

A. General Information

A0 Respondent Information (Not for Publication)

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Are your responses to the CDS posted for reference on your institution's Web site? Yes No

If yes, please provide the URL of the corresponding Web page:

A0A We invite you to indicate if there are items on the CDS for which you cannot use the requested analytic convention, cannot provide data for the cohort requested, whose methodology is unclear, or about which you have questions or comments in general. This information will not be published but will help the publishers further refine CDS items.

A1 Address Information

Name of College/University:	Seton Hill University
Mailing Address:	1 Seton Hill Drive
City/State/Zip/Country:	Greensburg, PA 15601
Street Address (if different):	
City/State/Zip/Country:	
Main Phone Number:	800.826.6234
WWW Home Page Address:	https://www.setonhill.edu
Admissions Phone Number:	724.838.4281
Admissions Toll-Free Phone Number:	800.826.6234
Admissions Office Mailing Address:	
City/State/Zip/Country:	
Admissions Fax Number:	
Admissions E-mail Address:	admit@setonhill.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 only one):

Public
 Private (nonprofit)
 Proprietary

A3 Classify your undergraduate institution:

Coeducational college
 Men's college
 Women's college

A4 Academic year calendar:

Semester
 Quarter
 Trimester
 4-1-4
 Continuous
 Differs by program (describe):

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

Other (describe):

A5 Degrees offered by your institution:

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

A6 Diversity, Equity, and Inclusion

If you have a diversity, equity, and inclusion office or department, please provide the URL of the corresponding Web page:

<https://www.setonhill.edu/offices/diversity-inclusion/>

B3 Number of degrees awarded by your institution from July 1, 2021, to June 30, 2022.

Certificate/diploma	5
Associate degrees	_____
Bachelor's degrees	366
Postbachelor's certificates	2
Master's degrees	170
Post-Master's certificates	_____
Doctoral degrees –	_____
Doctoral degrees – professional practice	_____
Doctoral degrees – other	_____

B4-B21: Graduation Rates

The items in this section correspond to data elements collected by the IPEDS Web-based Data Collection System's Graduation Rate S

- For complete instructions and definitions of data elements, see the IPEDS GRS Forms and Instructions for the 2022-2023 Survey. <https://nces.ed.gov/ipeds/use-the-data/survey-components/9/graduation-rates>

In the following section for bachelor's or equivalent programs, please disaggregate the Fall 2015 and Fall 2016 cohorts (former

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

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

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 four

For Bachelor's or Equivalent Programs

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

Fall 2016 Cohort

	Recipients of a Federal Pell Grant	Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total (sum of 3 columns to the left)	
A	Initial 2016 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	98	182	83	363
B	Of the initial 2016 cohort, how many did not persist and did not graduate for the following reasons: • Deceased • Permanently Disabled • Armed Forces • Foreign Aid Service of the Federal Government • Official church missions • Report Total Allowable Exclusions	0	0	0	0
C	Final 2016 cohort, after adjusting for allowable exclusions	98	182	83	363
D	Of the initial 2015 cohort, how many completed the program in four years or less (by Aug. 31, 2020)	41	116	55	212
E	Of the initial 2016 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2020 and by Aug. 31, 2021)	12	19	10	41

F	Of the initial 2016 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2021 and by Aug. 31, 2022)	2	3	2	7
G	Total graduating within six years (sum of lines D, E, and F)	55	138	67	260
H	Six-year graduation rate for 2016 cohort (G divided by C)	56%	76%	81%	72%

Fall 2015 Cohort

		Recipients of a Federal Pell Grant	Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total (sum of 3 columns to the left)
A	Initial 2015 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	115	202	75	392
B	Of the initial 2015 cohort, how many did not persist and did not graduate for the following reasons: <ul style="list-style-type: none"> • Deceased • Permanently Disabled • Armed Forces • Foreign Aid Service of the Federal Government • Official church missions • Report Total Allowable Exclusions 	0	0	0	0
C	Final 2015 cohort, after adjusting for allowable exclusions	115	202	75	392
D	Of the initial 2015 cohort, how many completed the program in four years or less (by Aug. 31, 2019)	56	99	45	200
E	Of the initial 2015 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2019 and by Aug. 31, 2020)	15	31	13	59
F	Of the initial 2015 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2020 and by Aug. 31, 2021)	0	3	0	3
G	Total graduating within six years (sum of lines D, E, and F)	71	133	58	262
H	Six-year graduation rate for 2015 cohort (G divided by C)	62%	66%	77%	67%

For Two-Year Institutions

Please provide data for the **2019** cohort if available. If **2019** cohort data are not available, provide data for the **2018** cohort.

