

A. General Information

A0 Respondent Information (Not for Publication)			
A0	Name:	Deborah Lee	
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A0	Are your responses to the CDS posted for reference on your institution's Web site?	Yes	No

A0 If yes, please provide the URL of the corresponding Web page:

<https://www.cui.edu/studentlife/registrar/index.aspx?id=18675>

A0A We invite you to indicate if there are items on the CDS for which you cannot use the requested analytic convention, cannot provide data for the cohort requested, whose methodology is unclear, or about which you have questions or comments in general. This information will not be published but will help the publishers further refine CDS items.

A1 Address Information	
A1	Name of College/University: Concordia University
A1	Mailing Address: 1530 Concordia West
A1	City/State/Zip/Country: Irvine, CA, 92612, USA
A1	Street Address (if different):
A1	City/State/Zip/Country:
A1	Main Phone Number: 949-854-8002
A1	WWW Home Page Address: www.cui.edu
A1	Admissions Phone Number: 949-214-3010
A1	Admissions Toll-Free Phone Number: 800-229-1200 extension 3010
A1	Admissions Office Mailing Address: 1530 Concordia West
A1	City/State/Zip/Country: Irvine, CA, 92612, USA
A1	Admissions Fax Number: 949-214-3520
A1	Admissions E-mail Address: admission@cui.edu
A1	If there is a separate URL for your school's online application, please specify: www.cui.edu/admissions/undergraduate/apply.aspx
A1	If you have a mailing address other than the above to which applications should be sent, please provide:

A2 Source of institutional control (Check only one):	
A2	Public
A2	Private (nonprofit) <input checked="" type="checkbox"/>
A2	Proprietary

A3 Classify your undergraduate institution:	
A3	Coeducational college <input checked="" type="checkbox"/>
A3	Men's college
A3	Women's college

A4 Academic year calendar:	
A4	Semester <input checked="" type="checkbox"/>
A4	Quarter
A4	Trimester
A4	4-1-4
A4	Continuous
A4	Differs by program (describe):
A4	Other (describe):

A5 Degrees offered by your institution:	
A5	Certificate
A5	Diploma

Common Data Set 2012-2013

A5	Associate	x
A5	Transfer Associate	
A5	Terminal Associate	
A5	Bachelor's	x
A5	Postbachelor's certificate	
A5	Master's	x
A5	Post-master's certificate	
A5	Doctoral degree research/scholarship	
A5	Doctoral degree – professional practice	
A5	Doctoral degree -- other	

B. ENROLLMENT AND PERSISTENCE

B1 Institutional Enrollment - Men and Women Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2012. Note: Report students formerly designated as "first professional" in the graduate cells.					
B1	FULL-TIME		PART-TIME		
	Men	Women	Men	Women	
B1 Undergraduates					
B1	Degree-seeking, first-time freshmen	85	215	0	1
B1	Other first-year, degree-seeking	36	40	6	55
B1	All other degree-seeking	497	719	30	45
B1	<i>Total degree-seeking</i>	618	974	36	101
B1	All other undergraduates enrolled in credit courses	0	0	3	6
B1	<i>Total undergraduates</i>	618	974	39	107
B1 Graduate					
B1	Degree-seeking, first-time	235	321	63	49
B1	All other degree-seeking	299	395	223	127
B1	All other graduates enrolled in credit courses	9	24	8	28
B1	<i>Total graduate</i>	543	740	294	204
B1	Total all undergraduates				1,738
B1	Total all graduate				1,781
B1	GRAND TOTAL ALL STUDENTS				3,519

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, 2012. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns. Report as your institution reports to IPEDS: persons who are Hispanic should be reported only on the Hispanic line, not under any race, and persons who are non-Hispanic multi-racial should be reported only under "Two or more races."

B2	Degree-Seeking First-Time First Year	Degree-Seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non-degree-seeking)	
B2	Nonresident aliens	6	46	46
B2	Hispanic	68	327	328
B2	Black or African American, non-Hispanic	10	61	61
B2	White, non-Hispanic	163	1,008	1,013
B2	American Indian or Alaska Native, non-Hispanic	2	8	8
B2	Asian, non-Hispanic	18	105	106
B2	Native Hawaiian or other Pacific Islander, non-Hispanic	0	6	6
B2	Two or more races, non-Hispanic	17	78	78
B2	Race and/or ethnicity unknown	17	90	92
B2	TOTAL	301	1,729	1,738

Persistence

B3 Number of degrees awarded from July 1, 2011 to June 30, 2012	
B3	Certificate/diploma
B3	Associate degrees 0
B3	Bachelor's degrees 429
B3	Postbachelor's certificates
B3	Master's degrees 721
B3	Post-Master's certificates
B3	Doctoral degrees – research/scholarship
B3	Doctoral degrees – professional practice
B3	Doctoral degrees – other

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 2012 Web-based survey.

