

# 2021: Best Colleges - Main Survey

## Introduction

1.)

### BEST COLLEGES

#### Data Collection

Welcome. *U.S. News & World Report* is now collecting data for the 2021 edition of Best Colleges, scheduled for release later this year. Information your institution reports will aid future applicants and families in their research.

**Survey Deadline:** June 1st, 2020

There are three steps in the *U.S. News* data collection process:

**Step 1: Data** - Complete the questionnaire to the fullest extent your data and history allow. If you are not able to answer a question, leave it blank. **The data your institution reports will first be seen by the fall 2021 entering class, meaning information reported on your institution's characteristics should pertain to what your institution anticipates in a regular academic year and not one time changes with dates, deadlines and policies made in response to the 2019-2020 coronavirus pandemic.** Otherwise, if you have questions or concerns about how best to respond to a specific item, click the "Help" button on the top right-hand side of the screen to access your *U.S. News* data collector.

Institutions with multiple campuses are instructed to consistently aggregate or disaggregate cohorts across campuses in alignment with the National Center for Educational Statistics (IPEDS). Reporting on admissions, faculty counts, and expenditures, for example, in all three *U.S. News* college statistical surveys must have campus cohorts aligned with the entity linked to a distinct IPEDS ID. Please contact [official@usnews.com](mailto:official@usnews.com) if your institution believes this is not valid or feasible.

**Step 2: Assessment** - After filling in your data, navigate to the 'Main Survey Assessment' section. The assessment runs a statistical comparison between your current data and the data submitted last year. The assessment will identify potential errors between the two years of data. Note that *U.S. News* only publishes individual cohort-level data on schools' most recently reported cohorts, when applicable. For more information please go to the main assessment section.

**Step 3: Verification** – After reviewing the assessment and fixing any remaining errors, navigate to the section titled "Verification". This is where the survey submission takes place. **The verification form has changed slightly since last year.** Please carefully review your survey data one last time. When you are ready, you **must** select the check box, fill out all the identification information (which must include signoff

from the Dean or equivalent official who has signed off on the data) and hit the red "Submit Survey" button. **Failure to check the verification box and have the Dean or equivalent official fill out their information may be noted when the data are published and/or may result in the school not being ranked.**

### Important Icons

- \* The red asterisk located next to a few question numbers indicated that the question is mandatory. If the question is not answered you will be unable to submit the survey. All assessment flags are mandatory and must be addressed.
- ✘ The red x indicates that you have not filled out the question correctly. There will be a line of text that accompanies the icon letting you know what is the exact problem. Once the issue is corrected the x disappears. All failed validations must be fixed before the survey can be submitted.
- 🛡 The gold shield indicates that the question has been used in past U.S. News Best Colleges rankings calculations or is under consideration for future use. For this year's data collection no new questions have a gold shield.
- ❓ The question mark indicates a tip on how to answer that particular question.
- ☑ The checkbox indicates the assessment section of the survey.
- ⬆ The upward arrow indicates the verification section of the survey. This is where the submission button is located.

### Entering Data

To navigate among fields you may either click on the field to which you wish to move or press the Tab key until you reach it. To move between individual pages of the survey click on the "Next" or "Previous" links at the bottom of the page. You may also click on the section links listed in the index on the right-hand side of the screen and go to any page in the survey.

### Saving Data

Saving data happens automatically when a few actions are taken. One, you select the 'Next' button at the bottom of the page. Two, you select and navigate to another section in the question index. Three, you hit the 'Save' button at the bottom of a page. If you plan on leaving the survey before completion, please hit the save button before exiting the survey.

### Getting Help

If you have questions or encounter problems while you are completing the survey, click the "Help" button on the top right-hand side of the screen. This will direct you to the data collector assigned to your institution.

### The Common Data Set

U.S. News uses questions from the Common Data Set (CDS). The CDS initiative is a collaborative effort among data providers in the higher education community and publishers as represented by the College Board, *Thomson Peterson's*, and *U.S. News & World Report*. We hope that this effort to standardize data definitions makes it easier to complete our questionnaire.

For easy reference, all CDS items are noted throughout the Main and Financial Aid surveys. The CDS does not cover any of the questions on the Finance survey. Please note that some of the questions used in the Best Colleges rankings are unique to the U.S. News survey and are not included on the CDS. After you have submitted your CDS, you will have an opportunity to submit information for these questions.

***All CDS submissions must be received by May 19th 2020 in order to allow enough time for data entry and processing in-house. Please contact your data collector for more information.***

## **New / Modified Questions**

Many of the changes bulleted below were made in alignment with [The Common Data Set Initiative](https://www.commondataset.org/) (<https://www.commondataset.org/>) and definitions used by the [American Association of University Professors](https://www.aaup.org/) (<https://www.aaup.org/>). Among changes below, question 175 (faculty compensation) is by far most relevant toward rankings calculations; please email [official@usnews.com](mailto:official@usnews.com) with any questions about faculty compensation. Also note, survey respondents do NOT need to update accurately reported data submitted in last year's survey to conform to definitions in this year's survey.

Some questions not used in last year's rankings are no longer being asked in this year's survey to offset survey burden. The following questions were added or significantly modified from the previous year's survey:

### **Main Statistical Survey**

- 2 - College Name
- 9 - Social Media (Snapchat)
- 75 - Policy on Score Choice for ACT/SAT
- 76 - Policy on ACT/SAT Superscoring
- 87 - SAT Composite Scores
- 88 - SAT/ACT Composite Score Distributions
- 94 - High School GPA (% with 4.0 GPA)
- 175 - Faculty compensation revamped

### **Financial Aid Survey**

- 21 - Proportion awarded Pell Grants

### **Questions Used in the Best Colleges Ranking**

The questions or question areas listed below are the data points that are used in the U.S. News Best Colleges ranking calculations. More details on the U.S. News Best Colleges rankings can be found here:

<https://www.usnews.com/education/best-colleges/articles/how-us-news-calculated-the-rankings>  
(<https://www.usnews.com/education/best-colleges/articles/how-us-news-calculated-the-rankings>).

If you have questions on the Best Colleges ranking methodology, which schools qualify to be ranked or unranked, U.S. News publications or how these statistical surveys are used in the rankings, contact [official@usnews.com](mailto:official@usnews.com) (<mailto:rmorse@usnews.com>).

### **Ranking Indicators**

#### **Main Statistical Survey**

- 2019 Fall enrollment: 29-31
- 2018 Fall enrollment: 34-36
- 2017 Fall enrollment: 39-41
- Six-Year Graduation rates: 46, 47, 51
- First-Year Freshman Retention rates: 52-53
- Applications and acceptances: 55
- SAT and ACT scores and testing policies: 68, 79-83, 84-85
- SAT/ACT score reporting inclusion for all scores: 90
- SAT/ACT score reporting inclusion for all students: 91

- High school class standing: 94
- Undergraduate alumni giving: 169 - 171
- Total number of instructional faculty (current year): 172 all three columns
- Total number with doctorate or other terminal degree (current year): 172 full-time column
- Total number of instructional faculty (last year): 172 all three columns.
- Total number with doctorate or other terminal degree (last year): 172 full-time column
- Student to faculty ratio: 174
- Full-time faculty salaries: 176
- Class sections: 177

*Note: Not all last year's ranking indicators listed above are used in the calculation. Some are used only when current year data is not provided.*

#### **Financial Aid Survey**

- Number of pell grants received in 2018-2019: 20

#### **Finance Survey**

- All expenditure questions from both years. This information is used to compute the financial resources per student variable in the Best Colleges rankings.

#### **Diversity Rankings**

- Uses column labeled "Degree-Seeking Undergraduates" in question 43, Enrollment by Racial & Ethnic Category) from the Main statistical survey.

#### **Best Values Rankings**

- Estimated expenses for a typical full-time undergraduate students: question 11 (both residents columns)
- Need-Based Aid for full-time undergraduate students: question 15 only current year actual or estimated is accepted In state/Out-of-state student aid awarded: question 44-46 (public institutions only)
- Percentage of students with need whose need is fully met: question 15h and 15i

#### **Best Colleges for Veterans**

- Military enrollment: 139
- G.I. Bill certified: 140
- Yellow Ribbon participant: 141
- In-state tuition for active servicemen: 10 (financial aid survey)

Important Notice: U.S. News in its discretion will attempt to do cross-checking of data from what information schools have submitted on their Fall 2019 IPEDS Institutional Characteristics survey that appears on the U.S. Department of Education's College Navigator web site <http://nces.ed.gov/collegenavigator/> (<http://nces.ed.gov/collegenavigator/>) or can be downloaded from the IPEDS website, provided that the schools are ultimately responsible for the accuracy of the data that they submit. If you need more details on how the cross-checking or missing data fill-ins will work, contact [official@usnews.com](mailto:official@usnews.com) (<mailto:rmorse@usnews.com>).

On behalf of the data collectors, reporters, and editors here at *U.S. News* and our many appreciative readers, thank you for your time and effort.

**Kenneth Hines, Director, Data Projects**  
**Eric Brooks, Senior Data Analyst**  
**Bob Morse, Chief Data Strategist**  
*U.S. News & World Report*

## Contact Information

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1.) Survey Contact #1:

- Survey contacts can only be updated by your Data Collector. For their contact information, please click on the 'help' icon above.

Name:

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(310) 243-2491

1.) Survey Contact #4:

Name

Title

Email

Phone

## Public Relations Contacts

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1.) Public Relations Contact #1:

Contact 1 - Name:

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1.) Public Relations Contact #2:

Contact 2 - Name:

Contact 2 - Title:

Contact 2 - Email:

Contact 2 - Phone:

1.) Public Relations Contact #3:

Contact 3 - Name:

Contact 3 - Title:

Contact 3 - Email:

Contact 3 - Phone:

1.) Public Relations Contact #4:

Contact 4 - Name:

Contact 4 - Title:

Contact 4 - Email:

Contact 4 - Phone:

1.) Public Relations Contact #5:

Contact 5 - Name:

Contact 5 - Title:

Contact 5 - Email:

Contact 5 - Phone:

## General Information

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If any of the general information is incorrect, please enter the correct information. Note that cross-references to Common Data Set items appear in parentheses as (CDS xx), next to our questions. For any assistance, please contact your data collector by clicking the 'Help' icon at the top of the survey.

2.) Name of college or university:

CDS A1

California State University--Dominguez Hills

3.) Please enter the name of your college/institution that should display on [usnews.com](http://usnews.com) in the next release if different from the preceding question. This request should be acceptable to academic officials at the highest level of your institution, such as



President, Provost or Dean. Note that ultimately *U.S. News* conforms to certain naming rules and conventions and may not incorporate this request.

4.) Mailing address:

CDS A1 This data is rolled over from last year.

5.) City:

CDS A1 This data is rolled over from last year.

6.) State:

CDS A1 This data is rolled over from last year.

California

7.) Zip:

CDS A1 This data is rolled over from last year.

8.) International Postal Code (If applicable):

This data is rolled over from last year.

9.) Main phone:

CDS A1 This data is rolled over from last year.

10.) Social Media (most applicable to prospective students):

This data is rolled over from last year.

Facebook:

Instagram:

csudominguezhills

LinkedIn:

<https://www.linkedin.com/school/csudh>

Twitter:

@DominguezHills

YouTube:

csuDHTV

Snapchat ID:

11.) Source of institutional control: \*

CDS A2 This data is rolled over from last year.

- Public
- Private (nonprofit)
- Proprietary
- No Answer

12.) In what year was your institution founded?

This data is rolled over from last year.

1960

13.) Religious Affiliation:

This data is rolled over from last year.

14.) Which of the following best describes the campus setting of your institution?

This data is rolled over from last year.

- Urban (located within a major city)
- City
- Suburban
- Rural

No Answer

15.) Classify your undergraduate institution:

CDS A3 This data is rolled over from last year.

Coeducational college

Men's college

Women's college

No Answer

16.) Academic Year Calendar:

CDS A4 This data is rolled over from last year.

Semester

Quarter

Trimester

4-1-4

Continuous

Differs by program (Describe in Comments)

Other (Describe in Comments)

No Answer

Make a comment on your choice here:

17.) Degrees Offered by your Institution:

CDS A5 This data is rolled over from last year.

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

18.) Admissions office mailing address:

CDS A1 This data is rolled over from last year.

1000 E. Victoria Street

19.) City:

CDS A1 This data is rolled over from last year.

Carson

20.) State:

CDS A1 This data is rolled over from last year.

- California

21.) Zip:

CDS A1 This data is rolled over from last year.

90747

22.) Admissions phone number:

CDS A1 This data is rolled over from last year.

(310) 243-3300

23.) Admissions Email address:

CDS A1 This data is rolled over from last year.

info@csudh.edu

24.) WWW home page address:

CDS A1 This data is rolled over from last year.

http://www.csudh.edu

25.) Is there a separate URL application site on the Internet? If so, please specify:

CDS A1 This data is rolled over from last year.

https://www2.calstate.edu/Apply

26.) Do you accept the Common Application?

This data is rolled over from last year.

- Yes
- No
- No Answer

27.) What year did you begin accepting the Common Application?

This data is rolled over from last year.

28.) Respondent information. Who is completing this survey?

Name:

Title:

Email:

Phone:

## 2019 Enrollment

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**Institutional Enrollment:** Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2019. Degree-seeking students are those enrolled in courses for credit who are recognized by the institution as seeking a degree or recognized postsecondary credential. Full time undergraduates are those enrolled for 12 or more semester credits, 12 or more quarter credits, or 24 or more clock hours a week each term. Please report students formerly designated as "first professional" in the graduate cells. Last year's enrollment grid is included for your reference.

29.) 2019 Full-time Enrollment: \*

CDS B1 This question is used in the Rankings calculation.

	<b>Men</b>	<b>Women</b>	<b>Other/Not Reported</b>
Degree-seeking, first-time freshman	905	1509	0
Other first-year, degree-seeking	323	489	0
All other degree- seeking	3361	5505	0
Total degree-seeking	4589	7503	0
All other undergraduates enrolled in credit course	0	2	0
Total undergraduates	4589	7505	0
Graduate degree seeking, first-time	177	413	0
All other graduate degree seeking	197	540	0
All other graduates enrolled in credit courses	2	7	0
Total graduates	376	960	0

30.) 2019 Part-time Enrollment: \*

CDS B1 This question is used in the Rankings calculation.

