

GENERAL INFORMATION

A1. Address Information

Name of College or University **University of Colorado Boulder**

Mailing Address, City/State/Zip/Country

Office of Admissions

552 UCB

Boulder, CO 80309-0552

Street Address (if different), City/State/Zip/Country

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

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

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

Admissions Toll-free Number

Admissions Office Mailing Address, City/State/Zip/Country

Office of Admissions, Regent Administrative Center 125,

University of Colorado Boulder, 552 UCB,

Boulder CO 80309-0552

Admissions Fax Number

Admissions E-mail Address

Domestic Email: admissions@colorado.edu

International Email: intladm@colorado.edu

Transfer Email: transfer@colorado.edu

If there is a separate URL for your school's online application, please specify:

<https://www.colorado.edu/admissions>

If you have a mailing address other than the above to which applications should be sent, please provide:

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

- Public
 Private (nonprofit)
 Proprietary

A3. Classify your undergraduate institution:

- Coeducational college
 Men's college
 Women's college

A4. Academic year calendar

✓ **If your academic year has changed because of the COVID-19 pandemic, please indicate as other below.**

- | | |
|--|---|
| <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 |
| <input type="checkbox"/> Other (describe): | |

A5. Degrees offered by your institution

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

A6. Diversity, Equity, and Inclusion

If you have a diversity, equity, and inclusion office or department, please provide the URL of the corresponding Web page: www.colorado.edu/dei

Common Data Set 2022-2023
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 19, 2022.

- Report students formerly designated as “first professional” in the graduate cells.
- For information on reporting study abroad students please see: This Document at [NCES.GOV](https://nces.gov).
- If your institution collects and reports non-binary gender data, please use the “Another Gender” category.
- In cases where gender information is not provided, please distribute across the two-binary categories.

NOTE: The numbers provided here are from our Fall 2022 census file, created on 9/xx/22. These will not match official IPEDS enrollment numbers for Fall 2022 which are reported as of the end of the term. We also include, as degree-seeking students, those students seeking teacher licensure only.

	FULL-TIME				PART-TIME				TOTAL			
	Men	Women	Another Gender	Total	Men	Women	Another Gender	Total	Men	Women	Another Gender	Total
Undergraduate Students												
Degree-seeking, first-time first-year	3,561	3,456	0	7,017	50	39	0	89	3,611	3,495	0	7,106
Other first-year, degree-seeking	1,352	939	0	2,291	128	69	0	197	1,480	1,008	0	2,488
All other degree-seeking	10,417	8,961	0	19,378	1,040	659	0	1,699	11,457	9,620	0	21,077
<i>Total degree-seeking</i>	15,330	13,356	0	28,686	1,218	767	0	1,985	16,548	14,123	0	30,671
All other undergraduates enrolled in credit courses	47	23	0	70	155	207	0	362	202	230	0	432
<i>Total undergraduates</i>	15,377	13,379	0	28,756	1,373	974	0	2,347	16,750	14,353	0	31,103
Graduate Students												
Degree-seeking, first-time	530	448	0	978	396	287	0	683	926	735	0	1,661
All other degree-seeking	984	886	0	1,870	2,000	1,457	0	3,457	2,984	2,343	0	5,327
<i>Total degree-seeking</i>	1,514	1,334	0	2,848	2,396	1,744	0	4,140	3,910	3,078	0	6,988
All other graduates enrolled in credit courses	3	1	0	4	44	83	0	127	47	84	0	131
<i>Total graduate</i>	1,517	1,335	0	2,852	2,440	1,827	0	4,267	3,927	3,162	0	7,119
ALL STUDENTS												
-- Grand Total	16,894	14,714	0	31,608	3,813	2,801	0	6,614	20,707	17,515	0	38,222

Total all undergraduates: 31,103

Total all graduate: 7,119

GRAND TOTAL ALL STUDENTS: 38,222

Common Data Set 2022-2023

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, 2022. Include international students only in the category "Nonresidents." 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."

New guidance from IPEDS for reporting aggregate data:

Racial/ethnic designations are requested only for United States citizens, residents, and other eligible non-citizens. Eligible non-citizens include all students who completed high school or a GED equivalency within the United States (including DACA and undocumented students) and who were not on an F-1 non-immigrant student visa at the time of high school graduation.

More information about other eligible (for financial aid purposes) non-citizens is available at <https://studentaid.gov/understandaid/eligibility/requirements/non-us-citizens>.

Nonresident – A person who is not a citizen or national of the United States and who is in this country on a student visa or temporary basis and does not have the right to remain indefinitely. Do not include DACA, undocumented, or other eligible noncitizens in this category.

NOTE - Nonresidents are to be reported separately, in the boxes provided, rather than included in any of the seven racial/ethnic categories or in race/ethnicity unknown.

	Degree-seeking First-time First year	Degree-seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non-degree- seeking)
Nonresidents	132	856	988
Hispanic/Latino	903	3,089	3,992
Black or African American, non-Hispanic	148	387	535
White, non-Hispanic	4,891	16,072	20,963
American Indian or Alaska Native, non-Hispanic	17	31	48
Asian, non-Hispanic	471	1,426	1,897
Native Hawaiian or other Pacific Islander, non-Hispanic	8	20	28
Two or more races, non-Hispanic	490	1,509	1,999
Race and/or ethnicity unknown	46	175	221
Total	7,106	23,565	30,671

B3. Persistence

Number of degrees awarded by your institution from July 1, 2021, to June 30, 2022.

