First or only early decision plan notification date:

Other early decision plan closing date:

Other early decision plan notification date:

### **For the Fall 2016 entering class**

Number of early decision applications received by your institution:

Number of applicants admitted under early decision plan:

Please provide significant details about your early decision plan:

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

Yes  **No**

If "yes," please complete the following :

Early action closing date: **November 15**

Early action notification date: **February 1**

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

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## D. Transfer Admission: Common Data Set 2016-17

### Fall Applicants

D1. Does your institution enroll transfer students?  Yes  No

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

D2. Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 2016.

	Applicants	Admitted applicants	Percent Admitted	Total Enrolled applicants	Full Time	Part Time
Men	1,685	1,113	66%	667	620	47
Women	1,167	868	74%	466	425	41
<b>Total</b>	2,852	1,981	69%	1,133	1,045	88

The number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 2016, broken down by residency:

	Applicants	Admitted applicants	Percent Admitted	Total Enrolled applicants	Full Time	Part Time
In-state Colorado	1,071	903	84%	704	637	67
Out of state	1,723	1,077	63%	429	408	21
<b>Total</b>	2,852*	1,981*	69%	1,133	1,045	88

\*Because residency status is unknown for 58 applicants and 1 admit, numbers of in-state plus out-of-state students are lower than totals.

### Application for Admission

D3. Indicate terms for which transfers may enroll:

Fall  Winter  Spring  Summer

**D4.** Must a transfer applicant have a minimum number of credits completed or else must apply as an entering freshman?

Yes  No

**If yes, what is the minimum number of credits and the unit of measure?**

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

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

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

**\* This varies by college and school.**

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

**\* This varies by college and school.**

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

**Other requirements vary by department. Some colleges require specific courses and minimum number of credit hours. College of Music applicants must also complete a College of Music application after their admission application has been submitted, provide a letter of reference, and schedule an audition.**

**D9.** List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a check mark in the "Rolling admission" column.

	Priority	Notification	Rolling
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	date	Closing date	date	Reply date	admission
Fall	March 1	June 15*	March 1	June 15 (early notification) Aug 5 (regular decision)	X
Winter					
Spring		October 1	October 1	Dec 15	X
Summer		March 1	March 1	May 1	X

\*April 1 is the final deadline for transfer admission to the College of Music. Although the final application deadline for transfer students is April 1, we recommend that you apply by December 1 to guarantee your audition at one of our Saturday audition dates in February. Most scholarships are awarded to students who audition in February.

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

Yes  No

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

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### Transfer Credit Policies

D12. Report the lowest grade earned for any course that may be transferred for credit: **C- (1.700)**

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

**This is determined by the individual college/school to which the student applies. Please see <http://admissions.colorado.edu/undergraduate/apply/transfer/transfercredit> for more information.**

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

**This is determined by the individual college/school to which the student applies. Please see <http://admissions.colorado.edu/undergraduate/apply/transfer/transfercredit> for more information.**

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

**Not applicable.**

D16. Minimum number of credits that transfers must complete at your institution to earn a bachelor's degree:

**45 hours for Engineering and Arts & Sciences; varies for other colleges**

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

Please see <http://admissions.colorado.edu/undergraduate/apply/transfer/transferecredit>.

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## E. Academic Offerings and Policies: Common Data Set 2016-17

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

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Accelerated program                 | <input checked="" type="checkbox"/> Honors program  |
| <input checked="" type="checkbox"/> Cooperative education program       | <input checked="" type="checkbox"/> Independent study   |
| <input checked="" type="checkbox"/> Cross-registration                  | <input checked="" type="checkbox"/> Internships   |
| <input checked="" type="checkbox"/> Distance learning                   | <input checked="" type="checkbox"/> Liberal arts/career combination   |
| <input checked="" type="checkbox"/> Double major                        | <input checked="" type="checkbox"/> Student-designed major  |
| <input checked="" type="checkbox"/> Dual enrollment                     | <input checked="" type="checkbox"/> Study abroad  |
| <input checked="" type="checkbox"/> English as a Second Language        | <input checked="" type="checkbox"/> Teacher licensure program   |
| <input checked="" type="checkbox"/> Exchange student program (domestic) | <input type="checkbox"/> Weekend college  |
| <input type="checkbox"/> External degree program                        | <input checked="" type="checkbox"/> Other:<br>*Research and combined BA/MA<br>**Small Group Academic Programs |

\*Research and combined BA/MA include Undergraduate Research Opportunities Program and Concurrent Bachelor's/Master's Programs.