For Bachelor's or Equivalent Programs

Please provide data for the Fall 2006 cohort if available. If Fall 2006 cohort data are

Fall 2006 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2006. Include in the cohort those who entered your institution during the summer term preceding Fall 2006.

B4	Initial 2006 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students:	247
B5	Of the initial 2006 cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:	0
B6	Final 2006 cohort, after adjusting for allowable exclusions: (subtract question B5 from question B4)	247
B7	Of the initial 2006 cohort, how many completed the program in four years or less (by August 31, 2010):	113
B8	Of the initial 2006 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2010 and by August 31, 2011):	11
B9	Of the initial 2006 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2011 and by August 31, 2012):	4
B10	Total graduating within six years (sum of questions B7, B8, and B9):	128
B11	Six-year graduation rate for 2006 cohort (question B10 divided by question B6):	52%

Fall 2005 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in

B4	Initial 2005 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students:	277
B5	Of the initial 2005 cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:	2
B6	Final 2005 cohort, after adjusting for allowable exclusions: (subtract question B5 from question B4)	275
B7	Of the initial 2005 cohort, how many completed the program in four years or less (by August 31, 2009):	124
B8	Of the initial 2005 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2009 and by August 31, 2010):	13
B9	Of the initial 2005 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2010 and by August 31, 2011):	3
B10	Total graduating within six years (sum of questions B7, B8, and B9):	140
B11	Six-year graduation rate for 2005 cohort (question B10 divided by question B6):	51%

For Two-Year Institutions

Please provide data for the 2009 cohort if available. If 2009 cohort data are not available, provide data for the 2008 cohort.

2009 Cohort

B12	Initial 2009 cohort, total of first-time, full-time degree/certificate-seeking students:	
B13	Of the initial 2009 cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:	
B14	Final 2009 cohort, after adjusting for allowable exclusions (Subtract question B13 from question B12):	0
B15	Completers of programs of less than two years duration (total):	
B16	Completers of programs of less than two years within 150 percent of normal time:	
B17	Completers of programs of at least two but less than four years (total):	
B18	Completers of programs of at least two but less than four-years within 150 percent of normal time:	

- B19** Total transfers-out (within three years) to other institutions:
- B20** Total transfers to two-year institutions:
- B21** Total transfers to four-year institutions:

2008 Cohort

- B12** Initial 2008 cohort, total of first-time, full-time degree/certificate-seeking students:
- B13** Of the initial 2008 cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions:
- B14** Final 2008 cohort, after adjusting for allowable exclusions (Subtract question B13 from question B12): 0
- B15** Completers of programs of less than two years duration (total):
- B16** Completers of programs of less than two years within 150 percent of normal time:
- B17** Completers of programs of at least two but less than four years (total):
- B18** Completers of programs of at least two but less than four-years within 150 percent of normal time:
- B19** Total transfers-out (within three years) to other institutions:
- B20** Total transfers to two-year institutions:
- B21** Total transfers to four-year institutions:

Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2011 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

- B22** For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshmen in Fall 2011 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2012? 78%

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

Applications		
C1	First-time, first-year, (freshmen) students: Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in Fall 2012. 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	
C1	Total first-time, first-year (freshman) men who applied	542
C1	Total first-time, first-year (freshman) women who applied	1266
C1	Total first-time, first-year (freshman) men who were admitted	341
C1	Total first-time, first-year (freshman) women who were admitted	915
C1	Total full-time, first-time, first-year (freshman) men who enrolled	85
C1	Total part-time, first-time, first-year (freshman) men who enrolled	0
C1	Total full-time, first-time, first-year (freshman) women who enrolled	215
C1	Total part-time, first-time, first-year (freshman) women who enrolled	1
C2	Freshman wait-listed students (students who met admission requirements but whose final admission was contingent on space availability)	
		Yes No
C2	Do you have a policy of placing students on a waiting list?	x
C2	If yes, please answer the questions below for Fall 2012 admissions:	
C2	Number of qualified applicants offered a place on waiting list	
C2	Number accepting a place on the waiting list	
C2	Number of wait-listed students admitted	
C2	Is your waiting list ranked?	
C2	If yes, do you release that information to students?	
C2	Do you release that information to school counselors?	
Admission Requirements		
C3	High school completion requirement	
C3	High school diploma is required and GED is accepted	x
C3	High school diploma is required and GED is not accepted	
C3	High school diploma or equivalent is not required	
C4	Does your institution require or recommend a general college-preparatory program for degree-seeking students?	
C4	Require	
C4	Recommend	x
C4	Neither require nor recommend	
C5	Distribution of high school units required and/or recommended. Specify the distribution of academic high school course units required and/or recommended of all or most degree-seeking students using Carnegie units (one unit equals one year of study or its equivalent). If you use a different system for calculating units, please convert.	
		Units Required Units Recommended
C5	Total academic units	12 6
C5	English	4
C5	Mathematics	3
C5	Science	3
C5	Of these, units that must be lab	2
C5	Foreign language	4
C5	Social studies	2
C5	History	2
C5	Academic electives	
C5	Computer Science	
C5	Visual/Performing Arts	

C5 Other (specify) Algebra I and II and geometry specifically required.