	Men	Women	Other/Not Reported
Degree-seeking, first-time freshman	55	64	0
Other first-year, degree-seeking	29	45	0
All other degree- seeking	1069	1924	0
Total degree-seeking	1153	2033	0
All other undergraduates enrolled in credit course	13	22	0
Total undergraduates	1166	2055	0
Graduate degree seeking, first-time	100	230	0
All other graduate degree seeking	312	643	0
All other graduates enrolled in credit courses	8	33	0
Total graduates	420	906	0

31.) Total 2019 enrollment, all undergraduates

CDS B1 This question is used in the Rankings calculation.

15315

32.) Total 2019 enrollment, all graduates:

CDS B1 This question is used in the Rankings calculation.

2662



33.) GRAND TOTAL - 2019 Enrollment:

CDS B1 This question is used in the Rankings calculation.

17977

## 2018 Enrollment

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**Institutional Enrollment:** Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2018. Please report students formerly designated as "first professional" in the graduate cells. Last year's enrollment grid is included for your reference.

34.) 2018 Full-time Enrollment:

CDS B1 This question is used in the Rankings calculation. This data is rolled over from last year.

	<b>Men</b>	<b>Women</b>	<b>Other/Not Reported</b>
Degree-seeking, first-time freshmen	739	1231	0
Other first-year, degree-seeking	282	512	0
All other degree- seeking	2959	4979	0
Total degree-seeking	3980	6722	0
All other undergraduates enrolled in credit course	2	11	0
Total undergraduates	3982	6733	0
Graduate degree seeking, first-time	167	388	0
All other graduate degree seeking	168	465	0
All other graduates enrolled in credit courses	4	12	0
Total graduates	339	865	0

35.) 2018 Part-time Enrollment:

CDS B1 This question is used in the Rankings calculation. This data is rolled over from last year.

	Men	Women	Other/Not Reported
Degree-seeking, first-time freshmen	28	49	0
Other first-year, degree-seeking	27	21	0
All other degree- seeking	1059	1823	0
Total degree-seeking	1114	1893	0
All other undergraduates enrolled in credit course	8	7	0
Total undergraduates	1122	1900	0
Graduate degree seeking, first-time	39	110	0
All other graduate degree seeking	161	454	0
All other graduates enrolled in credit courses	5	31	0
Total graduates	205	595	0

36.) Total 2018 enrollment, all undergraduates

CDS B1 This question is used in the Rankings calculation. This data is rolled over from last year.

13737

37.) Total 2018 enrollment, all graduates:

CDS B1 This question is used in the Rankings calculation. This data is rolled over from last year.

2004

38.) GRAND TOTAL - 2018 Enrollment:

CDS B1 This question is used in the Rankings calculation. This data is rolled over from last year.

15741

## 2017 Enrollment

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**Institutional Enrollment:** Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2017. Please report students formerly designated as "first professional" in the graduate cells. Last year's enrollment grid is included for your reference.

39.) 2017 Full-time Enrollment:

CDS B1 This question is used in the Rankings calculation. This data is rolled over from last year.

	<b>Men</b>	<b>Women</b>	<b>Other/Not Reported</b>
Degree-seeking, first-time freshmen	593	1042	
Other first-year, degree-seeking	248	437	
All other degree- seeking	2937	4776	
Total degree-seeking	3778	6255	
All other undergraduates enrolled in credit course	5	5	
Total undergraduates	3783	6260	
Graduate degree seeking, first-time	165	380	
All other graduate degree seeking	178	460	
All other graduates enrolled in credit courses	2	8	
Total graduates	345	848	

40.) 2017 Part-time Enrollment:

CDS B1 This question is used in the Rankings calculation. This data is rolled over from last year.

	Men	Women	Other/Not Reported
Degree-seeking, first-time freshmen	17	26	
Other first-year, degree-seeking	17	28	
All other degree- seeking	1072	1903	
Total degree-seeking	1106	1957	
All other undergraduates enrolled in credit course	6	4	
Total undergraduates	1112	1961	
Graduate degree seeking, first-time	57	154	
All other graduate degree seeking	155	471	
All other graduates enrolled in credit courses	7	26	
Total graduates	219	651	

41.) Total 2017 enrollment, all undergraduates

CDS B1 This question is used in the Rankings calculation. This data is rolled over from last year.

13116

42.) Total 2017 enrollment, all graduates:

CDS B1 This question is used in the Rankings calculation. This data is rolled over from last year.

2063

43.) GRAND TOTAL - 2017 Enrollment:

CDS B1 This question is used in the Rankings calculation. This data is rolled over from last year.

15179

## Ethnicity Enrollment and Degrees Awarded

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**Enrollment by Racial & Ethnic Category:** Provide numbers of undergraduates for each of the following categories as of the institution's official fall reporting date or as of October 15, 2019. Include international students only in the category "Nonresident aliens." 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."

Notes:

- Degree seeking undergraduates (2nd column) should include the degree seeking, first-time, first year students in column one.
- If there are no students in a category, enter zero.

44.) Ethnicity Grid:

CDS B2

**Degree-seeking first-time, first year students****Degree-seeking Undergraduates**

Non-resident aliens

143

752

Hispanic

1931

10114

Black or African American, non-Hispanic

231

1609

White, non-Hispanic

43

818

American Indian or Alaskan Native, non-Hispanic

3

13

Asian, non-Hispanic

95

1125

Native Hawaiian or other Pacific Islander, non-Hispanic

4

38

Two or more races, non-Hispanic

44

388

Race/ethnicity unknown

39

421

Total

2533

15278

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

CDS B3

Certificate/diploma

Associate degrees

Bachelor's degrees



3165

Post-bachelor's certificates

Master's degrees

768

Post-master's certificates

Doctoral degrees - research/scholarship

Doctoral degrees - professional practice

Doctoral degrees - other

## Grad and Retention Rates

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46.) Graduation rates - 2012 Cohort:

B4-B11 This question is used in the Rankings calculation. This data is rolled over from last year.

	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
A - Initial 2012 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	844	87	202	11
B - Of the initial 2012 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions	0	0	0	0
C - Final 2012 cohort, after adjusting for allowable exclusions	844	87	202	11
D - Of the initial 2012 cohort, how many completed the program in four years or less (by Aug. 31, 2016)	71	10	29	11
E - Of the initial 2012 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2016 and by Aug. 31, 2017)	215	17	51	28
F - Of the initial 2012 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2017 and by Aug. 31, 2018)	91	9	17	11
G - Total graduating within six years (sum of lines D, E, and F)	377	36	97	51
H - Six-year graduation rate for 2012 cohort (percent)	45	41	48	45

47.) Graduation rates - 2013 Cohort:

- The following questions ask for information needed to calculate the six-year graduation rate for the cohort of full-time, first-time, bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution in the Fall of 2013.
- Include students who entered your institution during the Summer term preceding Fall of 2013.

B4-B11 This question is used in the Rankings calculation.

	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
A - Initial 2013 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	844	87	202	11
B - Of the initial 2013 cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions	0	0	0	0
C - Final 2013 cohort, after adjusting for allowable exclusions	844	87	202	11
D - Of the initial 2013 cohort, how many completed the program in four years or less (by Aug. 31, 2017)	71	10	29	11
E - Of the initial 2013 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2017 and by Aug. 31, 2018)	215	17	51	28
F - Of the initial 2013 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2018 and by Aug. 31, 2019)	91	9	17	11
G - Total graduating within six years (sum of lines D, E, and F)	377	36	97	51
H - Six-year graduation rate for 2013 cohort (percent)	45	41	48	45

48.) Of the students reported in question 47, line C, total column, the number of nonresident alien (international) students:

59

49.) Of the students reported in question 47, line G, total column, the number of nonresident alien (international) students:

27

50.) Six-year graduation rate for 2013 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate nonresident alien (international) students:

46

51.) Historical six-year graduation rates:

Please verify the percent of first-time, full-time, degree-seeking freshmen who entered in:

This question is used in the Rankings calculation. This data is rolled over from last year.

Fall 2011 and completed a bachelor's degree from your school before fall 2017 (percent)

43 %

Fall 2010 and completed a bachelor's degree from your school before fall 2016 (percent)

42 %

52.) First-year (freshman) retention rate:

For the cohort of all first-time, full-time, bachelor's degree-seeking undergraduate students who entered your institution in fall 2018 (or the preceding summer term), what percentage was enrolled at your institution in fall 2019 (i.e. enrolled on the date your institution calculates its official enrollment for fall 2019)?

CDS B22 This question is used in the Rankings calculation.

77 %

53.) Historical first-year (freshman) retention rates:

Please confirm the following historical freshman retention rates (calculated as above). The percentage of first-time, full-time, degree-seeking freshman who entered in:

This question is used in the Rankings calculation. This data is rolled over from last year.

Fall of 2017 and returned to your institution in fall 2018 (percent)

78 %

Fall of 2016 and returned to your institution in fall 2017 (percent)

77 %

Fall of 2015 and returned to your institution in fall 2016 (percent)

82 %

54.) International student retention rate:

For the cohort of first-time, full-time, bachelor's degree-seeking nonresident alien (international) students who entered your institution in fall 2018 (or the preceding summer term), what percentage was enrolled at your institution in fall 2019 (i.e., enrolled on the date your institute calculates its official enrollment for fall 2019)?

82 %

## Admission

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55.) Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in fall 2019:

- Include early decision, early action, and students who began studies during summer in this cohort.
- Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution).
- Admitted applicants should include wait-listed students who were subsequently offered admission.
- Fall 2018 data is included for your reference.

CDS C1 This data is rolled over from last year.

	Fall 2019	Fall 2018
Total men applied	8296	6293
Total women applied	12055	9303
Total other/not reported applied	0	0
Total applications	20351	15596
Total men admitted	6101	4973
Total women admitted	9965	7966
Total other/not reported admitted	0	0
Total admitted	16066	12939
Total full-time, first-time, first-year (freshman) men enrolled	905	739
Total part-time, first-time, first-year (freshman) men enrolled	55	28
Total full-time, first-time, first-year (freshman) women enrolled	1509	1231
Total part-time, first-time, first-year (freshman) women enrolled	64	49
Total full-time, first-time, first-year (freshman) other/not reported enrolled	0	0
Total part-time, first-time, first-year (freshman) other/not reported enrolled	0	0

Total first-time, first-year enrolled, men and women, full-  
and part-time

2533

2047

56.) Please break down the previous question by residency of the applicants: Fall 2019

	<b>In-state</b>	<b>Out-of-state</b>	<b>Nonresident Alien</b>
Total men applied	7773	490	33
Total women applied	11350	686	19
Total other/not reported applied	0	0	0
Total applications	19123	1176	52
Total men admitted	5788	293	20
Total women admitted	9433	522	10
Total other/not reported admitted	0	0	0
Total admitted	15221	815	30
Total full-time, first-time, first-year (freshman) men enrolled	899	3	3
Total part-time, first-time, first-year (freshman) men enrolled	54	1	0
Total full-time, first-time, first-year (freshman) women enrolled	1506	2	1
Total part-time, first-time, first-year (freshman) women enrolled	62	2	0
Total full-time, first-time, first-year (freshman) other/not reported enrolled	0	0	0
Total part-time, first-time, first-year (freshman) other/not reported enrolled	0	0	0



Total first-time, first-year enrolled, men and women, full- and part-time

2521

8

4

57.) Do you have a policy of placing students on a waiting list?

- Freshman wait-listed students: students who met admission requirements but whose final admission was contingent on space availability

CDS C2 This data is rolled over from last year.

- Yes
- No
- No Answer

58.) Please answer the questions below for fall 2019 admissions:

CDS C2

Number of qualified applicants offered a place on waiting list:

Number accepting a place on the waiting list:

Number of wait-listed students admitted:

## Admission Requirements

---

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

CDS C3 This data is rolled over from last year.

- 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
- No Answer

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

CDS C4 This data is rolled over from last year.

- Require
- Recommend
- Neither require nor recommend
- No Answer

61.) 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.

CDS C5 This data is rolled over from last year.

**Units Required****Units Recommended**

English

4

Mathematics

3

Science

2

Of the science units, units that must be lab

2

Foreign language

2

Social studies

1

History

1

Academic electives

1

Computer Science

Visual / Performing Arts

1

Other

Total

15

62.) Please specify 'Other' high school course in the grid above:

This data is rolled over from last year.

--

63.) 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?

CDS C6 This data is rolled over from last year.

- Yes
- No
- No Answer

64.) Open admission policy as described above for most students, but:

This data is rolled over from last year.

- Selective admission for out-of-state students
- Selective admission to some programs

65.) Relative importance of each of the following academic and nonacademic factors in your first-time, first-year, degree-seeking (freshman) admission decisions. Please mark one column from each row.

Academic:

CDS C7 This data is rolled over from last year.

	<b>Very Important</b>	<b>Important</b>	<b>Considered</b>	<b>Not Considered</b>	<b>No Answer</b>
Rigor of secondary school record	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class rank	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Academic GPA	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommendation(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Standardized test scores	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Application essay	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

66.) Nonacademic:

CDS C7 This data is rolled over from last year.

	Very Important	Important	Considered	Not Considered	No Answer
Interview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Extracurricular activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Talent/ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Character/personal qualities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
First generation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Alumni/ae relation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Geographical residence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
State residency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Religious affiliation/commitment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Racial/ethnic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Volunteer Work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Work experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Level of applicant's interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

## ACT and SAT

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

CDS C8 This data is rolled over from last year.

Yes

No

No Answer

68.) Select the appropriate boxes to reflect your institution's policies for use in admission for Fall 2019.

CDS C8A This question is used in the Rankings calculation. This data is rolled over from last year.

	Required	Recommended	Required for some	Considered if submitted	Not used	Row not applicable	No Answer
SAT or ACT	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACT Only	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
SAT Only	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
SAT and SAT Subject Tests or ACT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
SAT Subject Tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

69.) If SAT and/or ACT exams are not required for all applicants, which of the following best describes your institutions admissions policy:

- Test flexible -- Applicants are required to submit standardized test scores, but may submit alternative exam scores (e.g. SAT Subject Tests, AP exams, IB exams) instead of ACT or SAT scores.
- Test optional -- Applicants are not always required to submit standardized test scores, but standardized test scores are considered in admissions decisions.
- Test blind -- Applicants are not required to submit standardized test scores and standardized test scores are not considered in admissions decisions.
- Test optional only for international applicants -- Only international applicants may apply without submitting SAT or ACT exams

This data is rolled over from last year.