AWARD TYPE	# AWARDED
Certificate/diploma:	0
Associate degrees:	0
Bachelor's degrees:	6,754
Post-bachelor's certificates:	0
Master's degrees:	1,757
Post-master's certificates:	0
Doctoral degrees – research/scholarship:	427
Doctoral degrees – professional practice:	178
Doctoral degrees – other:	0

B4-B21: 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 Forms and Instructions for the 2022-23 Survey.

In the following section for bachelor's or equivalent programs, please disaggregate the Fall 2014 and Fall 2015 cohorts (formerly CDS B4-B11) into four groups:

- Students who received a Federal Pell Grant*
- Recipients of a subsidized Stafford Loan who did not receive a Pell Grant
- Students who did not receive either a Pell Grant or a subsidized Stafford Loan
- Total (all students, regardless of Pell Grant or subsidized loan status)

*Students who received both a Federal Pell Grant and a subsidized Stafford Loan should be reported in the "Recipients of a Federal Pell Grant" column.

For each graduation rate grid below, the numbers in the first three columns for Questions A-G should sum to the cohort total in the fourth column (formerly CDS B4-B11).

**Common Data Set 2022-2023
For Bachelor's or Equivalent**

Please provide data for the **Fall 2016** cohort if available. If **Fall 2016** cohort data are not available, provide data for the **Fall 2015** cohort.

Fall 2016 Cohort

	Recipients of a Federal Pell Grant	Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total (sum of 3 columns to the left)
A - Initial 2016 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	928	849	4,601	6,378 (formerly B4)
B - Of the initial 2016 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	1	0	2	3 (formerly B5)
C - Final 2016 cohort, after adjusting for allowable exclusions	927	849	4,599	6,375 (formerly B6)
D - Of the initial 2016 cohort, how many completed the program in four years or less (by Aug. 31, 2020)	446 [44%]	463 [48%]	2,745 [56%]	3,654 [53%] (formerly B7)
E - Of the initial 2016 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2020 and by Aug. 31, 2021)	154 [18%]	122 [17%]	665 [18%]	941 [19%] (formerly B8)
F - Of the initial 2016 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2021 and by Aug. 31, 2022)	26 [4%]	32 [5%]	107 [3%]	165 [4%] (formerly B9)
G - Total graduating within six years (sum of lines D, E, and F)	626	617	3,517	4,760 (formerly B10)
H - Six-year graduation rate for 2016 cohort (G divided by C)	68%	73%	76%	75% (formerly B11)

Common Data Set 2022-2023

For Bachelor's or Equivalent Programs

Fall 2015 Cohort

	Recipients of a Federal Pell Grant	Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total (sum of 3 columns to the left)
A - Initial 2015 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	976	926	4,277	6,179 (formerly B4)
B - Of the initial 2015 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	1	7	8 (formerly B5)
C - Final 2015 cohort, after adjusting for allowable exclusions	976	925	4,270	6,171 (formerly B6)
D - Of the initial 2015 cohort, how many completed the program in four years or less (by Aug. 31, 2019)	426 [44%]	446 [48%]	2,398 [56%]	3,270 [53%] (formerly B7)
E - Of the initial 2015 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2019 and by Aug. 31, 2020)	179 [18%]	160 [17%]	750 [18%]	1,089 [19%] (formerly B8)
F - Of the initial 2015 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2020 and by Aug. 31, 2021)	39 [4%]	43 [5%]	116 [3%]	198 [4%] (formerly B9)
G - Total graduating within six years (sum of lines D, E, and F)	644	649	3,264	4,557 (formerly B10)
H - Six-year graduation rate for 2015 cohort (G divided by C)	66%	70%	76%	74% (formerly B11)

B22. Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2021 (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
- Official church missions
- No other adjustments to the initial cohort should be made.

For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as first-year students in Fall 2021 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2022? 88%

C. FIRST-TIME, FIRST-YEAR ADMISSION**C1-C2: Applications**

C1. First-time, first-year students: Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in Fall 2022.

- 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.
- Since the total may include students who did not provide gender data, the detail may not sum to the total.
- If your institution collects and reports non-binary gender data, please use the “Another Gender” category.
- Note that recent high school graduates and other students without prior postsecondary experience will still be considered “first-time students” for fall enrollment reporting purposes even if they enrolled in the summer prior to fall enrollment.

FIRST-TIME, FIRST YEAR STUDENT APPLICANTS	TOTAL	
Total first-time, first-year men who applied	26,690	
Total first-time, first-year women who applied	28,170	
Total first-time, first-year of another gender who applied	1*	
Total first-time, first-year men who were admitted	19,686	74%
Total first-time, first-year women who were admitted	23,729	84%
Total first-time, first-year of another gender who were admitted	1*	
Total full-time, first-time, first-year men who enrolled	3,559	18%
Total part-time, first-time, first-year men who enrolled	52	
Total full-time, first-time, first-year women who enrolled	3,453	15%
Total part-time, first-time, first-year women who enrolled	42	
Total full-time, first-time, first-year of another gender who enrolled	0	
Total part-time, first-time, first-year of another gender who enrolled	0	
Total first-time, first-year (degree-seeking) who applied	54,861	
Total first-time, first-year (degree-seeking) who were admitted	43,416	79%
Total first-time, first-year (degree-seeking) enrolled	7,106	16%

*Gender identity is unknown.

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

	First-time, first-year applicants	First-time, first-year admitted applicants	Percent Admitted	Total first-time, first-year enrolled applicants	Full Time	Part Time	Yield
In-state Colorado	14,372	13,272	92%	3,759	3,707	52	28%
Out of state	40,285	30,143	75%	3,347	3,305	42	11%
Total	54,657	43,415	79%	7,106	7,012	94	

*Because residency status is unknown for 204 applicants and 1 admit, numbers of in-state plus out-of-state students are lower than totals.

