

Common Data Set 2018-2019

GENERAL INFORMATION

A1. Address Information

Name of College or University: **Santa Clara University**
Mailing Address, City/State/Zip/Country: **500 El Camino Real, Santa Clara CA 95053**
Street Address (if different), City/State/Zip/Country
Main Phone Number: **408-554-4000**
WWW Home Page Address: **www.scu.edu**
Admissions Phone Number: **408-554-4700**
Admissions Toll-free Number
Admissions Office Mailing Address, City/State/Zip/Country
Admissions Fax Number: **408-554-5255**
Admissions E-mail Address: **Admission@scu.edu**
If there is a separate URL for your school's online application, please specify: _____
If you have a mailing address other than the above to which applications should be sent, please provide:

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

- Public
 Private (nonprofit)
 Proprietary

A3. Classify your undergraduate institution:

- Coeducational college
 Men's college
 Women's college

A4. Academic year calendar

- Semester
 Quarter
 Trimester
 Other (describe):
- 4-1-4
 Continuous
 Differs by program (describe): Undergraduate and Graduate programs are on the quarter system. Law and the Jesuit School of Theology are on the semester system.

A5. Degrees offered by your institution

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

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B. ENROLLMENT AND PERSISTENCE

B1. Institutional Enrollment—Men and Women Provide numbers of students for each of the following categories as of the institution’s official fall reporting date or as of October 15, 2018. Note: Report students formerly designated as “first professional” in the graduate cells.

	FULL-TIME		PART-TIME	
	Men	Women	Men	Women
Undergraduates				
Degree-seeking, first-time freshmen	728	662	1	0
Other first-year, degree-seeking	73	73	2	0
All other degree-seeking	1942	1948	41	34
<i>Total degree-seeking</i>	2743	2683	44	34
All other undergraduates enrolled in credit courses	8	6	1	1
<i>Total undergraduates</i>	2751	2689	45	35
Graduate				
Degree-seeking, first-time	273	349	105	80
All other degree-seeking	710	786	353	437
All other graduates enrolled in credit courses	6	5	13	5
<i>Total graduate</i>	989	1140	471	522

Total all undergraduates: **5520**

Total all graduate: **3122**

GRAND TOTAL ALL STUDENTS: **8642**

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B2. Enrollment by Racial/Ethnic Category. Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2018. Include international students only in the category "Nonresident aliens." Complete the "Total Undergraduates" column only if you cannot provide data for the first two columns. Report as your institution reports to IPEDS: persons who are Hispanic should be reported only on the Hispanic line, not under any race, and persons who are non-Hispanic multi-racial should be reported only under "Two or more races."

	Degree-seeking First-time First year	Degree-seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non- degree-seeking)
Nonresident aliens	75	229	243
Hispanic/Latino	245	993	994
Black or African American, non-Hispanic	36	166	166
White, non-Hispanic	623	2673	2674
American Indian or Alaska Native, non-Hispanic	1	7	7
Asian, non-Hispanic	247	901	901
Native Hawaiian or other Pacific Islander, non-Hispanic	3	12	12
Two or more races, non-Hispanic	121	406	406
Race and/or ethnicity unknown	40	117	117
Total	1391	5504	5520

Persistence

B3. Number of degrees awarded by your institution from July 1, 2017, to June 30, 2018.

Certificate/diploma	_____
Associate degrees	_____
Bachelor's degrees	1412
Postbachelor's certificates	105
Master's degrees	856
Post-master's certificates	_____
Doctoral degrees – research/scholarship	12
Doctoral degrees – professional practice	236
Doctoral degrees – other	_____

Graduation Rates

The items in this section correspond to data elements collected by the IPEDS Web-based Data Collection System's Graduation Rate Survey (GRS). For complete instructions and definitions of data elements, see the IPEDS GRS Forms and Instructions for the 2018-19 Survey.

In the following section for bachelor's or equivalent programs, please disaggregate the Fall 2011 and Fall 2012 cohorts (formerly CDS B4-B11) into four groups:

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

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

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

For Bachelor's or Equivalent Programs

Please provide data for the Fall 2012 cohort if available. If Fall 2012 cohort data are not available, provide data for the Fall 2011 cohort.