	2019 Cohort	2018 Cohort
B12	Initial cohort, total of first-time, full-time degree/certificate-seeking students:	

B13	Of the initial cohort, how many did not persist and did not graduate for the following reasons: <ul style="list-style-type: none"> • Death • Permanently Disability • Service in the armed forces, • Foreign aid service of the federal government • Official church missions • Report total allowable exclusions 		
B14	Final cohort, after adjusting for allowable exclusions:	0	0
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:		

B22. Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 20 preceding summer term).

- The initial cohort may be adjusted for students who departed for the following reasons:

- * Death
- * Permanent Disability
- * Service in the armed forces
- * Foreign aid service of the federal government
- * Official church missions
- * No other adjustments to the initial cohort should be made.

B22	For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as first-year students in Fall 2021 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2022.	79.4%
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022.

Another Gender
0
0
0
0
1
1
0
1
0
1
2

f October 19.

Survey (GRS).

by CDS B4-B11) into four groups:

Pell Grant" column.

4th column (formerly CDS B4-B11).

21 (or the

C. FIRST-TIME, FIRST-YEAR ADMISSION

C1-C2: Applications

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

- Include early decision, early action, and students who began studies during summer in this cohort.
- Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution).
- **Since the total may include students who did not provide gender data, the detail need not sum to the total.**
- If your institution collects and reports non-binary gender data, please use the "Another Gender" category.
- Note that recent high school graduates and other students without prior postsecondary experience will still be considered "first-time students" for fall enrollment reporting purposes even if they enrolled in the summer prior to fall enrollment.

Total first-time, first-year men who applied	1152
Total first-time, first-year women who applied	1516
Total first-time, first-year of another gender who applied	0

Total first-time, first-year men who were admitted	845
Total first-time, first-year women who were admitted	1245
Total first-time, first-year of another gender who were admitted	0

Total full-time, first-time, first-year men who enrolled	146
Total part-time, first-time, first-year men who enrolled	0

Total full-time, first-time, first-year women who enrolled	238
Total part-time, first-time, first-year women who enrolled	0

Total full-time, first-time, first-year of another gender who enrolled	0
Total part-time, first-time, first-year of another gender who enrolled	0

Total first-time, first-year (degree-seeking) who applied	2668
Total first-time, first-year (degree-seeking) who were admitted	2090
Total first-time, first-year (degree-seeking) enrolled	384

C2 First-time, first-year wait-listed students

Students who met admission requirements but whose final admission was contingent on space availability

	Yes	No
Do you have a policy of placing students on a waiting list?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If yes, please answer the questions below for **Fall 2022** admissions:

WAITING LIST	TOTAL
Number of qualified applicants offered a place on waiting list:	
Number accepting a place on the waiting list:	
Number of wait-listed students admitted:	

Is your waiting list ranked?	Yes	No
If yes, do you release that information to students?	<input type="checkbox"/>	<input type="checkbox"/>
Do you release that information to school counselors?	<input type="checkbox"/>	<input type="checkbox"/>

C3-C5: Admission Requirements

C3 High school completion requirement

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

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

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

Require

- Recommend
- Neither require nor recommend

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

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

C6-C7: Basis for Selection

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

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

C7 Relative importance of each of the following academic and nonacademic factors in your first-time, first-year, degree-seeking general (not including programs with specific criteria) admissions decisions.

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

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

C8: SAT and ACT Policies

Entrance exams

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
x	

C8A If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for **Fall 2023**.

	ADMISSION				
	Require	Recommend	Require for Some	Consider if Submitted	Not Considered
SAT or ACT		x			
ACT Only				x	
SAT Only				x	

C8B Has been removed from the CDS.

C8C Has been removed from the CDS.

C8D In addition, does your institution use applicants' test scores for academic advising?

Yes
 No

C8E Latest date by which SAT or ACT scores must be received for fall-term admission 15-Aug
 Latest date by which SAT Subject Test scores must be received for fall-term admission _____

C8F If necessary, use this space to clarify your test policies (e.g., if tests are recommended for some students, or if tests are not required of some students due to differences by academic program, student academic background, or if other examinations may be considered in lieu of the SAT and ACT):

C8G 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): _____

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

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

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

- Include information for **ALL enrolled, degree-seeking, first-time, first-year students who submitted test scores.**
- Do not include partial test scores (e.g., mathematics scores but not critical reading for a category of students) or combine other standardized test results (such as TOEFL) in this item.
- Do not convert SAT scores to ACT scores and vice versa.

