REMINDER! Help Desk assistance available at (212) 713-7755 M–F 9:30–5:30 EST or via email to collegeSurvey@CollegeBoard.org. WARNING! To avoid loss of new/revised data due to “timing out,” please be sure to click on the SAVE button every 10 to 15 minutes.

Submission of survey data updates your institution's Big Future profile. To view your current profile at the Big Future website, click [here](https://www.collegeboard.org/bigfuture).

### CDS View

**Contact Information**

<table>
<thead>
<tr>
<th>Name Information</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefix</td>
<td>Joann</td>
</tr>
<tr>
<td>First</td>
<td>Venturi</td>
</tr>
<tr>
<td>Middle</td>
<td></td>
</tr>
<tr>
<td>Last</td>
<td></td>
</tr>
<tr>
<td>Suffix</td>
<td></td>
</tr>
</tbody>
</table>

**Title**

Research Analyst

**Office**

Office of Institutional Effectiveness 5200 North Barton Avenue, MS/ML 47

**Address Information**

**Country**

United States

**Street/PO Box**

City

**State**

California

**Zip**

93740

**State Zip Zip+4**

California  [ ]

**Country Code Area Code Number Extension**

559 278 1118

**Email address**

jventuri@csufresno.edu

**Fax Number**

Area Code Number

559 2787987

Are your responses to the CDS posted for reference on your institution's Web site?

Yes [ ]

No [ ]

If yes, please provide the URL of the corresponding Web page: [www.csufresno.edu/oie/data/common.html](http://www.csufresno.edu/oie/data/common.html)

**Printed copies of your institution's Common Data Set may be mailed to:**

**Annual Survey of Colleges**

The College Board

11955 Democracy Drive

Reston, VA 20190-5662

**ATTN:** Stan Bernstein
Preliminary Questions

2 (CDS A5). Degrees offered by your institution:

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

3 (CDS 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?

Requests for modification of open admissions requirements should be made by email to collegesurvey@collegeboard.org.

If so, check which applies:

- 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

5 (CDS D1). Fall Applicants

Does your institution enroll transfer students?

- Yes
- No

A. General Information

CDS A1. General Address Information

Name of College or University

California State University: Fresno

Mailing Address

Country

United States

Street/PO Box

5241 North Maple Avenue

City

Fresno

State Zip Zip+4

California 93740 8027

Street Address (if different)

Country

United States

Street/PO Box

5241 North Maple Avenue

City

Fresno

State Zip Zip+4
California 93740 8027

WWW Home Page Address
www.csufresno.edu

Main Phone Number (If international, enter country code)

<table>
<thead>
<tr>
<th>Country Code</th>
<th>Area Code</th>
<th>Number</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Admissions Phone Number

<table>
<thead>
<tr>
<th>Area Code</th>
<th>Number</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>559</td>
<td>2784240</td>
<td></td>
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</tbody>
</table>

Admissions Toll-Free Number

<table>
<thead>
<tr>
<th>Area Code</th>
<th>Number</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Admissions Fax Number

<table>
<thead>
<tr>
<th>Area Code</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>559</td>
<td>2784812</td>
</tr>
</tbody>
</table>

Admissions Office Mailing Address

Country: United States
Street/PO Box 1
5150 North Maple Avenue, M/S JA 57
Street/PO Box 2
City: Fresno
State: California
Zip: 93740
Zip+4: 8026

Admissions E-mail Address
admissions@csufresno.edu

If there is a separate URL for your school's online application, please specify:
www.csumentor.edu/AdmissionApp/
[The College Board will link to this form from your College Search profile.]

If there is a separate URL for your school's online inquiry or request information form, please specify:

[The College Board will link to this form from your College Search profile.]

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

Country
Street/PO Box 1
Street/PO Box 2
City
State
Zip
Zip+4
Region/Province Postal Code
CDS A2. Source of institutional control:
- Public
- Private (Nonprofit)
- Proprietary

CDS A3. Classify your undergraduate institution:
- Coeducational College
- Men's College
- Women's College

CDS A4. Academic year calendar:
- Semester
- Quarter
- Trimester
- 4-1-4
- Continuous
- Differs by program
- Other (specify): 

B. Enrollment and Persistence

CDS B1. Institutional Enrollment - Men and Women. Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2013. Note: Report students formerly designated as "first professional" in the graduate cells.