\*\*Small Group Academic Programs include Residence Hall Academic Programs and Presidents Leadership Class.

**E3. Areas in which all or most students are required to complete some course work prior to graduation.** (*Item E2 has been removed from the CDS*)

- |   |  |
|---|--|
| <input type="checkbox"/> Arts/fine arts                               | <input checked="" type="checkbox"/> Humanities (Literature and the Arts; Ideals and Values)      |
| <input type="checkbox"/> Computer literacy                            | <input checked="" type="checkbox"/> Mathematics (Quantitative Reasoning and Mathematical Skills) |
| <input checked="" type="checkbox"/> English (Written Communication)   | <input type="checkbox"/> Philosophy  |
| <input checked="" type="checkbox"/> Foreign languages (or competency) | <input checked="" type="checkbox"/> Sciences (Natural Science)                                   |
| <input checked="" type="checkbox"/> History (Historical Context)      | <input checked="" type="checkbox"/> Social science (Contemporary Societies)                      |
| <input checked="" type="checkbox"/> Other (describe): See below*      |  |

**\*Human Diversity, United States Context**

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

Library data are now reported to IPEDS. Information below is from the CU-Boulder 2014-15 IPEDS Academic Libraries submission. Updated data will be available by May 2016.

**Library holdings June 30, 2014**

Physical collection: **7,056,641 books** and **120,757 media**

Digital/Electronic collection: **584,830 books** and **228 databases**

Total library operating expenditures for 2013-14: **\$24,557,389**

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## F. Student Life: Common Data Set 2016-17

**F1.** Percentages of first-time, first-year (freshman) degree seeking students and all degree-seeking undergraduates enrolled in fall 2016 who fit the following categories:

	First-time, first-year (freshman) students	Undergraduates
Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator)	48%	41%
Percent of men who join fraternities*	14%	12%
Percent of women who join sororities	28%	20%
Percent who live in college-owned, -operated, or -affiliated housing	95%	29%
Percent who live off campus or commute	5%	71%
Percent of students age 25 and older	0%	5%
Average age of full-time students	18.1	20.1
Average age of all students (full- and part-time)	18.1	20.4

\*See <http://www.colorado.edu/greeks/information-greek-life> for information about the relationship between the University and Greek Organizations.

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

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



**Student  
Organization****society****F3. ROTC** (program offered in cooperation with Reserve Officers' Training Corps)

Army ROTC is offered:

- On campus**  
 At cooperating institution (name):

Naval ROTC is offered

- On campus**  
 At cooperating institution (name):

Air Force ROTC is offered

- On campus**  
 At cooperating institution (name):

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

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

**Additional Information, not part of CDS:**

Number of honor societies: **28**

Number of sororities: **9 Panhellenic, plus 1 local interest and 4 multi-cultural**

Number of fraternities: **19 associated with the Undergraduate Interfraternity Council, plus 5 multi-cultural**

Number of campus organizations: **Approximately 400 registered clubs/organizations**

Number of religious organizations: **Approximately 25**

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## G. Annual Expenses: Common Data Set 2016-17

G0. Please provide the URL of your institution's net price calculator:

<http://ofa.colorado.edu/netpricecalculator/>

Provide 2017-2018 academic year costs for the following categories that are applicable to your institution.