C2. First-time, first-year 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 2022 admissions:

WAITING LIST	TOTAL
Number of qualified applicants offered a place on waiting list:	6,570
Number accepting a place on the waiting list:	2,590
Number of wait-listed students admitted:	101

Is your waiting list ranked? Yes No

If yes, do you release that information to students?

Do you release that information to school counselors?

C3-C5: Admission Requirements

C3. High school completion requirement

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

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

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

- Require
- Recommend
- Neither 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
Total academic units		17
English		4*
Mathematics		4**
Science		3***
Of these, units that must be lab		2
Foreign language		1****
Social Studies (at least one unit of U.S. or world history)		3
History		1
Academic electives		2*****
Computer Science		
Visual/Performing Arts		
Other (<i>specify</i>)		

*Two units of ESL English may count for these recommendations when combined with two units of successfully completed college preparatory English.

**Must include Algebra I, Geometry, Algebra II or equivalents. College-preparatory ESL mathematics/science courses that include content and academic rigor/level comparable to other acceptable courses may satisfy these recommendations.

***College-preparatory ESL science courses that include content and academic rigor/level comparable to other acceptable courses may satisfy these recommendations.

****American Sign Language (ASL) courses can count toward the Word/Foreign Language recommendation.

*****Acceptable academic electives include additional courses in English, mathematics, natural/physical sciences and social, foreign languages, art, music, journalism, drama, computer science, honors, Advanced Placement, International Baccalaureate courses, and appropriate CTE courses.

NOTE: Along with these recommendations, individual schools and colleges may develop and impose additional admission recommendations. See <https://catalog.colorado.edu/undergraduate/admissions/minimum-academic-preparation-standards/> for details.

C6-C7: Basis for Selection

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

No open admission policy.

Open admission policy as described above for all students ____

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 general (not including programs with specific criteria) admission decisions.

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

Please provide additional information if the importance of any specific academic or nonacademic factors differ by academic program.

C8: SAT and ACT Policies

Entrance exams

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

If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for **Fall 2023**.

	ADMISSION				
	Require	Recommend	Require for Some	Consider If Submitted	Not Considered
SAT or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ACT only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C8B. Has been removed from the CDS.

C8C. Has been removed from the CDS.

D. In addition, does your institution use applicants' test scores for academic advising?
 ___ yes x no

E. Latest date by which SAT or ACT scores must be received for fall-term admission Jan 15
 Latest date by which SAT Subject Test scores must be received for fall-term admission

F. If necessary, use this space to clarify your test policies (e.g., if tests are recommended for some students, or if tests are not required of some students due to differences by academic program, student academic background, or if other examinations may be considered in lieu of the SAT and ACT.)

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

SAT

ACT

AP

CLEP

Institutional Exam

State Exam (specify): _____

C9-C12: First-time, first-year Profile

Provide information for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year students** enrolled in Fall 2022, including students who began studies during summer, international students/nonresidents, and students admitted under special arrangements.

C9. Percent and number of first-time, first-year students enrolled in Fall 2022 who submitted national standardized (SAT/ACT) test scores. Include information for **ALL enrolled, degree-seeking, first-time, first-year 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.

If a student submitted multiple sets of scores for a single test, report this information according to how you use the data. For example:

- If you consider the highest scores from either submission, use the highest combination of scores (e.g., verbal from one submission, math from the other).
- If you average the scores, use the average to report the scores.

Percent submitting SAT scores 31%
Percent submitting ACT scores 14%

Number submitting SAT scores 2,234*
Number submitting ACT scores 964

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

Assessment	25th Percentile Score	50th Percentile Score	75th Percentile Score	Mean
SAT Composite	1170	1280	1380	1270
SAT Evidence-Based Reading and Writing	590	640	690	635
SAT Math	570	640	700	635
ACT Composite	26	29	31	28
ACT Math	24	27	30	27
ACT English	24	29	33	28
ACT Writing	N/A		N/A	N/A
ACT Science	N/A		N/A	N/A
ACT Reading	N/A		N/A	N/A

Common Data Set 2022-2023

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

Score Range	SAT Evidence-Based Reading and Writing	SAT Math
700-800	23%	26%
600-699	50%	41%
500-599	23%	27%
400-499	5%	5%
300-399	<1%	<1%
200-299	0%	0%
	100%	100%

Score Range	SAT Composite
1400-1600	22%
1200-1399	49%
1000-1199	24%
800-999	5%
600-799	<1%
400-599	0%
	100%

Score Range	ACT Composite	ACT English	ACT Math	ACT Reading	ACT Science
30-36	43%	43%	26%		
24-29	41%	37%	52%		
18-23	14%	15%	17%		
12-17	2%	4%	5%		
6-11	0%	<1%	0%		
Below 6	0%	0%	0%		
	100%	100%	100%		

C10. Percent of all degree-seeking, first-time, first-year 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).

Common Data Set 2022-2023

Assessment	Percent
Percent in top tenth of high school graduating class	26%
Percent in top quarter of high school graduating class	54%
Percent in top half of high school graduating class	85%
Percent in bottom half of high school graduating class	15%
Percent in bottom quarter of high school graduating class	2%
Percent of total first-time, first-year students who submitted high school class rank:	44%

} Top half + bottom half = 100%.