- If a student submitted multiple sets of scores for a single test, report this information according to how you use the data. For example:
- If you consider the highest scores from either submission, use the highest combination of scores (e.g., verbal from one submission, math from the other).
- If you average the scores, use the average to report the scores.

	Percent	Number
Submitting SAT Scores	48%	185
Submitting ACT Scores	8%	31

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

Assessment	25th Percentile	50th Percentile	75th Percentile
SAT Composite	1040	1150	1240
SAT Evidence-Based Reading and	520	570	630
SAT Math	520	580	620
ACT Composite	21	25	28
ACT Math			
ACT English			
ACT Writing			
ACT Science			
ACT Reading			

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

Score Range	SAT Evidence-	SAT Math
700-800	3.78%	4.86%
600-699	35.68%	35.14%
500-599	42.70%	46.49%
400-499	16.76%	12.97%
300-399	1.08%	0.54%
200-299	0.00%	0.00%
Totals should = 100%	100.00%	100.00%

Score Range	SAT Composite
1400-1600	2.70%
1200-1399	35.68%
1000-1199	48.11%
800-999	12.97%
600-799	0.54%
400-599	0.00%
Totals should = 100%	100.00%

Score Range	ACT Composite	ACT English	ACT Math	ACT Reading	ACT Science
30-36	16.13%				
24-29	38.71%				
18-23	38.71%				
12-17	6.45%				
6-11	0.00%				
Below 6	0.00%				
Totals should = 100%	100.00%	0.00%	0.00%	0.00%	0.00%

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

Assessment	Percent
Percent in top tenth of high school graduating class	22%
Percent in top quarter of high school graduating class	51%
Percent in top half of high school graduating class	81%
Percent in bottom half of high school graduating class	19%
Percent in bottom quarter of high school graduating class	2%
Percent of total first-time, first-year students who submitted high school class rank:	56%

Top half + bottom half = 100%

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

Score Range	Percent
Percent who had GPA of 4.0	42.90%
Percent who had GPA between 3.75 and 3.99	15.63%
Percent who had GPA between 3.50 and 3.74	13.07%
Percent who had GPA between 3.25 and 3.49	11.93%
Percent who had GPA between 3.00 and 3.24	9.09%
Percent who had GPA between 2.50 and 2.99	6.82%
Percent who had GPA between 2.0 and 2.49	0.57%
Percent who had GPA between 1.0 and 1.99	0.00%
Percent who had GPA below 1.0	0.00%
Totals should = 100%	100.00%

C12 Average high school GPA of all degree-seeking, first-time, first-year students who submitted GPA:

3.78

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

91.67%

C13-C20: Admission Policies

C13 Application Fee
If your institution has waived its application fee for the Fall 2024 admission cycle please select no.

Does your institution have an application fee?

Yes	No
-----	----

Amount of application fee: _____

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
- Free
- Reduced

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

Yes	No
	x

C14 Application closing date

Does your institution have an application closing date?

Yes	No
x	

	Date
Application closing date (fall)	8/15
Priority Date	5/1

C15 Are first-time, first-year students accepted for terms other than the fall?

Yes	No
x	

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

On a rolling basis beginning (date): 1-Sep

By (date): _____

Other: _____

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

Must reply by (date): _____

No set date

Must reply by May 1st or within _____ weeks if notified thereafter

Other: _____

Deadline for housing deposit (MMDD): 1-Jul
 Amount of housing deposit: \$250

Refundable if student does not enroll?

<input checked="" type="checkbox"/>	Yes, in full
<input type="checkbox"/>	Yes, in part
<input type="checkbox"/>	No

C18 Deferred admission

Does your institution allow students to postpone enrollment after admission?

Yes	No
x	

If yes, maximum period of postponement: 1 year

C19 Early admission of high school students

Does your institution allow high school students to enroll as full-time, first-time, first-year students one year or more before high school graduation?

