

University of Colorado Boulder  
Common Data Set Submission 2015-2016

## A. General Information: Common Data Set 2015-16

### 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

### A3. Classify your undergraduate institution:

Coeducational College

### A4. Academic year calendar

Semester

### A5. Degrees offered by your institution

Bachelor's

Master's

Post-Master's Certificate

Doctoral Degree Research/Scholarship

Doctoral Degree – Professional Practice

## B. Enrollment and Persistence: Common Data Set 2015-16

### 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, 2015. Note: Report students formerly designated as "first professional" in the graduate cells. NOTE: The numbers provided here are from our Fall 2015 census file, created on 9/11/15. These will not match official IPEDS enrollment numbers for Fall 2015 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	3,298	2,865	6,163	30	17	47	3,328	2,882	6,210
Other first-year, degree-seeking	1,155	803	1,958	88	55	143	1,243	858	2,101
All other degree-seeking	9,160	7,527	16,687	949	544	1,493	10,109	8,071	18,880
(Total degree-seeking)	13,613	11,195	24,808	1,067	616	1,683	14,680	11,811	26,491
All other UGs enrolled in credit courses	62	36	98	202	219	421	264	255	519
-- Total undergraduates	13,675	11,231	24,906	1,269	835	2,104	14,944	12,066	27,010
<b>GRADUATE</b>									
Degree-seeking, first-time	582	437	1,019	312	206	518	894	643	1,537
All other degree-seeking	756	627	1,383	1,536	1,021	2,557	2,292	1,648	3,940
All other enrolled in credit courses	6	4	10	158	120	278	164	124	288
-- Total graduate	1,344	1,068	2,412	2,006	1,347	3,353	3,350	2,415	5,765
<b>ALL STUDENTS</b>									
-- Grand total	15,019	12,299	27,318	3,275	2,182	5,457	18,294	14,481	32,775

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

<b>Total all undergraduates</b>	27,010
<b>Total all graduate and professional students</b>	5,765
<b>GRAND TOTAL ALL STUDENTS</b>	32,775
<b>FTE calculated by CDS method (full-time + 1/3 part-time)</b>	29,137

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, 2014. 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*	Count
Nonresident Aliens	428	7%	1,585	6%	38	1,623	6%
Hispanic/Latino	727	12%	2,805	11%	35	2,840	11%
Black, or African American, non-Hispanic/Latino	102	2%	429	2%	5	434	2%
White, non-Hispanic/Latino	4,250	68%	18,713	71%	373	19,086	71%
American Indian or Alaskan Native, non-Hispanic/Latino	16	0%	75	0%	2	77	0%
Asian, non-Hispanic Latino	337	5%	1,433	5%	23	1,456	5%
Native Hawaiian or other Pacific Islander, non-Hispanic/Latino	5	0%	17	0%	0	17	0%
Two or more races, non-Hispanic/Latino	327	5%	1,220	5%	18	1,238	5%
Race/Ethnicity unknown	18	0%	214	1%	25	239	1%
Total	6,210	100%	26,491	100%	519	27,010	100%
<i>All Minority as % of Total*</i>		24%		23%			22%
<i>All Minority as % of U.S.*</i>		26%		24%			24%

	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*
Nonresident Aliens	428	7%	1,157	6%	1,585	6%
Hispanic/Latino	727	12%	2,078	10%	2,805	11%
Black or African American, non-Hispanic/Latino	102	2%	327	2%	429	2%
White, non-Hispanic/Latino	4,250	68%	14,463	71%	18,713	71%
American Indian or Alaskan Native, non-Hispanic/Latino	16	0%	59	0%	75	0%
Asian, non-Hispanic/Latino	337	5%	1,096	5%	1,433	5%
Native Hawaiian or other Pacific Islander, non-Hispanic/Latino	5	0%	12	0%	17	0%
Two or more races, non-Hispanic/Latino	327	5%	893	4%	1,220	5%
Race and/or ethnicity unknown	18	0%	196	1%	214	1%
Total	6,210	100%	20,281	100%	26,491	100%
<i>All Minority as % of Total*</i>		24%		22%		23%
<i>All Minority as % of U.S. *</i>		26%		23%		24%

\*Additional information not requested by CDS

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### Persistence

B3. Number of degrees awarded by your institution from July 1, 2014 to June 30, 2015 (excluding double majors).

Certificate/diploma	0
Associate degrees	0
Bachelor's degrees	5,289
Postbachelor's certificates	0
Master's degrees	1,225
Post-master's certificates	0
Doctoral degrees -- research/scholarship	419
Doctoral degrees -- professional practice	172
Doctoral degrees -- other	0
<b>ALL DEGREES</b>	<b>7,105</b>

## 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 2009. Include in the cohort those who entered your institution during the summer term preceding fall 2009.

	n	%	Definitions are for the initial 2009 cohort of first-time, full-time Bachelor's (or equivalent) degree-seeking undergraduate students
B4. Initial 2009 freshman cohort	5,530		Total all students
B5. Allowable exclusions	9		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 2009 cohort	5,521		Final 2009 cohort, after adjusting for allowable exclusions
B7. Number graduating in 4 years and <b>Four-year graduation rate</b>	2,598	<b>47%</b>	Of the initial 2009 initial cohort, how many completed the program in four years or less (by August 31, 2013)
B8. Number graduating in 5 years	1,123	20%	Of the initial 2009 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2013 and by August 31, 2014)
<b>Five-year graduation rate</b>		<b>67%</b>	Five-year graduation rate for 2009 cohort
B9. Number graduating in 6 years	220	4%	Of the initial 2009 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2014 and by August 31, 2015)
B10. Total graduating within 6 years	3,941		Total graduating within six years
B11. <b>Six-year graduation rate</b>		<b>71%</b>	Six-year graduation rate for 2009 cohort
<b>B12 - B21.</b>			<b>Items B12 through B21 are for Two-Year Institutions only.</b>
B22. <b>Retention Rate</b>		<b>86%</b>	For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students* who entered your institution as freshmen in fall 2014 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in fall 2015?