C11. Percentage of all enrolled, degree-seeking, first-time, first-year 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 4.0 34%
 Percent who had GPA between 3.75 and 3.99 20%
 Percent who had GPA between 3.50 and 3.74 18%
 Percent who had GPA between 3.25 and 3.49 14%
 Percent who had GPA between 3.00 and 3.24 9%

Percent who had GPA between 2.50 and 2.99 5%
 Percent who had GPA between 2.0 and 2.49 <1%

Percent who had GPA between 1.0 and 1.99 0%
 Percent who had GPA below 1.0 0%
 100%

Score Range	Percent
Percent who had GPA of 4.0	34%
Percent who had GPA between 3.75 and 3.99	30%
Percent who had GPA between 3.50 and 3.74	18%
Percent who had GPA between 3.25 and 3.49	14%
Percent who had GPA between 3.00 and 3.24	9%
Percent who had GPA between 2.50 and 2.99	5%
Percent who had GPA between 2.0 and 2.49	<1%
Percent who had GPA between 1.0 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 students who submitted GPA: 3.68

Percent of total first-time, first-year students who submitted high school GPA: 99%

C13-C20: Admission Policies**C13. Application fee** If your institution has waived its application fee for the Fall 2022 admission cycle please select no.Does your institution have an application fee? Yes NoAmount of application fee: \$65 for domestic applicants
\$70 for international applicantsCan it be waived for applicants with financial need? Yes No**If you have an application fee and an on-line application option, please indicate policy for students who apply on-line:** Same fee Free ReducedCan on-line application fee be waived for applicants with financial need? Yes/no YES**C14. Application closing date**Does your institution have an application closing date? Yes No

	Date
Application closing date (fall)	January 15
Priority Date	November 15

***IMPORTANT NOTE re application to the College of Music: Incoming students applying to the College of Music at CU Boulder must complete two separate application processes, one through CU Undergraduate Admissions and another for the College of Music. The DEADLINES for both processes ARE NOT THE SAME. It is critical to remain in contact with both CU Undergraduate Admissions and the College of Music as you navigate the applications. The College of Music does not take applications for Summer term.**

C15. Are first-time, first-year students accepted for terms other than the fall? Yes No**C16. Notification to applicants of admission decision sent** (*fill in one only*)

On a rolling basis beginning (date): _____

By (date): _____

Other: **Non-Binding Early Action Notification: Feb. 1. Regular admissions notification: Apr. 1 for fall and summer. Applications are processed on a rolling basis and notifications begin going out on Oct. 1 for spring.****C17. Reply policy for admitted applicants** (*fill in one only*)

Must reply by (date): _____

No set date: _____

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

Other: _____

Deadline for housing deposit (MMDD): The housing deposit must be paid at the time of application.Amount of housing deposit: \$300

Refundable if student does not enroll?

 Yes, in full Yes, in part

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___ No

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

Yes No

If yes, maximum period of postponement: 12 months

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

C20. Common Application: Question removed from CDS. (Initiated during 2006-2007 cycle)

C21-C22: Early Decision and Early Action Plans

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

If “yes,” please complete the following:

First or only early decision plan closing date _____
First or only early decision plan notification date _____
Other early decision plan closing date _____
Other early decision plan notification date _____

For the Fall 2022 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:

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

Yes No

If “yes,” please complete the following:

Early action closing date November 15
Early action notification date February 1

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

Yes No

D. TRANSFER ADMISSION**D1-D2: 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 2022.

	Applicants	Admitted Applicants	Percent Admitted	Total Enrolled Applicants	Full Time	Part Time
Men	2,328	1,672	72%	782	687	95
Women	1,766	1,309	74%	570	515	55
Another Gender	1*	0	0%	0	0	0
Total	4,095	2,981	76%	1,352	1,202	150

*Gender identity is unknown.

The number of students who applied, were admitted, and enrolled as degree-seeking transfer students in Fall 2022, broken down by residency. (Information not requested by CDS)

	Applicants	Admitted Applicants	Percent Admitted	Total Enrolled Applicants	Full Time	Part Time
In-state Colorado	1,246	1,046	86%	749	654	95
Out of state	2,839	1,935	72%	603	548	55
Total	4,085*	2,981	76%	1,352	1,202	150

*Because residency status is unknown for 10 applicants, numbers of in-state plus out-of-state students are lower than totals.

D3-D11: Application for Admission

D3. Indicate terms for which transfers may enroll:

Fall Winter Spring Summer

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

Yes No

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

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

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

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

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

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

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

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

Other requirements vary by department. Some colleges require specific courses and a minimum number of credit hours. College of Music applicants must complete two separate application processes, one through CU Boulder and another for the College of Music, and complete an audition.

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

	Priority Date	Closing Date	Notification Date	Reply Date	Rolling Admission
Fall*	March 15	June 1		varies; see confirmation instructions on application status page	X
Winter					
Spring*		October 1		varies; see confirmation instructions on application status page	X
Summer*		March 15		varies; see confirmation instructions on application status page	X

***IMPORTANT NOTE re application to the College of Music: Incoming students applying to the College of Music at CU Boulder must complete two separate application processes, one through CU Undergraduate Admissions and another for the College of Music. The DEADLINES for both processes ARE NOT THE SAME. Transfer applicants must pass an audition and have a cumulative GPA of 2.75 or higher. It is critical to remain in contact with both CU Undergraduate Admissions and the College of Music as you navigate the applications. The College of Music does not take applications for Summer term. See <https://www.colorado.edu/music/admissions/transfer-students/campus-transfers>.**

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

D11. Describe additional requirements for transfer admission, if applicable: **Not applicable.**

D12-D17: Transfer Credit Policies

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

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

This is determined by the individual college/school to which the student applies. Please see <https://catalog.colorado.edu/undergraduate/admissions/transfer-college-level-credit/> for more information.

