



CALIFORNIA STATE UNIVERSITY, CHICO

2019-2020 COMMON DATA SET

A. GENERAL INFORMATION

A1. Address Information

Name of College or University	California State University, Chico
Mailing Address, City/State/Zip	400 West First Street, Chico, CA 95929-0722
Street Address (if different), City/State/Zip	
Main phone	530-898-4636 (530-898-info)
WWW Home Page Address	http://www.csuchico.edu
Admissions Phone Number	530-898-4428
Admissions toll-free number	800-542-4426
Admissions Office Mailing Address, City/State/Zip	Chico, CA 95929-0722
Admissions Fax number	530-898-6456
Admissions E-mail Address	info@csuchico.edu
URL application site on the Internet	www.calstate.edu/apply

A2. Source of institutional control

<input checked="" type="checkbox"/>	Public
<input type="checkbox"/>	Private (nonprofit)
<input type="checkbox"/>	Proprietary

A3. Classify your undergraduate institution:

<input checked="" type="checkbox"/>	Coeducational college
<input type="checkbox"/>	Men's college
<input type="checkbox"/>	Women's college

A4. Academic year calendar

<input checked="" type="checkbox"/>	Semester	<input type="checkbox"/>	4-1-4
<input type="checkbox"/>	Quarter	<input type="checkbox"/>	Continuous
<input type="checkbox"/>	Trimester	<input type="checkbox"/>	Differs by program

A5. Degrees offered *Certificates are below an AA degree.

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

B. ENROLLMENT AND PERSISTENCE

Note: The IPEDS definition of first-time freshmen includes first-time students at the freshmen, sophomore, junior, or senior level. The definition of undergraduates includes any student enrolled in a bachelor's degree program including post-baccalaureate students. These definitions may differ from other institutional views of the data. Local data was used for B1 and B2, and may differ slightly from official IPEDS counts.

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 September 15, 2019.

	FULL-TIME		PART-TIME	
	MEN	WOMEN	MEN	WOMEN
UNDERGRADUATES				
Degree-seeking, first-time freshmen	1107	1432	9	13
Other first-year, degree-seeking	371	417	46	42
All other degree-seeking	5537	6120	491	514
Total degree-seeking	7015	7969	546	569
All other undergraduates enrolled in credit courses				
Total undergraduates	7015	7969	546	569
FIRST PROFESSIONAL				
First-time, first-professional students				
All other first-professionals				
Total first-professional				
GRADUATE				
Degree-seeking, first-time	49	109	11	24
All other degree-seeking	71	214	43	82
All other graduates enrolled in credit courses	86	208	5	18
Total graduate	206	531	59	124

Total all undergraduate students:	16,099
Total all graduate and professional students:	920
GRAND TOTAL ALL STUDENTS:	17,014

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 September 15, 2019. 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."

	DEGREE-SEEKING FIRST-TIME FIRST-YEAR*	DEGREE-SEEKING UNDERGRADUATES (INCLUDES FIRST-TIME FIRST YEAR)
Non-resident aliens	20	423
Hispanic	1008	5591
Black or African American, non-Hispanic	83	446
White, non-Hispanic	1087	7138
American Indian or Alaska Native, non-Hispanic	4	67
Asian, non-Hispanic	139	866
Native Hawaiian or other Pacific Islander, non-Hispanic	11	41
Two or more races, non-Hispanic	183	1094
Race and/or ethnicity unknown	26	433
Total	2561	16099

PERSISTENCE

B3. Number of degrees awarded by your institution from July 1, 2018, to June 30, 2019.

Certificate/diploma	
Associate degrees	
Bachelor's degrees	4,267
Post-bachelor's certificates	
Master's degrees	281
Post-master's certificates	
Doctoral degrees - research/scholarship	
Doctoral degrees - professional practice	
Doctoral degrees - other	

GRADUATION RATES (2013 Cohort).