\*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.

## C. First-time, First-year (freshman) Admission: Common Data Set 2015-16

### 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 2014. 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>	16,603	12,742	77%	3,328	3,298	30
<b>Women</b>	14,688	12,191	83%	2,880	2,863	17
<b>Total</b>	31,326*	24,941*	80%	6,208	6,161	47

\*Because gender is unknown for 35 applicants and 8 admits, numbers of men plus women are lower than totals.

#### 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>	8,176	7,357	90%	3,298	3,273	25	43%
<b>Out of state</b>	23,010	17,574	76%	2,910	2,888	22	16%
<b>Total</b>	31,326*	24,942*	80%	6,208	6,161	47	

\*Because residency status is unknown for 140 applicants and 11 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

If yes, please answer the questions below for fall 2014 admissions:

Number of qualified applicants placed on waiting list

2,110

Number accepting a place on the waiting list

363

Number of wait-listed students admitted

0

Is your waiting list ranked?

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

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

**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).**

	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.

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#### Basis for Selection

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

**No open admission policy.**

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
<i>Academic</i>				
Rigor of secondary school record	X			
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

If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for **Fall 2015**.

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

B. If your institution will make use of the ACT in **admission** decisions for the first-time, first-year, degree-seeking applicants for **Fall 2017**, please indicate which ONE of the following applies:  
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 2017, please indicate which ONE of the following applies (regardless of whether the Essay score will be used in the admissions process):  
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:  
Not using essay component

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

E. Latest date by which SAT or ACT scores must be received for fall-term admission: **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):  
AP  
CLEP  
INSTITUTIONAL EXAM

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#### Freshman Profile

Provide percentages for ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students enrolled in fall 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 2014 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: **38%**

Number submitting SAT scores: **2,334**

Percent submitting ACT scores: **77%**

Number submitting ACT scores: **4,776**

	25th percentile	75th percentile	Mean
SAT Critical Reading	530	640	584
SAT Math	540	660	604
SAT Total	1090	1280	1188
ACT Composite	24	30	27
ACT English	24	31	27
ACT Math	24	29	26

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

	SAT I Verbal	SAT I Math
700-800	9%	14%
600-699	36%	40%
500-599	41%	38%
400-499	12%	8%
300-399	2%	0%
200-299	0%	0%

	ACT Composite	ACT English	ACT Math
30-36	27%	32%	22%
24-29	54%	44%	55%
18-23	18%	22%	21%
12-17	0%	2%	2%
6-11	0%	0%	0%
below 6	0%	0%	0%

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

<b>Percent in top tenth of high school graduating class:</b>	<b>28%</b>
<b>Percent in top quarter of high school graduating class:</b>	<b>57%</b>
<b>Percent in top half of high school graduating class:</b>	<b>89%</b>
<b>Percent in bottom half of high school graduating class:</b>	<b>11%</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: **48%**

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.

<b>Percent who had GPA of 3.75 and higher:</b>	<b>44%</b>
<b>Percent who had GPA between 3.50 and 3.74:</b>	<b>18%</b>
<b>Percent who had GPA between 3.25 and 3.49:</b>	<b>20%</b>
<b>Percent who had GPA between 3.00 and 3.24:</b>	<b>12%</b>
<b>Percent who had GPA between 2.50 and 2.99:</b>	<b>5%</b>
<b>Percent who had GPA between 2.0 and 2.49:</b>	<b>.1%</b>
<b>Percent who had GPA between 1.0 and 1.99:</b>	<b>0%</b>
<b>Percent who had GPA below 1.0:</b>	<b>0%</b>

C12. Average high school GPA of all degree-seeking, first-time, first-year (freshman) students who submitted GPA: 3.62

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

Amount of application fee:

\$50 (\$70 for international students)

Can it be waived for applicants with financial need?

Yes

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

Same Fee

Can on-line application fee be waived for applicants with financial need?

Yes

C14. Application closing date

Does your institution have an application closing date?

Yes

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

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?**

No

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

Yes

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?

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?

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 2014 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

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?

No

## D. Transfer Admission: Common Data Set 2015-16

Fall Applicants

D1. Does your institution enroll transfer students?

Yes

If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities?

Yes

D2. Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 2015.