- Test flexible
- Test optional
- Test blind
- Test optional only for international applicants

No Answer

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

CDS C8B This data is rolled over from last year.

- ACT with Writing required
- ACT with Writing recommended
- ACT with or without Writing accepted
- No Answer

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

CDS C8B This data is rolled over from last year.

- SAT with Essay component required
- SAT with Essay component recommended
- SAT with or without Essay component accepted
- No Answer

72.) Please indicate how your institution will use the SAT or ACT essay component:

CDS C8C This data is rolled over from last year.

	SAT essay	ACT essay
For admission	<input type="checkbox"/>	<input type="checkbox"/>
For placement	<input type="checkbox"/>	<input type="checkbox"/>
For advising	<input type="checkbox"/>	<input type="checkbox"/>
In place of an application essay	<input type="checkbox"/>	<input type="checkbox"/>
As a validity check on the application essay	<input type="checkbox"/>	<input type="checkbox"/>
No college policy as of now	<input type="checkbox"/>	<input type="checkbox"/>
Not using essay component	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

73.) Does your institution use applicants' test scores for academic advising?

CDS C8D This data is rolled over from last year.

- Yes
- No
- No Answer

74.) Latest date by which SAT or ACT scores must be received for fall-term admission:

CDS C8E This data is rolled over from last year.

75.) Latest date by which SAT Subject Tests scores must be received for fall-term admission:

CDS C8E This data is rolled over from last year.

76.)

If your institution makes use of ACT and SAT in admissions decisions, which of the following best describes its policy toward score choice for applicants submitting test scores:

- Submission of all exam scores is required. Applicants must submit all their ACT and SAT scores as part of their applications.



- Submission of all exam scores is recommended. Although submission of all ACT and SAT scores is not required, your institution recommends applicants submit all ACT and SAT scores.
- Submissions of all exam scores is not required nor recommended. Applicants may submit whichever ACT and/or SAT scores they elect and your institution does not encourage otherwise.

- All exam scores required
- All exam scores recommended
- All exam scores not required nor recommended
- None of the above
- No Answer

77.) Does your institution apply superscoring to applicants' ACT and SAT scores? Superscoring is defined by admissions only considering an applicant's highest section scores if they took an exam more than once.

- Superscoring is applied for ACT/SAT
- Superscoring is not applied for ACT/SAT
- Neither/Not applicable
- No Answer

78.) 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). Do not include bullets, paragraph breaks, special characters, or other special formatting:

CDS C8F This data is rolled over from last year.

SAT/ACT required of applicants who do not meet minimum requirements based on admissions eligibility index.

78.) Test Score Submission: In the following questions, please provide the percent and number of first-time, first-year students enrolled in fall 2019 who submitted national standardized (SAT/ACT) test scores:

- Include information for ALL *enrolled*, first-time, first-year (freshman) degree-seeking students -- full, or part-time-- who submitted test scores, including students who began studies during summer,

international students / nonresident aliens, and students admitted under special arrangements.

- Do not include partial test scores (e.g., SAT mathematics scores but not SAT reading for a category of students) or combine other standardized test results (such as TOEFL) in these items.
- Do not convert SAT scores to ACT scores and vice versa. (U.S. News will convert your reported SAT and ACT scores to 0-100 percentile distributions and weight by proportions submitting each exam for use in ranking calculations.)
- If a student submitted multiple sets of scores for a single test, report this information according to how you use the data as reported in the preceding questions. For example:
  - If you consider the highest scores from either submission, use the highest combination of scores (e.g., reading from one submission, math from the other).
  - If you average the scores, use the average to report the scores.

CDS C9

79.) How many first-time, first-year (freshman) degree-seeking students who enrolled submitted SAT scores?

CDS C9 This question is used in the Rankings calculation. This data is rolled over from last year.

Fall 2019:

2335

Fall 2018:

1819

80.) What percent of first-time, first-year (freshman) degree-seeking students who enrolled submitted SAT scores?

CDS C9 This question is used in the Rankings calculation. This data is rolled over from last year.

Fall 2019:

92 %

Fall 2018:

89 %

81.) How many first-time, first-year (freshman) degree-seeking students who enrolled submitted ACT scores?

CDS C9 This question is used in the Rankings calculation. This data is rolled over from last year.

Fall 2019:

609

Fall 2018:

581

82.) What percent of first-time, first-year (freshman) degree-seeking students who enrolled submitted ACT scores?

CDS C9 This question is used in the Rankings calculation. This data is rolled over from last year.

Fall 2019:

24 %
------

Fall 2018:

28 %
------

83.) SAT Percentiles: Evidence-Based Reading and Writing & Math

- Include all enrolled first-time, first-year (freshman) degree-seeking students who submitted SAT scores:

CDS C9 This question is used in the Rankings calculation. This data is rolled over from last year.

	<b>2019 - 25th Percentile</b>	<b>2019 - 75th Percentile</b>	<b>2018 - 25th Percentile</b>	<b>2018 - 75th Percentile</b>
SAT Evidence-Based Reading and Writing	430	520	440	520
SAT Math	420	510	420	510

84.) ACT Percentiles: Composite Score

- Include all enrolled first-time, first-year (freshman) degree-seeking students who submitted ACT scores

CDS C9 This question is used in the Rankings calculation. This data is rolled over from last year.

	<b>2019 - 25th Percentile</b>	<b>2019 - 75th Percentile</b>	<b>2018 - 25th Percentile</b>	<b>2018 - 75th Percentile</b>
ACT Composite Score	15	19	15	19

85.) ACT Percentiles:

- Include all enrolled first-time, first-year (freshman) degree-seeking students who submitted ACT scores

CDS C9 This data is rolled over from last year.

	2019 - 25th Percentile	2019 - 75th Percentile	2018 - 25th Percentile	2018 - 75th Percentile
ACT English	13	19	13	19
ACT Math	15	18	15	18
ACT Writing	6	8	6	7
ACT Reading				
ACT Science				

86.) Percent of first-time, first-year (freshman) students enrolled in fall 2019 with SAT scores in each range:

CDS C9

	SAT Evidence-Based Reading and Writing	SAT Math
700-800	0.13	0.26
600-699	4.88	3.25
500-599	32.55	29.02
400-499	54.39	53.42
300-399	8.05	13.87
200-299	0.00	0.17

87.) Percent of first-time, first-year (freshman) students enrolled in fall 2019 with ACT scores in each range:

CDS C9

	ACT Composite	ACT English	ACT Math	ACT Reading	ACT Science
30-36	0.16	0.49	6.4		
24-29	3.94	5.25	26.6		
18-23	36.45	29.06	66.67		
12-17	57.96	50.41	0.33		
6-11	1.48	14.78	0.00		
Below 6	0.00	0.00	0.00		

88.) Report the percentages of composite SAT scores within the following ranges for all enrolled, degree-seeking, first-time, first-year (freshman) students from which you have scores (values should sum to ~100%).

CDS C9

1400-1600

0.09 %

1200-1399

2.66 %

1000-1199

28.48 %

800-999

60.04 %

600-799

8.69 %

400-599

0.04 %

89.) Report the following composite SAT scores (1600 scale) and ACT score at the following percentiles of your fall 2019 entering class. These pertain to all enrolled, degree-seeking, first-time, first-year (freshman) students from which you have these scores.

25th percentile SAT

860

50th percentile SAT

940

75th percentile SAT

1020

50th percentile ACT

17

90.) Average Test Scores: Please enter average test scores for all full- and part-time, first-time, first-year (freshman) students enrolling in the fall of 2019, including students who began studies during the summer, international students / nonresident aliens, and students admitted under special arrangements. Last year's data is provided for your reference.

This question is used in the Rankings calculation. This data is rolled over from last year.

	<b>SAT Evidence-Based Reading and Writing</b>	<b>SAT Math</b>	<b>ACT Composite</b>
Fall 2019	479	466	17
Fall 2018	482	473	17

91.) Does the data reported in this section include all first-time, first-year (freshman) degree-seeking students enrolled in Fall 2019 who reported SAT and/or ACT test scores, regardless if those scores were considered for admissions? For example, scores your school has on record for counseling and research purposes.

- Schools should select 'yes' if they meet the above conditions but only report one test score per student (e.g. 'superscore')

This question is used in the Rankings calculation.

Yes

No

92.) Were test scores of the following groups of students who provided test score information included in the calculation of SAT and ACT scores for first-time, first-year (freshman) degree-seeking students who enrolled in fall of 2019?

This question is used in the Rankings calculation.

	<b>Yes</b>	<b>No</b>	<b>Not Applicable</b>	<b>No Answer</b>
All international students	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All minority students	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All student athletes	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All legacy/children of alumni admits	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
All special admission arrangements	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All students who began studies in summer 2019	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

93.) Were test scores of the following groups of students who provided test score information included in the calculation of SAT and ACT scores for first-time, first-year (freshman) degree-seeking students who enrolled in fall of 2018?

This question is used in the Rankings calculation. This data is rolled over from last year.

	<b>Yes</b>	<b>No</b>	<b>Not Applicable</b>	<b>No Answer</b>
All international students	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All minority students	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All student athletes	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All legacy/children of alumni admits	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
All special admission arrangements	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All students who began studies in summer 2018	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HS Standing and GPA

94.) High School Class Standing: Please enter the percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within each of the following ranges. "Freshman" includes all full- and part-time, first-time, first-year students who enrolled in fall of 2019, including students who began studies during the summer, international students / nonresident aliens, and students admitted under special arrangements. We have provided the data that was submitted last year for your reference.

CDS C10 This question is used in the Rankings calculation. This data is rolled over from last year.

	Fall 2019	Fall 2018
% in top tenth of high school graduating class	<input type="text"/>	<input type="text"/>
% in top quarter of high school graduating class	<input type="text"/>	<input type="text"/>
% in top half of high school graduating class	<input type="text"/>	<input type="text"/>
% in bottom half of high school graduating class	<input type="text"/>	<input type="text"/>
% in bottom quarter of high school graduating class	<input type="text"/>	<input type="text"/>
% of total first-time, first-year (freshman) students who submitted high school class rank	<input type="text"/>	<input type="text"/>

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

CDS C11

Percent who had GPA of 4.0

Percent who had GPA between 3.75 and 3.99

Percent who had GPA between 3.50 and 3.74

Percent who had GPA between 3.25 and 3.49

Percent who had GPA between 3.00 and 3.24



28 %

Percent who had GPA between 2.50 and 2.99

32 %

Percent who had GPA between 2.00 and 2.49

1 %

Percent who had GPA between 1.00 and 1.99

0 %

Percent who had GPA below 1.00

0 %

96.) What *percent* of total, first-time, first-year (freshman) students who enrolled in the fall of 2019 submitted high school GPA?

CDS C12

100 %

97.) What was the *average* high school GPA of all first-time, first-year (freshman) students who enrolled in the fall of 2019 and submitted GPA?

CDS C12

3.2

98.) What was the GPA of first-time, first-year fall 2019 students at the 25th and 75th percentile?

**25th**

**75th**

GPA

2.9

3.4

## College-level Exams

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99.) College Credit and placement options offered during the 2019-2020 academic year:

This data is rolled over from last year.

	Credit only	Placement only	Credit and/or placement	Not used	No Answer
College Entrance Examination Board (CEEB) Advanced Placement	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Baccalaureate	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
College-Level Examination Program (CLEP)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
DSST	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

100.) How many first-time, first-year, degree-seeking enrolled students who enrolled in Fall 2019 received college credit for at least one of the following exams?

Advanced Placement (AP)

International Baccalaureate (IB)

101.) Credit/placement offered for Advanced Placement (AP) scores:

This data is rolled over from last year.

2

3

4

5

102.) Is there a maximum number of AP exams your institution will accept for credit toward an undergraduate degree?

This data is rolled over from last year.

Yes

No

No Answer

103.) If yes, what is the maximum number for any major?

This data is rolled over from last year.

104.) Credit/placement offered for International Baccalaureate (IB) scores:

This data is rolled over from last year.

	<b>Standard Level (SL)</b>	<b>Higher Level (HL)</b>
2	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## Applications

---

105.) Does your institution have an application fee?

CDS C13 This data is rolled over from last year.

Yes

No

No Answer

106.) Amount of application fee:

CDS C13 This data is rolled over from last year.

\$ 70

107.) If you have an application fee and online application option, please indicate policy for students who apply online.

CDS C13 This data is rolled over from last year.

- Same fee
- Free
- Reduced
- No Answer

108.) What is the fee for students who apply online?

This data is rolled over from last year.

\$ 70

109.) Can the fee be waived for applicants with financial need?

CDS C13 This data is rolled over from last year.

- Yes
- No
- No Answer

110.) Is the application fee refundable:

This data is rolled over from last year.

- Yes
- No
- No Answer

111.) Does your institution have an application closing date?

CDS C14 This data is rolled over from last year.

- Yes
- No
- No Answer

112.) Application closing date (Fall):

CDS C14 This data is rolled over from last year.

113.) Application priority date:

CDS C14 This data is rolled over from last year.

11/30

114.) Are first-time, first-year students accepted for terms other than the fall?

CDS C15 This data is rolled over from last year.

- Yes
- No
- No Answer

115.) Notification to Applicants of Admission Decision Sent:

CDS C16 This data is rolled over from last year.

On a rolling basis beginning:

10/15

By:

Other:

116.) Reply policy for admitted applicants

CDS C17 This data is rolled over from last year.

Must reply by:

05/01

No set date (do not leave comment)

Must reply by May 1 or within (X) weeks if notified thereafter

2

Other:

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

CDS C18 This data is rolled over from last year.

- Yes
- No
- No Answer

118.) Maximum period of postponement:

This data is rolled over from last year.

119.) Has your college designed an in-house gap year program for incoming first-year students?

This data is rolled over from last year.

- Yes
- No
- No Answer

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

CDS C19 This data is rolled over from last year.

- Yes
- No
- No Answer

121.) Early Decision Admissions: Does your institution offer an early decision plan for first-time, first-year (freshman) applicants for fall enrollment?