**NOTE: Expenses shown are for the 2016-17 academic year.**

Check here if your institution's 2017-2018 academic year costs are not available at this time and provide an approximate date (i.e., month/day) when your institution's final 2017-2018 academic year costs will be available: **June 2017**

### G1. Undergraduate full-time tuition, required fees, room and board

List the typical tuition, required fees, and room and board for a full-time undergraduate student for the FULL 2017-2018 academic year (30 semester hours or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits). A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters, two trimesters, three quarters, or the period covered by a four-one-four plan. Room and board is defined as double occupancy and 19 meals per week or the maximum meal plan. **Required fees** include only charges that all full-time students must pay that are **not** included in tuition (e.g., registration, health, or activity fees.) Do **not** include optional fees (e.g., parking, laboratory use).

	First-year	Undergraduates
<b>Private Institutions:</b>		
<b>Public Institutions In-district:</b>	N/A	N/A
<b>In-state (out-of-district) Tuition:</b>	\$9,768	\$9,768
<b>Out-of-state Tuition:</b>	\$33,316	\$32,346*
<b>Nonresident Aliens:</b>	\$34,948	\$33,930*
<b>Required Fees:</b>	\$1,763	\$1,763
<b>Room and Board: (on-campus)</b>	\$13,590	\$13,590

<b>Room Only: (on-campus)</b>		
<b>Board Only: (on-campus meal plan)</b>		

\*CU-Boulder has a four-year tuition guarantee program for non-resident undergraduates. With this guarantee, rates are held constant through the fourth summer from entry for all students enrolled as degree-seeking non-resident undergraduates. For details, see <http://www.colorado.edu/bfp/budget/tuitionfees/guarantee.html>. The amount listed is for non-resident undergraduates entering in fall **2016**.

Comprehensive tuition and room and board fee (if your college cannot provide separate tuition and room and board/fees): **N/A**

Other: **N/A**

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

<b>For in-state residents</b>	<b>Minimum = 12</b>	<b>Maximum = 18</b>
<b>For out of state</b>	<b>Minimum = 1</b>	<b>Maximum = n/a</b>

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

Yes  No

**G4. Do tuition and fees vary by undergraduate instructional program?**

Yes  No

**If yes, what percentage of full-time undergraduates pay more than the tuition and fees reported in G1?**

**37.9%**

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

	<b>Residents</b>	<b>Commuters (living at home)</b>	<b>Commuters (not living at home)</b>
<b>Books and supplies:</b>	<b>\$1,800</b>	<b>\$1,800</b>	<b>\$1,800</b>
<b>Room only:</b>			
<b>Board only:</b>			
Room and board total (if your college cannot provide separate room and board figures for commuters not living at home):	<b>\$13,590</b>	<b>\$4,400</b>	<b>\$11,788</b>
<b>Transportation:</b>	<b>\$936</b>	<b>\$936</b>	<b>\$936</b>

<b>Other expenses: (medical + personal)*</b>	<b>\$1,358</b>	<b>\$1,206</b>	<b>\$1,358</b>
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\*The Office of Financial Aid took a closer look at all the components this year to make sure they were reflective of a realistic cost at CU-Boulder. They found that the previous off-campus housing rate for undergraduate students was lower than what many of our students are experiencing. They also found the medical component to be higher than our undergraduate students are paying. A small population of undergraduates enroll in the campus health insurance, which is what this component was there to cover. In addition, changes to medical coverage nationwide (such as students being able to remain on their parents' health insurance for a longer period of time) have had an impact. Consequently they removed this expense to reflect a more accurate budget for most CU-Boulder students.

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

<b>PRIVATE INSTITUTIONS</b>	
<b>PUBLIC INSTITUTIONS</b>	
<b>In-district</b>	
In-state (out-of-district)	
Out-of-state	
<b>NONRESIDENT ALIENS</b>	

**Not Applicable**

#### **Undergraduate Cost of Attendance (Information not requested by CDS)**

Cost of attendance (COA) is an estimate of the amount it will cost a student to attend CU-Boulder for one academic year. COA includes: (1) direct education expenses (tuition, fees, books, and supplies) and (2) indirect education expenses (room, board, personal, medical, and transportation). COA is used in determining the amount of financial aid for which a student is eligible. Eligibility is a direct function of financial need, calculated as the difference between total COA and the expected family contribution.