Fall 2011 Cohort

	Recipients of a Federal Pell Grant	Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total (sum of 3 columns to the left)
A - Initial 2011 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students				(formerly B4)
B - Of the initial 2011 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				(formerly B5)
C - Final 2011 cohort, after adjusting for allowable exclusions				(formerly B6)
D - Of the initial 2011 cohort, how many completed the program in four years or less (by Aug. 31, 2015)				(formerly B7)
E - Of the initial 2011 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2015 and by Aug. 31, 2016)				(formerly B8)
F - Of the initial 2011 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2016 and by Aug. 31, 2017)				(formerly B9)
G - Total graduating within six years (sum of lines D, E, and F)				(formerly B10)
H - Six-year graduation rate for 2011 cohort (G divided by C)	%	%	%	%(formerly B11)

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Fall 2012 Cohort

	Recipients of a Federal Pell Grant	Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total (sum of 3 columns to the left)
A - Initial 2012 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	152	263	861	1276 (formerly B4)
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 (formerly B5)
C - Final 2012 cohort, after adjusting for allowable exclusions	152	263	861	1276 (formerly B6)
D - Of the initial 2012 cohort, how many completed the program in four years or less (by Aug. 31, 2016)	123	224	725	1072 (formerly B7)
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)	10	14	50	74 (formerly B8)
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)	0	1	8	9 (formerly B9)
G - Total graduating within six years (sum of lines D, E, and F)	133	239	783	1155 (formerly B10)
H - Six-year graduation rate for 2012 cohort (G divided by C)	87.5%	90.9%	90.9%	90.5% (formerly B11)

For Two-Year Institutions

Please provide data for the 2015 cohort if available. If 2015 cohort data are not available, provide data for the 2014 cohort.

2014 Cohort

B12. Initial 2014 cohort, total of first-time, full-time degree/certificate-seeking students: _____

B13. Of the initial 2014 cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, or service in the armed forces, foreign aid service of the federal government, or official

2015 Cohort

B12. Initial 2015 cohort, total of first-time, full-time degree/certificate-seeking students: _____

B13. Of the initial 2015 cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, or service in the armed forces, foreign aid service of the federal government, or official

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church missions; total allowable exclusions:

B14. Final **2014** cohort, after adjusting for allowable exclusions _____
(Subtract question B13 from question B12)

B15. Completers of programs of less than two years duration (total): _____

B16. Completers of programs of less than two years within 150 percent of normal time: _____

B17. Completers of programs of at least two but less than four years (total): _____

B18. Completers of programs of at least two but less than four-years within 150 percent of normal time:

B19. Total transfers-out (within three years) to other institutions: _____

B20. Total transfers to two-year institutions:

B21. Total transfers to four-year institutions:

church missions; total allowable exclusions:

B14. Final **2015** cohort, after adjusting for allowable exclusions _____
(Subtract question B13 from question B12)

B15. Completers of programs of less than two years duration (total): _____

B16. Completers of programs of less than two years within 150 percent of normal time: _____

B17. Completers of programs of at least two but less than four years (total): _____

B18. Completers of programs of at least two but less than four-years within 150 percent of normal time:

B19. Total transfers-out (within three years) to other institutions: _____

B20. Total transfers to two-year institutions:

B21. Total transfers to four-year institutions:

Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2017 (or the preceding summer term). The initial cohort may be adjusted for students who departed for the following reasons: death, permanent disability, or service in the armed forces, foreign aid service of the federal government or official church missions. No other adjustments to the initial cohort should be made.

B22. For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshmen in Fall 2017 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2018? **94.6 %**

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

C1. First-time, first-year (freshman) students: Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in Fall 2018. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission.

Total first-time, first-year (freshman) men who applied	7,807
Total first-time, first-year (freshman) women who applied	8,435
Total first-time, first-year (freshman) men who were admitted	3,707
Total first-time, first-year (freshman) women who were admitted	4,400
Total full-time, first-time, first-year (freshman) men who enrolled	728
Total part-time, first-time, first-year (freshman) men who enrolled	1
Total full-time, first-time, first-year (freshman) women who enrolled	662
Total part-time, first-time, first-year (freshman) women who enrolled	0

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

Do you have a policy of placing students on a waiting list? Yes No
If yes, please answer the questions below for Fall 2018 admissions:

Number of qualified applicants offered a place on waiting list	2620
Number accepting a place on the waiting list	1776
Number of wait-listed students admitted	149

Is your waiting list ranked? **No**

If yes, do you release that information to students?

Do you release that information to school counselors?