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:
- C6** Open admission policy as described above for all students
- C6** Open admission policy as described above for most students, but--
- C6** selective admission for out-of-state students
- C6** selective admission to some programs
- C6** other (explain)
Official secondary school transcript and standardized test scores are most important.
Recommendations, involvement, and character/personal qualities are also important.
- C7** **Relative importance of each of the following academic and nonacademic factors in first-time, first-year, degree-seeking (freshman) admission decisions.**

C7	Very Important	Important	Considered	Not Considered
C7 Academic				
C7 Rigor of secondary school record		x		
C7 Class rank			x	
C7 Academic GPA	x			
C7 Standardized test scores	x			
C7 Application Essay		x		
C7 Recommendation(s)	x			
C7 Nonacademic				
C7 Interview			x	
C7 Extracurricular activities			x	
C7 Talent/ability			x	
C7 Character/personal qualities		x		
C7 First generation				x
C7 Alumni/ae relation			x	
C7 Geographical residence				x
C7 State residency				x
C7 Religious affiliation/commitment			x	
C7 Racial/ethnic status				x
C7 Volunteer work			x	
C7 Work experience			x	
C7 Level of applicant's interest			x	

SAT and ACT Policies

C8 **Entrance exams**

	Yes	No
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C8A Does your institution make use of SAT, ACT, or SAT Subject Test scores in admission decisions for first-time, first-year, degree-seeking applicants?

	Yes	No
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C8A If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for Fall 2014.

C8A	Require	Recommend	ADMISSION Require for Some	Consider if Submitted	Not Used
C8A SAT or ACT	x				
C8A ACT only					
C8A SAT only					
C8A SAT and SAT Subject Tests or ACT					
C8A SAT Subject Tests only				x	

C8B If your institution will make use of the ACT in admission decisions for first-time, first-year, degree-seeking applicants for Fall 2014, please indicate which ONE of the following applies: (regardless of whether the writing score will be used in the admissions process):

- C8B** ACT with Writing Component required
- C8B** ACT with Writing component recommended

C8B ACT with or without Writing component accepted x

C8C Please indicate how your institution will use the SAT or ACT writing component; check all that apply:

	SAT essay	ACT essay
C8C For admission		
C8C For placement		
C8C For advising		
C8C In place of an application essay		
C8C As a validity check on the application essay		
C8C No college policy as of now	x	x
C8C Not using essay component	x	x

C8D In addition, does your institution use applicants' test scores for academic advising?

	Yes	No
C8D	x	

C8E Latest date by which SAT or ACT scores must be received for fall- August 1, 2019

C8E Latest date by which SAT Subject Test scores must be received for fall-term admission

C8F If necessary, use this space to clarify your test policies (e.g., if tests are recommended for some students, test scores (Dantes, AP, CLEP) are not used for placement but upon review may be accepted for credit.

C8G Please indicate which tests your institution uses for placement (e.g., state tests):

C8G SAT

C8G ACT

C8G SAT Subject Tests

C8G AP

C8G CLEP

C8G Institutional Exam

C8G State Exam (specify):

Freshman Profile

Provide percentages for ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students enrolled in Fall 2012, 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 2012 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.

C9 Percent submitting SAT scores	84%	Number submitting SAT scores
C9 Percent submitting ACT scores	41%	Number submitting ACT scores
C9	25th Percentile	75th Percentile
C9 SAT Critical Reading	460	570
C9 SAT Math	470	570
SAT Writing	468	570
SAT Essay		
C9 ACT Composite	19	26
C9 ACT Math		
C9 ACT English		
C9 ACT Writing		
C9 Percent of first-time, first-year (freshman) students with scores in each range:		