#### **COA for first-year students living on campus:**

<b>For in-state residents</b>	<b>\$29,216</b>
<b>For out of state</b>	<b>\$53,486</b>

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## H. Financial Aid: Common Data Set 2016-17

### Aid Awarded to Enrolled Undergraduates

**NOTE: The notes in H15 have been updated for 2016-17.**

**H1. Enter total dollar amounts awarded to full-time and less than full-time degree-seeking undergraduates** (using the same cohort reported in CDS Question B1, "total degree-seeking" undergraduates) in the following categories. (Note: If the data being reported are final figures for the 2013-2014 academic year (see the next item below), use the 2013-2014 academic year's CDS Question B1 cohort.) Include aid awarded to international students (i.e., those not qualifying for federal aid). Aid that is non-need-based but that was used to meet need should be reported in the need-based aid columns. (For a suggested order of precedence in assigning categories of aid to cover need, see the entry for "non-need-based scholarship or grant aid" on the last page of the definitions section.)

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

2016-2017 estimated or  2015-2016 final

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

**Federal methodology (FM)**

Institutional methodology (IM)

Both FM and IM

	Need-based	Non-need-based
	\$	\$
<b>Scholarships/Grants</b>		
<b>Federal</b>	<b>\$20,847,381</b>	<b>\$1,594,103</b>
<b>State (i.e., all states, not only the state in which your institution is located)</b>	<b>\$8,109,251</b>	<b>\$388,658</b>
<b>Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).</b>	<b>\$45,797,949</b>	<b>\$24,321,855</b>
<b>Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college</b>	<b>\$3,773,990</b>	<b>\$11,356,750</b>
<b>Total Scholarships/Grants 51941395</b>	<b>\$78,528,571</b>	<b>\$37,661,366</b>
<b>Self-Help</b>		
<b>Student loans from all sources (excluding parent</b>		

loans)	\$52,620,888	\$37,312,846
Federal Work-Study	\$1,079,200	.
State and other (e.g., institutional) work-study/employment (Note: Exclude Federal Work-Study captured above.)	\$1,936,475	\$55,164
<b>Total Self-Help</b>	<b>\$55,636,564</b>	<b>\$37,368,010</b>
Parent Loans	\$29,895,856	\$59,579,633
Tuition waivers (optional)		
Athletic awards	\$2,293,586	\$7,074,687

## Number of Enrolled Students Awarded Aid

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

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

Need-based awards	First-time Full-time Freshmen	Full-time Undergrad (inc. fresh)	Less than Full-time Undergrad
a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2012 cohort)	6,365	25,597	1,751
b) Number of students in line a who applied for need-based financial aid	4,055	12,537	673
c) Number of students in line b who were determined to have financial need	2,471	9,046	548
d) Number of students in line c who were awarded any financial aid	2,412	8,736	462
e) Number of students in line d who were awarded any need-based scholarship or grant aid	1,879	6,844	367
f) Number of students in line d who were awarded any need-based self-help aid	2,065	7,703	407
g) Number of students in line d who were awarded any non-need-based scholarship or grant aid	135	311	4
h) Number of students in line d whose need was			

<b>fully met (exclude PLUS loans, unsubsidized loans and private alternative loans).</b>	<b>1,112</b>	<b>3,570</b>	<b>135</b>
<b>i) On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans).</b>	<b>82%</b>	<b>81%</b>	<b>76%</b>
<b>j) The average financial aid package of those in line d. Exclude any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans).</b>	<b>\$16,237</b>	<b>\$16,838</b>	<b>\$13,718</b>
<b>k) Average need-based scholarship or grant award of those in line e</b>	<b>\$11,465</b>	<b>\$11,026</b>	<b>\$6,630</b>
<b>l) Average need-based self-help award (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f</b>	<b>\$5,563</b>	<b>\$6,776</b>	<b>\$8,268</b>
<b>m) Average need-based loan (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f who were awarded a need-based loan.</b>	<b>\$5,356</b>	<b>\$6,490</b>	<b>\$8,102</b>