<table>
<thead>
<tr>
<th>Category</th>
<th>FULL-TIME</th>
<th>PART-TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Undergraduates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree-seeking, first-time freshmen</td>
<td>1257</td>
<td>1817</td>
</tr>
<tr>
<td>Other first-year, degree-seeking</td>
<td>638</td>
<td>894</td>
</tr>
<tr>
<td>All other degree-seeking</td>
<td>5566</td>
<td>7375</td>
</tr>
<tr>
<td>Total degree-seeking</td>
<td>7461</td>
<td>10089</td>
</tr>
<tr>
<td>All other undergraduates enrolled in credit courses</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Total undergraduates</td>
<td>7471</td>
<td>10100</td>
</tr>
<tr>
<td>Graduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree-seeking, first-time</td>
<td>240</td>
<td>405</td>
</tr>
<tr>
<td>All other degree-seeking</td>
<td>401</td>
<td>894</td>
</tr>
<tr>
<td>All other graduates enrolled in credit courses</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total graduate</td>
<td>641</td>
<td>1299</td>
</tr>
</tbody>
</table>

Total all undergraduates: 20295

Total all graduate students: 2765

Total full-time undergraduate degree-seeking students: 17750

Total of all undergraduate degree-seeking students: 19911

CDS 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, 2013. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns. Report as your institution reports to IPEDS: persons who are Hispanic should be reported only on the Hispanic line, not under any race, and persons who are non-Hispanic multi-racial should be reported only under "Two or more races."

<table>
<thead>
<tr>
<th>Category</th>
<th>Degree-Seeking, First-Time First-Year</th>
<th>Degree-Seeking Undergraduates (include first-time, first-year)</th>
<th>Total Undergraduates (both degree- and non-degree seeking)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonresident aliens</td>
<td>133</td>
<td>684</td>
<td>710</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>1592</td>
<td>8479</td>
<td>8494</td>
</tr>
</tbody>
</table>
Black or African American, non-Hispanic 105 804 818
White, non-Hispanic 563 4999 5065
American Indian or Alaska Native, non-Hispanic 14 76 61
Asian, non-Hispanic 535 3119 3147
Native Hawaiian or other Pacific Islander, non-Hispanic 7 49 55
Two or more races, non-Hispanic 114 607 607
Race and/or ethnicity unknown 106 1094 1318
Total 3169 19911 20295

Persistence

CDS B3. Number of degrees awarded by your institution from July 1, 2012 to June 30, 2013:

Certificate/diploma

Associate degrees

Bachelor's degrees

Postbachelor's certificates

Master's degrees

Post-master's certificates

Doctoral degrees - research/scholarship

Doctoral degrees - professional practice

Doctoral degrees - other

(The next question is CDS B11.)

Graduation Rates

The following items correspond to data elements collected by the IPEDS Web-based Data Collection System's Graduation Rate Survey (GRS). For complete instructions and definitions of data elements, see the IPEDS GRS instructions and glossary on the 2013 Web-based survey. Please provide data for the Fall 2007 cohort if available. If not available, provide data for the Fall 2006 cohort.

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2007. Include in the cohort those who entered your institution during the summer term preceding Fall 2007.

CDS B11. Six-year graduation rate for 2007 cohort: 48.6

Six-year graduation rate for 2006 cohort: 48.1

Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2012 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: death, permanently disabled, service in the armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

CDS B22. For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshmen in Fall 2012 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2013? 83.2

C. Freshman Admission

CDS C1. First-time, first-year (freshman) students: Provide the number of degree-seeking first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in Fall 2013. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, nonadmission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission.

Total first-time, first-year (freshman) men who applied 7594

Total first-time, first-year (freshman) women who applied 9984
Total first-time, first-year (freshman) men admitted 4208
Total first-time, first-year (freshman) women admitted 6315

Total full-time, first-time, first-year (freshman) men who enrolled 1257
Total part-time, first-time, first-year (freshman) men who enrolled 45

Total full-time, first-time, first-year (freshman) women who enrolled 1817
Total part-time, first-time, first-year (freshman) women who enrolled 50

Total first-time, first-year (degree-seeking) applied 17578
Total first-time, first-year (degree-seeking) admitted 10523
Total first-time, first-year (degree-seeking) enrolled 3169

CDS C2. Freshman wait-listed students (students who met admission requirements but whose final admission was contingent on space availability).
Do you have a policy of placing students on a waiting list?
Yes ☐  ☑
No ☐  ☐

If yes, please answer the questions below for Fall 2013 admissions:
- Number of qualified applicants offered a place on waiting list
- Number accepting a place on the waiting list
- Number of wait-listed students admitted

Is your waiting list ranked?
Yes ☐  ☑
No ☐  ☐

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

Do you release that information to school counselors?
Yes ☐  ☑
No ☐  ☐

Admission Requirements

CDS 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

CDS C4. Does your institution require or recommend a general college preparatory program for degree-seeking students?
- Require
- Recommend
- Neither require nor recommend
CDS 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.