Admission Requirements

C3. High school completion requirement

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

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

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

- Require
 Recommend
 Neither require nor recommend

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C5. Distribution of high school units required and/or recommended. Specify the distribution of academic high school course units required and/or recommended of all or most degree-seeking students using Carnegie units (one unit equals one year of study or its equivalent). If you use a different system for calculating units, please convert.

	Units Required	Units Recommended
Total academic units	14	18
English	4	4
Mathematics	3	4
Science	2	3
Of these, units that must be lab		
Foreign language	2	3 (4 preferred)
Social studies	3	3
History	(Included in Social Studies)	
Academic electives		
Computer Science		
Visual/Performing Arts		1
Other (<i>specify</i>)		

Basis for Selection

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

- Open admission policy as described above for all students ___
 Open admission policy as described above for most students, but
 selective admission for out-of-state students ___
 selective admission to some programs ___
 other (explain) _____

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

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

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Volunteer work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Level of applicant's interest	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

SAT and ACT Policies

C8. Entrance exams

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

If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for **Fall 2020**.

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

B. If your institution will make use of the ACT in admission decisions for first-time, first-year, degree-seeking applicants for Fall 2020 please indicate which ONE of the following applies (regardless of whether the writing score will be used in the admissions process):

- ACT with writing required
- ACT with writing recommended.
- ACT with or without writing accepted

If your institution will make use of the SAT in admission decisions for first-time, first-year, degree-seeking applicants for Fall 2020 please indicate which ONE of the following applies (regardless of whether the Essay score will be used in the admissions process):

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

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

	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"/>

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

___ yes **X** no

E. Latest date by which SAT or ACT scores must be received for fall-term admission **January 7th**

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

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

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

SAT

ACT

SAT Subject Tests

AP

CLEP

Institutional Exam

State Exam (specify): _____

Freshman Profile

Provide information for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students** enrolled in Fall 2018, including students who began studies during summer, international students/nonresident aliens, and students admitted under special arrangements.

C9. Percent and number of first-time, first-year (freshman) students enrolled in Fall 2018 who submitted national standardized (SAT/ACT) test scores. Include information for **ALL enrolled, degree-seeking, first-time, first-year (freshman) students who submitted test scores.** Do not include partial test scores (e.g., mathematics scores but not critical reading for a category of students) or combine other standardized test results (such as TOEFL) in this item. Do not convert SAT scores to ACT scores and vice versa. **Do convert Old SAT scores to New SAT scores using the College Board's concordance tools and tables (sat.org/concordance).**

Percent submitting SAT scores	62%	Number submitting SAT scores	864
Percent submitting ACT scores	46%	Number submitting ACT scores	637

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

Assessment	25th Percentile Score	75th Percentile Score
SAT Evidence-Based Reading and Writing	630	700
SAT Math	640	740
ACT Composite	28	32
ACT Math		
ACT English		
ACT Writing		

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

Score Range	SAT Evidence-Based Reading and Writing	SAT Math
700-800	29	49

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600-699	62	40
500-599	8	10
400-499	1	1
300-399	0	0
200-299	0	0
	100%	100%

Score Range	ACT Composite	ACT English	ACT Math
30-36	61		
24-29	36		
18-23	2		
12-17	1		
6-11	0		
Below 6			
	100%	100%	100%

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

Percent in top tenth of high school graduating class	49%	
Percent in top quarter of high school graduating class	82%	
Percent in top half of high school graduating class	97%	} Top half + bottom half = 100%.
Percent in bottom half of high school graduating class	3%	
Percent in bottom quarter of high school graduating class	0%	
Percent of total first-time, first-year (freshman) students who submitted high school class rank:	16%	

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

Percent who had GPA of 3.75 and higher	51%
Percent who had GPA between 3.50 and 3.74	33%
Percent who had GPA between 3.25 and 3.49	12%
Percent who had GPA between 3.00 and 3.24	4%
Percent who had GPA between 2.50 and 2.99	0%
Percent who had GPA between 2.0 and 2.49	0%
Percent who had GPA between 1.0 and 1.99	0%
Percent who had GPA below 1.0	0%
	100%

C12. Average high school GPA of all degree-seeking, first-time, first-year (freshman) students who submitted GPA: 3.71

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

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Admission Policies

C13. Application fee

- Does your institution have an application fee? Yes No
Amount of application fee: **\$60**
Can it be waived for applicants with financial need? Yes No

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

Same fee: **X**

Free: _____

Reduced: _____

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

C14. Application closing date

- Does your institution have an application closing date? Yes No
Application closing date (fall): **January 7th**
Priority date: _____