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 2019-20 Web-based survey. NOTE: Completers are defined as students in the initial cohort who entered CSU, Chico as a full-time, first-time freshman, and graduated within the California State University System.

For Bachelor's or Equivalent Programs - 2013 Cohort

Please provide data for the fall 2013 cohort if available. If fall 2013 cohort data are not available, provide data for the fall 2012 cohort.

Fall 2012 Cohort				
	RECIPIENTS OF A FEDERAL PELL GRANT	RECIPIENTS OF A SUBSIDIZED STAFFORD LOAN WHO DID NOT RECEIVE A PELL GRANT	DEGREE-SEEKING FIRST-TIME FIRST-YEAR*	DEGREE-SEEKING UNDERGRADUATES (INCLUDES FIRST-TIME FIRST YEAR)
A - Initial 2012 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	986	352		2,714
B - Of the initial 2012 cohort, how many 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 allowable exclusions	0	0		0
C - Final 2012 cohort, after adjusting for allowable exclusions	986	352		2,714
D - Of the initial 2012 cohort, how many completed the program in four years or less (by Aug. 31, 2016)	204	110		744
E - Of the initial 2012 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2016 and by Aug. 31, 2017)	291	94		807
F - Of the initial 2012 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2017 and by Aug. 31, 2018)	98	31		229
G - Total graduating within six years (sum of lines D, E, and F)	593	235		1,780
H - Six-year graduation rate for 2012 cohort (G divided by C)	60%			66%
Total				

Fall 2013 Cohort				
	RECIPIENTS OF A FEDERAL PELL GRANT	RECIPIENTS OF A SUBSIDIZED STAFFORD LOAN WHO DID NOT RECEIVE A PELL GRANT	DEGREE-SEEKING FIRST-TIME FIRST-YEAR*	DEGREE-SEEKING UNDERGRADUATES (INCLUDES FIRST-TIME FIRST YEAR)
A - Initial 2013 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	990	275		2,340
B - Of the initial 2013 cohort, how many 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 allowable exclusions	0	0		0
C - Final 2013 cohort, after adjusting for allowable exclusions	990	275		2,340
D - Of the initial 2013 cohort, how many completed the program in four years or less (by Aug. 31, 2017)	193	88		690
E - Of the initial 2013 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2017 and by Aug. 31, 2018)	299	84		695
F - Of the initial 2013 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2018 and by Aug. 31, 2019)	90	24		166
G - Total graduating within six years (sum of lines D, E, and F)	582	196		1,551
H - Six-year graduation rate for 2013 cohort (G divided by C)	59%	71%		66%
Total				

Note: B12 to B21 refer to two-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 2018 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

B22. For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshmen in fall 2018 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in fall 2019? 83.4 %

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

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 2019. 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, non-admission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission.

Total first-time, first-year (freshman) men who applied	11,264
Total first-time, first-year (freshman) women who applied	14,644
Total first-time, first-year (freshman) men who were admitted	7,523
Total first-time, first-year (freshman) women who were admitted	11,217
Total full-time, first-time, first-year (freshman) men who enrolled	1,107
Total part-time, first-time, first-year (freshman) men who enrolled	9
Total full-time, first-time, first-year (freshman) women who enrolled	1,432
Total part-time, first-time, first-year (freshman) women who enrolled	13

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

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

If yes, please answer the questions below for fall 2019 admissions:

Number of qualified applicants offered a place on waiting list _____

Number accepting a place on the waiting list _____

Number of wait-listed students admitted _____

Is your waiting list ranked?