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

This is determined by the individual college/school to which the student applies. Please see <https://catalog.colorado.edu/undergraduate/admissions/transfer-college-level-credit/> for more information.

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D15. Minimum number of credits that transfers must complete at your institution to earn an associate degree:
Not applicable

D16. Minimum number of credits that transfers must complete at your institution to earn a bachelor's degree:
45 hours for Engineering, Arts & Sciences, Business, and Media, Communication & Information; varies for other colleges

D17. Describe other transfer credit policies:

Please see <https://catalog.colorado.edu/undergraduate/admissions/transfer-college-level-credit/> and <https://www.colorado.edu/admissions/transfer/credit>.

D18-D22: Military Service Transfer Credit Policies

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

American Council on Education (ACE)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
College Level Examination Program (CLEP)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
DANTES Subject Standardized Tests (DSST)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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 75 Unit type credits

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 75 Unit type credits

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:

<https://www.colorado.edu/veterans/2020/03/10/military-credit>

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. Refer to the glossary for definitions.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Accelerated program | <input checked="" type="checkbox"/> Honors program |
| <input type="checkbox"/> Comprehensive transition and postsecondary program for students with intellectual disabilities | <input checked="" type="checkbox"/> Independent study |
| <input checked="" type="checkbox"/> Cross-registration | <input checked="" type="checkbox"/> Internships |
| <input checked="" type="checkbox"/> Distance learning | <input checked="" type="checkbox"/> Liberal arts/career combination |
| <input checked="" type="checkbox"/> Double major | <input checked="" type="checkbox"/> Student-designed major |
| <input checked="" type="checkbox"/> Dual enrollment | <input checked="" type="checkbox"/> Study abroad |
| <input checked="" type="checkbox"/> Exchange student program (domestic) | <input checked="" type="checkbox"/> Teacher certification program |
| <input checked="" type="checkbox"/> English as a Second Language (ESL) | <input checked="" type="checkbox"/> Undergraduate Research |
| <input type="checkbox"/> External degree program | <input type="checkbox"/> Weekend college |
| <input checked="" type="checkbox"/> Other (specify): *COMBINED BA/MA, | |

****SMALL GROUP ACADEMIC PROGRAMS**

***Concurrent Bachelor's/Master's Programs.**

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

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:

- | | |
|---|---|
| <input type="checkbox"/> Arts/fine arts | <input type="checkbox"/> Humanities |
| <input type="checkbox"/> Computer literacy | <input checked="" type="checkbox"/> Intensive writing |
| <input checked="" type="checkbox"/> English (including composition) | <input checked="" type="checkbox"/> Mathematics |
| <input checked="" type="checkbox"/> Foreign languages | <input type="checkbox"/> Philosophy |
| <input type="checkbox"/> History | <input checked="" type="checkbox"/> Sciences (biological or physical) |
| <input type="checkbox"/> Physical Education | <input checked="" type="checkbox"/> Social science |
| <input checked="" type="checkbox"/> Other (describe): See below* | |
- *Arts & Humanities, Diversity**

F. STUDENT LIFE

F1. Percentages of first-time, first-year degree-seeking students and degree-seeking undergraduates enrolled in Fall 2022 who fit the following categories:

	First-time, first-year students	Undergraduates
Percent who are from out of state (exclude international/nonresidents from the numerator and denominator)	48%	45%
Percent of men who join fraternities		
Percent of women who join sororities		
Percent who live in college-owned, -operated, or -affiliated housing	94%	27%
Percent who live off campus or commute	6%	73%
Percent of students age 25 and older	0%	9%
Average age of full-time students	18.1	20.1
Average age of all students (full- and part-time)	18.1	20.4

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

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Campus Ministries | <input checked="" type="checkbox"/> Literary magazine | <input checked="" type="checkbox"/> Radio station |
| <input checked="" type="checkbox"/> Choral groups | <input checked="" 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:

- On campus
 At cooperating institution (name):

Naval ROTC is offered:

- Marine option
 On campus
 At cooperating institution (name):

Air Force ROTC is offered:

- On campus
 At cooperating institution (name):

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

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

Residential Academic Programs in specific dorms

Additional Information, not part of CDS:

Number of honor societies: **29**

Number of sororities: **13 Panhellenic and 4 multi-cultural**

Number of fraternities: **21 associated with the Undergraduate Interfraternity Council, 3 multi-cultural, and 10 affiliated with campus**

Number of campus organizations: **Approximately 550 registered clubs/organizations**

Number of religious organizations: **Approximately 27**

Common Data Set 2022-2023
G. ANNUAL EXPENSES

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

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

Provide 2023-2024 academic year costs of attendance for the following categories that are applicable to your institution.

NOTE: Expenses will be published on or around May 1, 2023, after approval by the Board of Regents and finalization by Budget and Fiscal Planning.

Check here if your institution's 2023-2024 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 2023-2024 academic year costs of attendance will be available: May 1, 2023

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 2023-2024 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 INSTITUTION		
Tuition:		
PUBLIC INSTITUTION		
Tuition: In-district:	N/A	N/A
Tuition: In-state (out-of-district):		
Tuition: Out-of-state:		
Tuition: Non-resident		
FOR ALL INSTITUTIONS		
Required Fees:		
Room and Board: (on-campus)		
Room Only:(on-campus)		
Board Only:(on-campus meal plan)		

*CU Boulder has a four-year tuition guarantee program for resident and non-resident undergraduates. With this guarantee, rates are held constant through the fourth summer from entry for all students enrolled as degree-seeking undergraduates. For details, see <https://www.colorado.edu/bursar/costs/cu-boulder-tuition-guarantee>. The amount listed is for undergraduates entering in **Fall 2022 (Tuition Guarantee Group Q)**.