C15. Are first-time, first-year students accepted for terms other than the fall? Yes No

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

- On a rolling basis beginning (date): _____
By (date): _____
Other: **Late March**

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

- Must reply by (date): **May 1st**
No set date: _____
Must reply by May 1 or within _____ weeks if notified thereafter
Other: _____

- Deadline for housing deposit (MMDD): **May 1st**
Amount of housing deposit: **\$350**
Refundable if student does not enroll?
____ Yes, in full
X Yes, in part
____ No

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

- Yes No

If yes, maximum period of postponement: **One year, unless serving required military service or mission work.**

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

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

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Early Decision and Early Action Plans

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

If “yes,” please complete the following:

First or only early decision plan closing date	November 1st
First or only early decision plan notification date	Late December
Other early decision plan closing date	January 7th
Other early decision plan notification date	Mid-February

For the Fall 2018 entering class:

Number of early decision applications received by your institution	328
Number of applicants admitted under early decision plan	238

Please provide significant details about your early decision plan: _____

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

Yes No

If “yes,” please complete the following:

Early action closing date	November 1st
Early action notification date	Late December

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

Yes No

D. TRANSFER ADMISSION

Fall Applicants

D1. Does your institution enroll transfer students? Yes No
 (If no, please skip to Section E)

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

D2. Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in Fall 2018.

	Applicants	Admitted Applicants	Enrolled Applicants
Men	425	177	75
Women	395	197	73
Total	820	374	148

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Application for Admission

D3. Indicate terms for which transfers may enroll:

- Fall Winter Spring Summer

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

- Yes No

If yes, what is the minimum number of credits and the unit of measure? 8 Semester or 12 Quarter units (transferable)

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

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

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

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

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

<https://www.scu.edu/admission/undergraduate/transfer-students/>

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

	Priority Date	Closing Date	Notification Date	Reply Date	Rolling Admission
Fall		April 15th			Yes
Winter		October 1st			
Spring					
Summer					

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

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

Transfer Credit Policies

D12. Report the lowest grade earned for any course that may be transferred for credit: **C 2.0**

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

Number **87.5–97.5 (depending on program)** Unit type **Quarter**

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

Number **87.5–97.5 (depending on program)** Unit type **Quarter**

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

D16. Minimum number of credits that transfers must complete at your institution to earn a bachelor’s degree: **87.5-97.5 (depending on program)**

D17. Describe other transfer credit policies:

The Santa Clara University Undergraduate program is on the quarter system. As a general guide to convert quarter units into semester units, multiply the quarter units by 0.666

Military Service Transfer Credit Policies

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

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

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

Number _____ Unit type _____

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

Number _____ Unit type _____

D21. Are the military/veteran credit transfer policies published on your website? Yes No

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

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

E. ACADEMIC OFFERINGS AND POLICIES

E1. Special study options: Identify those programs available at your institution. Refer to the glossary for definitions.

- | | |
|---|--|
| <input type="checkbox"/> Accelerated program | <input checked="" type="checkbox"/> Honors program |
| <input checked="" type="checkbox"/> Cooperative education program | <input checked="" type="checkbox"/> Independent study |
| <input type="checkbox"/> Cross-registration | <input checked="" type="checkbox"/> Internships |
| <input checked="" type="checkbox"/> Distance learning | <input type="checkbox"/> Liberal arts/career combination |
| <input checked="" type="checkbox"/> Double major | <input checked="" type="checkbox"/> Student-designed major |
| <input type="checkbox"/> Dual enrollment | <input checked="" type="checkbox"/> Study abroad |
| <input type="checkbox"/> English as a Second Language (ESL) | <input type="checkbox"/> Teacher certification program |
| <input checked="" type="checkbox"/> Exchange student program (domestic) | <input type="checkbox"/> Weekend college |
| <input type="checkbox"/> External degree program | |
| <input type="checkbox"/> Other (specify): | |

E2. Has been removed from the CDS.