<table>
<thead>
<tr>
<th>Units required</th>
<th>Units recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Academic</td>
<td>15</td>
</tr>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Math</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
</tr>
<tr>
<td>Of these, units that must be lab</td>
<td>1</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2</td>
</tr>
<tr>
<td>Social Studies</td>
<td>1</td>
</tr>
<tr>
<td>History</td>
<td>1</td>
</tr>
<tr>
<td>Computer Science</td>
<td>1</td>
</tr>
<tr>
<td>Visual/Performing Arts</td>
<td>1</td>
</tr>
<tr>
<td>Academic Elective</td>
<td>1</td>
</tr>
</tbody>
</table>

Other (specify):

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

<table>
<thead>
<tr>
<th>Academic</th>
<th>Very Important</th>
<th>Important</th>
<th>Considered</th>
<th>Not considered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rigor of secondary school record</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Class Rank</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Academic GPA</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Recommendations</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Standardized Test Scores</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Application Essay</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Nonacademic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interview</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Extracurricular Activities</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Talent/Ability</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Character/Personal Qualities</td>
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<td>0</td>
<td>9</td>
</tr>
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<td>First generation</td>
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<td>0</td>
<td>0</td>
<td>9</td>
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<tr>
<td>Alumni/ae Relation</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Geographical Residence</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
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<tr>
<td>State Residency</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Religious Affiliation or Commitment</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Racial/ethnic status</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Volunteer Work</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Work Experience</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Level of applicant's interest</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
</tbody>
</table>

**SAT and ACT Policies**

CDS C8. **Entrance exams**

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

Yes ☐

No ☐
If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for Fall 2015.

<table>
<thead>
<tr>
<th>Require</th>
<th>Recommend</th>
<th>Require for Some Consider if Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT or ACT</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>ACT only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAT only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAT and SAT Subject Tests or ACT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAT Subject Tests</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. If your institution will make use of the ACT in admission decisions for first-time, first-year, degree-seeking applicants for Fall 2015, please indicate which ONE of the following applies (regardless of whether the writing score will be used in the admissions process):
- ACT with Writing component required
- ACT with Writing component recommended
- ACT with or without Writing component accepted

C. Indicate how your institution will use the SAT or ACT essay component: check all that apply:
- SAT essay
- ACT essay
- For admission
- For placement
- For advising
- In place of an application essay
- As a validity check on the application essay
- No college policy as of now
- Not using essay component

D. In addition, does your institution use applicants' test scores for academic advising?
- Yes
- No

E. Latest date by which SAT or ACT scores must be received for fall-term admission? (MM/DD) 01/15

Latest date by which SAT Subject Test scores must be received for fall-term admission? (MM/DD) 01/15

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)
Tests recommended, but not required, if student has a high school GPA of 3.0 or higher.

G. Please indicate which tests your institution uses for placement:
- SAT
- ACT
- SAT Subject Tests
- AP
- CLEP
- Institutional exam
- State exam

If State exam is selected above, please specify:
CSU EPT/ELM Exam for Math and English placement

Freshman Profile
Provide percentages for ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students enrolled in Fall 2013, including students who began studies during summer, international students/nonresident aliens, and students admitted under special arrangements.
CDS C9. Percent and number of first-time, first-year (freshman) students enrolled in Fall 2013 who submitted national standardized (SAT/ACT) test scores. Include information for ALL enrolled, first-time, first-year (freshman) degree-seeking students who submitted test scores. Do not include partial test scores (e.g., mathematics scores but not critical reading for a category of students) or combine other standardized test results (such as TOEFL) in this item. Do not convert SAT scores to ACT scores and vice versa. The 25th percentile is the score that 25 percent scored at or below; the 75th percentile score is the one that 25 percent scored at or above.

### Fall 2013 vs Fall 2012 (prior year data for reference)

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent submitting SAT scores</td>
<td>89</td>
<td>89</td>
</tr>
<tr>
<td>Percent submitting ACT scores</td>
<td>57</td>
<td>39</td>
</tr>
</tbody>
</table>

### 25th Percentile vs 75th Percentile

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT Critical Reading</td>
<td>390</td>
<td>500</td>
</tr>
<tr>
<td>SAT Math</td>
<td>410</td>
<td>520</td>
</tr>
<tr>
<td>SAT Writing</td>
<td>390</td>
<td>500</td>
</tr>
<tr>
<td>ACT Composite</td>
<td>16</td>
<td>22</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT Critical Reading</td>
<td>700-800</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>600-699</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>500-599</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>400-499</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>300-399</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>200-299</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT Composite</td>
<td>30-36</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>24-29</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>18-23</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>12-17</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>6-11</td>
<td>1</td>
</tr>
<tr>
<td>Below 6</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

- Percent in top tenth of high school graduating class: 15
- Percent in top quarter of high school graduating class: 80
- Percent in top half of high school graduating class: 100
- Percent in bottom half of high school graduating class: 100
- Percent in bottom quarter of high school graduating class: 100
- Percent of total first-time, first-year (freshman) students who submitted high school class rank: 100

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

- Percent who had GPA of 3.75 and higher: 18
- Percent who had GPA between 3.50 and 3.74: 16
- Percent who had GPA between 3.25 and 3.49: 19
- Percent who had GPA between 3.00 and 3.24: 23
- Percent who had GPA between 2.50 and 2.99: 23
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

(The next question is CDS C13.)