	Applicants	Admitted applicants	Percent Admitted	Total Enrolled applicants	Full Time	Part Time
<b>Men</b>	1,609	1,026	66%	595	541	54
<b>Women</b>	1,194	857	73%	451	415	36
<b>Total</b>	2,812*	1,885*	70%	1,046	956	90

**\*Because gender is unknown for 9 applicants and 2 admits, numbers of men plus women are lower than totals.**

The number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 2015, broken down by residency:

	Applicants	Admitted applicants	Percent Admitted	Total Enrolled applicants	Full Time	Part Time
<b>In-state Colorado</b>	1,004	804	82%	599	532	67
<b>Out of state</b>	1,760	1,080	61%	447	424	23
<b>Total</b>	2,812*	1,885*	69%	1,046	956	90

**\*Because residency status is unknown for 48 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

Spring

Summer

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

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:

**One academic letter of recommendation is required. 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 date	Closing date	Notification date	Reply date	Rolling admission
Fall		March 1	March 1	June 15	X
Winter					
Spring		October 1	October 1	Dec 15	X

Summer		March 1	March 1	June 15	X
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**D10.** Does an open admission policy, if reported, apply to transfer students?

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 the transfer credit webpage at <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/transfercredit>.**

## E. Academic Offerings and Policies: Common Data Set 2015-16

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

Accelerated Program  
Cooperative Education Program  
Cross-Registration  
Distance Learning  
Double Major  
Dual Enrollment  
English as a Second Language  
Exchange Student Program (Domestic)  
Honors Program  
Independent  
Internships  
Liberal Arts/Career Combination  
Student-Designed Major  
Study Abroad  
Teacher Licensure Program  
Other: Research and Combined BA/MA and 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*)

English (Written Communication)  
Foreign Languages (or Competency)  
History (Historical Context)  
Other: Human Diversity, United States Context  
Humanities (Literature and the Arts; Ideals and Values)  
Mathematics (Quantitative Reasoning and Mathematical Skills)  
Sciences (Natural Science)  
Social Science (Contemporary Societies)

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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**

## F. Student Life: Common Data Set 2015-16

**F1.** Percentages of first-time, first-year (freshman) degree seeking students and all degree-seeking undergraduates enrolled in fall 2015 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)	47%	40%
Percent of men who join fraternities*	12%	10%
Percent of women who join sororities	25%	19%
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	20.2
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.

Campus Ministries  
 Choral Groups  
 Concert Band  
 Dance  
 Drama/Theater  
 Jazz Band  
 Literary Magazine  
 Marching Band  
 Model UN  
 Opera  
 Pep Band  
 Radio Station  
 Student Government  
 Student Newspaper  
 Student-run Film Society  
 Symphony Orchestra

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

Army ROTC is offered:  
 On campus

Naval ROTC is offered  
On campus

Air Force ROTC is offered  
On campus

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

Coed dorms

Apartments for married students

Other housing options: Residential Academic Programs within specific dorms

Special housing for disabled students

Fraternity/sorority housing

Theme housing

**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: **15 associated with the Undergraduate Interfraternity Council, plus 1 local interest and 2 multi-cultural**

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

Number of religious organizations: **Approximately 30**

## G. Annual Expenses: Common Data Set 2015-16

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

<http://www.collegeportraits.org/CO/CU-Boulder/estimator/agree>

Provide 2016-2017 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 2016-2017 academic year costs are not available at this time and provide an approximate date (i.e., month/day) when your institution's final 2016-2017 academic year costs will be available: **June 2016**

### 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 2016-2017 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
Private Institutions:		
Public Institutions In-district:	N/A	N/A
In-state (out-of-district) Tuition:	\$9,768	\$9,768
Out-of-state Tuition:	\$33,316	\$32,346*
Nonresident Aliens:	\$34,948	\$33,930*
Required Fees:	\$1,763	\$1,763
Room and Board: (on-campus)	\$13,590	\$13,590
Room Only: (on-campus)		
Board Only: (on-campus meal plan)		

\*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/oda/budget/tuitionfees/guarantee.html>. The amount listed is for non-resident undergraduates entering in fall **2015**.

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)?**

No

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

Yes

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

37.1%

**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>

\*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> In-district	
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>\$28,380</b>
<b>For out of state</b>	<b>\$52,090</b>

## H. Financial Aid: Common Data Set 2015-16

Aid Awarded to Enrolled Undergraduates

**NOTE: The notes in H15 have been updated for 2014-15.**

**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:  
2014-2015 estimated

Which needs-analysis methodology does your institution use in awarding institutional aid?  
Federal methodology (FM)

	Need-based	Non-need-based
	\$	\$
<b>Scholarships/Grants</b>		
Federal	\$20,376,927	\$1,670,004
State (i.e., all states, not only the state in which your institution is located)	\$7,242,965	\$261,505
Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).	\$42,076,263	\$19,763,785
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	\$3,417,280	\$8,780,447
<b>Total Scholarships/Grants</b>	<b>\$73,113,436</b>	<b>\$30,475,741</b>
<b>Self-Help</b>		
Student loans from all sources (excluding parent loans)	\$51,941,395	\$35,959,874
Federal Work-Study	\$1,107,635	.
State and other (e.g., institutional) work-study/employment (Note: Exclude Federal Work-Study captured above.)	\$1,808,289	\$61,425
<b>Total Self-Help</b>	<b>\$54,857,320</b>	<b>\$36,021,299</b>
Parent Loans	\$27,813,238	\$55,077,396
Tuition waivers (optional)		

<b>Athletic awards</b>	<b>\$2,610,475</b>	<b>\$6,579,959</b>
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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.