CDS C21 This data is rolled over from last year.

- Yes
- No
- No Answer

122.) Early Decision Admissions: Fall 2019

- Please count degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time)

Applications:

Accepted Applications:

Enrolled:

123.) Early Decision Dates:

CDS C21 This data is rolled over from last year.

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:

124.) Early Action Admissions. 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?

CDS C22 This data is rolled over from last year.

- Yes
- No
- No Answer

125.) Early Action Admissions: Fall 2019

- Please count degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time)

Applications:

Accepted Applications:

Enrolled:

126.) Early Action Dates:

CDS C22 This data is rolled over from last year.

Early action plan closing date:

Early action plan notification date:

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

This data is rolled over from last year.

- Yes
- No
- No Answer

## Applications, Part 2

---

128.) Check special requirements for admission to specific programs:

This data is rolled over from last year.

- Portfolio required of art program applicants
- Audition required of music program applicants
- Audition required of dance program applicants
- Audition required of theatre program applicants



R.N. required of nursing program applicants

129.) Does your institution offer conditional admission for applicants who are not normally admissible due to academic deficiencies and/or economic disadvantages? This includes both domestic and international students.

This data is rolled over from last year.

- Yes
- No
- No Answer

130.) Campus visit is:

This data is rolled over from last year.

- Required
- Recommended
- Neither required/recommended
- No Answer

131.) Admission interview is:

This data is rolled over from last year.

- Required
- Recommended
- Neither required/recommended
- No Answer

132.) Off-Campus admissions interviews:

This data is rolled over from last year.

- May be arranged with an admission representative
- May not be arranged with an admission representative
- Are not available
- No Answer

133.) Tuition deposit amount:

This data is rolled over from last year.

\$ 125

134.) Tuition deposit is:

This data is rolled over from last year.

- Nonrefundable
- Partially refundable
- Refundable
- No Answer

135.) Tuition deposit is refundable if withdrawn by:

This data is rolled over from last year.

136.) Amount for housing deposit:

CDS C17 This data is rolled over from last year.

\$ 300

137.) Deadline for housing deposit:

CDS C17 This data is rolled over from last year.

05/15

138.) Is housing deposit refundable if student does not enroll?

CDS C17 This data is rolled over from last year.

- Yes, in full
- Yes, in part
- No
- No Answer

## Veterans and Military

---

139.) Military Enrollment:

- Provide numbers of undergraduate students, full-time and part-time, for each of the following categories as of the institution's official fall reporting date or as of October 15, 2019
- Military Active Service Members includes Active duty and Active guard reserve only
- ROTC should not be counted

This data is rolled over from last year.

**Fall 2019**

**Fall 2018**

Military Veterans

128

126

Military Active Service Members

38

30

Total: Military Veterans and Active Service Members

166

156

140.) Is your institution certified for the G.I. Bill?

This data is rolled over from last year.

- Yes
- No
- No Answer

141.) Does your institution participate in the Yellow Ribbon Program through undergraduate programs?

This data is rolled over from last year.

- Yes
- No
- No Answer

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

CDS D18

	<b>Yes</b>	<b>No</b>	<b>No Answer</b>
American Council on Education (ACE)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
College Level Examination Program (CLEP)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
DANTES Subject Standardized Tests (DSST)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

CDS D19

Credits

Courses

144.) Maximum number of credits and/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)):

CDS D20

Credits

Courses

145.) Please provide the URL where military/veteran credit transfer policies are published on your website:

CDS D21

<https://www.csudh.edu/future-students/apply/veterans/military-docs/>

146.) Describe other military/veteran transfer credit policies unique to your institution:

CDS D22

147.) ROTC programs offered in cooperation with the Reserve Officers' Training Corps during the 2019- 2020 academic year.

**Army ROTC:**

CDS F3 This data is rolled over from last year.

- Offered on campus
- Offered at cooperating institution

Not offered

No Answer

148.) Navy ROTC:

CDS F3 This data is rolled over from last year.

Offered on campus

Offered at cooperating institution

Not offered

No Answer

149.) Air Force ROTC:

CDS F3 This data is rolled over from last year.

Offered on campus

Offered at cooperating institution

Not offered

No Answer

## Transfers

---

150.) Does your institution enroll transfer students?

CDS D1 This data is rolled over from last year.

Yes

No

No Answer

151.) May transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities?

This data is rolled over from last year.

Yes

No

No Answer

152.) Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 2019

CDS D2

	<b>Applicants</b>	<b>Admitted</b>	<b>Enrolled</b>
Men	4658	4173	1305
Women	7847	7093	2199
Other/Not Reported	0	0	0
Total	12505	11266	3504

153.) Of the newly enrolled degree-seeking transfer students reported in the grid above, how many:

Entered with credits granted by a community college?

3317

Had an associate degree granted by another institution?

2134

154.) Indicate terms for which transfers may enroll:

CDS D3 This data is rolled over from last year.

- Fall
- Winter
- Spring
- Summer

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

CDS D4 This data is rolled over from last year.

- Yes
- No
- No Answer

156.) What is the minimum number of credits?

This data is rolled over from last year.

60

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

CDS D5 This data is rolled over from last year.

	<b>Required of All</b>	<b>Recommended of All</b>	<b>Recommended of Some</b>	<b>Required of Some</b>	<b>Not required</b>	<b>No Answer</b>
High school transcript	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
College transcript(s)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Essay or personal statement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Interview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Standardized test scores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Statement of good standing from prior institution(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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

CDS D6 This data is rolled over from last year.

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

CDS D7 This data is rolled over from last year.

2

160.) List application priority, closing, notification, and candidate reply dates for transfer students. If applications are reviewed on a continuous or rolling basis, place a capital case "X" in the "Rolling Admission" column.

CDS D9 This data is rolled over from last year.

	Priority Date	Closing Date	Notification Date	Reply Date	Rolling Admission
Fall	08/31				X
Winter					
Spring	11/15				X
Summer					

161.) Does an open admission policy, if reported, apply to transfer students?

CDS D10 This data is rolled over from last year.

- Yes
- No
- No Answer

162.) Report the lowest grade earned for any course that may be transferred for credit:

CDS D12 This data is rolled over from last year.

C-

163.) Maximum number of credits or courses that may be transferred from the following institutions:

CDS D13 This data is rolled over from last year.

Two-year institution:

70

Credits

Four-year institution:

unlimited

Credits



164.) Minimum number of credits that transfers must complete at your institution to earn the following degrees:

CDS D15 & D16 This data is rolled over from last year.

Associate degree:

Bachelor's degree:

165.) Does your institution have a guaranteed admission agreement with at least one other college/university?

This data is rolled over from last year.

- Yes
- No
- No Answer

166.) URL for additional information on guaranteed admission agreements at your institution:

This data is rolled over from last year.

167.) Please select the institutions from the following list with which your college/university has a guaranteed admission agreement:

This data is rolled over from last year.

CA.111887--Cerritos College

CA.113856--East Los Angeles College

CA.113980--El Camino Community College District

CA.117645--Long Beach City College

CA.117690--Los Angeles Harbor College

CA.125471--

CA.114859--Fullerton College

CA.113236--Cypress College

CA.117788--Los Angeles City College

CA.117715--Los Angeles Southwest College

CA.117724--Los Angeles Trade Technical College

168.) Please select any other institutions your college/university has a guaranteed admission agreement with not included in the previous question

## Alumni Giving

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Undergraduate Alumni Giving: Please enter information on undergraduate alumni giving, as defined below. As noted, *exclude* former students who earned only graduate degrees and undergraduates who didn't graduate from your institution. Additionally, exclude all student giving (e.g., senior class gift) unless you count the entire senior student body in the alumni of record total.

Please follow the standards set by the Council for Aid to Education (CAE) and the Council for Advancement and Support of Education (CASE), and used for reporting to CAE for the Voluntary Support of Education Survey when answering these questions.

What was the number of undergraduate alumni of record at your institution? (*Alumni of record are former full- or part-time students with an undergraduate degree from your institution and for whom you believe you have a valid address or other way to make contact (telephone, email, etc.)*)

*Note: The alumni giving data reported to U.S. News should be the same as what was reported to the Council for Aid to Education for undergraduate alumni in its annual Voluntary Support of Education Survey. If you do not break down undergraduate-only giving for the CAE survey, you must still do so for this report.*

169.) What was the number of undergraduate alumni of record at your institution?

This question is used in the Rankings calculation. This data is rolled over from last year.

2018-2019

74044

2017-2018

72312

170.) What was the number of undergraduate alumni solicited at least once during the year?

This question is used in the Rankings calculation. This data is rolled over from last year.

2018-2019

51991

2017-2018

57810

171.) What was the number of undergraduate alumni donors for your institution in the following years?

This question is used in the Rankings calculation. This data is rolled over from last year.

2018-2019

1105

2017-2018

1028

## Faculty: Counts

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Please report number of instructional faculty members in each category for Fall 2019. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP. Fall 2018 data is provided for your reference.

	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:** 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 or African American; American Indian or Alaska Native; Asian; Native Hawaiian or other Pacific Islander; Two or more races; or Hispanic.

**Doctorate:** includes such degrees as Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and Doctor of Philosophy in any field such as arts, services, education, engineering, business, or 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), law (JD).

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

172.) 2019 Instructional Faculty Members:

	<b>Full time</b>	<b>Part time</b>	<b>Total</b>
Total number of instructional faculty	338	748	1086
Total number who are members of minority groups	87	285	372
Total number who are women	191	426	617
Total number who are men	147	322	469
Total number who are non-resident aliens (international)	12	3	15
Total number with doctorate or other terminal degree	258	273	531
Total number whose highest degree is a master's but not a terminal master's	56	392	448
Total number whose highest degree is a bachelor's	3	60	63
Total number whose highest degree is unknown or other	21	23	44
Total number in stand-alone graduate professional programs in which faculty teach virtually only graduate-level students	69	78	147
Total number whose highest degree is a Doctorate			

173.) 2018 Instructional Faculty Members

This data is rolled over from last year.

	<b>Full time</b>	<b>Part time</b>	<b>Total</b>
Total number of instructional faculty	321	629	950
Total number who are members of minority groups	142	295	437
Total number who are women	185	353	538
Total number who are men	136	276	412
Total number who are non-resident aliens (international)	18	7	25
Total number with doctorate or other terminal degree	232	233	465
Total number whose highest degree is a master's but not a terminal master's	59	335	394
Total number whose highest degree is a bachelor's	6	45	51
Total number whose highest degree is unknown or other	24	16	40
Total number in stand-alone graduate professional programs in which faculty teach virtually only graduate-level students	3	3	6
Total number whose highest degree is a Doctorate			

174.) 2019 Student Faculty Ratio

CDS I2 This question is used in the Rankings calculation.

X number of students to 1 faculty

29

Based on X number of students

13117

Based on Y number of faculty

457

175.) Fall 2018 student to faculty ratio (provided for your reference, based on X students to 1 faculty)

This data is rolled over from last year.

22

## Faculty: Salaries

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Please report the salaries of full-time instructional faculty members in for the 2019-2020 academic year. Note that *U.S. News's* grid has been revised this year to significantly conform to revisions in Form 2 from the American Association of University Professor (AAUP) data collection. *U.S. News's* two main changes are we no longer are collecting fringe benefit expenditures (now collecting salaries only) and are newly collecting on full-time faculty categorized as 'instructor', 'lecturer' and 'no rank'. Because of the changes, data your institution reported for 2018-2019 academic year are not displayed for reference below and will not be incorporated into a rolling two year average for the upcoming 2021 Best Colleges rankings calculations.

Include the unduplicated combined total of "Primarily Instructional" and "Instructional/Research/Public Service" aggregating all faculty across gender and tenure/non-tenured status. Exclude faculty who are clinical or basic science faculty, located in schools of medicine and/or military faculty.

**Primarily Instructional** refers to an occupational category used to classify persons whose specific assignments customarily are made for the purpose of providing instruction or teaching. Regardless of title, academic rank, or tenure status, these employees formally spend the majority of their time providing instruction or teaching.

**Instructional/Research/Public Service** refers to an occupational category used to classify persons for whom it is not possible to differentiate between instruction or teaching, research, and public service because each of these functions is an integral component of his/her regular assignment. Regardless of title, academic rank, or tenure status, these employees spend the majority of their time providing instruction, research, and/or public service.

These definitions of instructional faculty are used by AAUP

(<https://research.aaup.org/instructions#form3>) and should be reported to U.S. News the same way to the fullest extent applicable.

The table below provides detail on inclusions and exclusions:

<i>Criteria</i>	<i>Full-time Faculty</i>
Clinical*, Medical School Faculty, and/or Military Faculty	Exclude
Faculty on Sabbatical or Leave <i>with</i> Pay	Include
Faculty on Sabbatical or Leave <i>without</i> Pay	Exclude
Replacement Faculty (for faculty on sabbatical leave or leave with pay)	Exclude
Part-Time Tenured/Tenure-Track Faculty	Exclude
Courtesy Faculty Appointments and Faculty who have a Bookkeeping Value	Exclude
<b>Contributed Service Personnel:</b> Administrative officers with titles such as Provost, Dean, Librarian, Registrar, Coach, and the like, even though they may devote part of their time to classroom instruction and may have faculty status and other administrators/staff clinical credit courses.	Exclude
<b>Research Faculty</b> (faculty who have never had a contractual instructional role, such as Research Assistant Professors)	Exclude

Key definitions:

**Full-time Instructional Faculty:** include full-time faculty members for the entire institution, excluding clinical or basic science faculty located in schools of medicine and/or military faculty. For the purpose of this survey, include all members of the "Primarily Instructional: and "Instructional/Research Public Service" staff who are employed full-time and whose regular assignments has an instruction component (including released time for research), regardless of whether they are formally designated "faculty".

**Faculty Salary Outlays (Total Contracted Salaries):** Report the projected expenditure for full-time contracted salaries excluding extra loads, summer teaching, stipends, or other forms of remuneration. Department or program heads with faculty rank and no other administrative title should be reported at their instructional salary (i.e., excluding administrative stipends).

**Length of contract:** Data for those whose base contract requires 9- or 10-months of instruction (e.g., two semesters, three quarters, or two trimesters) are to be reported as 9 month contract length. Data for those on 11- or 12-month contracts get reported as 11- or 12-month contracts length.