Yes	No
	x

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

C21-C22: Early Decision and Early Action Plans

C21 Early Decision

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

Yes	No
	x

If "yes," please complete the following:

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

For the Fall 2022 entering class:

Number of early decision applications received by your institution
 Number of applicants admitted under early decision plan
 Please provide significant details about your early decision plan:

C22 Early action

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

Yes	No
	x

If "yes," please complete the following:

Early action closing date _____
 Early action notification date _____

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

Yes	No
	x

: program.

D. TRANSFER ADMISSION

D1-D2: Fall Applicants

D1 Does your institution enroll transfer students? (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
	x	
	x	

D2 Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in **Fall 2022**.
 If your institution collects and reports non-binary gender data, please use the "Another Gender" category.

	Applicants	Admitted	Enrolled
Men	100	63	11
Women	143	81	32
Another Gender			
Total	243	144	43

D3-D11: Application for Admission

D3 Indicate terms for which transfers may enroll:

x	Fall
	Winter
x	Spring
x	Summer

D4 Must a transfer applicant have a minimum number of credits completed or else must apply as an entering first-year student?
 If yes, what is the minimum number of credits and the unit of measure?

	Yes	No
		x

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):
 _____ 2 _____

D8 List any other application requirements specific to transfer applicants:

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
D9 Fall	8/1	8/15			
D9 Winter					
D9 Spring	12/1	12/15			
D9 Summer					

D10 Does an open admission policy, if reported, apply to transfer students?

	Yes	No
		x

E. ACADEMIC OFFERINGS AND POLICIES

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

<input checked="" type="checkbox"/>	Accelerated program
<input type="checkbox"/>	Comprehensive transition and postsecondary program for students with intellectual disabilities
<input checked="" type="checkbox"/>	Cross-registration
<input checked="" type="checkbox"/>	Distance learning
<input checked="" type="checkbox"/>	Double major
<input checked="" type="checkbox"/>	Dual enrollment
<input checked="" type="checkbox"/>	English as a Second Language (ESL)
<input type="checkbox"/>	Exchange student program (domestic)
<input type="checkbox"/>	External degree program
<input checked="" type="checkbox"/>	Honors Program
<input checked="" type="checkbox"/>	Independent study
<input checked="" type="checkbox"/>	Internships
<input checked="" type="checkbox"/>	Liberal arts/career combination
<input checked="" type="checkbox"/>	Student-designed major
<input checked="" type="checkbox"/>	Study abroad
<input checked="" type="checkbox"/>	Teacher certification program
<input checked="" type="checkbox"/>	Undergraduate Research
<input checked="" type="checkbox"/>	Weekend college
<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"/>	Computer literacy
<input checked="" type="checkbox"/>	English (including composition)
<input checked="" type="checkbox"/>	Foreign languages
<input checked="" type="checkbox"/>	History
<input type="checkbox"/>	Physical Education
<input checked="" type="checkbox"/>	Humanities
<input checked="" type="checkbox"/>	Intensive writing
<input checked="" type="checkbox"/>	Mathematics
<input checked="" type="checkbox"/>	Philosophy
<input checked="" type="checkbox"/>	Sciences (biological or physical)
<input checked="" type="checkbox"/>	Social science
<input checked="" type="checkbox"/>	Other (describe):
	Religious Studies / Theology

F. STUDENT LIFE

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

	First-time, first-year students	Undergraduates
Percent who are from out of state (exclude international/nonresidents from the numerator and denominator)	29%	23%
Percent of men who join fraternities	0%	0%
Percent of women who join sororities	0%	0%
Percent who live in college-owned, -operated, or -affiliated housing	82%	49%
Percent who live off campus or commute	18%	51%
Percent of students age 25 and older	0%	12%
Average age of full-time students	18	21
Average age of all students (full- and part-time)	18	22

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

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

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

	Marine Option (for Naval ROTC)	On Campus	At Cooperating Institution	Name of Cooperating
Amy ROTC is offered:				
Naval ROTC is offered:				
Air Force ROTC is offered:				

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

- Coed dorms
- Men's dorms
- Women's dorms
- Apartments for married students
- Apartments for single students
- Special housing for disabled students
- Special housing for international students
- Fraternity/sorority housing
- Cooperative housing
- Theme housing
- Wellness housing
- Living Learning Communities
- Other housing options (specify):

G. ANNUAL EXPENSES

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

<https://www.setonhill.edu/tuition-financial-aid/financial-aid-process-policies/estimated-costs/>

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

Check here if your institution's 2023-2024 academic year costs of attendance are not available at this time and provide an approximate date (i.e., month/day) when your institution's final 2023-2024 academic year costs of attendance will be available:

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

List the typical tuition, required fees, and room and board for a full-time undergraduate student for the **FULL 2023-2024** academic year. (30 semester hours or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits).