Admission Policies and Procedures: Fall 2015

CDS C13. Application fee
Does your institution have an application fee?
Yes ☐
No ☐

Amount of application fee $55

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

If you have an application fee and an online application option, indicate policy for students who apply online:
☐ Same fee
☐ Free
☐ Reduced

Can online application fee be waived for applicants with financial need?
Yes ☐
No ☐

CDS C14. Application closing date
Does your institution have an application closing date?
Yes ☐
No ☐

Application closing date (fall) (MM/DD) 11/30

(Closing date requested above is for Fall 2015-2016 term.)

Priority date (MM/DD)

(Priority date requested above is for Fall 2015-2016 term.)

[Note: Fall 2015-2016 application closing date and priority date will be updated to the College Board website on May 1, 2014. Until then we will continue to display the Fall 2014-2015 closing date and priority date collected in last year’s survey.]

CDS C16. Notification to applicants of admission decision sent (fill in one only)
On a rolling basis
Yes ☐
No ☐

Beginning date (MM/DD)

By date (MM/DD)

Other:

CDS C17. Reply policy for admitted applicants (fill in one only)
Must reply by date (MM/DD)

No set date
Yes ☐
No ☐

Must reply by May 1 (CRDA) or within

weeks if notified thereafter

Other
Deadline for housing deposit:

MM/DD 04/01

Amount of housing deposit $ 150

Refundable if student does not enroll?

Yes, in full  ○
Yes, in part  ●
No  ○

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

Yes  ○
No  ●

CDS C19. Early Admission of high school students: Does your institution allow high school students to enroll as full-time, first-year (freshman) students one year or more before high school graduation?

Yes  ○
No  ●

Early Decision and Early Action Plans

CDS C21. Early decision: Does your institution offer an early decision plan (an admission plan that permits students to apply and be notified of an admission decision well in advance of the regular notification date and that asks students to commit to attending if accepted) for first-time, first-year (freshman) applicants for fall enrollment?

Yes  ○
No  ●

If "yes", please complete the following:

First or only early decision plan closing date (MM/DD)
First or only early decision plan notification date (MM/DD)
Other early decision plan closing date (MM/DD)
Other early decision plan notification date (MM/DD)

For the Fall 2013 entering class:

Number of early decision applications received by your institution
Number of applicants admitted under early decision plan

Please provide additional details about your early decision plan, if necessary:

CDS 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 (MM/DD)
Early action notification date (MM/DD)

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

Yes  ○
No  ●

D. Transfer Admission

CDS D2. Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in Fall 2013.

Applicants 6787  Admitted applicants 3822  Enrolled applicants 2306

Application for Admission

CDS D3. Indicate terms for which transfers may enroll:

Fall
Winter
Spring
Summer

CDS D4. Must a transfer applicant have a minimum number of credits or else apply as an entering freshman?
Yes ☐ No ☐
If yes, what is the minimum number of credits? 60

CDS D5. Check all items required of transfer students to apply for admission.

<table>
<thead>
<tr>
<th>Required of All</th>
<th>Recommended of All</th>
<th>Recommended of Some</th>
<th>Required of Some</th>
<th>Not required</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Transcript</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>College Transcript(s)</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Essay or Personal Statement</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Interview</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Standardized Test Scores</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Statement of Good Standing from Prior Institution(s)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
</tbody>
</table>

CDS D6. If minimum high school grade point average is required of transfer applicants, specify (on a 4.0 scale):
2

CDS D7. If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale):
2.0

(The next question is CDS D9.)

CDS 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.

<table>
<thead>
<tr>
<th>Priority date</th>
<th>Closing date</th>
<th>Notification date</th>
<th>Reply date</th>
<th>Rolling admission</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MM/DD)</td>
<td>(MM/DD)</td>
<td>(MM/DD)</td>
<td>(MM/DD)</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>11/30</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
</tbody>
</table>

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

CDS D11. Describe additional requirements for transfer admission, if applicable:
Upper-division applicants must have 60 transferable units, including 30 units general education courses with 2.0 GPA. Courses include written communications, oral communications, critical thinking, and mathematics (quantitative reasoning).

Transfer Credit Policies

CDS D12. Report the lowest grade earned for any course that may be transferred for credit (use a 4.0 scale):
1

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

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

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

CDS D16. Minimum number of credits that transfer students must complete at your institution to earn a bachelor's degree:
30

CDS D17. Describe other transfer credit policies:

Institutions To Which/From Which Students Transfer
E. Academic Offerings and Policies.

CDS E1. Special Study Options: Identify those programs available at your institution. Refer to the Common Data Set (CDS) glossary for definitions.