 If yes, do you release that information to students? _____

 Do you release that information to school counselors? _____

ADMISSION REQUIREMENTS

C3. High school completion requirement

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

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

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

X	Required
	Recommended
	Neither required nor recommended

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
Total academic units	15	
English	4	
Mathematics	3	
Science (1 Life; 1 Physical)	2	
Of these, units that must be lab	2	
Foreign language	2	
Social studies (to include US History)	2	
History		
Academic electives	1	
Computer Science		
Visual/Performing Arts	1	
Other (<i>specify</i>)		

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:

Open admission policy as described above for all students X

Open admission policy as described above for most students, but

selective admission for out-of-state students ___

selective admission to some programs ___

other (explain) _____

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
Academic				
Rigor of secondary school record				X
Class rank				X
Academic GPA	X*			
Standardized test scores	X			
Application Essay				X
Recommendation				X
Non-academic				
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

*GPA determined by using 10th, and 11th grade college preparatory courses only (excluding PE).

SAT & ACT POLICIES

C8. Entrance exams

A. Does your institution make use of SAT Reasoning, ACT or SAT Subject Test scores in **admission** decisions for first-time, first-year, degree-seeking applicants? YES

If yes, check the appropriate boxes below to reflect your institution’s policies for use in admission for fall 2021.

	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					

B. If your institution will make use of the ACT in **admission** decisions for first-time, first-year, degree-seeking applicants for fall 2021, please indicate which ONE of the following applies (regardless of whether the writing score will be used in the admissions process):

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

If your institution will make use of the SAT in admission decisions for first-time, first-year, degree-seeking applicants for fall 2021 please indicate which ONE of the following applies (regardless of whether the Essay score will be used in the admissions process):

SAT with Essay component required	
SAT with ESSAY component recommended	
SAT with or without ESSAY component accepted	X

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

For admission	
For placement	

For advising	
In place of an application essay	
As a validity check on the application essay	
No college policy as of now	
Not using essay component	X

D. In addition, does your institution use applicants' test scores for academic advising? **Yes, for placement in math and English.**

E. Latest date by which SAT or ACT scores must be received for fall-term admission: **Student must take the SAT/ACT by the December test date**

Latest date by which SAT Subject Test scores must be received for fall-term admission **Student must take the SAT/ACT by the December test date**

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

All freshmen applicants must submit SAT or ACT test scores regardless of high school GPA. The SAT or ACT must be taken by the December test date for admission consideration.

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

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

FRESHMAN PROFILE

Provide percentages for **ALL enrolled degree-seeking full-time and part-time, first-time, first-year** (freshman) students enrolled in fall 2019 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 2019 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. *Do convert Old SAT scores to New SAT scores using the College Board's concordance tools and tables (sat.org/concordance).*

Percent submitting SAT scores 90 %

Number submitting SAT scores 2,253

Percent submitting ACT scores 28 %

Number submitting ACT scores 699

For each assessment listed below, report the score that represents the 25th percentile (the score that 25 percent of the freshman population scored at or below) and the 75th percentile score (the score that 25 percent scored at or above).

Assessment	25th Percentile Score	75th Percentile Score
SAT Composite	1000	1170
SAT Evidence-Based Reading and Writing	500	590
SAT Math	490	590
ACT Composite	18	24
ACT Math	17	24
ACT English	16	25
ACT Writing	18	25

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

Score Range	SAT Evidence-Based Reading and Writing	SAT Math
700-800	1.78	2.44
600-699	23.05	18.65
500-599	51.07	52.62
400-499	23.05	24.16
300-399	1.07	2.13
200-299	0	0
	100%	100%

Score Range	SAT Composite
1400-1600	.98
1200-1399	19.05
1000-1199	55.28
800-999	23.62
600-799	1.07
400-599	0
	100%

Score Range	ACT Composite	ACT English	ACT Math
30-36	3.44	5.59	2.15
24-29	21.92	17.05	24.36
18-23	50.14	45.42	39.54
12-17	24.50	28.80	33.95
6-11	0	3.15	0
Below 6	0	0	0
	100%	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).

Percent in top tenth of high school graduating class	35%
Percent in top quarter of high school graduating class	76%
Percent in top half of high school graduating class	100%
Percent in bottom half of high school graduating class	0%
Percent in bottom quarter of high school graduating class	0%

Note: Top half + bottom half = 100%.