<b>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>
<b>a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2012 cohort)</b>	<b>6,170</b>	<b>24,790</b>	<b>1,615</b>
<b>b) Number of students in line a who applied for need-based financial aid</b>	<b>4,134</b>	<b>12,434</b>	<b>583</b>
<b>c) Number of students in line b who were determined to have financial need</b>	<b>2,616</b>	<b>9,008</b>	<b>483</b>
<b>d) Number of students in line c who were awarded any financial aid</b>	<b>2,526</b>	<b>8,678</b>	<b>410</b>
<b>e) Number of students in line d who were awarded any need-based scholarship or grant aid</b>	<b>1,983</b>	<b>6,897</b>	<b>305</b>
<b>f) Number of students in line d who were awarded any need-based self-help aid</b>	<b>2,178</b>	<b>7,669</b>	<b>368</b>
<b>g) Number of students in line d who were awarded any non-need-based scholarship or grant aid</b>	<b>143</b>	<b>306</b>	<b>1</b>
<b>h) Number of students in line d whose need was fully met (exclude PLUS loans, unsubsidized loans and private alternative loans).</b>	<b>1,109</b>	<b>3,272</b>	<b>109</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>81%</b>	<b>79%</b>	<b>72%</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>\$15,331</b>	<b>\$16,146</b>	<b>\$12,872</b>
<b>k) Average need-based scholarship or grant award of those in line e</b>	<b>\$10,283</b>	<b>\$10,248</b>	<b>\$6,178</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>\$5,604</b>	<b>\$6,729</b>	<b>\$7,770</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>\$5,354</b>	<b>\$6,456</b>	<b>\$7,701</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 <b>a</b> who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletic awards and tuition benefits)	<b>1,953</b>	<b>6,384</b>	<b>168</b>
o) Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line <b>(n)</b>	<b>\$8,628</b>	<b>\$8,758</b>	<b>\$6,759</b>
p) Number of students in line <b>a</b> who were awarded an institutional non-need-based athletic scholarship or grant	<b>57</b>	<b>276</b>	<b>2</b>
q) Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line <b>(p)</b>	<b>\$28,476</b>	<b>\$26,327</b>	<b>\$24,589</b>

**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:

- 2015 undergraduate class: who graduated between July 1, 2013 and June 30, 2014 who started at your institution as first-time students and received a bachelor's degree between July 1, 2013 and June 30, 2014.
- 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 2015 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2014 and June 30, 2015. Exclude students who transferred into your institution.

**3,969**

**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.

<b>Non-need-based awards</b>	<b># in the class (defined in H4 above) who borrowed</b>	<b>% of the class (defined above) who borrowed (nearest 1%)</b>	<b>Average per-undergraduate-borrower cumulative principal borrowed, of those in the first column (nearest \$1)</b>
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>1,758</b>	<b>44%</b>	<b>\$25,605</b>
b) Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans	<b>1,693</b>	<b>43%</b>	<b>\$19,600</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>326</b>	<b>8%</b>	<b>\$36,292</b>

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**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 non-need-based scholarship or grant aid is 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: **109**

Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens: **\$14,946**

Total dollar amount of institutional financial aid awarded to all undergraduate degree-seeking nonresident aliens: **\$1,644,036**

**H7.** Check off all financial aid forms nonresident alien first-year financial aid applicants must submit:  
Institution's own financial aid form  
Other: Bank statement

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### Process for First-Year/Freshman Students

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

**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.

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### 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  
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

Non-need based (college-administered):

State

Academic

Creative arts/performance

Special achievements/activities

Special characteristics

Athletic

ROTC

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

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.

### **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.

# I. Instructional Faculty and Class Size: Common Data Set 2015-16

**11. Please report the number of instructional faculty members in each category for Fall 2015. 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 2015	Full time	% Full time	Part time	% Part time	Total	% of Total Faculty
a) Total number of instructional faculty	1,498	73%	556	27%	2,054	100%
b) Total number who are members are members of minority groups	280	79%	76	21%	356	17%
c) Total number who are women	573	70%	241	30%	814	40%
d) Total number who are men	925	75%	315	25%	1,240	60%
e) Total number who are non-resident aliens (international)	37	79%	10	21%	47	2%
f) Total number with doctorate, or other terminal degree	1,371	85%	238	15%	1,609	78%
g) Total number whose highest degree is a master's but not a terminal master's	103	48%	110	52%	213	10%
h) Total number whose highest degree is a bachelor's	12	15%	70	85%	82	4%
i) Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)	12	8%	138	92%	150	7%
j) Total number in stand-alone graduate/professional programs in which faculty teach virtually only graduate-level students	44	52%	40	48%	84	4%
<b>Total number whose highest degree is a Doctorate</b>	<b>1,259</b>	<b>88%</b>	<b>177</b>	<b>12%</b>	<b>1,436</b>	<b>70%</b>

#### 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 2015 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 2015 Student to Faculty ratio: 17.7 to 1** (based on 28,661 student FTE and 1,618 faculty FTE [from 32,320 undergraduate and graduate students excluding law and telecommunications and 1,961 instructional faculty excluding law and telecommunications]). **updated 3/22/2016**

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#### 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 2015 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 2014. 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 2015 Undergraduate Class Size