C9	SAT Critical Reading	SAT Math	SAT Writing
C9 700-800	3%	2%	1%
C9 600-699	13%	19%	14%
C9 500-599	41%	41%	45%
C9 400-499	37%	33%	37%
C9 300-399	5%	5%	3%
C9 200-299			
Totals should = 100%	99%	100%	100%
C9	ACT Composite	ACT English	ACT Math
C9 30-36	4%	14%	4%
C9 24-29	41%	30%	38%
C9 18-23	47%	47%	45%
C9 12-17	7%	9%	13%
C9 6-11			
C9 Below 6			
Totals should = 100%	99%	100%	100%
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).			
C10 Percent in top tenth of high school graduating class			
C10 Percent in top quarter of high school graduating class			
C10 Percent in top half of high school graduating class			Top half +
C10 Percent in bottom half of high school graduating class			bottom half = 100%
C10 Percent in bottom quarter of high school graduating class			
C10 Percent of total first-time, first-year (freshmen) students who submitted high school class rank:			
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.			
C11	Percent who had GPA of 3.75 and higher	26%	
C11	Percent who had GPA between 3.50 and 3.74	23%	
C11	Percent who had GPA between 3.25 and 3.49	18%	
C11	Percent who had GPA between 3.00 and 3.24	24%	
C11	Percent who had GPA between 2.50 and 2.99	9%	
C11	Percent who had GPA between 2.0 and 2.49		
C11	Percent who had GPA between 1.0 and 1.99		
C11	Percent who had GPA below 1.0		
	Totals should = 100%	100%	
C12 Average high school GPA of all degree-seeking, first-time, first-year (freshman) students who submitted GPA:			
C12 Percent of total first-time, first-year (freshman) students who submitted high school GPA:			
Admission Policies			
C13 Application Fee			
C13	Yes	No	
C13	Does your institution have an application fee?	x	
C13	Amount of application fee:	\$50.00	
C13	Yes	No	
C13	Can it be waived for applicants with financial need?	x	
C13 If you have an application fee and an on-line application option,			
C13 Same fee:			
C13	Free:	x	
C13	Reduced:		
C13	Yes	No	

C13	Can on-line application fee be waived for applicants with financial need?		x	
C14	Application closing date			
C14		Yes		No
C14	Does your institution have an application closing date?			x
C14	Application closing date (fall):			
C14	Priority date:		12/1	
C15			Yes	No
C15	Are first-time, first-year students accepted for terms other than			
		Yes		No
C16	Notification to applicants of admission decision sent (fill in one only)			
C16	On a rolling basis beginning (date):		x	
C16	By (date):		12/15	
C16	Other:			
C17	Reply policy for admitted applicants (fill in one only)			
C17	Must reply by (date):			
C17	No set date:		x	
C17	Must reply by May 1 or within _____ weeks if notified thereafter			4
C17	Other:			
C17	Deadline for housing deposit (MM/DD):			6/30
C17	Amount of housing deposit:			\$300
C17	Refundable if student does not enroll?			
C17	Yes, in full			
C17	Yes, in part			
C17	No		x	
C18	Deferred admission			
C18			Yes	No
C18	Does your institution allow students to postpone enrollment after admission?		x	
C18	If yes, maximum period of postponement:			
C19	Early admission of high school students			
C19			Yes	No
C19	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?			x
C20	Common Application	Question removed from CDS.		(Initiated during 2006-2007 cycle)

Early Decision and Early Action Plans

C21	Early Decision			
C21			Yes	No
C21	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?			x
C21	If "yes," please complete the following:			
C21	First or only early decision plan closing date			
C21	First or only early decision plan notification date			
C21	Other early decision plan closing date			
C21	Other early decision plan notification date			

C21 For the Fall 2012 entering class:
C21 Number of early decision applications received by your institution
C21 Number of applicants admitted under early decision plan
C21 Please provide significant details about your early decision plan:

C22 Early action

C22	Yes	No
C22 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?	x	

C22 If "yes," please complete the following:
C22 Early action closing date 12/1
C22 Early action notification date 12/15

C22	Yes	No
C22 Is your early action plan a "restrictive" plan under which you limit students from applying to other early plans?		x

D. TRANSFER ADMISSION

Fall Applicants					
D1			Yes	No	
D1	Does your institution enroll transfer students? (If no, please skip to Section E)		x		
D1	If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities?		x		
D2	Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in Fall 2012.				
D2		Applicants	Admitted Applicants	Enrolled Applicants	
D2	Men				
D2	Women				
D2	Total	397	359	213	
Application for Admission					
D3	Indicate terms for which transfers may enroll:				
D3	Fall	x			
D3	Winter				
D3	Spring	x			
D3	Summer				
D4			Yes	No	
D4	Must a transfer applicant have a minimum number of credits completed or else must apply as an entering freshman?		x		
D4	If yes, what is the minimum number of credits and the unit of measure?			24	
D5	Indicate all items required of transfer students to apply for admission:				
D5		Required of All	Recommended of All	Recommended of Some	Required of Some Not Required
D5	High school transcript	x			
D5	College transcript(s)	x			
D5	Essay or personal statement	x			
D5	Interview				x
D5	Standardized test scores				x
D5	Statement of good standing from prior institution(s)	x			
D6	If a minimum high school grade point average is required of transfer applicants, specify (on a 4.0 scale):				
D7	If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale):				
				2.3	
D8	List any other application requirements specific to transfer applicants:				
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.				
D9		Priority Date	Closing Date	Notification Date	Reply Date Rolling Admission
D9	Fall	12/1			x
D9	Winter				
D9	Spring				
D9	Summer				
D10			Yes	No	