Percent of total first-time, first-year (freshman) students who submitted high school class rank: 50%

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

Percent who had GPA of 3.75 and higher	20.92
Percent who had GPA between 3.50 and 3.74	19.84
Percent who had GPA between 3.25 and 3.49	22.51
Percent who had GPA between 3.00 and 3.24	22.48
Percent who had GPA between 2.50 and 2.99	13.77
Percent who had GPA between 2.00 and 2.49	.48
Percent who had GPA between 1.00 and 1.99	0
Percent who had GPA below 1.0	0
	100%

C12. Average high school GPA of all degree-seeking first-time, first-year (freshman) students who submitted GPA: 3.41

Percent of total first-time, first-year (freshman) students who submitted high school GPA: 100%

ADMISSION POLICIES

C13. Application fee

	Yes	No	
Does your institution have an application fee?	\$ 55		
Can it be waived for applicants with financial need?	Only CA residents		
	Same fee	Free	Reduced
If you have an application fee and an on-line application option, please indicate policy for students who apply on-line.	X		

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

Same fee: _____

Free: _____

Reduced: _____

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

C14. Application closing date

Application closing date (fall):	November 30
Priority date:	October 1 to November 30

C15. Are first-time, first-year students accepted for terms other than the fall? No, first-year students are not typically accepted for terms other than fall. Please contact the university regarding latest policy.

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

<input checked="" type="checkbox"/>	On a rolling basis beginning (date): Beginning December 1st
<input type="checkbox"/>	By (date):
<input type="checkbox"/>	Other:

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

<input checked="" type="checkbox"/>	Must reply by (date): May 1 or within 2 weeks of notification
<input type="checkbox"/>	No set date
<input type="checkbox"/>	Other:

Deadline for housing deposit (MMDD) **April 6, 2020**

Amount of housing deposit: **\$300.00**

Refundable if student does not enroll? **Yes, in full. Written request must be received 30 days prior to opening of residence halls.**

C18. Deferred admission: Does your institution allow students to postpone enrollment after admission? **Yes**
If yes, maximum period of postponement: **1 year - only for first time freshmen**

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**

EARLY DECISION AND EARLY ACTION PLANS

C20. Early decision: Does your institution offer an early decision plan (an admission plan that permits students to apply and be notified of an admission decision well in advance of the regular notification date and that asks students to commit to attending if accepted) for first-time, first-year (freshman) applicants for fall enrollment? ___ Yes X 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 2019 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: _____

C21. Early action: Do you have a nonbinding early action plan whereby students are notified of an admission decision well in advance of the regular notification date but do not have to commit to attending your college?

Yes No

If "yes," please complete the following:

Early action closing date _____

Early action notification date _____

Is your early action plan a "restrictive" plan under which you limit students from applying to other early plans?

Yes No

D. TRANSFER ADMISSION - UNDERGRADUATES ONLY

FALL APPLICANTS

D1. Does your institution enroll transfer students? Yes ___ No

(If no, please skip to Section E)

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

D2. Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 2019. **Note:** Definition of undergraduates includes any student enrolled in a bachelor's degree program including post-baccalaureate students. This definition may differ from other institutional views of the data.

	Applicants	Admitted applicants	Enrolled applicants
Men	3597	1974	766
Women	4193	2398	812
Total	7794	4374	1579

APPLICATION FOR ADMISSION

D3. Indicate terms for which transfers may enroll:

Fall	X
Winter	
Spring	X
Summer	

D4. Must a transfer applicant have a minimum number of credits completed or else must apply as an entering freshman? Yes
If yes, what is the minimum number of credits and the unit of measure? **60 semester/90 quarter units, must be transferable credits**

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				

D6. If a minimum high school grade point average is required of transfer applicants, specify (on a 4.0 scale): **Grade point average will be determined by the applicant pool.**

D7. If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale): **Grade point average will be determined by the applicant pool.**

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

Grade point average will be determined by the applicant pool.