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

F. Student Life

CDS F1. Percentages of first-time, first-year (freshman) degree-seeking students and degree-seeking undergraduates enrolled in Fall 2013 who fit the following categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>First-time, first-year (freshman) students</th>
<th>Undergraduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator)</td>
<td>.7</td>
<td>.5</td>
</tr>
<tr>
<td>Percent of men who join fraternities</td>
<td>.8</td>
<td>6.1</td>
</tr>
<tr>
<td>Percent of women who join sororities</td>
<td>1.6</td>
<td>6.0</td>
</tr>
<tr>
<td>Percent who live in college-owned, -operated, or -affiliated housing</td>
<td>18.2</td>
<td>5.2</td>
</tr>
<tr>
<td>Percent who live off campus or commute</td>
<td>81.8</td>
<td>94.8</td>
</tr>
<tr>
<td>Percent of students age 25 and older</td>
<td>0</td>
<td>16.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average age of full-time students</th>
<th>First-time, first-year (freshman) students</th>
<th>Undergraduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average age of all students (full- and part-time)</td>
<td>18</td>
<td>22</td>
</tr>
</tbody>
</table>

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

- Campus ministries
- Choral groups
- Concert band
- Dance
- Drama/Theater
- International student organization
- Jazz band
- Literary magazine
- Marching band
- Model UN
| Musical theater | Opera | Pep Band | Radio station | Student government | Student newspaper | Student-run film society | Symphony orchestra | Television station | Yearbook |

**CDS F3. ROTC** (program offered in cooperation with Reserve Officers' Training Corps)
- **Army ROTC** is offered:
  - On Campus
  - At cooperating institution
- **Naval ROTC** is offered:
  - On Campus
  - At cooperating institution
- **Air Force ROTC** is offered:
  - On Campus
  - At cooperating institution

**CDS F4. Housing**: Check all types of college-owned, -operated, or -affiliated housing available for undergraduates at your institution.
- Coed dorms
- Men's dorms
- Women's dorms
- Apartments for married students
- Apartments for single students
- Special housing for disabled students
- Special housing for international students
- Fraternity/sorority housing
- Cooperative housing
- Theme housing
- Wellness housing (alcohol/drug/smoke-free)
- Gender-neutral housing

Other housing options (specify):

**G. Annual Expenses (G0-G7)**

**CDS G0.** Provide the URL of your institution's net price calculator:

www.collegeportraits.org/CA/CSUFRESNO/costs

Provide 2014-2015 academic year costs of attendance for the following categories that are applicable to your institution.

**CDS G1 (fr).** Undergraduate full-time tuition, required fees, room and board. (*If costs vary by class, provide Freshman costs.*)

List the typical tuition, required fees, and room and board for a full-time undergraduate student for the FULL 2014-2015 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). Do not include freshmen orientation fees.

[Required fees should not include application fee.]

- Tuition and fees provided are firm and final for Fall 2014-2015.
- Fall 2014-2015 tuition and fee figures provided are projections.
- Fall 2014-2015 tuition and fee figures are not available at this time.

Estimated date when final figures will be available (MM/DD)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Public institution tuition, in-district:</td>
<td>$6286</td>
<td>$6298</td>
</tr>
<tr>
<td>In-state, out-of-district tuition (provide only if different from the in-district rate):</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Out-of-state tuition:</td>
<td>$17446</td>
<td>$17446</td>
</tr>
<tr>
<td>Tuition/nonresident aliens (provide only if different from tuition for domestic first-year students):</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Required fees:</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Room and board (on-campus):</td>
<td>$10447</td>
<td>$10604</td>
</tr>
<tr>
<td>Room only on-campus (provide only if room AND board not available):</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Comprehensive tuition and room/board fee (provide only if school cannot separate tuition from room/board fees):</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

Other cost information (2014-2015)

Other cost information (Prior Year, 2013-2014)

CDS G1 (ug). Based on your responses in previous sections of the survey, this question does not need to be answered by your institution.

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

Yes

No

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

- Books and supplies: $1762
- Residents (on-campus)
  - Transportation: $900
  - Other expenses: $1364
- Commuters (living at home)
  - Board only: $4598
  - Transportation: $1180
  - Other expenses: $1364
- Commuters (not living at home)
  - Room only: $ |
  - Board only: $ |
  - Total room and board (if your college cannot provide separate room and board figures for commuters not living at home): $11268
  - Transportation: $1324
  - Other expenses: $1364

CDS G6. Undergraduate per-credit-hour charges (tuition only). If costs vary by class, provide freshman costs.
### Private institutions:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In-district</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>In-state, out-of-district</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Out-of-state</td>
<td>$ 372</td>
<td>$ 372</td>
</tr>
<tr>
<td>Nonresident aliens</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

### Public institutions

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In-district</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>In-state, out-of-district</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Out-of-state</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Nonresident aliens</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

### H. Financial Aid

#### Financial Aid

CDS H1. Aid Awarded to Enrolled Undergraduates

Enter total dollar amounts awarded to enrolled full-time and less than full-time degree-seeking undergraduates (using the same cohort reported in CDS question B1, "Total degree-seeking undergraduates") in the following categories. Note: If the data being reported are final figures for the 2012-2013 academic year (see the next item below), use the 2012-2013 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" in the definitions section above.)