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
<b>Class sections</b>	342	1,251	708	375	192	305	222	3,395
<b>% of total class sections</b>	10%	37%	21%	11%	6%	9%	7%	100%
<b>Cumulative %</b>	10%	47%	68%	79%	85%	94%	100%	
<b>Class Subsections</b>								
<b>Class subsections</b>	149	377	815	155	16	13	1	1,526
<b>% of total class subsections</b>	10%	25%	53%	10%	1%	1%	<1%	100%
<b>Cumulative %</b>	10%	35%	88%	98%	99%	100%	100%	

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

- Of the 3,395 undergraduate class **sections** shown above, **426** officially list a graduate teaching assistant as the primary instructor.
- Of the 1,526 undergraduate class **subsections** shown above, **580** officially list a graduate teaching assistant as the primary instructor.

## J. Degrees Conferred: Common Data Set 2015-16

### Degrees conferred between July 1, 2014 and June 30, 2015

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	187	3%
Architecture 04	123	2%
Area, ethnic, and gender studies 05	51	1%
Communication/journalism 09	527	9%
Computer and information sciences 11	104	2%
Education ( <i>Music only</i> ) 19	19	<1%
Engineering 14	626	11%
Foreign languages, literatures, and linguistics 16	186	3%
English 23	180	3%
Liberal arts/general studies 24	23	<1%
Biological/life sciences 26	808	14%
Mathematics 27	112	2%
Interdisciplinary studies 30	200	3%
Philosophy and religious studies 38	56	1%
Physical sciences 40	150	3%
Psychology 42	492	8%
Social sciences 45	812	14%
Visual and performing arts 50	310	5%
Health professions and related programs 51	61	1%
Business/marketing 52	712	12%
History 54	112	2%
ALL (includes double majors)	5,851	100%

## Common Data Set 2015-16 Definitions

All definitions related to the financial aid section appear at the end of the Definitions document. Items preceded by an asterisk (\*) represent definitions agreed to among publishers which do not appear on the CDS document but may be present on individual publishers' surveys.

**\*Academic advisement:** Plan under which each student is assigned to a faculty member or a trained adviser, who, through regular meetings, helps the student plan and implement immediate and long-term academic and vocational goals.

**Accelerated program:** Completion of a college program of study in fewer than the usual number of years, most often by attending summer sessions and carrying extra courses during the regular academic term.

**Admitted student:** Applicant who is offered admission to a degree-granting program at your institution.

**\*Adult student services:** Admission assistance, support, orientation, and other services expressly for adults who have started college for the first time, or who are re-entering after a lapse of a few years.

**American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and maintaining tribal affiliation or community attachment.

**Applicant (first-time, first-year):** An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and who has been notified of one of the following actions: admission, nonadmission, placement on waiting list, or application withdrawn (by applicant or institution).

**Application fee:** That amount of money that an institution charges for processing a student's application for acceptance. This amount is *not* creditable toward tuition and required fees, nor is it refundable if the student is not admitted to the institution.

**Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

**Associate degree:** An award that normally requires at least two but less than four years of full-time equivalent college work.

**Bachelor's degree:** An award (baccalaureate or equivalent degree, as determined by the Secretary of the U.S. Department of Education) that normally requires at least four years but *not* more than five years of full-time equivalent college-level work. This includes ALL bachelor's degrees conferred in a five-year cooperative (work-study plan) program. (A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experience with their college studies.) Also, it includes bachelor's degrees in which the normal four years of work are completed in three years.

**Black or African American:** A person having origins in any of the black racial groups of Africa.

**Board (charges):** Assume average cost for 19 meals per week or the maximum meal plan.

**Books and supplies (costs):** Average cost of books and supplies. Do not include unusual costs for special groups of students (e.g., engineering or art majors), unless they constitute the majority of students at your institution.

**Calendar system:** The method by which an institution structures most of its courses for the academic year.

**Campus Ministry:** Religious student organizations (denominational or nondenominational) devoted to fostering religious life on college campuses. May also refer to Campus Crusade for Christ, an interdenominational Christian organization.

**\*Career and placement services:** A range of services, including (often) the following: coordination of visits of employers to campus; aptitude and vocational testing; interest inventories, personal counseling; help in resume writing, interviewing, launching the job search; listings for those students desiring employment and those seeking permanent positions; establishment of a permanent reference folder; career resource materials.

**Carnegie units:** One year of study or the equivalent in a secondary school subject.

**Certificate:** See **Postsecondary award, certificate, or diploma.**

**Class rank:** The relative numerical position of a student in his or her graduating class, calculated by the high school on the basis of grade-point average, whether weighted or unweighted.

**College-preparatory program:** Courses in academic subjects (English, history and social studies, foreign languages, mathematics, science, and the arts) that stress preparation for college or university study.

**Common Application:** The standard application form distributed by the National Association of Secondary School Principals for a large number of private colleges who are members of the Common Application Group.

**\*Community service program:** Referral center for students wishing to perform volunteer work in the community or participate in volunteer activities coordinated by academic departments.

**Commuter:** A student who lives off campus in housing that is not owned by, operated by, or affiliated with the college. This category includes students who commute from home and students who have moved to the area to attend college.

**Contact hour:** A unit of measure that represents an hour of scheduled instruction given to students. Also referred to as clock hour.