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

D11 Describe additional requirements for transfer admission, if applicable: Character reference, letter of recommendation required

Transfer Credit Policies

D12 Report the lowest grade earned for any course that may be transferred for credit: 1

D13 Number Unit Type

D13 Maximum number of credits or courses that may be transferred from a two-year institution: 70

D14 Number Unit Type

D14 Maximum number of credits or courses that may be transferred from a four-year institution: 96

D15 Minimum number of credits that transfers must complete at your institution to earn an associate degree: 24

D16 Minimum number of credits that transfers must complete at your institution to earn a bachelor's degree: 32

D17 Describe other transfer credit policies: AP, CLEP, and Dantes exams (maximum of 30 units) are accepted toward bachelor's degree. For students entering from a California community college, both the CSU and

E. ACADEMIC OFFERINGS AND POLICIES

E1	Special study options: Identify those programs available at your institution. Refer to the glossary for definitions.	
E1	Accelerated program	x
E1	Cooperative education program	
E1	Cross-registration	
E1	Distance learning	x
E1	Double major	x
E1	Dual enrollment	
E1	English as a Second Language (ESL)	
E1	Exchange student program (domestic)	x
E1	External degree program	
E1	Honors Program	x
E1	Independent study	x
E1	Internships	x
E1	Liberal arts/career combination	
E1	Student-designed major	x
E1	Study abroad	x
E1	Teacher certification program	x
E1	Weekend college	
E1	Other (specify):	

E2 This question has been removed from the Common Data Set.

E3	Areas in which all or most students are required to complete some course work prior to graduation:	
E3	Arts/fine arts	x
E3	Computer literacy	
E3	English (including composition)	x
E3	Foreign languages	x
E3	History	x
E3	Humanities	x
E3	Mathematics	x
E3	Philosophy	x
E3	Sciences (biological or physical)	x
E3	Social science	x
E3	Other (describe):	

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

F. STUDENT LIFE

F1 Percentages of first-time, first-year (freshman) degree-seeking students and degree-seeking undergraduates enrolled in Fall 2012 who fit the following categories:			
F1		First-time, first-year (freshman) students	Undergraduates
F1	Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator)	15%	11%
F1	Percent of men who join fraternities		
F1	Percent of women who join sororities		
F1	Percent who live in college-owned, -operated, or -affiliated housing	88%	48%
F1	Percent who live off campus or commute	12%	52%
F1	Percent of students age 25 and older		14%
F1	Average age of full-time students	18	22
F1	Average age of all students (full- and part-time)	18	22
F2	Activities offered Identify those programs available at your institution.		
F2	Campus Ministries	x	
F2	Choral groups	x	
F2	Concert band	x	
F2	Dance		
F2	Drama/theater	x	
F2	International Student Organization	x	
F2	Jazz band	x	
F2	Literary magazine	x	
F2	Marching band		
F2	Model UN		
F2	Music ensembles	x	
F2	Musical theater	x	
F2	Opera		
F2	Pep band	x	
F2	Radio station		
F2	Student government	x	
F2	Student newspaper	x	
F2	Student-run film society		
F2	Symphony orchestra		
F2	Television station		
F2	Yearbook	x	
F3	ROTC (program offered in cooperation with Reserve Officers' Training Corps)		
F3		On Campus	At Cooperating Institution
			Name of Cooperating Institution
F3	Army ROTC is offered:		
F3	Naval ROTC is offered:		
F3	Air Force ROTC is offered:		
F4	Housing: Check all types of college-owned, -operated, or -affiliated housing available for undergraduates at your institution.		
F4	Coed dorms	x	
F4	Men's dorms		
F4	Women's dorms		
F4	Apartments for married students		
F4	Apartments for single students		
F4	Special housing for disabled students	x	
F4	Special housing for international students		
F4	Fraternity/sorority housing		
F4	Cooperative housing		
F4	Theme housing		
F4	Wellness housing	x	
F4	Other housing options (specify):		

G. ANNUAL EXPENSES

G0 Please provide the URL of your institution's net price calculator:
www.cui.edu/studentlife/financial-aid/undergraduate/index.aspx?id=21911

Provide 2013-2014 academic year costs of attendance for the following categories that are applicable to your institution.