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	Oct. 1	Nov. 30			X
Winter					
Spring	Aug. 1	Aug. 31			X
Summer					

D10. Does an open admission policy, if reported, apply to transfer students? No

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

Admission based on space available basis.

TRANSFER CREDIT POLICIES

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

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

70 semester credits or 105 quarter credits

D14. Maximum number of credits or courses that may be transferred from a four-year institution: N/A Unit type: _____

D15. Minimum number of credits that transfers must complete at your institution to earn an associate's degree: N/A

D16. Minimum number of credits that transfers must complete at your institution to earn a bachelor's degree: **30 semester units**

D17. Describe other transfer credit policies:

Grade of "C" required in English composition, math above level of intermediate algebra, speech, and critical thinking for admission purposes.

Military Service Transfer Credit Policies

D18. Does your institution accept the following military/veteran transfer credits:

American Council on Education (ACE) Yes____ No____

College Level Examination Program (CLEP) Yes____ No____

DANTES Subject Standardized Tests (DSST) Yes____ No____

D19. Maximum number of credits or courses that may be transferred based on military education evaluated by the American Council on Education (ACE):

Number _____ Unit type _____

D20. Maximum number of credits or courses that may be transferred based on Department of Defense supported prior learning assessments (College Level Examination Program (CLEP) or DANTES Subject Standardized Tests (DSST)):

Number _____ Unit type _____

D21. Are the military/veteran credit transfer policies published on your website? Yes____ No____

If yes, please provide the URL where the policy can be located: _____

D22. Describe other military/veteran transfer credit policies unique to your institution: _____

E. ACADEMIC OFFERINGS AND POLICIES

E1. Special study options. Identify those programs available at your institution.

	Accelerated program	X	Honors program
X	Cooperative (education) program	X	Independent study
X	Cross-registration	X	Internships
X	Distance learning		Liberal arts/career combination
X	Double major	X	Student-designed major
X	Dual enrollment (high school scholar)	X	Study abroad
X	English as a Second Language	X	Teacher certification program
X	Exchange student program (domestic)		Weekend college
X	External degree program		Other (specify):

~~**E2. Has been removed from the CDS.**~~

E3. Areas in which all or most students are required to complete some course work prior to graduation.

X	Arts/fine arts	X	Humanities
X	Computer literacy	X	Mathematics
X	English (including composition)	X	Philosophy
	Foreign languages	X	Sciences (biological or physical)
X	History	X	Social science
	Other (describe):		

F. STUDENT LIFE

F1. Percentages of first-time, first-year (freshman) students and all degree-seeking undergraduates enrolled in fall 2019 who fit the following categories.

	First-time, First-year freshmen	Undergraduates
Percent who are from out of state (exclude international and nonresident aliens from the numerator and denominator)	1%	1%
Percent of men who join fraternities	0%	1%
Percent of women who join sororities	0%	1%
Percent who live in college-owned, -operated, or -affiliated housing	60%	2%
Percent who live off campus or commute	40%	98%
Percent of students age 25 and older	1%	11%
Average age of full-time students	18	22
Average age of all students (full- and part-time)	19	24

F2. Activities offered Identify those programs available to your institution.

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

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

Army ROTC is offered:

<input type="checkbox"/>	On campus
<input type="checkbox"/>	At cooperating institution (name):

Naval ROTC is offered:

<input type="checkbox"/>	On campus
<input type="checkbox"/>	At cooperating institution (name):

Air Force ROTC is offered:

<input type="checkbox"/>	On campus
<input type="checkbox"/>	At cooperating institution (name):

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

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

G. ANNUAL EXPENSES

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

<https://www.csuchico.edu/fa/forms/documents/npcalc.htm>

Provide 2020-2021 academic year costs of attendance for the following categories that are applicable to your institution.