**H2A. Number of Enrolled Students Awarded Non-need-based Scholarships and Grants:** List the number of degree-seeking full-time and less-than-full-time undergraduates who had no financial need and who were awarded institutional non-need-based scholarship or grant aid. Numbers should reflect the cohort awarded the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

<b>Non-need-based awards</b>	<b>First-time Full-time Freshmen</b>	<b>Full-time Undergrad (Inc. fresh.)</b>	<b>Less than Full-time Undergrad</b>
n) Number of students in line a who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletic awards and tuition benefits)	<b>2,125</b>	<b>6,869</b>	<b>181</b>
o) Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line (n)	<b>\$8,893</b>	<b>\$9,205</b>	<b>\$7,332</b>
p) Number of students in line a who were awarded an institutional non-need-based athletic scholarship or grant	<b>48</b>	<b>272</b>	<b>6</b>



q) Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line (p)	\$27,447	\$28,267	\$15,440
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H3. Incorporated into H1 above.

**Note: These are the graduates and loan types to include and exclude in order to fill out CDS H4 and H5.**

Include:

- 2016 undergraduate class: who graduated between July 1, 2015 and June 30, 2016 who started at your institution as first-time students and received a bachelor's degree between July 1, 2015 and June 30, 2016.
- only loans made to students who borrowed while enrolled at your institution.
- co-signed loans.

Exclude:

- students who transferred in.
- money borrowed at other institutions.
- parent loans.
- students who did not graduate or who graduated with another degree or certificate (but no bachelor's degree).

H4. Provide the number of students in the 2016 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2015 and June 30, 2016. Exclude students who transferred into your institution.

4,135

H5. Number and percent of students in class (defined in H4 above) borrowing from federal, non-federal, and any loan sources, and the average (or mean) amount borrowed. **NOTE: The "Average per-undergraduate-borrower cumulative principal borrowed," is designed to provide better information about student borrowing from federal and nonfederal (institutional, state, commercial) sources. The numbers, percentages, and averages for each row should be based only on the loan source specified for the particular row. For example, the federal loans average (row b) should only be the cumulative average of federal loans and the private loans average (row e) should only be the cumulative average of private loans.**

Source/Type of Loans	# in the class (defined in H4 above) who borrowed from the types of loans specified in the first column	% of the class (defined above) who borrowed from the types of loans specified in the first column (nearest 1%)	Average per-undergraduate-borrower cumulative principal borrowed from the types of loans specified in the first column (nearest \$1)
a) Any loan program: Federal Perkins, Federal Stafford Subsidized and Unsubsidized, institutional,			

state, private loans that your institution is aware of, etc. Include both Federal Direct Student Loans and Federal Family Education Loans	<b>1,772</b>	<b>43%</b>	<b>\$27,405</b>
b) Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans	<b>1,698</b>	<b>41%</b>	<b>\$19,365</b>
c) Institutional loan programs	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
d) State loan programs	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
e) Private alternative loans made by a bank or lender	<b>379</b>	<b>9%</b>	<b>\$41,373</b>

### Aid to Undergraduate Degree-seeking Nonresident Aliens

(Note: Report numbers and dollar amounts for the same academic year checked in item H1.)

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

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

If institutional financial aid is available for undergraduate degree-seeking nonresident aliens, provide the number of undergraduate degree-seeking nonresident aliens who were awarded need-based or non-need-based aid: **127**

Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens: **\$15,705**

Total dollar amount of institutional financial aid awarded to all undergraduate degree-seeking nonresident aliens: **\$1,994,555**

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

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

## Process for First-Year/Freshman Students

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

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

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

Priority date for filing required financial aid forms: **March 1**

Deadline for filing required financial aid forms: **None**

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

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

a. Students notified on or about (date):

b. Students notified on a rolling basis:  Yes  No If yes, starting date: **March 15.**

**H11.** Indicate reply dates:

Students must reply by (date): **Within 3 weeks of notification.** Loans must be accepted on-line at [myCUBoulder.colorado.edu](http://myCUBoulder.colorado.edu). Grants, scholarships, and work-study are automatically accepted for students.