176.) Full-time Instructional Faculty Salaries - 2019-2020 Academic Year:

This question is used in the Rankings calculation.



	<b>Number of Faculty</b>	<b>Total Contracted Salaries (\$)</b>
Professor, 9-month (contract length)	86	9908976
Associate professor, 9-month (contract length)	49	5175660
Assistant professor, 9-month (contract length)	87	7600860
Instructor, 9-month (contract length)		
Lecturer, 9-month (contract length)	76	5070576
No Rank, 9-month (contract length)		
Professor, 11- or 12-month (contract length)	7	937740
Associate professor, 11- or 12-month (contract length)	3	343428
Assistant professor, 11- or 12-month (contract length)	4	389100
Instructor, 11- or 12-month (contract length)		
Lecturer, 11- or 12-month (contract length)	15	1466208
No Rank, 11- or 12-month (contract length)		

## Class Sections

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177.) Undergraduate Class Size: In the table below, please use the following definitions to report information about the size of class sections offered in the Fall 2019 term. Fall 2018 data provided for your reference.

**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.

CDS I3 This question is used in the Rankings calculation. This data is rolled over from last year.

	<b>2019 Undergraduate Class Sections</b>	<b>2018 Undergraduate Class Sections</b>
2-9	117	115
10-19	393	454
20-29	634	589
30-39	545	498
40-49	419	291
50-99	102	144
100+	37	26
Total	2247	2117

178.) Of the "undergraduate class sections" entered in the previous question for fall 2019, how many officially list a graduate teaching assistant as the primary instructor?

## Degrees/Majors

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179.) **Unique Qualities during the 2019-2020 academic year.**

As part of each entry in a directory of colleges and universities, U.S. News would like to feature a brief description of the school's mission and unique qualities. Please provide a summary of what makes your school special. What are its strengths and attributes? *Maximum number of allowable characters is 4000.* Please do not include bullets, paragraph breaks, special characters, or other special formatting.

This data is rolled over from last year.

California State University, Dominguez Hills is a comprehensive urban university, located in the city of Carson and primarily serving the greater Los Angeles metropolitan area. The University is a multi-cultural, multi-ethnic teaching and learning community dedicated to excellence and committed to educating a student population of unprecedented diversity for leadership roles in the global community of the 21st Century. We invite international perspectives, cultivate programs that serve students from other nations, and encourage our students and faculty to participate in programs in other countries. We are committed to quality and pluralism in higher education to further the goals of a democratic society through wide participation and civic responsibility in community, social, and economic affairs. California State University, Dominguez Hills realizes the principles of educational opportunity and excellence by providing access to a wide range of educational programs and student-centered services. Building on its core of liberal arts and sciences, the university offers programs in a variety of educational and technological modes that enable students to develop intellectually, personally and professionally. These programs are offered at times and locations convenient for the students we serve. California State University, Dominguez Hills pursues productive relationships with educational, public sector, and business communities, by developing programs that address contemporary social concerns while fulfilling the University's commitment to teaching and learning, research, scholarship, creative activity and service.

We provide education, scholarship and service that are, by design, accessible and transformative. We welcome students who seek academic achievement, personal fulfillment, and preparation for the work of today and tomorrow.

180.) Popular Majors - 2019 Graduates:

Using CIP 2010 codes, please identify the five majors with the largest percent of bachelor's degrees awarded by your institution between July 1, 2018 and June 30, 2019. Only five majors can be entered. For more information on CIP 2010 click [here](https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=55) (<https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=55>). Last year's information (2018 graduates) is included for your reference.

CDS J1

	<b>CIP Code Number</b>	<b>Percent of Graduates</b>
Popular Major #1	52	18
Popular Major #2	42	12
Popular Major #3	51	11
Popular Major #4	45	10
Popular Major #5	09	6

181.) Popular Majors - 2018 Graduates:

This data is rolled over from last year.

	<b>CIP Code Number</b>	<b>Percent of Graduates</b>
Popular Major #1	52	18.9
Popular Major #2	42	11.4
Popular Major #3	51	11.3
Popular Major #4	45	9.6
Popular Major #5	43	7.9

182.) Majors Offered

Note: Please use CIP 2010 codes in answering the questions below. When reporting majors, please do not list majors in conjunction with a concentration, emphasis, minor, or subject area. Concentrations, etc., may be reported in the minors question.

Select majors leading to a bachelor's degree:

This data is rolled over from last year.

11.0199--Computer and Information Sciences, Other

11.0701--Computer Science

13.1210--Early Childhood Education and Teaching

13.1303--Business Teacher Education

15.0702--Quality Control Technology/Technician

16.0905--Spanish Language and Literature

23.0101--English Language and Literature, General

24.0101--Liberal Arts and Sciences/Liberal Studies

24.0199--Liberal Arts and Sciences, General Studies and Humanities, Other

26.0101--Biology/Biological Sciences, General

26.0202--Biochemistry

27.0101--Mathematics, General

30.0501--Peace Studies and Conflict Resolution

30.1701--Behavioral Sciences

30.1801--Natural Sciences

30.9999--Multi-/Interdisciplinary Studies, Other

31.0501--Health and Physical Education/Fitness, General

38.0101--Philosophy

40.0501--Chemistry, General

40.0699--Geological and Earth Sciences/Geosciences, Other

40.0801--Physics, General

42.0101--Psychology, General

43.0104--Criminal Justice/Safety Studies

44.0000--

44.0401--Public Administration

45.0201--Anthropology

45.0701--Geography  
45.1001--Political Science and Government, General  
45.1101--Sociology  
45.1201--Urban Studies/Affairs  
05.0201--African-American/Black Studies  
05.0203--Hispanic-American, Puerto Rican, and Mexican-American/Chicano Studies  
50.0501--Drama and Dramatics/Theatre Arts, General  
50.0701--Art/Art Studies, General  
50.0901--Music, General  
51.0000--  
51.1005--Clinical Laboratory Science/Medical Technology/Technologist  
51.3801--Registered Nursing/Registered Nurse  
52.0101--Business/Commerce, General  
52.0201--Business Administration and Management, General  
52.1004--Labor Studies  
52.9999--Business, Management, Marketing, and Related Support Services, Other  
54.0101--History, General  
09.0101--Speech Communication and Rhetoric  
09.0702--Digital Communication and Media/Multimedia

183.) Minors Offered

Select minors and other miscellaneous programs offered for undergraduates:

This data is rolled over from last year.



11.0701--Computer Science

13.1316--Science Teacher Education/General Science Teacher Education

16.0901--French Language and Literature

16.0905--Spanish Language and Literature

23.0101--English Language and Literature, General

24.0103--Humanities/Humanistic Studies

24.0199--Liberal Arts and Sciences, General Studies and Humanities, Other

26.0101--Biology/Biological Sciences, General

27.0101--Mathematics, General

30.9999--Multi-/Interdisciplinary Studies, Other

31.0101--Parks, Recreation and Leisure Studies

31.0501--Health and Physical Education/Fitness, General

38.0101--Philosophy

40.0501--Chemistry, General

40.0601--Geology/Earth Science, General

40.0801--Physics, General

42.0101--Psychology, General

42.9999--Psychology, Other

43.0103--Criminal Justice/Law Enforcement Administration

44.0401--Public Administration

45.0201--Anthropology

45.0701--Geography

45.1001--Political Science and Government, General

45.1101--Sociology

45.1201--Urban Studies/Affairs

05.0103--Asian Studies/Civilization

05.0201--African-American/Black Studies

05.0203--Hispanic-American, Puerto Rican, and Mexican-American/Chicano Studies

05.0207--Women's Studies

50.0301--Dance, General

50.0501--Drama and Dramatics/Theatre Arts, General

50.0701--Art/Art Studies, General

50.0901--Music, General

51.9999--Health Professions and Related Clinical Sciences, Other

52.0201--Business Administration and Management, General

52.1401--Marketing/Marketing Management, General

09.0101--Speech Communication and Rhetoric

184.) Which of following best describes the deadline by which most new entrants will be required to declare a major, excluding undeclared?

- When applying
- Start of first year
- Middle of first year
- End of first year
- Start of second year
- Middle of second year
- End of second year
- Start of third year
- Middle of third year
- End of third year
- Fourth year
- Other
- No Answer

185.) Please outline the timing and process of declaring a major at your college:

186.) Can undergraduates apply credit from a course toward two different majors when applicable?

This data is rolled over from last year.

- Always
- Usually
- Sometimes
- Rarely
- Never
- No Answer

## Graduate Career Data

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**Note: The following six questions refer to graduates who received a Bachelor's degree between July 1st, 2018 through June 30th, 2019. Please report data as of six months from the date of graduation.**

187.) Total number of graduates:

188.) Total number of employed graduates:

- Full-time: graduate works 30 or more hours per week
- Part-time: graduate works less than 30 hours a week

Employed Full-time:

Employed Part-time:

189.) Among those reported in the previous question, how many employed graduates fall in to the following categories:

**Employed Full-time:**

**Employed Part-time:**

Entrepreneur:

Temporary/Contract work:

Freelance:

Postgraduate Internship or Fellowship:

190.) Other Graduates:

Please provide the number of graduates on record who participated in following categories. For the graduates with no record, please count them under 'No Information'.

Service Programs (e.g. Peace Corps, AmeriCorps, etc):

Military Service:

Enrolled in Continuing Education:

Seeking Employment:

Seeking Continuing Education:

Not Seeking Employment:

No Information:

191.) Salary Data:

**Employed Full-time:**

**Employed Part-time:**

# of Graduates Reporting Salaries:

Mean Salary:

Median Salary:

# of Graduates Reporting Bonuses:

Mean Bonus:

Median Bonus:

192.) Of those enrolled in continuing education, how many graduates went on to attend...

Medical School:

Law School:

Graduate Education Program:

Graduate Engineering Program:

Graduate Nursing Program:

193.) List up to three of your institution's most prominent alumni/ae along with their titles or fields of endeavor:

This data is rolled over from last year.

Alumni 1

Hon. Karen Bass (B.S., 90) Health Science. United States House of Representatives. Member of Congress

Alumni 2

Sam Enriquez (B.A., 85) Economics. The Wall Street Journal, Senior Page One Editor

Alumni 3

Carmelita Jeter (B.A., 06) Physical Education. Professional Athlete, Gold Medal Olympian.

194.) Please select the graduate schools most commonly attended by your recent graduates:

This data is rolled over from last year.

California State University--Dominguez Hills (CA), California State University--Fullerton (CA), California State University--Long Beach (CA), California State University--Los Angeles (CA), Loma Linda University (CA), Mount Saint Mary's University (CA), San Jose State University (CA), St. John's University (NY), University of California--Los Angeles (CA), University of San Francisco (CA), University of Southern California (CA), Virginia Tech (VA), Western University

## Programs Offered

195.) Academic Offerings and Policies

Special Study Options: For the following questions, please check each program offered. Then report the percent of 2019 graduating seniors who have participated in these programs during their undergraduate years.

*Note: Definitions of these programs can be found here at [www.commondataset.org](http://www.commondataset.org)*

CDS E1 This data is rolled over from last year.

Accelerated program

Cooperative education program

Cross-registration

Distance learning

Double major

Dual enrollment

English as a second language (ESL)

Exchange student program (domestic)

External degree program

Honors program

Independent study

Internships

Liberal arts/career combination

Student-designed major

Study abroad

Teacher certificate program

Weekend college

196.) Undergraduate Academic Programs of Study

Please check each academic program offered and report the percent of 2019 graduating seniors who have participated in these programs during their undergraduate years.

**First-year Experiences:** Curricular and/or co-curricular programs beyond orientation that bring together faculty and/or staff and groups of first-year students to: address the development of knowledge, skills, and/or perspectives for academic and college success; promote meaningful student-faculty interaction (one-on-one or in small groups).

**Learning Communities:** Groups of students that take part as a cohort in intentional, institutionally-designed curricula, most often consisting of at least two linked courses, that are designed to address academic and social development inside and outside the classroom through planned interactions among the cohort and with the faculty.

**Senior Capstone of Culminating Academic Experiences:** Integrative, credit-bearing experiences, offered in the last stages of a student's program of studies, which aim to have the student synthesize the academic experience, often in the creation of a product that demonstrates the ability to frame and resolve an open-ended question, or of a performance or an exhibit.

**Undergraduate Research:** Self-directed academic work by an individual student or by small groups of students that deals with an open-ended issue with the expectation of a substantial scholarly or creative product that can be formally presented on or off campus. Such work is undertaken with a faculty mentor for at least one academic term or intensive summer, and students understand their roles as researchers/creators and act in those roles.



**Service Learning:** An academically-based instructional strategy, credit-bearing or required for a degree, that provides students with both meaningful service opportunities in interactive partnership with the community and academic structures for analysis and reflection on their contributions and learning.

**Study Abroad:** Substantial academic, credit-bearing study, the equivalent of at least one full course, under faculty supervision, conducted outside the United States but approved by the home institution, which includes substantive interaction between the student and the host culture and/or environment.

**Internships, Cooperative Education, or Practica:** The practical application of learning from a specific academic program in a pre-planned out-of-class situation equivalent in time to at least 1 academic credit, paid or unpaid, requiring structured reflection and/or an end product, supervised and evaluated by faculty, field person, or cooperating professional directing the learning activity.

**Writing in the Disciplines:** Institutional commitment, manifest through an organized approach, to significant student participation in writing embedded in courses at all levels and in all divisions of the curriculum. To accomplish significant writing over time and at increasing levels of sophistication, it often includes writing experiences in many different disciplines, varied forms of writing for varied audiences, and iterative writing processes.

This data is rolled over from last year.

First-year Experiences

Service Learning

Senior Capstone or Culminating Academic Experiences

Writing in the Disciplines

Undergraduate Research/Creative Projects

Learning Communities

197.) Areas in which all or most students are required to complete some course work prior to graduation: (check as many as apply)

CDS E3 This data is rolled over from last year.

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

198.) Minor requirements:

This data is rolled over from last year.

- Minor is required of all for graduation
- Minor is required of some for graduation
- Minor is not required for graduation
- No Answer

199.) General education/core curriculum is required:

This data is rolled over from last year.

- Yes
- No
- No Answer

200.) Cooperative education programs offered (check as many as apply)

This data is rolled over from last year.