Check here if your institution's 2020-2021 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 2020-2021 academic year costs of attendance will be available: _____

NOTE: Final tuition and fees are dependent upon passage of the California state budget.

G1. Undergraduate full-time tuition, required fees, room and board (housing costs are finalized in March)

List the typical tuition, required fees, and room and board for a full-time undergraduate student for the FULL 2020-2021 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	\$5,742	Same as first year
In-district: (estimate)		
In-state (out-of-district): (estimate)	\$5,742	
Out-of-state: (estimate)	\$17,622	
NONRESIDENT ALIENS: (estimate)	\$17,622	
REQUIRED FEES: (CSU, Chico fees) (estimate)	\$2,064	
ROOM AND BOARD: (on-campus)	\$11,360	
ROOM ONLY: (on-campus)		
BOARD ONLY: (on-campus meal plan)		

Other: For 2019-20, all students pay \$ (CSU tuition) and \$ (local campus fees). Non-residents of California pay an additional tuition of \$396/unit.

Comprehensive tuition/room/board fee _____
(if your college cannot provide separate tuition/room/board/fees)

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

Minimum	6.1
Maximum	None

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 ___ No

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:

	Residents	Commuters (living at home)	Commuters (not living at home)
Books and supplies:	\$1970	\$1970	\$1970
Room only:			
Board only:			
Transportation:	\$1092	\$1092	\$1092
Other expenses: personal	\$1704	\$1704	\$1704

G6. Undergraduate per-credit-hour charges (tuition only):

Private Institutions:	
Public Institutions, in-district:	
Public Institutions, in-state (out-of-district):	
Out-of-state:	\$396/unit
Non-resident Aliens:	\$396/unit

H. FINANCIAL AID

AID AWARDED TO ENROLLED UNDERGRADUATES

H1. Enter total dollar amount **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 2019-2020 academic year (see the next item below), use the 2019-2020 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 column.** (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:

	2019-2020 estimated for fall and spring
X	2018-2019 final

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

X	Federal methodology (FM)
	Institutional methodology (IM)
	Both FM and IM

	Need-Based (Include non-need-based aid used to meet need)	Non-Need-Based (Exclude non-need-based aid used to meet need)
Scholarships/Grants		
Federal	37,060,223	27,504
State (i.e., all states, not only the state in which your institution is located)	27,272,398	640,907
Institutional: endowed scholarships, annual gifts and tuition funded grants awarded by the college excluding athletic aid and tuition waivers (which are reported below)	26,382,928	243,309
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	0	0
Total Scholarships/Grants	90,715,549	911,720
Self-Help		
Student loans from all sources (excluding parent loans)	44,922,153	6,271,789
Federal Work-Study	2,157,712	0
State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above)	0	0
Total Self-Help	47,079,865	6,271,789
Parent Loans	3,108,752	1,878,575

Tuition Waivers Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.	0	0
Athletic Awards	482,833	83,925

H2. Number of Enrolled Students Receiving Aid: List the number of degree-seeking full-time and less-than-full-time undergraduates who applied for and were awarded financial aid from any source. **Aid that is non-need-based but that was used to meet need should be counted as need-based aid.** Numbers should reflect the cohort awarded the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

Need-Based Awards	First-time Full-time Freshmen	Full-time Undergrad	Less than Full-time Undergrad
a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2019 cohort)	2,687	15,237	1,199
b) Number of students in line a who applied for need-based financial aid.	2,364	11,931	733
c) Number of students in line b who were determined to have financial need.	1,774	10,107	667
d) Number of students in line c who were awarded any financial aid.	1,700	9,716	598
e) Number of students in line d who were awarded any need-based scholarship or grant aid.	1,641	9,217	541
f) Number of students in line d who were awarded any need-based self-help aid.	1,044	6,013	401
g) Number of students in line d who were awarded any non-need-based scholarship or grant aid.	177	512	7
h) Number of students in line d whose need was fully met (exclude PLUS loans, unsubsidized and private alternative loans).	227	770	16
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 and private alternative loans).	65%	66%	56%
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).	\$12,422	\$12,607	\$9,109
k) Average need-based scholarship or grant award of those in line e.	\$9,523	\$9,116	\$5,809
l) Average need-based self-help award (excluding PLUS loans, unsubsidized loans and private alternative loans) of those in line f.	\$5,205	\$6,091	\$5,785
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.	\$2,749	\$3,392	\$3,254

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.