## Types of Aid Available

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

**H12.** Loans

FEDERAL DIRECT STUDENT LOAN PROGRAM (DIRECT LOAN)

- Direct Subsidized Stafford Loans**
- Direct Unsubsidized Stafford Loans**
- Direct PLUS Loans**

- Federal Perkins Loans**
- Federal Nursing Loans
- State Loans
- College/university loans from institutional funds**
- Other (specify): **private lenders**

**H13. Scholarships and Grants**

Need-based:

- Federal Pell**
- SEOG**
- State scholarships/grants**
- Private scholarships**
- College/university scholarship or grant aid from institutional funds**
- United Negro College Fund
- Federal Nursing Scholarship
- Other (specify):

Non-need based (college-administered):

- State**
- Academic**
- Creative arts/performance**
- Special achievements/activities**
- Special characteristics**
- Athletic**
- ROTC**
- Other (specify):

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

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

**H15.** If your institution has recently implemented any major financial aid policy, program, or initiative to make your institution more affordable to incoming students such as replacing loans with grants, or waiving costs for families below a certain income level, please provide details below.

### **Colorado resident undergraduates**

In April 2016 the University of Colorado Board of Regents approved a four-year guarantee of tuition and mandatory fee costs for undergraduate resident students. The purpose of this guarantee is to provide financial predictability for students and families. The [Guarantee program](#) places each student within a cohort that is defined by the date of entry to the university. Each entering freshman class will see a one-time increase in tuition and mandatory fees with a lock on that tuition and fees for the next four years. The inaugural cohort comprises all resident undergraduate students – freshmen and transfers – who enrolled in Fall 2016.

The CU Boulder [Esteemed Scholars Program](#) scholarship program recognizes top Colorado resident students for their outstanding academic achievements. These scholarships were first awarded in fall 2013. Students applying as freshmen for the fall semester are automatically considered for the program upon submission of an admissions application to CU Boulder. Named for CU Boulder's first presidents, the scholarships include the President Joseph A. Sewall Award (\$20,000, paid over 4 years; \$5,000 per year), the President Horace M. Hale Award (\$14,000, paid over 4 years; \$3,500 per year), and the President James H. Baker Award (\$10,000, paid over 4 years; \$2,500 per year). The program is merit based; scholarships will be awarded to a select group of entering Colorado resident freshman students based on a combination of grade point average and ACT or SAT test scores.

In response to the White House initiative to expand college opportunities for American students, the CU Boulder campus has committed to expanding the [CU Promise](#) program to include all Pell eligible students beginning in the fall of 2014. Eligible CU Boulder students who enter as a new freshman or transfer student are awarded grants plus a work-study award to cover the cost of tuition, required fees and estimated books. We anticipate 550 to 600 new students in this program.

To maintain accessibility, CU Boulder has several financial aid programs for resident undergraduates. These programs are for Boulder campus degree-seeking and teacher licensure students. They are based on credits taken on the main campus only; continuing education hours are not included.

The CU Boulder Transfer Excellence Scholarship will be awarded beginning Fall 2017 to undergraduate resident and out-of-state students transferring to CU Boulder with a cumulative college GPA of 3.75 or better and who have completed a minimum of 12 credit hours of college course work after high school graduation (or equivalent). Amount of the award is \$6,000 per year for out-of-state students and \$3,000 per year for in-state students.

### **Out-of-state undergraduates**

Tuition rates for undergraduates not classified as Colorado residents for tuition purposes have been covered by the non-resident undergraduate tuition guarantee program since 2005-06. [Click here](#) for details of the non-resident undergraduate tuition guarantee.

The [Chancellor's Achievement Scholarship](#) (introduced in 2005-06) offers \$25,000 over four years to the top 25% of out-of-state admitted new freshmen.