**Continuous basis (for program enrollment):** A calendar system classification that is used by institutions that enroll students at any time during the academic year. For example, a cosmetology school or a word processing school might allow students to enroll and begin studies at various times, with no requirement that classes begin on a certain date.

**Cooperative education program:** A program that provides for alternate class attendance and employment in business, industry, or government.

**Cooperative housing:** College-owned, -operated, or -affiliated housing in which students share room and board expenses and participate in household chores to reduce living expenses.

**Cooperative (work-study plan) program:** A program that provides for alternate class attendance and employment in business, industry, or government.

**\*Counseling service:** Activities designed to assist students in making plans and decisions related to their education, career, or personal development.

**Credit:** Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate, or other formal award.

**Credit course:** A course that, if successfully completed, can be applied toward the number of courses required for achieving a degree, diploma, certificate, or other formal award.

**Credit hour:** A unit of measure representing an hour (50 minutes) of instruction over a 15-week period in a semester or trimester system or a 10-week period in a quarter system. It is applied toward the total number of hours needed for completing the requirements of a degree, diploma, certificate, or other formal award.

**Cross-registration:** A system whereby students enrolled at one institution may take courses at another institution without having to apply to the second institution.

**Deferred admission:** The practice of permitting admitted students to postpone enrollment, usually for a period of one academic term or one year.

**Degree:** An award conferred by a college, university, or other postsecondary education institution as official recognition for the successful completion of a program of studies.

**Degree-seeking students:** Students enrolled in courses for credit who are recognized by the institution as seeking a degree or formal award. At the undergraduate level, this is intended to include students enrolled in vocational or occupational programs.

**Differs by program (calendar system):** A calendar system classification that is used by institutions that have occupational/vocational programs of varying length. These schools may enroll students at specific times depending on the program desired. For example, a school might offer a two-month program in January, March, May, September, and November; and a three-month program in January, April, and October.

**Diploma:** See **Postsecondary award, certificate, or diploma.**

**Distance learning:** An option for earning course credit at off-campus locations via cable television, Internet, satellite classes, videotapes, correspondence courses, or other means.

**Doctor's degree-research/scholarship:** A Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree may include Ed.D., D.M.A., D.B.A., D.Sc., D.A., or D.M., and others, as designated by the awarding institution.

**Doctor's degree-professional practice:** A doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as "first-professional" and may include: Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (L.L.B. or J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic Medicine (D.O.); Pharmacy (Pharm.D.); Podiatry (D.P.M., Pod.D., D.P.); or, Veterinary Medicine (D.V.M.), and others, as designated by the awarding institution.

**Doctor's degree-other:** A doctor's degree that does not meet the definition of a doctor's degree - research/scholarship or a doctor's degree - professional practice.

**Double major:** Program in which students may complete two undergraduate programs of study simultaneously.

**Dual enrollment:** A program through which high school students may enroll in college courses while still enrolled in high school. Students are not required to apply for admission to the college in order to participate.

**Early action plan:** An admission plan that allows students to apply and be notified of an admission decision well in advance of the regular notification dates. If admitted, the candidate is not committed to enroll; the student may reply to the offer under the college's regular reply policy.

**Early admission:** A policy under which students who have not completed high school are admitted and enroll full time in college, usually after completion of their junior year.

**Early decision plan:** A plan that permits students to apply and be notified of an admission decision (and financial aid offer if applicable) well in advance of the regular notification date. Applicants agree to accept an offer of admission and, if admitted, to withdraw their applications from other colleges. There are three possible decisions for early decision applicants: admitted, denied, or not admitted but forwarded for consideration with the regular application pool, without prejudice.

**English as a Second Language (ESL):** A course of study designed specifically for students whose native language is not English.

**Exchange student program-domestic:** Any arrangement between a student and a college that permits study for a semester or more at another college **in the United States** without extending the amount of time required for a degree. **See also Study abroad.**

**External degree program:** A program of study in which students earn credits toward a degree through independent study, college courses, proficiency examinations, and personal experience. External degree programs require minimal or no classroom attendance.

**Extracurricular activities (as admission factor):** Special consideration in the admissions process given for participation in both school and nonschool-related activities of interest to the college, such as clubs, hobbies, student government, athletics, performing arts, etc.

**First-time student:** A student attending any institution for the first time at the level enrolled. Includes students enrolled in the fall term who attended a postsecondary institution for the first time at the same level in the prior summer term. Also includes students who entered with advanced standing (college credit earned before graduation from high school).

**First-time, first-year (freshman) student:** A student attending any institution for the first time at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

**First-year student:** A student who has completed less than the equivalent of 1 full year of undergraduate work; that is, less than 30 semester hours (in a 120-hour degree program) or less than 900 contact hours.

**Freshman:** A first-year undergraduate student.

**\*Freshman/new student orientation:** Orientation addressing the academic, social, emotional, and intellectual issues involved in beginning college. May be a few hours or a few days in length; at some colleges, there is a fee.

**Full-time student (undergraduate):** A student enrolled for 12 or more semester credits, 12 or more quarter credits, or 24 or more contact hours a week each term.

**Geographical residence (as admission factor):** Special consideration in the admission process given to students from a particular region, state, or country of residence.