Indicate academic year for which data are reported for items H1, H2, H2A, H3, and H6:

- [ ] 2013-2014 estimated
- [ ] 2012-2013 final

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

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

[Survey respondents are encouraged to use zeros throughout the H section, if/when appropriate. Blanks will not be populated automatically with zeros.]

#### Scholarships/grants

<table>
<thead>
<tr>
<th></th>
<th>Need-based aid (include non-need-based aid used to meet need)</th>
<th>Non-need-based aid (exclude non-need-based aid used to meet need)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal</td>
<td>$56007380</td>
<td>$0</td>
</tr>
<tr>
<td>State (i.e., all states, not only the state in which your institution is located)</td>
<td>$69107218</td>
<td>$0</td>
</tr>
<tr>
<td>Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below)</td>
<td>$0</td>
<td>$3339894</td>
</tr>
<tr>
<td>Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college</td>
<td>$0</td>
<td>$2562568</td>
</tr>
<tr>
<td><strong>Total scholarships/grants</strong></td>
<td><strong>$125114598</strong></td>
<td><strong>$5902462</strong></td>
</tr>
</tbody>
</table>

#### Self-Help

<table>
<thead>
<tr>
<th></th>
<th>Need-based aid (include non-need-based aid used to meet need)</th>
<th>Non-need-based aid (exclude non-need-based aid used to meet need)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student loans from all sources (excluding parent loans)</td>
<td>$25786695</td>
<td>$19430207</td>
</tr>
<tr>
<td>Federal work-study</td>
<td>$699305</td>
<td>$0</td>
</tr>
<tr>
<td>State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total self-help</strong></td>
<td><strong>$26666000</strong></td>
<td><strong>$19430207</strong></td>
</tr>
</tbody>
</table>

#### Parent loans

<table>
<thead>
<tr>
<th></th>
<th>Need-based aid (include non-need-based aid used to meet need)</th>
<th>Non-need-based aid (exclude non-need-based aid used to meet need)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

#### Tuition waivers

<table>
<thead>
<tr>
<th></th>
<th>Need-based aid (include non-need-based aid used to meet need)</th>
<th>Non-need-based aid (exclude non-need-based aid used to meet need)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>$0</td>
<td>$2606151</td>
</tr>
</tbody>
</table>

#### Athletic awards

<table>
<thead>
<tr>
<th></th>
<th>Need-based aid (include non-need-based aid used to meet need)</th>
<th>Non-need-based aid (exclude non-need-based aid used to meet need)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>$0</td>
<td>$4492040</td>
</tr>
</tbody>
</table>

### CDS H2. Number of Enrolled Students Awarded Aid:

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

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

- [ ] Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2013 cohort)
  - First-time, full-time freshmen: 3074
  - Full-time undergrad (incl. fresh): 17750
  - Less than full-time undergraduate: 2361
- [ ] Number of students in line a who applied for need-based financial aid
  - First-time, full-time freshmen: 2773
  - Full-time undergrad (incl. fresh): 14179
  - Less than full-time undergraduate: 1805

**https://sdc.collegeboard.com/sdc/rf/survey.do**
c) Number of students in line b who were determined to have financial need
   | 2443 | 13179 | 1683 |

d) Number of students in line c who were awarded any financial aid
   | 2304 | 12615 | 1445 |

e) Number of students in line d who were awarded any need-based scholarship or grant aid
   | 2111 | 11120 | 1210 |

f) Number of students in line d who were awarded any need-based self-help aid
   | 710  | 5364  | 708  |

g) Number of students in line d who were awarded any non-need-based scholarship or grant aid
   | 363  | 1692  | 128  |

h) Number of students in line d whose need was fully met (exclude PLUS loans, unsubsidized loans, and private alternative loans)
   | 96   | 643   | 28   |

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 (PLoS loans, unsubsidized loans, and private alternative loans)
   | \$11105 | \$10941 | \$8531 |

j) The average financial aid package of those in line d. Exclude any resources that were awarded to replace EFC (PLoS loans, unsubsidized loans, and private alternative loans)
   | \$11017 | \$10350 | \$7620 |

k) Average need-based scholarship or grant award of those in line e
   | \$3280 | \$4272 | \$4374 |

l) Average need-based self-help award (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f
   | \$3260 | \$4234 | \$4374 |

m) Average need-based loan (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f who received a need-based loan
   | \$3260 | \$4234 | \$4374 |

CDS H2A. **Number of Enrolled Students Awarded Non-need-based Grants and Scholarships:**

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 grant or scholarship aid. Numbers should reflect the cohort awarded the dollars reported in H1.