- Agriculture
- Art
- Business
- Computer Science

- Education
- Engineering
- Health Professions
- Home Economics
- Humanities
- Natural Science
- Social/Behavioral Science
- Technologies
- Vocational Arts

Other:

201.) Teacher certifications offered (check as many as apply)

This data is rolled over from last year.

- Early childhood
- Elementary
- Middle/Junior High
- Secondary
- Special Education
- Vo-tech
- Adult Education
- Bilingual/bicultural

202.) Specify number of specific subject areas in which you offer teacher certification:

This data is rolled over from last year.

203.) Qualified undergraduate students may take graduate-level classes at your school:

This data is rolled over from last year.

- Yes
- No
- No Answer

204.) Check pre-professional programs that are designed specifically as preparation for graduate study (check as many as offered):

This data is rolled over from last year.

- Pre-law
- Pre-dentistry
- Pre-medicine
- Pre-theology
- Pre-veterinary science
- Pre-optometry
- Pre-pharmacy
- Other

205.) Describe Other:

- Please do not include bullets, paragraph breaks, special characters, or other special formatting
- Maximum number of allowable characters is 500

This data is rolled over from last year.

206.) Check domestic off-campus semester-away (or term-away) study programs (check as many as offered):

This data is rolled over from last year.

- Washington Semester (American University)

- UN Semester
- SEA Semester
- American Studies Program (Washington, D.C.)
- Los Angeles Film Studies Center
- Oak Ridge Science Semester (TN)
- Washington Center Program
- AuSable Institute of Environmental Studies Program (MI)
- Newberry Library Program (IL)
- New York Arts Program
- New York Studio Program (AICAD)

Other:

207.) Select schools with which domestic exchange programs are offered

This data is rolled over from last year.

208.) Select countries in which study abroad is offered.

This data is rolled over from last year.

Australia, Chile, China, Costa Rica, Czech Republic, Denmark, France, Germany, Ghana, Ireland, Israel, Italy, Japan, Malta, Mexico, New Zealand, North Korea, South Korea, Spain, Sweden, Taiwan, Thailand, United Kingdom, Zimbabwe

## Combined Degree Programs

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209.) List names of combined-degree programs:

This data is rolled over from last year.

## Consortiums

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210.) List names of consortia:

This data is rolled over from last year.

Desert Studies Consortium

Los Angeles Urban Consortium of Higher Education

Southern California Consortium of Hispanic Serving Institutions

Southern California Ocean Studies Consortium

## Student Activities

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211.) Fraternities / Sororities

This data is rolled over from last year.

Number of social fraternities on campus:

8

Number of fraternities with chapter houses:

0

Number of social sororities on campus:

8

Number of sororities with chapter houses:

0

212.) Other Student Characteristics: Please provide the percentages of first-time, first-year (freshman) degree-seeking students and all degree-seeking undergraduates enrolled in Fall 2019 who fit the following categories.

CDS F1

**First-time, First-year Students  
(Freshman), Fall 2019**

**Undergraduates  
Fall 2019**

% who are from in-state

100

100

% who are from out-of-state (exclude international/nonresident aliens)

0

0

% of men who join fraternities

1

1

% of women who join sororities

1

1

% who live in college-owned, operated or affiliated housing

7

4

% who live off campus or commute

93

96

% of students age 25 and older

0

32

Average age of full-time students

18

23

Average age of students (full- and part-time)

18

24

213.) Activities Offered: Identify the programs available at your institution by checking the box next to each program name.

CDS F2 This data is rolled over from last year.

- Campus Ministries
- Choral groups
- Comedic acting / Improv
- Concert band
- Dance
- Drama/theater
- International Student Organization
- Jazz band
- Literary magazine
- Marching band
- Model UN
- Music ensembles
- Musical theater
- Opera
- Pep band
- Public service
- Radio station
- Student government
- Student newspaper
- Student-run film society
- Symphony orchestra
- Television station
- Video gaming
- Yearbook

214.) Total number of registered organizations:



This data is rolled over from last year.

101

## Student Publications

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215.) List the names of student-produced newspapers, magazines, and web-only journalism publications that are at least partially funded by your institution:

This data is rolled over from last year.

Enjambé Magazine (English Graduate Student Association)

## Athletics

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216.) Sports Information Director and Department website:

This data is rolled over from last year.

Athletic Department Web address:

www.gotoros.com

Athletic Director name:

Jeff Falkner

Athletic Director phone:

(310) 243-3893

Athletic Director email:

jfalkner@csudh.edu

217.) Collegiate athletic association that your school belongs to during the 2019–2020 academic year.

This data is rolled over from last year.

- NCAA I
- NCAA II
- NCAA III
- NAIA
- None of the above
- No Answer

218.) Collegiate athletic conference that your school belongs to during the 2019–2020 academic year

219.) FOR THIS GRID:

- Intercollegiate sports are those recognized by either the NCAA or NAIA. Athletic scholarships are only available to NCAA Division I and II and NAIA sports.
- Intramural sports are competitive sports played at your institution among other students at your institution.
- Club sports are not governed by the NCAA or NAIA, may have separate championships, and/or may have intercollegiate contests. For this survey, athletic scholarships may not be reported for club sports.

### Men's Sports and Scholarships

This data is rolled over from last year.

	Intercollegiate NCAA or NAIA	Scholarships Available?	Intramural	Club (intercollegiate)
Archery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Badminton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Baseball	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basketball	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Beach Volleyball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bowling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cheerleading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crew (Rowing) Heavyweight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crew (Rowing) Lightweight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cross-country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equestrian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Field Hockey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Figure Skating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Football	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Golf	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gymnastics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ice Hockey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lacrosse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lightweight Football	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Martial Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Racquetball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rifle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rodeo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rugby	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sailing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skiing: Alpine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skiing: Nordic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soccer	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Softball	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Squash	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swimming and Diving	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Synchronized Swimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team Handball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennis	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Track and Field (indoor)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Track and Field (outdoor)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ultimate Frisbee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volleyball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Water Polo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Water Skiing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wrestling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

220.) Women's Sports and Scholarships

This data is rolled over from last year.

	<b>Intercollegiate NCAA or NAIA</b>	<b>Scholarships Available?</b>	<b>Intramural</b>	<b>Club (intercollegiate)</b>
Archery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Badminton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Baseball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basketball	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Beach Volleyball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bowling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cheerleading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crew (Rowing) Heavyweight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crew (Rowing) Lightweight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cross-country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equestrian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Field Hockey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Figure Skating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Football	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Golf	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gymnastics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ice Hockey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lacrosse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lightweight Football	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Martial Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Racquetball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rifle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rodeo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rugby	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sailing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skiing: Alpine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skiing: Nordic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soccer	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Softball	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Squash	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swimming and Diving	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Synchronized Swimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team Handball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennis	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Track and Field (indoor)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Track and Field (outdoor)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ultimate Frisbee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volleyball	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Water Polo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Water Skiing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wrestling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Honor Societies

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221.) List names of honor societies:

This data is rolled over from last year.

Alpha Kappa Delta: The International Sociology Honor Society
Alpha Phi Sigma (Criminal Justice Honor Society)
Mu Phi Epsilon (Music Honor Society)
Pi Theta Epsilon (Occupational Therapy Honor Society)
PSI CHI (Psychology Honor Society)

## Religious Student Organizations

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222.) List names of religious organizations:

This data is rolled over from last year.

InterVarsity Christian Fellowship
Destino

## Ethnic Student Organizations

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223.) List names of ethnic organizations.

This data is rolled over from last year.

Asian Pacific Islander Association
Hermanas Unidas
MEChA (Movimiento Estudiantil Chicanx de Aztlan)
Native American Indian Association
Pagsikapan (Pilipino-American Student Community)
The Black Student Union

## Other Student Organizations

---

224.) List names of other organizations:

This data is rolled over from last year.

Accounting Society
American Marketing Association
Anthropology Club
Association for Computing Machinery
Association of Latino Professionals for America
Child Development Association
Clinical Science Club
Computer Alliance Hispanic Serving Institutions
Cyber Security Club
Earth Science Club
Ecology Club

Finance Student Society

Future Educators

Health Science Student Alliance

History Club

Human Resources Management Association

Human Services Student Association

iEEE CSUDH Computer Society

Information Technology Society Club

Kinesiology

Labor and Social Justice Club

Latino Student Business Association

Logistics and Supply Chain Management

Mathematics Club

Organization of Africana Studies

Philosophy Club

Physics Club

Pre-Health Society

Pre-Law Society

Public Relations Student Society of America

Scholars United

Society of Independent Student Journalists

Toro Psych Club

Arts Collective

Ceramics Guild

Chayah Entertainment Club

Creative Souls

Digital Media Arts Club

For the Love of Writing

The Guitar Club

Toro Entertainment and Media Society

Circle K International

Homeless Outreach Promoting Empathy (HOPE)

Peer Health Exchange

The Sustainability Club

Andante (Community for Students with Disabilities)

Equality (LGBTQIA) Club

English Graduate Association

Graduate Association of Social Work

Graduate Society of Public Administration

Integrating Cultures through Occupational Therapy

Orthotics & Prosthetics Society

Pre-Occupational Therapy

Student Occupational Therapy Association

Espíritu de Nuestro Futuro: Immigrant Student Alliance

JusticeCorps

Students for Quality Education

Anime Club

ENGAGE

eSport Association

Have You Herd?

Male Success Alliance Student Organization

NBA Social Club

Peace Club

Southern California Chapter of the National Organization of Black Law Enforcement Executives

Student Veterans Alliance

Tabletop and Trading Card Gaming

The Black Scholars Club

Women in STEM Club

Women Success Alliance

National Pan-Hellenic Council

United Greek Council
Gamma Zeta Alpha Fraternity, Inc.
Lambda Theta Phi Latin Fraternity, Inc.
Omega Delta Phi Fraternity, Inc.
Phi Beta Sigma Fraternity, Inc.
Phi Iota Alpha Fraternity, Inc.
Phi Kappa Theta Fraternity
Sigma Lambda Beta International Fraternity, Inc.
Sigma Pi Fraternity International
Alpha Kappa Alpha Sorority, Inc.
Hermandad de Sigma Iota Alpha, Inc.
Kappa Delta Chi Sorority, Inc.
Lambda Theta Alpha Latin Sorority, Inc.
Lambda Theta Nu Sorority, Inc.
Omega Phi Chi Multicultural Sorority, Inc.
Sigma Lambda Gamma National Sorority, Inc.
Zeta Phi Beta Sorority, Inc.

## Popular Cultural and Campus Events

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225.) List names of popular campus events:

This data is rolled over from last year.

Welcome Week

Homecoming
Toro Days
Unity Fest
Ceramics Guild Sale
Whos Who Among Students in American Universities and Colleges Ceremony
Cinco de Mayo Celebration
Black History Month
Womens History Month
Cesar Chavez Tardeada
Dia de los Muertos
La Posada Annual Celebration
Hoops for Unity
CSUDH Serves Community Service Program
Student Development Employment Fair
Spring Health Fair
Annual Student Research Day
Labor and Justice Fair
Pow Wow
Job and Internship Fair
Voter Registration

Pizza with the President
Toro Tuesdays
Commuter Outreach
Latin Heat Festival
Food Court Concert
On The Road
Social Media Contest
Community Kindness Campaign
Arrive Alive
eGame Day
Involvement Fair Tabling
Street Squad
Toro Success Zones
Be YOURS: A Self-Love Workshop
Toro Admit Day
Circle of Change Leadership Conference
College of Education Wellness Workshop Series
Study Abroad Fair
Activities Game Tournament
Career Center Graduate School Fair

Educational Opportunity Program Peer Mentor Mixer
External Relations GPS Your Future
Life-Sized Board Games
Harbor Area College Fair
Arcade Games
Activities Latin Dance Series

## Student Background

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226.) Religious preference: Estimated religious preference percentage of fall 2019 enrolled undergraduate students.

Catholic

 %

Protestant

 %

Jewish

 %

Muslim

 %

Hindu

 %

Buddhist

 %

Mormon

 %

Claim no religious preference



%

Don't know

%

Institution Religious affiliation: (Question 10)

%

Other (Define Below)

%

All other

%

227.) 'Other' Religious Preference:

228.) Overlap schools: List up to five institutions that generally have the biggest overlaps (in terms of number of applicants) with your institution's applicant pool. Please use the alphabetical listing of colleges and universities on the left hand side of the grid. Select up to five institutions, then use the right arrow to move those schools to Overlap column. To remove a school from the right side of the grid, click on its name and hit the left arrow to move them back.

This data is rolled over from last year.

California State Polytechnic University--Pomona (CA), California State University--Fullerton (CA), California State University--Long Beach (CA), California State University--Los Angeles (CA), California State University--Northridge (CA)

## Housing

229.) Institution offers housing:

This data is rolled over from last year.

- Yes
- No
- No Answer

230.) Please check all types of college-owned, -operated, or -affiliated housing available for the 2019-2020 undergraduates at your institution and specify the percentages of students living in each type.

- Exclude students not living in these housing types from percentages.
- When calculating percentages, institutional housing should only be counted in one category.

CDS F4 This data is rolled over from last year.

Coed dorms

Women's dorms

Men's dorms

Sorority housing

Fraternity housing

Apartments for married students

Apartment for single students

Special housing for disabled students

Special housing for international students

Cooperative housing

Theme housing

Wellness housing

Other housing options

231.) Percentage of college-owned, operated or affiliated housing units that are:

This data is rolled over from last year.

**Singles**

 %

**Doubles**

 %

**Triples/Suites**

 %

**Apartments**

 100 %

**Other**

 %

232.) How many college-owned, -operated or -affiliated housing buildings does your institution have?

This data is rolled over from last year.

 22

233.) Average percentage of students on campus during weekends:

This data is rolled over from last year.

85 %

234.) Are students required to live in school-owned, -operated, or -affiliated housing?

This data is rolled over from last year.

	<b>Yes</b>	<b>No</b>	<b>No Answer</b>
Freshman year	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Sophomore year	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Junior year	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Senior year	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

235.) Campus housing is available for all unmarried students regardless of year:

This data is rolled over from last year.

- Yes
- No
- No Answer

236.) School provides assistance in locating off-campus housing if on-campus housing is not available:

This data is rolled over from last year.