**Grade-point average (academic high school GPA):** The sum of grade points a student has earned in secondary school divided by the number of courses taken. The most common system of assigning numbers to grades counts four points for an A, three points for a B, two points for a C, one point for a D, and no points for an E or F. Unweighted GPA's assign the same weight to each course. Weighting gives students additional points for their grades in advanced or honors courses.

**Graduate student:** A student who holds a bachelor's equivalent, and is taking courses at the post-baccalaureate level.

**\*Health services:** Free or low cost on-campus primary and preventive health care available to students.

**High school diploma or recognized equivalent:** A document certifying the successful completion of a prescribed secondary school program of studies, or the attainment of satisfactory scores on the Tests of General Educational Development (GED), or another state-specified examination.

**Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

**Honors program:** Any special program for very able students offering the opportunity for educational enrichment, independent study, acceleration, or some combination of these.

**Independent study:** Academic work chosen or designed by the student with the approval of the department concerned, under an instructor's supervision, and usually undertaken outside of the regular classroom structure.

**In-state tuition:** The tuition charged by institutions to those students who meet the state's or institution's residency requirements.

**International students:** See **Nonresident alien**.

**International student group:** Student groups that facilitate cultural dialogue, support a diverse campus, assist international students in acclimation and creating a social network.

**Internship:** Any short-term, supervised work experience usually related to a student's major field, for which the student earns academic credit. The work can be full- or part-time, on- or off-campus, paid or unpaid.

**\*Learning center:** Center offering assistance through tutors, workshops, computer programs, or audiovisual equipment in reading, writing, math, and skills such as taking notes, managing time, taking tests.

**\*Legal services:** Free or low cost legal advice for a range of issues (personal and other).

**Liberal arts/career combination:** Program in which a student earns undergraduate degrees in two separate fields, one in a liberal arts major and the other in a professional or specialized major, whether on campus or through cross-registration.

**Master's degree:** An award that requires the successful completion of a program of study of generally one or two full-time equivalent academic years of work beyond the bachelor's degree. Some of these degrees, such as those in Theology (M.Div., M.H.L./Rav) that were formerly classified as "first-professional," may require more than two full-time equivalent academic years of work.

**Minority affiliation (as admission factor):** Special consideration in the admission process for members of designated racial/ethnic minority groups.

**\*Minority student center:** Center with programs, activities, and/or services intended to enhance the college experience of students of color.

**Model United Nations:** A simulation activity focusing on conflict resolution, globalization, and diplomacy. Assuming roles as foreign ambassadors and "delegates," students conduct research, engage in debate, draft resolutions, and may participate in a national Model UN conference.

**Native Hawaiian or Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

**Nonresident alien:** A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

**\*On-campus day care:** Licensed day care for students' children (usually age 3 and up); usually for a fee.

**Open admission:** 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.

**Other expenses (costs):** Include average costs for clothing, laundry, entertainment, medical (if not a required fee), and furnishings.

**Out-of-state tuition:** The tuition charged by institutions to those students who do not meet the institution's or state's residency requirements.

**Part-time student (undergraduate):** A student enrolled for fewer than 12 credits per semester or quarter, or fewer than 24 contact hours a week each term.

**\*Personal counseling:** One-on-one or group counseling with trained professionals for students who want to explore personal, educational, or vocational issues.

**Post-baccalaureate certificate:** An award that requires completion of an organized program of study requiring 18 credit hours beyond the bachelor's; designed for persons who have completed a baccalaureate degree but do not meet the requirements of academic degrees carrying the title of master.

**Post-master's certificate:** An award that requires completion of an organized program of study of 24 credit hours beyond the master's degree but does not meet the requirements of academic degrees at the doctoral level.

**Postsecondary award, certificate, or diploma:** Includes the following three IPEDS definitions for postsecondary awards, certificates, and diplomas of varying durations and credit/contact hour requirements --

*Less Than 1 Academic Year:* Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in less than 1 academic year (2 semesters or 3 quarters) or in less than 900 contact hours by a student enrolled full-time.

*At Least 1 But Less Than 2 Academic Years:* Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 1 but less than 2 full-time equivalent academic years, or designed for completion in at least 30 but less than 60 credit hours, or in at least 900 but less than 1,800 contact hours.

*At Least 2 But Less Than 4 Academic Years:* Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 2 but less than 4 full-time equivalent academic years, or designed for completion in at least 60 but less than 120 credit hours, or in at least 1,800 but less than 3,600 contact hours.

**Private institution:** An educational institution controlled by a private individual(s) or by a nongovernmental agency, usually supported primarily by other than public funds, and operated by other than publicly elected or appointed officials.

**Private for-profit institution:** A private institution in which the individual(s) or agency in control receives compensation, other than wages, rent, or other expenses for the assumption of risk.

**Private nonprofit institution:** A private institution in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for the assumption of risk. These include both independent nonprofit schools and those affiliated with a religious organization.

**Proprietary institution:** See **Private for-profit institution**.

**Public institution:** An educational institution whose programs and activities are operated by publicly elected or appointed school officials, and which is supported primarily by public funds.

**Quarter calendar system:** A calendar system in which the academic year consists of three sessions called quarters of about 12 weeks each. The range may be from 10 to 15 weeks. There may be an additional quarter in the summer.

**Race/ethnicity:** Category used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. A person may be counted in only one group.