	First-time Full-time Freshmen	Full-time Undergrad	Less than Full-time Undergrad
n) Number of students in line a who had no financial need who were awarded institutional non-need-based scholarship or grant aid (exclude those receiving athletic awards and tuition benefits).	177	512	7
o) Average dollar amount of institutional non-need-based scholarship or grant aid awarded to students in line n.	\$2,353	\$2,124	\$1,171
p) Number of students in line a who were awarded an institutional non-need-based athletic grant or scholarship.	12	30	0
q) Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line p.	\$1,729	\$2,664	0

H3. Incorporated into H1 above.

NOTE: Graduates and loan types to include and exclude in CDS H4 and H5 are listed below.

Include:

- 2019 undergraduate class all students who started at your institution as first-time students, and received a bachelor's degree between July 1, 2018 and June 30, 2019.
- 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.
- Parents 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 2019 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2018 and June 30, 2019. Exclude students who transferred into your institution.

2,049

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

Source/Type of Loan	Number in the class (defined in H4 above) who borrowed from the types of loans specified in the first column	Percent of the class (defined above) who borrowed from the types of loans specified in the first column (nearest 1%)	Average per-undergraduate-borrower cumulative principal borrowed from the types of loans specified in the first column (nearest \$1)
a) Any loan program: Federal Perkins, Federal Stafford Subsidized and Unsubsidized, institutional, state, private loans that your institution is aware of, etc. Include both Federal Direct Student Loans and Federal Family Education Loans.	817	40%	\$5,894
b) Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans.	798	39%	\$5,495
c) Institutional loan programs.			
d) State loan programs.			
e) Private student loans made by a bank or lender.			

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.

<input type="checkbox"/>	Institutional need-based scholarship or grant aid is available
<input type="checkbox"/>	Institutional non-need-based scholarship or grant aid is available
<input checked="" type="checkbox"/>	Institutional scholarship and grant aid is not available

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

Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens: _____

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:

<input type="checkbox"/>	Institution's own financial aid form
<input type="checkbox"/>	CSS/Financial Aid PROFILE
<input type="checkbox"/>	International Student's Financial Aid Application
<input type="checkbox"/>	International Student's Certification of Finances
<input checked="" type="checkbox"/>	Other: Scholarship Application Form

Process for First-Year/Freshmen Students

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

<input checked="" type="checkbox"/>	FAFSA
	Institution's own financial aid form
	CSS/Financial Aid PROFILE
	State aid form
	Noncustodial PROFILE
	Business/Farm Supplement
<input checked="" type="checkbox"/>	Other: Scholarship Application Form

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

Priority date for filing required financial aid forms:	March 2, 2020
Deadline for filing required financial aid forms:	
No deadline for filing required forms (applications processed on a rolling basis):	X

H10. Indicate notification dates for first-year (freshman) students:

Students notified on or about (date)	4/03/2020
Students notified on a rolling basis	4/03/2020

H11. Indicate reply dates:

Students must reply by (date): _____ or within ____ weeks of notification.