- Yes
- No
- No Answer

## Facilities

---

Computers/Facilities/Services offered during the 2019-2020 academic year.

237.) Computer equipment/network access for student use is provided in: (check all that apply)

This data is rolled over from last year.

- Computer Center/Labs
- Residence Halls

Library

Student Center

238.) If your institution currently utilizes a learning management system(s) for undergraduate students, which of the following functions can all undergraduate students currently perform using this/these system(s)? (Please check all that apply.)

This data is rolled over from last year.

Access all courses in which they are currently enrolled from a single interface

Utilize a mobile app for portable display and use

Grant family members access to account

Access official or unofficial transcripts

Determine extent of progress toward achieving degree requirements

Register for courses

Submit assignments

Submit tuition payments

Apply for financial aid

239.) Which of the following functions can undergraduate students currently perform online? (Please check all that apply.)

This data is rolled over from last year.

Complete and submit course evaluation forms

Reserve library materials

Receive instant alerts from campus-wide emergency alert system

Report emergencies to authorities

Secure on-campus housing

Pre-order food or take-out using meal plan credits

240.) Does your institution currently offer any online bachelor's degree programs, including but not limited to degree completion programs?

- An online bachelor's degree program is a program for which all required coursework for program completion is able to be completed via distance education courses that incorporate Internet-based learning technologies. Distance education courses are courses that deliver instruction to students who are separated from the instructor, and support regular and substantive interaction between the students and the instructor synchronously or asynchronously. Note that the requirements for coming to campus

for orientation, testing, or academic support services do not exclude a program from being classified as an online bachelor's degree program.

This data is rolled over from last year.

- Yes
- No
- No Answer

241.) What percentage of your institution's bachelor degree programs are online bachelor's degree programs?

This data is rolled over from last year.

0 %

242.) Does your institution offer any individual distance education courses that grant credit toward a bachelor's degree?

- Distance education courses are courses that deliver instruction to students who are separated from the instructor, and support regular and substantive interaction between the students and the instructor synchronously or asynchronously. Note that requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as a distance education course.

This data is rolled over from last year.

- Yes
- No
- No Answer

243.) School has a library on campus:

This data is rolled over from last year.

- Yes
- No
- No Answer

244.) List additional library facilities/collections separated by commas and semi-colons as appropriate. Do not include bullets, paragraph breaks, special characters, or other special formatting.

This data is rolled over from last year.

245.) List museums and other special academic buildings/equipment on campus, specifying type separated by commas and semi-colons as appropriate. Do not include bullets, paragraph breaks, special characters, or other special formatting.

This data is rolled over from last year.

Observational Astronomy Dome

## Regulations

---

Regulations/rules in effect during the 2019-2020 academic year.

246.) All undergraduate students may have cars on campus:

This data is rolled over from last year.

- Yes
- No
- No Answer

247.) Percentage of all undergraduate students who have cars on campus:

%

248.) Alcohol is permitted on campus to students of legal age:

This data is rolled over from last year.

- Yes
- No
- No Answer

249.) Which among the below options best describes your institution's campus carry policy? If your institution has no policy, select the option that best reflects the default regulations in accordance with state and local laws:

- **Banned:** Students may not possess handguns anywhere on campus
- **Highly Restricted:** Eligible students may only possess handguns on campus in one or a few designated areas (e.g. cars, residence halls)
- **Concealed Carry:** Eligible students may be in control of handguns across most or all of campus on condition these handguns are hidden from view
- **Open Carry:** Eligible students may be in control of handguns across most or all of campus, without a condition these handguns are hidden from view

This data is rolled over from last year.

- Banned
- Highly Restricted
- Concealed Carry
- Open Carry
- No Answer

## Student Employment/Internships

---

NOTE: Do not include Work-Study in this section.

250.) Institutional employment is available:

This data is rolled over from last year.

- Yes
- No
- No Answer

251.) Percentage of full-time undergraduates who work on campus during the 2019-2020 academic year:

	%
--	---



252.) Average amount undergraduates may expect to earn per year from part-time on-campus work:

\$

253.) Part-time off-campus employment opportunities for undergraduates are:

This data is rolled over from last year.

- Excellent
- Fair
- Good
- Poor
- No Answer

254.) Freshmen are discouraged from working during first term:

This data is rolled over from last year.

- Yes
- No
- No Answer

255.) Does your college have a formal internship program that helps students find internship opportunities?

This data is rolled over from last year.

- Yes
- No
- No Answer

256.) What was the compensation breakdown among students who graduated with a bachelor's degree during the 2019 academic year and had an internship?

Paid

%

Unpaid

%

Unknown

%

# Programs/Services for Students with Learning Disabilities

---

## Programs/Services for Students with Learning Disabilities offered during the 2019-2020 academic year

257.) Check one type that describes your school's LD Program:

### **Structured/Proactive/Comprehensive program:**

Program has separate admissions process and charges fees. Services go well beyond those that are legally mandated and the student is provided with a more structured environment. Low staff/student ratios. Compulsory student attendance. An advisor/advocate is made available to students.

### **Self-directed/decentralized services:**

There is no separate admissions process and eligibility for services must be established by the provision of disability documentation that meets institutional standards. Services may be coordinated through the Disability Services office and are based on need as specified by the documentation. Other offices throughout the campus may also provide services and some services offered are not mandated by laws. Students' progress is not monitored.

### **Compliance:**

Most of the services and accommodations that are provided to students with learning disabilities are those required by law. This type of program can meet the needs of independent students, aware of their needs and able to develop and coordinate their own support systems.

This data is rolled over from last year.

- Structured/Proactive/Comprehensive program
- Self-directed/decentralized services
- Compliance
- No Answer

258.) Are LD program services available to students that have not self-identified during the application process?

This data is rolled over from last year.

- Yes
- No
- No Answer

259.) LD services are available to the following students:

This data is rolled over from last year.

- Freshmen
- Sophomores
- Juniors

Seniors

260.) Please select counseling services that are offered to LD students:

This data is rolled over from last year.

Academic

Psychological

Student support groups

Vocational

261.) Is there a limit as to how many times per academic year a student may use each service?

This data is rolled over from last year.

	<b>Yes</b>	<b>No</b>	<b>No Answer</b>
Academic	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Psychological	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Student support groups	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Vocational	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

262.) If so, how many times per academic year may a student use these services?

This data is rolled over from last year.

**Academic**

**Psychological**

**Student Support Groups**

**Vocational**

263.) Please select services that are offered to LD students:

This data is rolled over from last year.

- Diagnostic Testing Service
- Early Syllabus
- Exam on tape or computer
- Extended Time for Tests
- Learning Center
- Note-taking Services
- Oral Tests
- Other Special Classes
- Other testing accommodations
- Priority registration
- Priority seating
- Proofreading services
- Readers
- Reading Machines
- Remedial English
- Remedial Math
- Remedial Reading
- Special bookstore section
- Substitution of courses
- Take home exam
- Tape Recorders
- Texts on tape
- Tutors
- Typist/Scribe
- Untimed Tests

- Videotaped Classes
- Waiver of foreign language degree requirement
- Waiver of math degree requirement

Other:

264.) Is there an advisor/advocate from the LD program available to students?

This data is rolled over from last year.

- Yes
- No
- No Answer

265.) Is individual tutoring available?

This data is rolled over from last year.

- Yes
- No
- No Answer

266.) How often is individual tutoring available?

This data is rolled over from last year.

- As needed
- Daily
- Weekly
- Twice per month
- Monthly
- No Answer

267.) Other tutorial options that are available to LD students. Check all that are available by setting:

This data is rolled over from last year.

	Individual	Group
Time management	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Organizational skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Learning Strategies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Content area	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Writing labs	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Math labs	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Study skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>

268.) Are single rooms available to students with specific disabilities?

This data is rolled over from last year.

- Yes
- No
- No Answer

269.) URL for LD Program/Unit:

This data is rolled over from last year.

<https://www.csudh.edu/sdrc/>

270.) Person to contact for additional information on LD program:

This data is rolled over from last year.

Name:

Mace Mikaele

Title:

Disability Management Specialist

Phone:

(310) 243-3660

Email:

dss@csudh.edu

## Programs/Services for Students with ADHD

---

### Programs/Services for Students with Attention-deficit/hyperactivity disorder (ADHD) offered during the 2019-2020 academic year

271.) Does school offer a specialized program for ADHD students?

This data is rolled over from last year.

- Yes
- No
- No Answer

272.) Does the program require a separate admissions process?

This data is rolled over from last year.

- Yes
- No

273.) If there is an additional program cost, please list the annual dollar amount:

This data is rolled over from last year.

274.) Which of the following services are offered to ADHD students:

This data is rolled over from last year.

- Alternative locations for test taking
- Audio version of textbooks
- Campus support group
- Counseling by an ADHD specialist
- Extra time for test taking
- Note taking
- Priority class registration

Specialized tutoring

Time management/study skills classes or workshops

275.) URL for ADHD program:

This data is rolled over from last year.

276.) Person to contact for additional information on ADHD program:

This data is rolled over from last year.

**Name**

**Title**

**Email**

**Phone**

## International Applicant Info

---

International Applicant Information for the 2019- 2020 academic year.

277.) Indicate test requirements for undergraduate international applicants whose native language is not English.

This data is rolled over from last year.



	Require	Require for some	Recommend	Consider if submitted	No Answer
TOEFL (Paper)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
TOEFL (Internet-based)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Michigan Test	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
IELTS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
SAT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
SAT Subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
ACT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
iTEP (International Test of English Proficiency)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
PTE (Pearson Test of English)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

278.) TOEFL and/or IELTS may be submitted in place of SAT or ACT

This data is rolled over from last year.

- Yes
- No
- No Answer

279.) Minimum Required Test Scores:

This data is rolled over from last year.

TOEFL (Paper)

500

TOEFL (Internet-based)

61

Michigan test

IELTS

iTEP (International Test of English Proficiency)

PTE (Pearson Test of English)

280.) Average score of admitted students:

This data is rolled over from last year.

TOEFL Paper:

TOEFL Internet-based:

Michigan Test:

IELTS:

iTEP (International Test of English Proficiency)

PTE (Pearson Test of English)

281.) If SAT/ACT/SAT Subject Tests are required, check correct statement:

This data is rolled over from last year.

- SAT/ACT/SAT Subject Tests may replace TOEFL/IELTS/Michigan Test
- TOEFL/IELTS/Michigan Test also must be taken

No Answer

282.) Advanced deposit (in addition to tuition/room deposits required of all students) is required of international applicants:

This data is rolled over from last year.

Yes

No

No Answer

283.) Preapplication form is required of international applicants:

This data is rolled over from last year.

Yes

No

No Answer

284.) Separate application form is required of international applicants:

This data is rolled over from last year.

Yes

No

No Answer

285.) Application closing date for international applicants:

This data is rolled over from last year.

**Date**

**or Rolling Basis Beginning Date**

Fall

05/01

Winter

Spring

11/02

Summer

286.) Do you offer conditional admission to international applicants?

This data is rolled over from last year.

- Yes
- No
- No Answer

287.) Are international students eligible to apply for early decision or early action?

This data is rolled over from last year.

- Yes, both early decision or early action
- Early decision only
- Early action only
- No
- No Answer

288.) If your institution actively recruits international students, please check all that apply:

This data is rolled over from last year.

- Overseas visits to local or international secondary schools
- Overseas public college fairs
- Agents
- Social media / other Web-based approaches

Other:

289.) If your institution conducts off-campus admissions interviews with international students, please check all that apply

This data is rolled over from last year.

- Skype or other Web-based video interview
- Phone
- In-country visits
- In-country alumni interviews

290.) Number of foreign countries represented by degree-seeking undergraduate nonresident aliens (Fall 2019):

291.) List the six countries most represented by degree-seeking undergraduate nonresident aliens during the 2019-2020 academic year, and the percentage of degree-seeking undergraduate nonresident aliens who come from each country:

	<b>Countries</b>	<b>Percent</b>
1.	Mexico	65.5
2.	El Salvador	6.8
3.	Guatemala	4.3
4.	Saudi Arabia	2.6
5.	China	2.2
6.	Honduras	2.0

292.) Special services offered for international students: (check all that apply)

This data is rolled over from last year.

- English lab
- International student center
- Special counselors/advisors
- ESL program/classes
- Host family program
- Housing offered during all school holidays
- Dining hall services offered to international students during all school holidays
- Special orientation (1-6 days)
- Special orientation (1-2 weeks)

- Special orientation (2+ weeks)
- Support in local set-up (e.g., bank account, cell phone, etc.)
- Support in career or OPT advising
- Immigration or legal advising
- Dining hall services that cater to diversity in diet (e.g., Vegetarian, Halal options)
- Transportation support (e.g., pre-arrival flight confirmation, transfer services to/from airport)
- International Student Organization

293.) Does your institution offer immigration-related legal services to undergraduate students who do not have a valid U.S. visa or legal status?

This data is rolled over from last year.

- Yes
- No
- No Answer

294.) Is any portion of the undergraduate admissions website aimed at prospective international students translated into languages other than English?

This data is rolled over from last year.

- Yes
- No
- No Answer

295.) How many languages?

This data is rolled over from last year.

296.) Please list the languages:

This data is rolled over from last year.

297.) International student contact:

This data is rolled over from last year.

Name:

Hamoud Salhi

Title:

Associate Dean, International Education & Senior International Officer

Phone:

(310) 243-3737

Email:

hsalhi@csudh.edu

URL for additional international applicant information:

<https://www.csudh.edu/future-students/apply/international/>

## Honors College

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298.) Does your institution have an honors college?

This data is rolled over from last year.

- Yes
- No
- No Answer

299.) Does your institution offer an honors program?

This data is rolled over from last year.

- Yes
- No
- No Answer

300.) Provide the number of students enrolled in the following as of October 15th, 2019:

Honors college:

Honors program:

## Guidance Facilities

---

301.) Check remedial learning services offered: (check all that apply)

This data is rolled over from last year.

- Math
- Reading
- Study skills
- Writing

302.) Check additional services offered: (check all that apply)

This data is rolled over from last year.

- Day care
- Health insurance
- Health service
- Nonremedial tutoring
- Placement service
- Women's Center

303.) Check counseling services offered: (check all that apply)

This data is rolled over from last year.