Check here if your institution's 2013-2014 academic year costs of attendance are not available at this time and provide an approximate date (i.e., month/day) when your institution's final 2013-2014 academic year costs of attendance will be available:

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 2013-2014 academic year (30 semester 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).

G1	First-Year	Undergraduates
G1 PRIVATE INSTITUTIONS		
Tuition:	\$27,900	\$27,900
G1 PUBLIC INSTITUTIONS		
Tuition:		
In-district		
G1 PUBLIC INSTITUTIONS		
In-state (out-of-district):		
G1 PUBLIC INSTITUTIONS		
Out-of-state:		
G1 NONRESIDENT ALIENS		
Tuition:		
G1 REQUIRED FEES:	\$600	\$600
G1 ROOM AND BOARD:		
(on-campus)	\$8,760	\$8,760
G1 ROOM ONLY:		
(on-campus)		
G1 BOARD ONLY:		
(on-campus meal plan)		
G1 Comprehensive tuition and room and board fee (if your college cannot provide separate tuition and room and board fees):		
G1 Other:		
G2	Minimum	Maximum
G2 Number of credits per term a student can take for the stated full-time tuition		
G3	Yes	No
G3 Do tuition and fees vary by year of study (e.g., sophomore, junior, senior)?		x
G4	Yes	No
G4 Do tuition and fees vary by undergraduate instructional program?		
G4		
G4 If yes, what percentage of full-time undergraduates pay more than the tuition and fees reported in G1?		

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

G5	Residents	Commuters (living at home)	Commuters (not living at home)
G5 Books and supplies			
G5 Room only			
G5 Board only			
G5 Room and board total (if your college cannot provide separate room and board figures for commuters not living at home):			
G5 Transportation			
G5 Other expenses			
G6 Undergraduate per-credit-hour charges (tuition only)			
G6 PRIVATE INSTITUTIONS:		\$870	
G6 PUBLIC INSTITUTIONS In-district:			
G6 PUBLIC INSTITUTIONS In-state (out-of-district):			
G6 PUBLIC INSTITUTIONS Out-of-state:			
G6 NONRESIDENT ALIENS:			

H. FINANCIAL AID

Aid Awarded to Enrolled Undergraduates

Enter total dollar amounts awarded to enrolled 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 2011-2012 academic year (see the next item below), use the 2011-2012 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.)

H1	2012-2013 estimated	2011-2012 final	
H1	Indicate the academic year for which data are reported for items H1, H2, H2A, and H6 below:		
H3	Which needs-analysis methodology does your institution use in awarding institutional aid?		
H3	Federal methodology (FM)	x	
H3	Institutional methodology (IM)		
H3	Both FM and IM		
H1	Need-based \$ (Include non-need-based aid used to meet need.)	Non-need-based \$ (Exclude non-need-based aid used to meet need.)	
H1	Scholarships/Grants		
H1	Federal	\$1,974,144	\$0
H1	State (i.e., all states, not only the state in which your institution is located)	\$2,519,417	\$0
H1	Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).	\$7,809,245	\$2,572,139.01
H1	Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	\$4,000	\$0
H1	Total Scholarships/Grants	\$12,306,806	\$2,572,139.01
H1	Self-Help		
H1	Student loans from all sources (excluding parent loans)	\$4,158,039	\$6,783,846
H1	Federal Work-Study	\$95,600	
H1	State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)	\$0	\$0
H1	Total Self-Help	\$4,253,639	\$6,783,846
H1	Other		
H1	Parent Loans	\$0	\$3,721,599
H1	Tuition Waivers Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.	\$286,886	\$176,326
H1	Athletic Awards	\$2,289,402	\$1,508,086

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.

H2	First-time Full-time Freshmen	Full-time Undergraduate (Incl. Fresh.)	Less Than Full-time Undergraduate	
H2 a)	Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2012 cohort)	300	1559	168
H2 b)	Number of students in line a who applied for need-based financial aid	278	1296	99

Common Data Set 2012-2013

H2	c) Number of students in line b who were determined to have financial need	226	1102	86
H2	d) Number of students in line c who were awarded any financial aid	226	1097	70
H2	e) Number of students in line d who were awarded any need-based scholarship or grant aid	225	1014	28
H2	f) Number of students in line d who were awarded any need-based self-help aid	175	851	62
H2	g) Number of students in line d who were awarded any non-need-based scholarship or grant aid	27	94	0
H2	h) Number of students in line d whose need was fully met (exclude PLUS loans, unsubsidized loans, and private alternative loans)	33	138	5
H2	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)	68.34%	60.19%	35.81%
H2	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)	\$ 19,084.52	\$ 17,606.35	\$ 6,388.23
H2	k) Average need-based scholarship and grant award of those in line e	\$ 15,415.43	\$ 14,254.64	\$ 4,928.18
H2	l) Average need-based self-help award (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f	\$ 3,583.49	\$ 4,638.18	\$ 4,883.85
H2	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	\$ 3,413.85	\$ 4,541.85	\$ 4,883.85

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.