- A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters, two trimesters, three quarters, or the period covered by a four-one-four plan.
- Room and board is defined as double occupancy and 19 meals per week or the maximum meal plan.
- **Required fees** include only charges that all full-time students must pay that are **not** included in tuition (e.g., registration, health, or activity fees.)
- Do **not** include optional fees (e.g., parking, laboratory use).

	First-Year	Undergraduates
PRIVATE INSTITUTIONS		
Tuition:	\$40,864	\$40,864
PUBLIC INSTITUTIONS		
Tuition: In-district		
Tuition: In-state (out-of-district):		
Tuition: Out-of-state:		
Tuition: Non-resident		
FOR ALL INSTITUTIONS		
Required Fees	\$550	\$550
Room and Board (on-campus):	\$13,696	\$13,696
Room Only (on-campus):	\$7,544	\$7,544
Board Only (on-campus meal plan):	\$6,152	\$6,152

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

Other: _____

	Minimum	Maximum
G2 Number of credits per term a student can take for the stated full-time tuition.	12	18

	Yes	No
G3 Do tuition and fees vary by year of study (e.g., sophomore, junior, senior)?		x
G4 Do tuition and fees vary by undergraduate instructional program?		x

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	Commuters
Books and supplies:	\$2,400	\$2,400	\$2,400
Room only:			\$0
Board only:		\$6,560	\$0
Room and board total*			\$6,560
Transportation:	\$500	\$500	\$500
Other expenses:	\$2,500	\$2,300	\$2,300

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

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

PRIVATE INSTITUTIONS:	\$1,095.00
PUBLIC INSTITUTIONS:	

In-district:	
In-state (out-of-district):	
Out-of-state:	
NONRESIDENTS:	\$1,095.00

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:

- | | |
|----------------------------------|----------------------------|
| 1. Non-need institutional grants | 6. Non-need outside grants |
| 2. Non-need tuition waivers | 7. Non-need student loans |
| 3. Non-need athletic awards | 8. Non-need parent loans |
| 4. Non-need federal grants | 9. Non-need work |
| 5. Non-need state grants | |

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.

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

DO NOT INCLUDE ANY AID RELATED TO THE CARES ACT OR UNIQUE TO THE COVID-19 PANDEMIC

Aid Awarded to Enrolled Undergraduates

H1 Enter total dollar amounts **awarded** to enrolled full-time and less than full-time degree-seeking undergraduates **(using the same cohort reported in CDS Question B1, "total degree-seeking" undergraduates)** in the following categories.

- If the data being reported are final figures for the 2021-2022 academic year (see the next item below), use the 2021-2022 academic year's CDS Question B1 cohort.
- Include aid awarded to international students (i.e., those not qualifying for federal aid).
- Aid that is non-need-based but that was used to meet need should be reported in the need-based aid column.
- For a suggested order of precedence in assigning categories of aid to cover need, see the entry for "non-need-based scholarship or grant aid" on the last page of the definitions section.
- **Do NOT include any aid related to the CARES Act or unique to the COVID-19 pandemic.**

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

2022-2023	2021-2022 Final
x	

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

<input checked="" type="checkbox"/>	Federal methodology (FM)
<input type="checkbox"/>	Institutional methodology (IM)
<input type="checkbox"/>	Both FM and IM

	Need-based	Non-need-based
Scholarships/Grants		
Federal	\$2,532,859	\$0
State all states, not only the state in which your institution is located	\$2,476,406	\$45,149
Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).	\$24,001,404	\$7,524,033
Scholarships/grants from external sources (e.g. Kiwanis, National Merit) not awarded by the college	\$644,510	\$157,432
Total Scholarships/Grants	\$29,655,179	\$7,726,614
Self-Help		
Student loans from all sources (excluding parent loans)	\$8,076,103	\$5,369,284
Federal Work-Study	\$369,783	
State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)	\$35,767	\$176,588
Total Self-Help	\$8,481,653	\$5,545,872
Parent Loans	\$1,278,481	\$1,729,786
Tuition Waivers		
Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.	\$0	\$0
Athletic Awards	\$1,934,118	\$1,317,643