[Presidential Scholars](#) are a select group drawn from Chancellor's Achievement Scholars. Presidential Scholars receive \$55,000 over four years. These select students are awarded \$15,000 per year during their freshman and sophomore years and \$12,500 per year during their junior and senior years. The Presidential Scholars program began in 2006-07.

The CU Boulder Transfer Excellence Scholarship will be awarded beginning Fall 2017 to undergraduate resident and out-of-state students transferring to CU Boulder with a cumulative college GPA of 3.75 or better and who have completed a minimum of 12 credit hours of college course work after high school graduation (or equivalent). Amount of the award is \$6,000 per year for out-of-state students and \$3,000 per year for in-state students.

## I. Instructional Faculty and Class Size: Common Data Set 2016-17

**I1. Please report the number of instructional faculty members in each category for Fall 2016. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.**

The following definition of full-time instructional faculty is used by the American Association of University Professors (AAUP) in its annual Faculty Compensation Survey (the part-time definitions are not used by AAUP). Instructional Faculty is defined as those members of the instructional-research staff whose major regular assignment is instruction, including those with released time for research. Use the chart below to determine inclusions and exclusions:

	Full-time	Part-time
(a) instructional faculty in preclinical and clinical medicine, faculty who are not paid (e.g., those who donate their services or are in the military), or research-only faculty, post-doctoral fellows, or pre-doctoral fellows	Exclude	Include only if they teach one or more non-clinical credit courses
(b) administrative officers with titles such as dean of students, librarian, registrar, coach, and the like, even though they may devote part of their time to classroom instruction and may have faculty status	Exclude	Include if they teach one or more non-clinical credit courses
(c) other administrators/staff who teach one or more non-clinical credit courses even though they do not have faculty status	Exclude	Include
(d) undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, teaching fellow, and the like	Exclude	Exclude
(e) faculty on sabbatical or leave with pay	Include	Exclude
(f) faculty on leave without pay	Exclude	Exclude
(g) replacement faculty for faculty on sabbatical leave or leave with pay	Exclude	Include

**Full-time instructional faculty:** faculty employed on a full-time basis for instruction (including those with released time for research).

**Part-time instructional faculty:** Adjuncts and other instructors being paid solely for part-time classroom instruction. Also includes full-time faculty teaching less than two semesters, three quarters, two trimesters, or two four-month sessions. Employees who are not considered full-time instructional faculty but who teach one or more non-clinical credit courses may be counted as part-time faculty.

**Minority faculty:** includes faculty who designate themselves as Black, non-Hispanic; American Indian or Alaska Native; Asian, Native Hawaiian or other Pacific Islander, or Hispanic.

**Doctorate:** includes such degrees as Doctor of Philosophy, Doctor of Education, Doctor of Juridical Science, and Doctor of Public Health in any field such as arts, sciences, education, engineering, business, and public administration. Also includes terminal degrees formerly designated as "first professional," including dentistry (DDS or DMD), medicine (MD), optometry (OD), osteopathic medicine (DO), pharmacy (DPharm or BPharm), podiatric medicine (DPM), veterinary medicine (DVM), chiropractic (DC or DCM), or law (JD).

**Terminal master's degree:** a master's degree that is considered the highest degree in a field: e.g., M. Arch (architecture) and MFA (master of fine arts in art or theatre).

FALL 2016	Full time	% Full time	Part time	% Part time	Total	% of Total Faculty
a) Total number of instructional faculty	1,560	69%	700	31%	2,260	100%
b) Total number who are members are members of minority groups	275	77%	84	23%	359	16%
c) Total number who are women	592	67%	298	33%	890	39%
d) Total number who are men	968	71%	401	29%	1,369	61%
e) Total number who are non-resident aliens (international)	50	68%	23	32%	73	3%
f) Total number with doctorate, or other terminal degree		%		%		%
g) Total number whose highest degree is a master's but not a terminal master's		%		%		%
h) Total number whose highest degree is a bachelor's		%		%		%
i) Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)		%		%		%
j) Total number in stand-alone graduate/professional programs in which faculty teach virtually only graduate-level students	454	32%	97	68%	142	6%
Total number whose highest degree is a Doctorate		%		%		%

### Faculty -- Highest Degree

All tenured and tenure-track faculty have a doctorate or other terminal degree. The percentage of full-time instructional faculty whose highest degree is a doctorate or other terminal degree is 92%.