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

<table>
<thead>
<tr>
<th>First-time, Full-Time</th>
<th>Full-time Undergrad (inc. fresh)</th>
<th>Less than Full-time Undergrad</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 receiving athletic awards and tuition benefits)</td>
<td>55</td>
<td>144</td>
</tr>
<tr>
<td>o) Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line n</td>
<td>$2425</td>
<td>$3418</td>
</tr>
<tr>
<td>p) Number of students in line a who were awarded an institutional non-need-based athletic scholarship or grant</td>
<td>68</td>
<td>303</td>
</tr>
<tr>
<td>q) Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line p</td>
<td>$13980</td>
<td>$14642</td>
</tr>
</tbody>
</table>

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

**Include:**
- a) 2013 undergraduate class who graduated between July 1, 2012 and June 30, 2013 who started at your institution as first-time students and received a bachelor's degree between July 1, 2012 and June 30, 2013
- b) only loans made to students who borrowed while enrolled at your institution
- c) co-signed loans

**Exclude:**
- a) those who transferred in
- b) money borrowed at other institutions
- c) money borrowed at other institutions

CDS H4. Provide the percentage of the class (defined above) who borrowed at any time through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and Unsubsidized, private loans that were certified by your institution, etc.; exclude parent loans). Include both Federal Direct Student Loans and Federal Family Education Loans.

\[76\%\]

CDS H4a. Provide the percentage of the class (defined above) who borrowed at any time through federal loan programs--Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans. NOTE: Exclude all institutional, state, private alternative loans and parent loans.

\[73\%\]

CDS H5. Report the average per-undergraduate-borrower cumulative principal borrowed of those in line H4.

\$16958

CDS H5a. Report the average per-undergraduate-borrower cumulative principal borrowed, of those in H4a, through federal loan programs--Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans. These are listed in line H4a. NOTE: Exclude all institutional, state, private alternative loans and exclude parent loans.

\$17020

CDS H6. Indicate your institution's policy regarding institutional grant or scholarship aid for undergraduate, degree-seeking non-resident aliens.
Institutional need-based grant or scholarship aid is available.

Institutional non-need-based grant or scholarship aid is available.

Institutional grant and scholarship aid is not available.

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

14

Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens: $18,003

Total dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens: $252,042

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

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

Other: FAFSA

Process for First-Year/Freshman Students

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

- FAFSA
- Institution's own financial aid form
- CSS/Financial Aid PROFILE
- State aid form
- Noncustodial PROFILE
- Noncustodial (Divorced/Separated) Parent's Statement
- Business/Farm Supplement

Other: 

If CSS PROFILE is required of some students, please outline policy

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

Does your institution have a deadline for filing required financial aid forms?

Yes [ ]

No [ ]

Priority date (MM/ DD): 03/03

Filing deadline (MM/DD): 03/03

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

a. Students notified on or about (MM/DD):

b. Students notified on a rolling basis:

If b is checked, starting date (MM/DD): 04/01

CDS H11. Indicate reply dates

Students must reply by (MM/DD):

or within the following number of weeks of notification: 3

(The next question is CDS H14.)

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

Non-need Base Need-based

- Academics [ ] [ ]
- Alumni Affiliation [ ] [ ]
- Art [ ] [ ]
Athletics ✓ ✓
Job Skills  ☐  ☐
Leadership ✓ ✓
Minority Status ☐  ☐
Music/Drama ✓  ☐
Religious Affiliation ☐  ☐
ROTC ✓ ✓
State/District Residency ✓ ✓

(Next three questions for transfer students only.)

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

I. Instructional Faculty and Class Size

Report the number of instructional faculty members in each category for Fall 2013. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.

CDS I1. 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:

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>(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</td>
<td>Exclude</td>
<td>Include only if they teach one or more non-clinical credit courses</td>
</tr>
<tr>
<td>(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</td>
<td>Exclude</td>
<td>Include if they teach one or more non-clinical credit courses</td>
</tr>
<tr>
<td>(c) other administrators/staff who teach one or more non-clinical credit courses even though they do not have faculty status</td>
<td>Exclude</td>
<td>Include</td>
</tr>
<tr>
<td>(d) undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, teaching fellow, and the like</td>
<td>Exclude</td>
<td>Exclude</td>
</tr>
<tr>
<td>(e) faculty on sabbatical or leave with pay</td>
<td>Include</td>
<td>Exclude</td>
</tr>
<tr>
<td>(f) faculty on leave without pay</td>
<td>Exclude</td>
<td>Exclude</td>
</tr>
<tr>
<td>(g) replacement faculty for faculty on sabbatical leave or leave with pay</td>
<td>Exclude</td>
<td>Include</td>
</tr>
</tbody>
</table>

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

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

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

**Doctorate**: includes such degrees as Doctor of Philosophy, Doctor of Education, Doctor of Juridical Science, and Doctor of Public Health in any field such as arts, sciences, education, engineering, business, and public administration. Also includes terminal degrees formerly designated as "first professional", including dentistry (DDS or DMD), medicine (MD), optometry (OD), osteopathic medicine (DO), pharmacy (DPharm or BPharm), pediatric 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), or theological professions (MDiv, MNL).