CU Boulder has a four-year guarantee of mandatory fee costs for resident undergraduates. With this guarantee, rates are held constant through the fourth summer from entry for all Colorado residents enrolled as degree-seeking undergraduates. For details, see <https://www.colorado.edu/bursar/costs/cu-boulder-tuition-guarantee>. The amount listed is for resident undergraduates entering in **Fall 2020 (Tuition Guarantee Group P).

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

Other:

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

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

G3.Do tuition and fees vary by year of study (e.g., sophomore, junior, senior)? Yes No

G4.Do tuition and fees vary by undergraduate instructional program? Yes No

If yes, what percentage of full-time undergraduates pay more than the tuition and fees reported in G1?
52%

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:			
Room only:			
Board only:			
Room and board total*			
Transportation:			
Other expenses:			

*If your college cannot provide separate room and board figures for commuters not living at home.

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

PRIVATE INSTITUTIONS:	
PUBLIC INSTITUTIONS	
In-district:	
In-state (out-of-district):	
Out-of-state:	
NONRESIDENTS:	

Not Applicable

H. FINANCIAL AID

Please refer to the following financial aid definitions when completing Section H.

Awarded aid: The dollar amounts offered to financial aid applicants.

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.

Private student loans: A nonfederal loan made by a lender such as a bank, credit union or private lender used to pay for up to the annual cost of education, less any financial aid received.

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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.

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

Do NOT include any aid related to the CARES Act or unique the COVID-19 pandemic

Aid Awarded to Enrolled Undergraduates

H1. 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.

- ✓ If the data being reported are final figures for the 2021-2022 academic year (see the next item below), use the 2021-2022 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.
- ✓ **Do NOT include any aid related to the CARES Act or unique to the COVID-19 pandemic.**

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

2022-2023 estimated or 2021-2022 final

Which needs-analysis methodology does your institution use in awarding institutional aid? (**Formerly H3**)

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

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	Need-based (Include non-need-based aid use to meet need.)	Non-need-based (Exclude non-need-based aid use to meet need.)
	\$	\$
Scholarships/Grants		
Federal	\$24,632,298	\$4,000
State (i.e., all states, not only the state in which your institution is located)	\$13,398,201	\$54,899
Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).	\$59,456,060	\$39,621,703
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	\$5,114,116	\$15,477,628
Total Scholarships/Grants	\$102,600,676	\$55,158,230
Self-Help		
Student loans from all sources (excluding parent loans)	\$43,446,037	\$62,273,513
Federal Work-Study	\$855,051	
State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)	\$3,786,699	\$125,534
Total Self-Help	\$48,087,787	\$62,399,047
Parent Loans	\$20,520,387	\$33,627,294
Tuition Waivers Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.		
Athletic Awards	\$2,584,503	\$7,621,429
TOTAL	\$188,612,524	\$158,806,000

Common Data Set 2022-2023

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, first-time, first-year students should also be counted as full-time undergraduates. **Do NOT include any aid related to the CARES Act or unique to the COVID-19 pandemic.**

		Full-time First-time, First-Year	Full-time Undergrad (Incl. Fresh)	Less Than Full-time Undergrad
A	Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2022 cohort)	7,018	28,603	1,984
B	Number of students in line a who applied for need-based financial aid	5,090	14,804	816
C	Number of students in line b who were determined to have financial need	2,602	9,141	636
D	Number of students in line c who were awarded any financial aid	2,535	8,907	563
E	Number of students in line d who were awarded any need-based scholarship or grant aid	2,016	7,212	388
F	Number of students in line d who were awarded any need-based self-help aid	1,941	6,912	457
G	Number of students in line d who were awarded any non-need-based scholarship or grant aid	159	402	3
H	Number of students in line d whose need was fully met (<u>exclude PLUS loans, unsubsidized loans, and private alternative loans</u>)	842	3,017	140
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 (<u>PLUS loans, unsubsidized loans, and private alternative loans</u>)	72%	74%	67%
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)	\$19,404	\$19,670	\$14,774
K	Average need-based scholarship or grant award of those in line e	\$14,314	\$13,657	\$9,221

Common Data Set 2022-2023

		Full-time First-time, First-Year	Full-time Undergrad (Incl. Fresh)	Less Than Full-time Undergrad
L	Average need-based self-help award (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f	\$5,156	\$6,437	\$7,665
M	Average need-based loan (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f who were awarded a need-based loan	\$4,939	\$6,052	\$7,459

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.
- In the chart below, students may be counted in more than one row, and full-time, first-time, first-year should also be counted as full-time undergraduates.
- **Do NOT include any aid related to the CARES Act or unique to the COVID-19 pandemic.**

	Non-need-based awards	Full-time First-time, First-Year	Full-time Undergrad (Incl. Fresh)	Less Than Full-time Undergrad
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)	2,840	9,716	295
O	Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line n	\$9,250	\$10,199	\$8,530
P	Number of students in line a who were awarded an institutional non-need-based athletic scholarship or grant	77	318	5
Q	Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line p	\$28,971	\$28,292	\$16,838

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

Include:

- 2022 undergraduate class: all students who started at your institution as first-time students and received a bachelor's degree between July 1, 2021 and June 30, 2022.
- Only loans made to students who borrowed while enrolled at your institution.
- Co-signed loans.

Common Data Set 2022-2023

Exclude:

- Students who transferred in.
- Money borrowed at other institutions.
- Parent loans
- Students who did not graduate or who graduated with another degree or certificate (but no bachelor's degree.)
- **Any aid related to the CARE Act or unique the COVID-19 pandemic.**

H4. Provide the number of students in the 2022 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2021 and June 30, 2022. Exclude students who transferred into your institution. 5,200

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.