H2A		First-time Full-time Freshmen	Full-time Undergrad (Incl. Fresh.)	Less Than Full-time Undergrad
H2A	n) Number of students in line a who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletic awards and tuition benefits)	52	232	2
H2A	o) Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line n	\$ 7,673.08	\$ 7,577.67	\$ 2,125.00
H2A	p) Number of students in line a who were awarded an institutional non-need-based athletic scholarship or grant	21	135	1
H2A	q) Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line p			

H3 Incorporated into H1 above.

Note: These are the graduates and loan types to include and exclude in order to fill out CDS H4, H4a, H5, and H5a.

Include: * 2012 undergraduate class who graduated between July 1, 2008 and June 30, 2012 who started at your institution as first-time students and received a bachelor's degree between July 1, 2011 and June 30, 2012.

* only loans made to students who borrowed while enrolled at your institution.

* co-signed loans.

Exclude: * those who transferred in.
 * money borrowed at other institutions.

H4	Provide the percentage of the class (defined above) who borrowed at any time through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and Unsubsidized, private loans that were certified by your institution, etc.; exclude parent loans). Include both Federal Direct Student Loans and Federal Family Education Loans.	
H4a	Provide the percentage of the class (defined above) who borrowed at any time through federal loan programs--Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans. NOTE: exclude all institutional, state, private alternative loans and parent loans.	66.10%
H5	Report the average per-undergraduate-borrower cumulative principal borrowed of those in line H4.	
H5a	Report the average per-undergraduate-borrower cumulative principal borrowed, of those in H4a, through federal loan programs--Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans. These are listed in line H4a. NOTE: exclude all institutional, state, private alternative loans and exclude parent loans.	\$ 20,946.42

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 and grant aid for undergraduate degree-seeking nonresident aliens:
H6	Institutional need-based scholarship or grant aid is available
H6	Institutional non-need-based scholarship or grant aid is available
H6	Institutional scholarship or grant aid is not available x
H6	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:
H6	Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:
H6	Total dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:
H7	Check off all financial aid forms nonresident alien first-year financial aid applicants must submit:
H7	Institution's own financial aid form
H7	CSS/Financial Aid PROFILE
H7	International Student's Financial Aid Application
H7	International Student's Certification of Finances
H7	Other (specify):

Process for First-Year/Freshman Students

H8	Check off all financial aid forms domestic first-year (freshman) financial aid applicants must submit:
H8	FAFSA x
H8	Institution's own financial aid form
H8	CSS/Financial Aid PROFILE
H8	State aid form x
H8	Noncustodial PROFILE
H8	Business/Farm Supplement
H8	Other (specify): Department scholarship forms
H9	Indicate filing dates for first-year (freshman) students:
H9	Priority date for filing required financial aid forms: 3/2
H9	Deadline for filing required financial aid forms: 3/2

H9 No deadline for filing required forms (applications processed on a rolling basis):

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

H10 a) Students notified on or about (date):

H10	Yes	No
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H10	b) Students notified on a rolling basis:	x
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H10	If yes, starting date:	3/15
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H11 Indicate reply dates:

H11 Students must reply by (date):

H11	or within _____ weeks of notification.	4
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Types of Aid Available

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

H12 Loans

H12 FEDERAL DIRECT STUDENT LOAN PROGRAM (DIRECT LOAN)

H12 Direct Subsidized Stafford Loans

H12 Direct Unsubsidized Stafford Loans

H12 Direct PLUS Loans

H12 Federal Perkins Loans

H12 Federal Nursing Loans

H12 State Loans

H12 College/university loans from institutional funds

H12 Other (specify):

H13 Scholarships and Grants

H13 NEED-BASED:

H13 Federal Pell

H13 SEOG

H13 State scholarships/grants

H13 Private scholarships

H13 College/university scholarship or grant aid from institutional funds

H13 United Negro College Fund

H13 Federal Nursing Scholarship

H13 Other (specify):

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

H14	Non-Need Based	Need-Based
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H14	Academics	x
------------	-----------	---

H14	Alumni affiliation	
------------	--------------------	--

H14	Art	
------------	-----	--

H14	Athletics	x
------------	-----------	---

H14	Job skills	
------------	------------	--

H14	ROTC	
------------	------	--

H14	Leadership	
------------	------------	--

H14	Minority status	
------------	-----------------	--

H14	Music/drama	x
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H14	Religious affiliation	x
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H14	State/district residency	
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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:

I. INSTRUCTIONAL FACULTY AND CLASS SIZE

Please report the number of instructional faculty members in each category for Fall 2012. Include faculty who are on your institution's payroll on the census date your institution uses for

I1 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 degree: the highest degree in a field: example, M. Arch (architecture) and MFA (master of fine arts).