<table>
<thead>
<tr>
<th>Category</th>
<th>Full-Time</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Total number of instructional faculty</td>
<td>637</td>
<td>622</td>
</tr>
<tr>
<td>b. Total number who are members of minority groups</td>
<td>190</td>
<td>165</td>
</tr>
<tr>
<td>c. Total number who are women</td>
<td>275</td>
<td>326</td>
</tr>
<tr>
<td>d. Total number who are men</td>
<td>362</td>
<td>296</td>
</tr>
<tr>
<td>e. Total number with doctorate or other terminal degree</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CDS I2. Student to Faculty Ratio

Report the fall 2013 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. If faculty teach graduate students and are not part of a stand-
alone graduate school they should be included in the student to faculty ratio calculations and counts, if graduate students are not part of a
stand-alone graduate school they should be included in the student to faculty ratio calculations and counts.

Fall 2013 Student to Faculty ratio: 22 to 1 (based on 18478 students and 845 faculty).

CDS I3. Undergraduate Class Size

In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall
2013 term.

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

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

Using the above definitions, please report for each of the following class-size intervals the number of class sections and class subsections
offered in Fall 2013. For example, a lecture class with 800 students who met at another time in 40 separate labs with 20 students should be
counted once in the "100+" column in the class section column and 40 times under the "20-29" column of the class subsections table.

Number of Class Sections with Undergraduates Enrolled.

<table>
<thead>
<tr>
<th>Class Sections</th>
<th>2-9</th>
<th>10-19</th>
<th>20-29</th>
<th>30-39</th>
<th>40-49</th>
<th>50-99</th>
<th>100+</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>92</td>
<td>294</td>
<td>725</td>
<td>453</td>
<td>197</td>
<td>71</td>
<td></td>
<td>2345</td>
</tr>
<tr>
<td>Class Subsections</td>
<td>97</td>
<td>263</td>
<td>436</td>
<td>80</td>
<td>28</td>
<td>18</td>
<td>1</td>
<td>923</td>
</tr>
</tbody>
</table>

J. Degrees Offered and Awarded

CDS J. Disciplinary areas of DEGREES CONFERRED

Degrees conferred between July 1, 2012 and June 30, 2013

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.

Please note that the only certificate reported in the Degrees Conferred chart below is the certificate below the Associate degree. Any/all
other certificates (i.e., Postbachelor's certificate, Post-master's certificate) should not be reported in this chart.

C=Certificate BELOW the Associate degree; A=Associate; B=Bachelor's

<table>
<thead>
<tr>
<th>Discipline Area</th>
<th>Diploma/Certificate</th>
<th>Associate degrees</th>
<th>Bachelor's degrees</th>
<th>CIP 2010 Categories to Include</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>6</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Natural resources and conservation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architecture</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area, ethnic, and gender studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication/journalism</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication technologies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer and information sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal and culinary services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>3</td>
<td></td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>4</td>
<td></td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Engineering technologies</td>
<td>2</td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Foreign languages, literatures, and linguistics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family and consumer sciences</td>
<td>1</td>
<td></td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Law/legal studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td>22</td>
</tr>
</tbody>
</table>

2/13/2014
<table>
<thead>
<tr>
<th>Category</th>
<th>First</th>
<th>Second</th>
<th>Third</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal arts/general studies</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Library sciences</td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Biological/life studies</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics and statistics</td>
<td>1</td>
<td></td>
<td>27</td>
</tr>
<tr>
<td>Military science and military technologies</td>
<td></td>
<td></td>
<td>28 and 29</td>
</tr>
<tr>
<td>Interdisciplinary studies</td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Parks and recreation</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy and religious studies</td>
<td></td>
<td></td>
<td>31</td>
</tr>
<tr>
<td>Theology and religious vocations</td>
<td></td>
<td></td>
<td>38</td>
</tr>
<tr>
<td>Physical sciences</td>
<td>1</td>
<td></td>
<td>40</td>
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<tr>
<td>Science technologies</td>
<td></td>
<td></td>
<td>41</td>
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<tr>
<td>Psychology</td>
<td>7</td>
<td></td>
<td></td>
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<tr>
<td>Homeland Security, law enforcement, firefighting, and</td>
<td>7</td>
<td></td>
<td>42</td>
</tr>
<tr>
<td>protective services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public administration and social services</td>
<td>4</td>
<td></td>
<td>43</td>
</tr>
<tr>
<td>Social sciences</td>
<td>5</td>
<td></td>
<td>44</td>
</tr>
<tr>
<td>Construction trades</td>
<td></td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>Mechanic and repair technologies</td>
<td></td>
<td></td>
<td>46</td>
</tr>
<tr>
<td>Precision production</td>
<td></td>
<td></td>
<td>47</td>
</tr>
<tr>
<td>Transportation and materials moving</td>
<td></td>
<td></td>
<td>48</td>
</tr>
<tr>
<td>Visual and performing arts</td>
<td>3</td>
<td></td>
<td>49</td>
</tr>
<tr>
<td>Health professions and related programs</td>
<td></td>
<td>13</td>
<td>50</td>
</tr>
<tr>
<td>Business/marketing</td>
<td>14</td>
<td></td>
<td>51</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
<td></td>
<td>52</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td>54</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>