TYPES OF AID AVAILABLE

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

H12. Loans

	FEDERAL DIRECT STUDENT LOAN PROGRAM (DIRECT LOAN)
<input checked="" type="checkbox"/>	Direct Subsidized Stafford Loans
<input checked="" type="checkbox"/>	Direct Unsubsidized Stafford Loans
<input checked="" type="checkbox"/>	Direct PLUS Loans
	FEDERAL FAMILY EDUCATION LOAN PROGRAM (FFEL)
	FFEL Subsidized Stafford Loans
	FFEL Unsubsidized Stafford Loans
	FFEL PLUS Loans
	OTHER PROGRAMS
<input checked="" type="checkbox"/>	Federal Perkins Loans
	Federal Nursing Loans
	State Loans
<input checked="" type="checkbox"/>	College/university loans from institutional funds
	Other (specify):

H13. Scholarships and Grants

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

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

NON-NEED		CRITERIA
X	X	Academics
		Alumni affiliation
X		Art
X		Athletics
		Job skills
		ROTC
X		Leadership
X	X	Minority Status
X		Music/drama
X		Religious affiliation
	X	State/district residency

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

I-1. Please report number of instructional faculty members in each category for fall 2019. 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

Definitions:

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 (e.g., Ph.D., Ed.D in education, DMA in musical arts, DBA in business administration, D. Eng or DES in engineering).

First-professional: includes the fields of 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), law (JD) and theological professions (MDiv, MHL).

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

Fall 2019	Full-time	Part-time	Total
A. Total number of instructional faculty	508	417	925
B. Total number who are members of minority groups	99	48	147
C. Total number who are women	251	241	492
D. Total number who are men	257	176	433
E. Total number who are non-resident aliens (international)	19	2	21

F. Total number with doctorate or other terminal degree	393	124	517
G. Total number whose highest degree is a master's but not a terminal master's	88	207	295
H. Total number whose highest degree is a bachelor's	23	72	95
I. Total number whose highest degree is unknown or other (Note: Items F, G, H, and I must sum up to item A)	4	14	18
J. Total number in stand-alone graduate/professional programs in which faculty teach virtually only graduate-level students	0	0	0

I-2. Fall 2019 - Student to Faculty Ratio

Report the fall 2019 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 2019 Student to Faculty ratio: 23:1 (based on 16,170 FTE students and 697 FTE faculty)

I-3. Fall 2019 - 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 2019 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 2019. 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 and Subsections with Undergraduates Enrolled -- fall 2019.

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SECTIONS	229	456	632	489	311	216	63	2,396
CLASS SUB- SECTIONS	68	386	364	54	4	9	0	885

J. DEGREES CONFERRED

Degrees conferred between July 1, 2018 and June 30, 2019

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.

Category	Bachelor's (%)		CIP 2010 Categories to Include
Agriculture	1.57		1
Natural resources and conservation	.45		3
Architecture	0		4
Area, ethnic, and gender studies	.28		5
Communication/journalism	4.78		9
Communication technologies	0		10
Computer and information sciences	14.76		11
Personal and culinary services	0		12
Education	1.24		13
Engineering	0		14
Engineering technologies	.49		15
Foreign languages, literatures, and linguistics	.87		16
Family and consumer sciences	3.35		19
Law/legal studies	0		22
English	1.19		23
Liberal arts/general studies	3.32		24
Library science	0		25
Biological/life sciences	3.40		26
Mathematics and statistics	.56		27
Military science and military technologies	0		28 and 29
Interdisciplinary studies	1.41		30
Parks and recreation	3.86		31
Philosophy and religious studies	.12		38
Theology and religious vocations	0		39
Physical sciences	.33		40
Science technologies	0		41
Psychology	4.73		42
Homeland Security, law enforcement, firefighting, and protective services	0		43
Public administration and social services	1.68		44
Social sciences	4.33		45
Construction trades	0		46
Mechanic and repair technologies	0		47
Precision production	0		48
Transportation and materials moving	0		49

Visual and performing arts	3.59		50
Health professions and related programs	7.19		51
Business/marketing	15.77		52
History	.73		54
Other	19.75		
TOTAL	100.00		

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, non admission, 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 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 *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, 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—

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, 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

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 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.