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

- | | |
|--|---|
| <input checked="" type="checkbox"/> Arts/fine arts | <input checked="" type="checkbox"/> Humanities |
| <input type="checkbox"/> Computer literacy | <input checked="" type="checkbox"/> Mathematics |
| <input checked="" type="checkbox"/> English (including composition) | <input type="checkbox"/> Philosophy |
| <input checked="" type="checkbox"/> Foreign languages | <input checked="" type="checkbox"/> Sciences (biological or physical) |
| <input type="checkbox"/> History | <input checked="" type="checkbox"/> Social science |
| <input checked="" type="checkbox"/> Other (describe): Technology, Religious Studies, Ethics | |

F. STUDENT LIFE

F1. Percentages of first-time, first-year (freshman) degree-seeking students and degree-seeking undergraduates enrolled in Fall 2018 who fit the following categories:

	First-time, first-year (freshman) students	Undergraduates
Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator)	41%	28%
Percent of men who join fraternities	_____	_____
Percent of women who join sororities	_____	_____
Percent who live in college-owned, -operated, or -affiliated housing	96%	56%
Percent who live off campus or commute	4%	44%
Percent of students age 25 and older	0%	1%
Average age of full-time students	18	20
Average age of all students (full- and part-time)	18	20

Common Data Set 2018-2019

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

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

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

Army ROTC is offered:

- On campus
 At cooperating institution (name): _____

Naval ROTC is offered:

- On campus
 At cooperating institution (name): _____

Air Force ROTC is offered:

- On campus
 At cooperating institution (name): **San Jose State University**

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

- | | |
|--|---|
| <input checked="" type="checkbox"/> Coed dorms | <input type="checkbox"/> Special housing for disabled students |
| <input type="checkbox"/> Men's dorms | <input type="checkbox"/> Special housing for international students |
| <input type="checkbox"/> Women's dorms | <input type="checkbox"/> Fraternity/sorority housing |
| <input type="checkbox"/> Apartments for married students | <input type="checkbox"/> Cooperative housing |
| <input checked="" type="checkbox"/> Apartments for single students | <input checked="" type="checkbox"/> Theme housing |
| | <input type="checkbox"/> Wellness housing |
- Other housing options (specify): **100% of First-time Undergraduates participate in Residential Learning Communities**

G. ANNUAL EXPENSES

G0. Please provide the URL of your institution's net price calculator: <https://www.scu.edu/financialaid/net-price-calculator/>

Provide 2019-2020 academic year costs of attendance for the following categories that are applicable to your institution.

Check here if your institution's 2019-2020 academic year costs of attendance are not available at this time and provide an approximate date (i.e., month/day) when your institution's final 2019-2020 academic year costs of attendance will be available: _____

G1. Undergraduate full-time tuition, required fees, room and board

List the typical tuition, required fees, and room and board for a full-time undergraduate student for the FULL 2019-2020 academic year (30 semester hours or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits). A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters, two trimesters, three quarters, or the period covered by a four-one-four plan. Room and board is defined as double occupancy and 19 meals per week or the maximum meal plan. **Required fees** include only charges that all full-time students must pay that are *not* included in tuition (e.g., registration, health, or activity fees.) Do *not* include optional fees (e.g., parking, laboratory use).

	FIRST-YEAR	UNDERGRADUATES
PRIVATE INSTITUTION Tuition:	\$52,998	\$52,998
PUBLIC INSTITUTION Tuition:		
In-district:		
In-state (out-of-district):		
Out-of-state:		
NONRESIDENT ALIEN: Tuition:		
REQUIRED FEES:	\$636	\$636
ROOM AND BOARD: (on-campus)	\$15,507	\$15,507
ROOM ONLY: (on-campus)		
BOARD ONLY: (on-campus meal plan)		

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

Other: _____

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

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

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G4. Do tuition and fees vary by undergraduate instructional program?

Yes No

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

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

	Residents	Commuters (living at home)	Commuters (not living at home)
Books and supplies:	\$1,971	\$1,971	\$1,971
Room only:			\$15,084
Board only:		\$6,786	
Room and board total (if your college cannot provide separate room and board figures for commuters not living at home):			
Transportation:	\$864	\$1,134	\$1,278
Other expenses:	\$2,853	\$3,564	\$3,996

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

PRIVATE INSTITUTIONS:	\$1,472
PUBLIC INSTITUTIONS	
In-district:	
In-state (out-of-district):	
Out-of-state:	
NONRESIDENT ALIENS:	

H. FINANCIAL AID

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

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

Financial aid applicant: Any applicant who submits **any one of** the institutionally required financial aid applications/forms, such as the FAFSA.

Indebtedness: Aggregate dollar amount borrowed through any loan program (federal, state, subsidized, unsubsidized, private, etc.; excluding parent loans) while the student was enrolled at an institution. Student loans co-signed by a parent are assumed to be the responsibility of the student and **should** be included.