- Academic
- Birth control
- Career
- International students
- Military
- Minority student
- Older student
- Personal
- Psychological
- Religious
- Veteran student

304.) Check services available in career placement center: (check all that apply)

This data is rolled over from last year.

- Alumni network
- Career/job search classes
- Co-op education
- Interest inventory
- International student internship / job placement assistance
- Internships
- Interview training
- On-campus job interviews
- Resume assistance

305.) Check special programs offered for physically disabled students: (check all that apply)

This data is rolled over from last year.

- Adaptive equipment
- Braille services

- Interpreters for hearing-impaired
- Note-taking services
- Reader services
- Special housing
- Special transportation
- Talking books
- Tape recorders
- Tutors

306.) Check term that best describes accessibility of campus to physically disabled students:

This data is rolled over from last year.

- Fully
- Partially
- Mostly
- Not at all
- No Answer

307.) Check campus safety and security services offered:

This data is rolled over from last year.

- 24-hour emergency telephones
- 24-hour foot and vehicle patrols
- Controlled dormitory access (key, security card, etc)
- Late night transport/escort service
- Lighted pathways/sidewalks
- Student patrols

## Firms That Hire Graduates

---

308.) List names of firms that have hired graduates within the past 5 years.

This data is rolled over from last year.

Toyota Motor Sales
American Honda
Verizon Wireless
L.A. Unified District
Long Beach Unified School District
Enterprise Rent-A-Car
AEG
Clariant
Auto Club of Southern California
Sempra Energy
Metropolitan Water District
U.S. Drug Enforcement Agency
Kaiser Permanente
Beach Cities Health District
Sun West Mortgage
Wells Fargo Bank
Defense Contract Audit Agency
State Board of Equalization
Texas Comptroller of Public Accounts

## Environment/Transportation

---

Please report on the 2019-2020 academic year.

309.) Select the region from which the most U.S. students come:

This data is rolled over from last year.

- New England (CT, ME, MA, NH, RI, VT)
- Middle Atlantic (NJ, NY, PA)
- East North Central (IL, IN, MI, OH, WI)
- West North Central (IA, KS, MN, MO, NE, ND, SD)
- South Atlantic (DE, DC, FL, GA, MD, NC, SC, VA, WV)
- East South Central (AL, KY, MS, TN)
- West South Central (AR, LA, OK, TX)
- Mountain (AZ, CO, ID, MT, NV, NM, UT, WY)
- Pacific (AK, CA, HI, OR, WA)
- No Answer

310.) Percentage of U.S. students who come from most popular region:

 %

311.) Campus size (acres):

This data is rolled over from last year.

312.) Check one:

This data is rolled over from last year.

- Campus is within one mile of city/town
- Campus is more than one mile from city/town
- No Answer

313.)

This data is rolled over from last year.

City/town where school is located:

Population:

89730

Major city closest to school:

Los Angeles

Population:

3929000

Distance from campus (miles):

17

City where nearest international or other major airport used by your students is located:

Los Angeles

Distance of airport from campus (miles):

13

City/town where nearest other airport used by your students is located:

Long Beach

Distance of airport from campus (miles):

12

City/town where passenger train service (e.g., Amtrak) used by your students is located:

Los Angeles

Distance of station from campus (miles):

17

City/town where passenger bus service (e.g., Greyhound, Trailways) used by your students is located:

Compton

Distance of station from campus (miles):

4

314.) Public transportation (municipal bus/trolley, subway, commuter rail) serves campus:

This data is rolled over from last year.

- Yes
- No
- No Answer

315.) Does your institution currently partner with a car sharing company (e.g. Zipcar, Enterprise CarShare) that makes car rentals accessible around campus to undergraduates younger than 25?

This data is rolled over from last year.

- Yes
- No
- No Answer

316.) Does your institution currently partner with a electric scooter company (e.g. Bird, Lime) that makes electric scooters accessible around campus?

- Yes
- No
- No Answer

317.) Which of the following best describes your campus's bicycle sharing system?

- Aligned with public (e.g. city, town), dockless system
- Aligned with public, docked system
- Partnership with private, dockless system
- Partnership with private, docked system
- No bikeshare system
- Other bikeshare system
- No Answer

## Assessment

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The following section contains a brief analysis of ranking data your school submitted on this year's Main statistical survey. All flagged data (identified by the red asterisk \*) must be addressed in order to submit your survey. To acknowledge that the flagged data is in fact correct, please select the confirmation

checkbox associated with item in question. Once every flagged assessment item has been either confirmed or corrected, please proceed to the verification section.

**Making Data Changes** – If you notice an incorrect current year value please go back into the survey and correct the data point. The question numbers are listed for your reference. Changing last year’s data must be done through your data collector. Please contact them with the updated information and a brief description as to why it needs changing. We will analyze the requested changes on a case by case basis and get back to you.

Below is a list of some terminology you may encounter:

**Large Change** - For the questions(s) indicated, the data submitted for the current year are significantly larger or smaller than the data supplied for the previous year. If the data supplied are correct as entered, please check the box. If the data is incorrect, please go back into the survey and supply new data.

**Missing** - No information has been submitted for this indicator. If the question does not apply to your institution, or if you cannot supply the data requested, please check the box. If you can supply the missing data, please go back into the survey and enter the new data. If you wish to add in missing previous year data, please contact your data collector with that information.

**High Value** - The data submitted are significantly higher than the norm. Please either correct the figure or verify that the data are correct as submitted.

318.) Enrollment (Questions 29 - 43):

	<b>Fall 2019:</b>	<b>Fall 2018:</b>	<b>Fall 2017:</b>
Undergraduate:	15315	13737	13116
Graduate:	2662	2004	2063
Total:	17977	15741	15179

The Total Graduate Enrollment numbers you entered for Fall 2019 represents a large change compared to the value entered for Fall 2018. Either update the Fall 2019 value, contact your Data Collector to update Fall 2018 value, or confirm that this is correct. \*

I confirm that the Fall 2019 and Fall 2018's Total Graduate Enrollment numbers are correct.

319.) Six-Year Graduation Rates: Total (Questions 46 , 47 , 51):

<b>Fall 2013:</b>	<b>45</b>
<b>Fall 2012:</b>	45
<b>Fall 2011:</b>	43
<b>Fall 2010:</b>	42

320.) Income-based Six-Year Graduation Rates (Questions 46, 47):

	<b>2013 Cohort:</b>	<b>2012 Cohort:</b>
Federal Pell Grant:	45	45
Stafford Loan:	41	41
No Loan:	48	48

321.) First-year (Freshman) Retention Rates (Question 52, 53):

<b>Fall 2018:</b>	<b>77</b>
<b>Fall 2017:</b>	<b>78</b>
<b>Fall 2016:</b>	<b>77</b>
<b>Fall 2015:</b>	<b>82</b>

322.) First-year (Freshman) Acceptance Rate (Question 55):

	<b>Current Year:</b>	<b>Last Year:</b>
Applicants:	20351	15596
Accepted Applicants:	16066	12939
Rate:	78.9	83

323.) Percent submitting SAT/ACT scores (Question 80, 82):

	<b>Current Year:</b>	<b>Last Year:</b>
SAT:	92	89
ACT:	24	28

324.) SAT Evidence-Based Reading and Writing - 25th/75th Percentile (Question 83):

	<b>Current Year:</b>	<b>Last Year:</b>
25th Percentile:	430	440
75th Percentile:	520	520

325.) SAT Math - 25th/75th Percentile (Question 83):

	<b>Current Year:</b>	<b>Last Year:</b>
25th Percentile:	420	420
75th Percentile:	510	510



326.) ACT Composite - 25th/75th Percentile (Question 84):

	<b>Current Year:</b>	<b>Last Year:</b>
25th Percentile:	15	15
75th Percentile:	19	19

327.) Average SAT/ACT Scores (Question 90):

	<b>Current Year:</b>	<b>Last Year:</b>
SAT Evidence-Based Reading and Writing:	479	482
SAT Math:	466	473
ACT Composite:	17	17

328.) All students who provided SAT/ACT scores were included, regardless if considered for admissions (Question 91):

**Current Year:**

Yes

329.) SAT/ACT scores included the following groups of students (Question 92, 93):

	<b>Current Year:</b>	<b>Last Year:</b>
All International Students:	Yes	Yes
All Minority Students:	Yes	Yes
All Student Athletes:	Yes	Yes
All Legacy & Children of Alumni:	N/A	N/A
All Special Admission Arrangements:	Yes	Yes
All Students Who Began Studies in the Summer:	Yes	Yes

330.) High school class standing (Question 94):

	<b>Current Year:</b>	<b>Last Year:</b>
% in Top 10	No Value Entered	No Value Entered
% in Top 25	No Value Entered	No Value Entered
% in Top 50	No Value Entered	No Value Entered
% in Bottom 50	No Value Entered	No Value Entered
% Submitting	No Value Entered	No Value Entered

You are missing the High school class standing: Percent of entering students in the top 10% for the current year. Either confirm that there is no entry or enter a value. \*

I confirm that there is no entry for the Current Year's High school class standing: Percent of entering students in the top 10%

You are missing the High school class standing: Percent of entering students in the top 10% for the last year. Either confirm that there is no entry or enter a value. \*

I confirm that there is no entry for the Last Year's High school class standing: Percent of entering students in the top 10%

You are missing the High school class standing: Percent of entering students in the top 25% for the current year. Either confirm that there is no entry or enter a value. \*

I confirm that there is no entry for the Current Year's High school class standing: Percent of entering students in the top 25%

You are missing the High school class standing: Percent of entering students in the top 25% for the last year. Either confirm that there is no entry or enter a value. \*

I confirm that there is no entry for the Last Year's High school class standing: Percent of entering students in the top 25%

You are missing the High school class standing: Percent of entering students in the top 50% for the current year. Either confirm that there is no entry or enter a value. \*

I confirm that there is no entry for the Current Year's High school class standing: Percent of entering students in the top 50%

You are missing the High school class standing: Percent of entering students in the top 50% for the last year. Either confirm that there is no entry or enter a value. \*

I confirm that there is no entry for the Last Year's High school class standing: Percent of entering students in the top 50%

You are missing the High school class standing: Percent of entering students in the bottom 50% for the current year. Either confirm that there is no entry or enter a value. \*

I confirm that there is no entry for the Current Year's High school class standing: Percent of entering students in the bottom 50%

You are missing the High school class standing: Percent of entering students in the bottom 50% for the last year. Either confirm that there is no entry or enter a value. \*

I confirm that there is no entry for the Last Year's High school class standing: Percent of entering students in the bottom 50%

You are missing the High school class standing: Percent submitting for the current year. Either confirm that there is no entry or enter a value. \*

I confirm that there is no entry for the Current Year's High school class standing: Percent submitting

You are missing the High school class standing: Percent submitting for the last year. Either confirm that there is no entry or enter a value. \*

I confirm that there is no entry for the Last Year's High school class standing: Percent submitting

331.) Best Colleges for Veterans (Questions 139 - 141):

**Current Year:**

Total Military Enrollment: 166

G.I. Bill Certified: Yes

Yellow Ribbon Participant: No

332.) Alumni Giving (Question 169, 171):

**Current Year: Last Year:**

Alumni of Record: 74044 72312

Alumni Donors: 1105 1028

Alumni Giving Rate: 1.5 1.4

333.) Instructional Faculty (Questions 172 , 173):

	<b>Current Year:</b>	<b>Last Year:</b>
Full Time:	338	321
Part Time:	748	629
Total:	1086	950

334.) Percentage of full-time equivalent faculty that is full-time (Questions 172, 173):

	<b>Current Year:</b>	<b>Last Year:</b>
	57.6	60.5

335.) Instructional Full-Time Faculty with Doctorate or Terminal Degree (Questions 172, 173):

	<b>Current Year:</b>	<b>Last Year:</b>
Number:	258	232
Percent:	76.3	72.3

336.) Student to faculty ratio (Questions 174, 175):

	<b>Current Year:</b>	<b>Last Year:</b>
	29	22

The Student to faculty ratio you entered for the Current Year represents a large change compared to the value entered for Last Year. Either update the Current Year value, contact your Data Collector to update Last Year's value, or confirm that this is correct. \*

I confirm that the Current and Last Year's Student to Faculty Ratio are correct

337.) Full-time Professor, Assistant and Associate Instructional Faculty Compensation (Question 176):

	<b>Current Year:</b>
# of Faculty:	236
Salary:	24355764
Average Faculty Compensation:	101914

338.) Total number of undergraduate class sections (Question 177):

	<b>Current Year:</b>	<b>Last Year:</b>
	2247	2117

339.) Percent of undergraduate class sections (Question 177):

	<b>Current Year:</b>	<b>Last Year:</b>
2-9	5.2	5.4
10-19	17.5	21.4
20-29	28.2	27.8
30-39	24.3	23.5
40-49	18.6	13.7
50-99	4.5	6.8
100+	1.6	1.2

One or more of the undergraduate class sections you entered for the current year represents a large change compared to the value entered for last year. Either update the current year value, contact your Data Collector to update last year's value, or confirm that this is correct. \*

I confirm that the current and last year's percent of undergraduate class sections are correct

## Verification/Submission

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339.)

### Verification/Submission

The final step prior to survey submission is what we call "Verification". Please share the survey responses with a senior administrator such as a President, Provost, Dean (or what your institution considers an equivalent position) for their final approval. When ready, you must fill in all of the information below, including both check boxes, both sets of identification, institution name and the verification date. After the information is entered, hit the red "Submit Survey" button. **Failure to check the verification box and have the President, Provost, Dean or top academic official signoff may be noted when the data are published and/or may result in the school not being ranked.**

If you have any questions about your institution's verification or this procedure, please contact your *U.S. News* data collector.

On behalf of *U.S. News* and its many users, thank you for the time and effort you have given to supply and verify this information.

**The senior administrator identified below hereby verifies that the information on this survey is accurate, and accurately describes the institution.**

339.) Title of Verifying Administrator:

President

Provost

Dean

Other top official

339.) Administrator's Identification:

Name:

Michael E. Spagna

Title:

Provost

Date:

06-02-2020

339.) Name of institution:

California State University Dominguez Hills

I hereby confirm that the senior administrator identified above has authorized me to complete this verification on their behalf.

339.) Your Identification:

Name:

Jun Xiang

Title:

Senior Research Analyst

339.) Verification Date:

06-02-2020