- 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.	1,861	36%	\$29,719
B	Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans.	1,769	34%	\$18,241
C	Institutional loan programs.	N/A	N/A	N/A
D	State loan programs.	N/A	N/A	N/A
E	Private student loans made by a bank or lender.	470	9%	\$49,019

Aid to Undergraduate Degree-seeking Nonresidents

- 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 nonresidents:

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

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

134

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Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresidents:

\$ 17,356

Total dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresidents:

\$ 2,360,366

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

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

NOTE: International students are eligible for a few merit-based CU Boulder scholarships. Scholarships are occasionally available through the Department of Intercollegiate Athletics and the College of Music. They offer full or partial scholarships for very talented individuals. For more information, see <https://www.colorado.edu/admissions/cost-finance/international-financial-aid>.

Process for First-Year Students

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

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

H9. Indicate filing dates for first-year students:

Priority date for filing required financial aid forms: Feb 15

Deadline for filing required financial aid forms:

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

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

Students notified on or about (date): _____

Students notified on a rolling basis. Starting date: March 1

H11. Indicate reply dates:

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

Grants, scholarships, and work-study are automatically accepted for students so no action is needed.

Students have the entire loan period to apply for loans. Loans must be accepted on-line at

myCUBoulder.colorado.edu.

Types of Aid Available

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

H12. Loans

FEDERAL DIRECT STUDENT LOAN PROGRAM (DIRECT LOAN)

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

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

H13. Need-Based Scholarships and Grants

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

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

	Non-Need Based	Need-Based
Academics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Alumni affiliation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Art	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Athletics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Job skills	<input type="checkbox"/>	<input type="checkbox"/>
ROTC	<input checked="" type="checkbox"/>	
Leadership	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Minority status	<input type="checkbox"/>	<input type="checkbox"/>
Music/drama	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Religious affiliation	<input type="checkbox"/>	<input type="checkbox"/>
State/district residency	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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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:

- The First Generation Scholarship is awarded to undergraduate Colorado residents who have financial need and whose parent(s) or legal guardians do not have a bachelor's degree. Please see <https://www.colorado.edu/scholarships/cu-boulder-scholarships/campus-programs/first-generation-scholarship> for more information.
- The CU Boulder Transfer Excellence Scholarship is offered to undergraduate resident and nonresident students pursuing their first degree, who are transferring to CU Boulder with a cumulative college GPA of 3.75 or better and who have completed a minimum of 12 credit hours of college course work after high school graduation (or equivalent). Transfer students with completed admissions applications are automatically considered for the CU Boulder Transfer Excellence scholarship. Please see <https://www.colorado.edu/scholarships/cu-boulder/transfere excellence> for more information.
- The Sharer Scholars scholarship is awarded to newly admitted Colorado resident transfer students who are transferring to CU Boulder from a Colorado college or university and plan to graduate within two years. Please see <https://www.colorado.edu/scholarships/2020/10/21/sharer-scholars-program-transfer-students> for more information.
- Native and Indigenous Student Scholarship: CU Boulder offers a limited number of scholarships to promising incoming first-year students who are members of a federally recognized tribe. For those who are a member of one of the 48 tribes with historical and present ties to Colorado, we also offer in-state tuition rates whether you are a resident of Colorado or not. Please see <https://www.colorado.edu/scholarships/native-indigenous> for more information.

Are these policies related to the COVID-19 pandemic?

Yes No

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INSTRUCTIONAL FACULTY AND CLASS SIZE

I-1. Please report the number of instructional faculty members in each category for Fall 2022. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.

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

		Full-time	Part-time
A	Instructional faculty in preclinical and clinical medicine, faculty who are not paid (e.g., those who donate their services or are in the military), or research-only faculty, post-doctoral fellows, or pre-doctoral fellows	Exclude	Include only if they teach one or more non-clinical credit courses
B	Administrative officers with titles such as dean of students, librarian, registrar, coach, and the like, even though they may devote part of their time to classroom instruction and may have faculty status	Exclude	Include if they teach one or more non-clinical credit courses
C	Other administrators/staff who teach one or more non-clinical credit courses even though they do not have faculty status	Exclude	Include
D	Undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, teaching fellow, and the like	Exclude	Exclude
E	Faculty on sabbatical or leave with pay	Include	Exclude
F	Faculty on leave without pay	Exclude	Exclude
G	Replacement faculty for faculty on sabbatical leave or leave with pay	Exclude	Include

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

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

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

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

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

		Full-time	Part-time	Total
A	Total number of instructional faculty	1,660	611	2,271
B	Total number who are members of minority groups	337	97	434
C	Total number who are women	688	265	953

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D	Total number who are men	972	345	1,317
E	Total number who are nonresident (international)	42	12	54
F	Total number with doctorate, or other terminal degree	1,435	132	1,567
G	Total number whose highest degree is a master's but not a terminal master's	169	102	271
H	Total number whose highest degree is a bachelor's	24	77	101
I	Total number whose highest degree is unknown or other (Note: Items f , g , h , and i must sum up to item a .)	32	298	330
J	Total number in stand-alone graduate/professional programs in which faculty teach virtually only graduate-level students	39	27	66

Faculty -- Highest Degree

Nearly all tenured and tenure-track faculty (97%) have a doctorate or other terminal degree. The percentage of full-time instructional faculty whose highest degree is a doctorate or other terminal degree is 86%.