Institutional scholarships and grants: Endowed scholarships, annual gifts and tuition funded grants for which the institution determines the recipient.

Financial need: As determined by your institution using the federal methodology and/or your institution's own standards.

Need-based aid: College-funded or college-administered award from institutional, state, federal, or other sources for which a student must have financial need to qualify. This includes both institutional and non-institutional student aid (grants, jobs, and loans).

Need-based scholarship or grant aid: Scholarships and grants from institutional, state, federal, or other sources for which a student must have financial need to qualify.

Need-based self-help aid: Loans and jobs from institutional, state, federal, or other sources for which a student must demonstrate financial need to qualify.

Non-need-based scholarship or grant aid: Scholarships and grants, gifts, or merit-based aid from institutional, state, federal, or other sources (including unrestricted funds or gifts and endowment income) awarded solely on the basis of academic achievement, merit, or any other non-need-based reason. When reporting questions H1 and H2, non-need-based aid that is used to meet need should be counted as need-based aid.

Note: Suggested order of precedence for counting non-need money as need-based:

- Non-need institutional grants
- Non-need tuition waivers
- Non-need athletic awards
- Non-need federal grants
- Non-need state grants
- Non-need outside grants
- Non-need student loans
- Non-need parent loans
- Non-need work

Non-need-based self-help aid: Loans and jobs from institutional, state, or other sources for which a student need not demonstrate financial need to qualify.

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

External scholarships and grants: Scholarships and grants received from outside (private) sources that students bring with them (e.g., Kiwanis, National Merit scholarships). The institution may process paperwork to receive the dollars, but it has no role in determining the recipient or the dollar amount awarded.

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

Aid Awarded to Enrolled Undergraduates

H1. Enter total dollar amounts **awarded** to enrolled full-time and less than full-time degree-seeking undergraduates (**using the same cohort reported in CDS Question B1, “total degree-seeking” undergraduates**) in the following categories. (Note: If the data being reported are final figures for the 2017-2018 academic year (see the next item below), use the 2017-2018 academic year’s CDS Question B1 cohort.) Include aid awarded to international students (i.e., those not qualifying for federal aid). **Aid that is non-need-based but that was used to meet need should be reported in the need-based aid column.** (For a suggested order of precedence in assigning categories of aid to cover need, see the entry for “non-need-based scholarship or grant aid” on the last page of the definitions section.)

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

2018-2019 estimated or 2017-2018 final

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

Federal methodology (FM)

Institutional methodology (IM)

Both FM and IM

	Need-based (Include non-need-based aid use to meet need.)	Non-need-based (Exclude non-need-based aid use to meet need.)
	\$	\$
Scholarships/Grants		
Federal	\$3,204,290	0
State (i.e., all states, not only the state in which your institution is located)	\$4,415,622	0
Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).	\$58,064,268	\$28,669,111.86
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	\$1,338,907.76	\$1,371,711.63
Total Scholarships/Grants	\$67,023,087.76	\$30,040,823.49
Self-Help		
Student loans from all sources (excluding parent loans)	\$7,463,710	\$1,188,000
Federal Work-Study	\$718,752	
State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)	0	0
Total Self-Help	\$8,182,462	\$1,188,000
Parent Loans	\$7,699,182	\$2,065,356

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Tuition Waivers Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.	\$1,268,797	\$2,356,336
Athletic Awards	\$1,561,601	\$4,789,144

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

	First-time Full-time Freshmen	Full-time Undergrad (Incl. Fresh)	Less Than Full-time Undergrad
a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2018 cohort)	1390	5426	
b) Number of students in line a who applied for need-based financial aid	874	3174	
c) Number of students in line b who were determined to have financial need	584	2419	
d) Number of students in line c who were awarded any financial aid	559	1961	
e) Number of students in line d who were awarded any need-based scholarship or grant aid	482	1739	
f) Number of students in line d who were awarded any need-based self-help aid	264	1015	
g) Number of students in line d who were awarded any non-need-based scholarship or grant aid	275	849	
h) Number of students in line d whose need was fully met (<u>exclude PLUS loans, unsubsidized loans, and private alternative loans</u>)	197	683	
i) On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (<u>PLUS loans, unsubsidized loans, and private alternative loans</u>)	79.3%	75.6%	%
j) The average financial aid package of those in line d . Exclude any resources that were awarded to replace EFC (<u>PLUS loans, unsubsidized loans, and private alternative loans</u>)	\$38,281	\$37,858	\$
k) Average need-based scholarship or grant award of those in line e	\$33,180	\$30,817	\$
l) Average need-based self-help award (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f	\$3,561	\$4,815	\$
m) Average need-based loan (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f who were awarded a need-based loan	\$3,349	\$4,415	\$