**Race/ethnicity unknown:** Category used to classify students or employees whose race/ethnicity is not known and whom institutions are unable to place in one of the specified racial/ethnic categories.

**Religious affiliation/commitment (as admission factor):** Special consideration given in the admission process for affiliation with a certain church or faith/religion, commitment to a religious vocation, or observance of certain religious tenets/lifestyle.

**\*Religious counseling:** One-on-one or group counseling with trained professionals for students who want to explore religious problems or issues.

**\*Remedial services:** Instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting.

**Required fees:** Fixed sum charged to students for items not covered by tuition and required of such a large proportion of all students that the student who does NOT pay is the exception. Do not include application fees or optional fees such as lab fees or parking fees.

**Resident alien or other eligible non-citizen:** A person who is not a citizen or national of the United States and who has been admitted as a legal immigrant for the purpose of obtaining permanent resident alien status (and who holds either an alien registration card [Form I-551 or I-151], a Temporary Resident Card [Form I-688], or an Arrival-Departure Record [Form I-94] with a notation that conveys legal immigrant status, such as Section 207 Refugee, Section 208 Asylee, conditional Entrant Parolee or Cuban-Haitian).

**Room and board (charges)--on campus:** Assume double occupancy in institutional housing and 19 meals per week (or maximum meal plan).

**Secondary school record (as admission factor):** Information maintained by the secondary school that may include such things as the student's high school transcript, class rank, GPA, and teacher and counselor recommendations.

**Semester calendar system:** A calendar system that consists of two semesters during the academic year with about 16 weeks for each semester of instruction. There may be an additional summer session.

**Student-designed major:** A program of study based on individual interests, designed with the assistance of an adviser.

**Study abroad:** Any arrangement by which a student completes part of the college program studying in another country. Can be at a campus abroad or through a cooperative agreement with some other U.S. college or an institution of another country.

**\*Summer session:** A summer session is shorter than a regular semester and not considered part of the academic year. It is not the third term of an institution operating on a trimester system or the fourth term of an institution operating on a quarter calendar system. The institution may have 2 or more sessions occurring in the summer months. Some schools, such as vocational and beauty schools, have year-round classes with no separate summer session.

**Talent/ability (as admission factor):** Special consideration given to students with demonstrated talent/abilities in areas of interest to the institution (e.g., sports, the arts, languages, etc.).

**Teacher certification program:** Program designed to prepare students to meet the requirements for certification as teachers in elementary, middle/junior high, and secondary schools.

**Transfer applicant:** An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and who has previously attended another college or university and earned college-level credit.

**Transfer student:** A student entering the institution for the first time but known to have previously attended a postsecondary institution at the same level (e.g., undergraduate). The student may transfer with or without credit.

**Transportation (costs):** Assume two round trips to student's hometown per year for students in institutional housing or daily travel to and from your institution for commuter students.

**Trimester calendar system:** An academic year consisting of 3 terms of about 15 weeks each.

**Tuition:** Amount of money charged to students for instructional services. Tuition may be charged per term, per course, or per credit.

**\*Tutoring:** May range from one-on-one tutoring in specific subjects to tutoring in an area such as math, reading, or writing. Most tutors are college students; at some colleges, they are specially trained and certified.

**Unit:** A standard of measurement representing hours of academic instruction (e.g., semester credit, quarter credit, contact hour).

**Undergraduate:** A student enrolled in a four- or five-year bachelor's degree program, an associate degree program, or a vocational or technical program below the baccalaureate.

**\*Veteran's counseling:** Helps veterans and their dependents obtain benefits for their selected program and provides certifications to the Veteran's Administration. May also provide personal counseling on the transition from the military to a civilian life.

**\*Visually impaired:** Any person whose sight loss is not correctable and is sufficiently severe as to adversely affect educational performance.

**Volunteer work (as admission factor):** Special consideration given to students for activity done on a volunteer basis (e.g., tutoring, hospital care, working with the elderly or disabled) as a service to the community or the public in general.

**Wait list:** List of students who meet the admission requirements but will only be offered a place in the class if space becomes available.

**Weekend college:** A program that allows students to take a complete course of study and attend classes only on weekends.

**White:** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa).

**\*Women's center:** Center with programs, academic activities, and/or services intended to promote an understanding of the evolving roles of women.

**Work experience (as admission factor):** Special consideration given to students who have been employed prior to application, whether for relevance to major, demonstration of employment-related skills, or as explanation of student's academic and extracurricular record.

### **Financial aid definitions**

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

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

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

**Institutional scholarships and grants:** Endowed scholarships, annual gifts and tuition funded grants for which the institution determines the recipient.

**Financial need:** As determined by your institution using the federal methodology and/or your institution's own standards.

**Need-based aid:** College-funded or college-administered award from institutional, state, federal, or other sources for which a student must have financial need to qualify. This includes both institutional and non-institutional student aid (grants, jobs, and loans).

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

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

**Non-need-based scholarship or grant aid:** Scholarships and grants, gifts, or merit-based aid from institutional, state, federal, or other sources (including unrestricted funds, or gifts and endowment income) awarded solely on the basis of academic achievement, merit, or any other non-need-based reason. When reporting questions H1 and H2, non-need-based aid that is used to meet need should be counted as need-based aid.

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

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

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

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