I1		Full-Time	Part-Time	Total
I1	a) Total number of instructional faculty	84	235	319
I1	b) Total number who are members of minority groups	9	32	41
I1	c) Total number who are women	37	114	151
I1	d) Total number who are men	47	121	168
I1	e) Total number who are nonresident aliens (international)			
I1	f) Total number with doctorate, or other terminal degree	56	122	178
I1	g) Total number whose highest degree is a master's but not a terminal master's			
I1	h) Total number whose highest degree is a bachelor's			
I1	i) Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)			
I1	j) Total number in stand-alone graduate/ professional programs in which faculty teach virtually only graduate-level students			

I2 Student to Faculty Ratio

Report the Fall 2012 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.

I2	Fall 2012 Student to Faculty ratio	19 to 1	(based on	3090 students
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and 162 faculty).

I3 Undergraduate Class Size

In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 2012 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 2012. 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.

I3 Number of Class Sections with Undergraduates Enrolled									
I3 Undergraduate Class Size (provide numbers)									
I3 CLASS SECTIONS	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total	
I3 CLASS SECTIONS	91	175	145	40	9	0	0	460	
I3 CLASS SUB-SECTIONS	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total	
I3 CLASS SUB-SECTIONS	12	27	20					59	

J. DEGREES CONFERRED

J1 Degrees conferred between July 1, 2011 and June 30, 2012

J1 For each of the following discipline areas, provide the percentage of diplomas/certificates, associate, and bachelor's degrees awarded. To determine the percentage, use majors, 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.

J1	Category	Diploma/Certificates	Associate	Bachelor's	CIP 2010 Categories to Include
J1	Agriculture				1
J1	Natural resources and conservation				3
J1	Architecture				4
J1	Area, ethnic, and gender studies				5
J1	Communication/journalism			5	9
J1	Communication technologies				10
J1	Computer and information sciences				11
J1	Personal and culinary services				12
J1	Education				13
J1	Engineering				14
J1	Engineering technologies				15
J1	Foreign languages, literatures, and linguistics				16
J1	Family and consumer sciences				19
J1	Law/legal studies				22
J1	English			4	23
J1	Liberal arts/general studies			14	24
J1	Library science				25
J1	Biological/life sciences			4	26
J1	Mathematics and statistics			2	27
J1	Military science and military technologies				28 & 29
J1	Interdisciplinary studies			4	30
J1	Parks and recreation			5	31
J1	Philosophy and religious studies				38
J1	Theology and religious vocations			1	39
J1	Physical sciences			1	40
J1	Science technologies				41
J1	Psychology			5	42
J1	Homeland Security, law enforcement, firefighting, and protective services				43
J1	Public administration and social services				44
J1	Social sciences			1	45
J1	Construction trades				46
J1	Mechanic and repair technologies				47
J1	Precision production				48
J1	Transportation and materials moving				49
J1	Visual and performing arts			9	50
J1	Health professions and related programs			13	51
J1	Business/marketing			28	52
J1	History			4	54
J1	Other				
J1	TOTAL (should = 100%)	100.00%	100.00%	100.0%	

Common Data Set 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) who maintains cultural identification through tribal affiliation or community recognition.
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 <i>not</i> creditable toward tuition and required fees, nor is it refundable if the student is not admitted to the institution.
Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or Pacific Islands. This includes people from China, Japan, Korea, the Philippine Islands, American Samoa, India, 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 <i>not</i> 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, non-Hispanic: A person having origins in any of the black racial groups of Africa (except those of Hispanic origin).
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.
*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 applicant 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 or 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: 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 student: 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.
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—
<i>Less Than 1 Academic Year:</i> 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.
<i>At Least 1 But Less Than 2 Academic Years:</i> 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.
<i>At Least 2 But Less Than 4 Academic Years:</i> 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, non-Hispanic: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).
*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
Awarded aid: The dollar amounts offered to financial aid applicants.
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 program (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 noninstitutional 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.

SUMMARY OF SIGNIFICANT CHANGES TO THE CDS FOR 2012-2013

There are no structural or definitional changes to **CDS for 2012-2013**; other than the incremental advancement by one for year-dependent items, **CDS for 2012-2013** is identical to **CDS for 2011-2012**.