H2A. Number of Enrolled Students Awarded Non-need-based Scholarships and Grants: List the number of degree-seeking full-time and less-than-full-time undergraduates who had no financial need and who were awarded institutional non-need-based scholarship or grant aid. Numbers should reflect the cohort awarded the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

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	First-time Full-time Freshmen	Full-time Undergrad (Incl. Fresh)	Less Than Full-time Undergrad
n) Number of students in line a who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletic awards and tuition benefits)	294	1530	
o) Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line n	\$15,875	\$16,948	\$
p) Number of students in line a who were awarded an institutional non-need-based athletic scholarship or grant	51	195	
q) Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line p	\$35,937	\$32,568	\$

Common Data Set 2018-2019

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

Include:

- * 2018 undergraduate class: all students who started at your institution as first-time students and received a bachelor's degree between July 1, 2017 and June 30, 2018.
- * only loans made to students who borrowed while enrolled at your institution.
- * co-signed loans.

Exclude:

- * students who transferred in.
- * money borrowed at other institutions.
- * parent loans
- * students who did not graduate or who graduated with another degree or certificate (but no bachelor's degree).

H4. Provide the number of students in the 2018 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2017 and June 30, 2018. Exclude students who transferred into your institution.

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

Source/Type of Loan	Number in the class (defined in H4 above) who borrowed from the types of loans specified in the first column	Percent of the class (defined above) who borrowed from the types of loans specified in the first column (nearest 1%)	Average per-undergraduate-borrower cumulative principal borrowed from the types of loans specified in the first column (nearest \$1)
a) Any loan program: Federal Perkins, Federal Stafford Subsidized and Unsubsidized, institutional, state, private loans that your institution is aware of, etc. Include both Federal Direct Student Loans and Federal Family Education Loans.	449	36%	\$25,640
b) Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans.	443	36%	\$19,804
c) Institutional loan programs.		%	\$
d) State loan programs.		%	\$

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e) Private student loans made by a bank or lender.		%	\$
--	--	---	----

Aid to Undergraduate Degree-seeking Nonresident Aliens (Note: Report numbers and dollar amounts for the same academic year checked in item H1.)

H6. Indicate your institution's policy regarding institutional scholarship and grant aid for undergraduate degree-seeking nonresident aliens:

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

If institutional financial aid is available for undergraduate degree-seeking nonresident aliens, provide the number of undergraduate degree-seeking nonresident aliens who were awarded need-based or non-need-based aid: **21**

Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:
\$ 46,397

Total dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens:
\$ 985,687

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

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

Process for First-Year/Freshman Students

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

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

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

Priority date for filing required financial aid forms: **February 1st**

Deadline for filing required financial aid forms: _____

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

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

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a.) Students notified on or about (date): **April 1st**

b.) Students notified on a rolling basis: yes/no If yes, starting date: _____

H11. Indicate reply dates:

Students must reply by (date): **May 1st** or within **2** weeks of notification.

Types of Aid Available

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

H12. Loans

FEDERAL DIRECT STUDENT LOAN PROGRAM (DIRECT LOAN)

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

- Federal Perkins Loans
- Federal Nursing Loans
- State Loans
- College/university loans from institutional funds
- Other (specify): **Private Credit-based**

H13. Scholarships and Grants

NEED-BASED:

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

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

Non-need	Need-based		Non-need	Need-based	
X	X	Academics			Leadership
	X	Alumni affiliation			Minority status
		Art	X		Music/drama
X		Athletics			Religious affiliation
		Job skills			State/district residency
X		ROTC		-----	

Common Data Set 2018-2019

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

Common Data Set 2018-2019

I. INSTRUCTIONAL FACULTY AND CLASS SIZE

I-1. Please report the number of instructional faculty members in each category for Fall 2018. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.