I-2. Student to Faculty Ratio

Report the Fall 2022 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 2022 Student to Faculty ratio: 18.3 to 1

Based on 33,841 student FTE and 1,852 faculty FTE (from 39,670 undergraduate and graduate students excluding law and telecommunications and 2,316 instructional faculty excluding law and telecommunications).

I-3. 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 2022 term.

- ✓ **Please include classes that have been moved online in response to the COVID-19 pandemic.**

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 2022. 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.

NOTE: In response to the COVID-19 pandemic, in Fall 2022 the University of Colorado Boulder offered a mix of in-person, online, remote, and hybrid courses. The Fall 2022 class section and subsection counts report classes conducted in person; classes conducted via hybrid instruction, i.e., combining traditional face-to-face instruction with web-based online learning; and courses that are meeting exclusively remote. We do not include online courses, as these were courses that were online before Fall 2022.

Number of Class Sections with Undergraduates Enrolled

Undergraduate Class Size (provide numbers)

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SECTIONS	268	1,163	779	446	231	376	261	3,524
% of total class sections	7.6%	33.0%	22.1%	12.7%	6.6%	10.7%	7.4%	
Cumulative %	7.6%	40.6%	62.7%	75.4%	82.0%	92.7%	100%	

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SUB- SECTIONS	146	470	771	187	59	24	3	1,660
% of total class subsections	8.8%	28.3%	46.4%	11.3%	3.6%	1.4%	0.2 %	
Cumulative %	8.8%	37.1%	83.5%	94.7%	98.4%	99.8%	100%	

J. Disciplinary areas of DEGREES CONFERRED

Degrees conferred between July 1, 2021 and June 30, 2022

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.

Bachelor's Degrees Awarded--includes double and second majors

Category	Diploma/ Certificates	Associate	Bachelor's (N)	Bachelor's (%)	CIP 2021 Categories to Include
Agriculture			--	--	01
Natural resources and conservation			214	2.9	03
Architecture			150	2.1	04
Area, ethnic, and gender studies			54	0.7	05
Communication/journalism			734	10.1	09
Communication technologies			--	--	10
Computer and information sciences			507	7.0	11
Personal and culinary services			--	--	12
Education			61	0.8	13
Engineering			950	13.1	14
Engineering technologies			--	--	15
Foreign languages, literatures, and linguistics			129	1.8	16
Family and consumer sciences			--	--	19
Law/legal studies			--	--	22
English			86	1.2	23
Liberal arts/general studies			19	0.3	24
Library science			--	--	25
Biological/life sciences			891	12.3	26
Mathematics and statistics			183	2.5	27
Military science and military technologies			--	--	28 and 29
Interdisciplinary studies			136	1.9	30
Parks and recreation			--	--	31
CIP Discipline			N	PCT	CIP 2010 Categories to Include
Philosophy and religious studies			68	0.9	38
Theology and religious vocations			--	--	39
Physical sciences			218	3.0	40
Science technologies			--	--	41
Psychology			567	7.8	42
Homeland Security, law enforcement, firefighting, and protective services			--	--	43
Public administration and social services			--	--	44
Social sciences			864	11.9	45
Construction trades			--	--	46
Mechanic and repair technologies			--	--	47

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Precision production			--	--	48
Transportation and materials moving			--	--	49
CIP Discipline			N	PCT	CIP 2010 Categories to Include
Visual and performing arts			207	2.9	50
Health professions and related programs			66	0.9	51
Business/marketing			1,087	15.0	52
History			82	1.1	54
Other					
TOTAL (includes double majors)			7,273	100%	

- ◆ **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.
- ◆ Additional guidance for some terms, particularly those common with the IPEDS survey, may be found here: <https://surveys.nces.ed.gov/ipeds/public/glossary>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

***Career and placement services:** A range of services, including (often) the following: coordination of visits of employers to campus; aptitude and vocational testing; interest inventories, personal counseling; help in resume writing, interviewing,

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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.

Comprehensive transition and postsecondary program for students with intellectual disabilities: Programs designed to support postsecondary students with intellectual disabilities obtain instruction in academic, career and technical, and independent living subjects in preparation for employment.

Clock hour: A unit of measure that represents an hour of scheduled instruction given to students. Also referred to as contact 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 recognized postsecondary credential.

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 recognized postsecondary credential.

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 recognized postsecondary credential.

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.

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Degree-seeking students: Students enrolled in courses for credit who are recognized by the institution as seeking a degree or recognized postsecondary credential. 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.

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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 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 clock hours.

***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 clock 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 or Latino: A person of Mexican, Puerto Rican, Cuban, South or Central 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**.

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).

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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.

Living learning community: Residential programs that allow students to interact with students who share common interests. In addition to living together, students may also participate in shared courses, special events, and group service projects.

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

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

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

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

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

Nonresident: 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 clock hours a week each term.

Permanent Resident 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 status (and who holds either a 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).

***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/clock hour requirements—

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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 clock 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 clock 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 clock 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.

Recognized Postsecondary Credential: Includes both Title IV eligible degrees, certificates, and other recognized postsecondary credentials. Any credential that is received after completion of a program that is eligible for Title IV federal student aid. Credentials that are awarded to recognize an individual's attainment of measurable technical or industry/occupational skills necessary to obtain employment or advance within an industry occupation. (Generally based on standards developed or endorsed by employers or industry associations).

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.

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

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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, clock 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.

Undergraduate Research: Opportunities offered to undergraduate students to make original contributions in an academic discipline via the exploration of a specific research topic. Research opportunities may or may not be associated with a specific course or earn credit.

***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.

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

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

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

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

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

Common Data Set 2022-2023 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.