### Student to Faculty Ratio



12. Report the Fall 2016 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 2016 Student to Faculty ratio: 17.3 to 1 (based on 29,612 student FTE and 1,708 faculty FTE [from 33,289 undergraduate and graduate students excluding law and telecommunications and 2,109 instructional faculty excluding law and telecommunications]). updated 4/12/17

## Undergraduate Class Size

13. In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 2016 term.

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

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

Using the above definitions, please report for each of the following class-size intervals the number of **class sections** and **class subsections** offered in Fall 2016. For example, a lecture class with 800 students who met at another time in 40 separate labs with 20 students should be counted once in the "100+" column in the class section column and 40 times under the "20-29" column of the class subsections table.

### Number of Class Sections with Undergraduates Enrolled

Fall 2016 Undergraduate Class Size

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
<b>Class sections</b>	304	1,268	719	397	195	320	223	3,426
<b>% of total class sections</b>	9%	37%	21%	12%	6%	9%	7%	100%

<b>Cumulative %</b>	9%	<b>46%</b>	<b>67%</b>	<b>79%</b>	<b>85%</b>	<b>93%</b>	<b>100%</b>	
<b>Class subsections</b>	134	<b>379</b>	<b>848</b>	<b>162</b>	<b>10</b>	20	<b>1</b>	<b>1,554</b>
<b>% of total class subsections</b>	9%	<b>24%</b>	<b>55%</b>	<b>10%</b>	<b>1%</b>	<b>1%</b>	<b>&lt;1%</b>	<b>100%</b>
<b>Cumulative %</b>	9%	<b>33%</b>	<b>88%</b>	<b>98%</b>	<b>99%</b>	<b>100%</b>	<b>100%</b>	

**NOT CDS, but asked on several college guide questionnaires, including US News**

- Of the 3,426 undergraduate class **sections** shown above, **424** officially list a graduate teaching assistant as the primary instructor.
- Of the 1,554 undergraduate class **subsections** shown above, **596** officially list a graduate teaching assistant as the primary instructor.

[ODA Home](#) > [Institutional Research](#) > [CDS](#) > [CDS 16-17](#)

## J. Degrees Conferred: Common Data Set 2016-17

### Degrees conferred between July 1, 2015 and June 30, 2016

For each of the following discipline areas, provide the percentage of diplomas/certificates, associate, and bachelor's degrees awarded. To determine the percentage, use major, not headcount (e.g., students with one degree but a double major will be represented twice). Calculate the percentage from your institution's IPEDS Completions by using the sum of 1st and 2nd majors for each CIP code as the numerator and the sum of the Grand Total by 1st Majors and the Grand Total by 2nd major as the denominator. If you prefer, you can compute the percentages using 1st majors only.

### Undergraduate Degrees Only--includes double and second majors

CIP Discipline and Code Category	N	PCT
Natural resources and conservation 03	179	3%
Architecture 04	104	2%
Area, ethnic, and gender studies 05	56	1%
Communication/journalism 09	571	10%
Computer and information sciences 11	155	3%
Education ( <i>Music only</i> ) 19	19	<1%
Engineering 14	654	11%
Foreign languages, literatures, and linguistics 16	171	3%
English 23	133	2%
Liberal arts/general studies 24	28	<1%
Biological/life sciences 26	846	14%
Mathematics 27	136	2%
Interdisciplinary studies 30	181	3%
Philosophy and religious studies 38	73	1%
Physical sciences 40	145	2%
Psychology 42	491	8%
Social sciences 45	831	14%
Visual and performing arts 50	308	5%
Health professions and related programs 51	62	1%
Business/marketing 52	772	13%
History 54	79	1%
<b>ALL (includes double majors)</b>	<b>5,994</b>	<b>100%</b>