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

	Full-time	Part-time
(a) instructional faculty in preclinical and clinical medicine, faculty who are not paid (e.g., those who donate their services or are in the military), or research-only faculty, post-doctoral fellows, or pre-doctoral fellows	Exclude	Include only if they teach one or more non-clinical credit courses
(b) administrative officers with titles such as dean of students, librarian, registrar, coach, and the like, even though they may devote part of their time to classroom instruction and may have faculty status	Exclude	Include if they teach one or more non-clinical credit courses
(c) other administrators/staff who teach one or more non-clinical credit courses even though they do not have faculty status	Exclude	Include
(d) undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, teaching fellow, and the like	Exclude	Exclude
(e) faculty on sabbatical or leave with pay	Include	Exclude
(f) faculty on leave without pay	Exclude	Exclude
(g) replacement faculty for faculty on sabbatical leave or leave with pay	Exclude	Include

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

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

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

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

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

housing

	Full-time	Part-time	Total
a.) Total number of instructional faculty	564	346	910
b.) Total number who are members of minority groups	157	86	243
c.) Total number who are women	251	166	417
d.) Total number who are men	313	180	493
e.) Total number who are nonresident aliens (international)	6	0	6
f.) Total number with doctorate, or other terminal degree	528	229	757
g.) Total number whose highest degree is a master's but not a terminal master's	34	99	133
h.) Total number whose highest degree is a bachelor's	1	15	16
i.) Total number whose highest degree is unknown or other (Note: Items f , g , h , and i must sum up to item a .)	1	3	4
j.) Total number in stand-alone graduate/professional programs in which faculty teach virtually only graduate-level students	95	93	188

I-2. Student to Faculty Ratio

Report the Fall 2018 ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate level students. Do not count undergraduate or graduate student teaching assistants as faculty.

Fall 2018 Student to Faculty ratio: **10.46 to 1** (based on **6360** students and **608** faculty).

Common Data Set 2018-2019

I-3. Undergraduate Class Size

In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 2018 term.

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

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

Using the above definitions, please report for each of the following class-size intervals the number of *class sections* and *class subsections* offered in Fall 2018. For example, a lecture class with 800 students who met at another time in 40 separate labs with 20 students should be counted once in the “100+” column in the class section column and 40 times under the “20-29” column of the class subsections table.

Number of Class Sections with Undergraduates Enrolled

Undergraduate Class Size (provide numbers)

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SECTIONS	120	337	319	193	18	5	0	992

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SUB-SECTIONS	16	66	20	3	1	0	0	106

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J. Disciplinary areas of DEGREES CONFERRED

Degrees conferred between July 1, 2017 and June 30, 2018

For each of the following discipline areas, provide the percentage of diplomas/certificates, associate, and bachelor's degrees awarded. To determine the percentage, use majors, not headcount (e.g., students with one degree but a double major will be represented twice). Calculate the percentage from your institution's IPEDS Completions by using the sum of 1st and 2nd majors for each CIP code as the numerator and the sum of the Grand Total by 1st Majors and the Grand Total by 2nd major as the denominator. If you prefer, you can compute the percentages using 1st majors only.

Category	Diploma/ Certificates	Associate	Bachelor's	CIP 2010 Categories to Include
Agriculture				1
Natural resources and conservation			3, 3.11, 211	3
Architecture				4
Area, ethnic, and gender studies			1, 1.06, 17	5
Communication/journalism			9, 8.51, 137	9
Communication technologies				10
Computer and information sciences			0, 0.25, 4	11
Personal and culinary services				12
Education				13
Engineering			16, 16.16, 260	14
Engineering technologies				15
Foreign languages, literatures, and linguistics			2, 2.24, 36	16
Family and consumer sciences			0, 0.06, 1	19
Law/legal studies				22
English			2, 1.86, 30	23
Liberal arts/general studies			1, 1.31, 21	24
Library science				25
Biological/life sciences			7, 6.53, 105	26
Mathematics and statistics			2, 1.93, 31	27
Military science and military technologies				28 and 29
Interdisciplinary studies			3, 3.36, 54	30
Parks and recreation				31
Philosophy and religious studies			2, 1.93, 31	38
Theology and religious vocations				39
Physical sciences			1, 1.12, 18	40
Science technologies				41
Psychology			8, 7.83, 126	42
Homeland Security, law enforcement, firefighting, and protective services				43
Public administration and social services				44
Social sciences			13, 13.11, 211	45
Construction trades				46

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Mechanic and repair technologies				47
Precision production				48
Transportation and materials moving				49
Visual and performing arts			2, 2.11, 34	50
Health professions and related programs			4, 3.79, 61	51
Business/marketing			23, 22.75, 366	52
History			1, 0.99, 16	54
Other				
TOTAL	100%	100%	100%	

(Rounded %, Actual %, Count)