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

		Full-time First-time First-year	Full-time Undergrad (Incl. Fresh)	Less Than Full-time Undergrad
A	Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2022 cohort)	384	1490	125
B	Number of students in line a who applied for need-based financial aid	372	1455	110
C	Number of students in line b who were determined to have financial need	337	1190	79
D	Number of students in line c who were awarded any financial aid	337	1190	78
E	Number of students in line d who were awarded any need-based scholarship or grant aid	337	1185	73
F	Number of students in line d who were awarded any need-based self-help aid	264	937	69
G	Number of students in line d who were awarded any non-need-based scholarship or grant aid	95	164	2
H	Number of students in line d whose need was fully met (exclude PLUS loans, unsubsidized loans, and private alternative loans)	107	232	7
I	On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)	82.3	79.8	46.3
J	The average financial aid package of those in line d. Exclude any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)	\$ 32,138	\$ 31,611	\$ 8,673

K	Average need-based scholarship and grant award of those in line e	\$ 27,943	\$ 26,101	\$ 6,737
L	Average need-based self-help award (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f	\$ 6,698	\$ 8,263	\$ 4,540
M	Average need-based loan (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f who were awarded a need-based loan	\$ 6,144	\$ 7,825	\$ 4,508

H2A Number of Enrolled Students Awarded Non-need-based Scholarships and Grants: List the number of degree-seeking full-time and less-than-full-time undergraduates who had no financial need and who were awarded institutional non-need-based scholarship or grant aid.

- Numbers should reflect the cohort awarded the dollars reported in H1.
- In the chart below, students may be counted in more than one row, and full-time, first-time, first-year students should also be
- **Do NOT include any aid related to the CARES Act or unique to the COVID-19 pandemic.**

		Full-time First-time First-year	Full-time Undergrad (Incl. Fresh.)	Less Than Full-time Undergrad
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)	81	231	24
O	Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line n	\$ 22,583	\$ 20,954	\$ 6,301
P	Number of students in line a who were awarded an institutional non-need-based athletic scholarship or grant	50	180	0
Q	Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line p	\$ 6,500	\$ 8,200	

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

Include:

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

Exclude

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

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

269

H5. Number and percent of students in class (defined in H4 above) borrowing from federal, non-federal, and any loan sources, and the average (or mean) amount borrowed.

- The "Average per-undergraduate-borrower cumulative principal borrowed," is designed to provide better information about student borrowing from federal and nonfederal (institutional, state, commercial) sources.
- The numbers, percentages, and averages for each row should be based only on the loan source specified for the particular row. For example, the federal loans average (row b) should only be the cumulative average of federal loans and the private loans average (row e) should only be the cumulative average of private loans.

Source/Type of Loan	Number in the class (defined in H4 above) who borrowed from the types of loans specified in the first column	Percent of the class (defined above) who borrowed from the types of loans specified in the first column (nearest 1%)	Average per-undergraduate-borrower cumulative principal borrowed from the types of loans specified in the first column (nearest \$1)
A Any loan program: Federal Perkins, Federal Stafford Subsidized and Unsubsidized, institutional, state, private loans that your institution is aware of, etc. Include both Federal Direct Student Loans and Federal Family Education Loans.	222	83.00%	\$45,074
B Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans.	219	81.00%	\$26,514
C Institutional loan programs.	0	0.00%	\$0
D State loan programs.	0	0.00%	\$0
E Private student loans made by a bank or lender.	101	38.00%	\$41,582

Aid to Undergraduate Degree-seeking Nonresidents

- Report numbers and dollar amounts for the same academic year checked in item H1

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

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

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

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

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

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

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

Process for First-Year Students

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

- FAFSA
- Institution's own financial aid form
- CSS/Financial Aid PROFILE
- State aid form

<input type="checkbox"/>	Noncustodial PROFILE
<input type="checkbox"/>	Business/Farm Supplement
<input type="checkbox"/>	Other (specify):

H9 Indicate filing dates for first-year students:

Priority date for filing required financial aid forms: 1-May

Deadline for filing required financial aid forms: _____

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

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

a) Students notified on or about (date): _____

b) Students notified on a rolling basis:

Yes

No

If yes, starting date: 31-Oct

H11 Indicate reply dates:

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

Types of Aid Available

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

H12 Loans

<input checked="" type="checkbox"/>	Direct Subsidized Stafford Loans
<input checked="" type="checkbox"/>	Direct Unsubsidized Stafford Loans
<input checked="" type="checkbox"/>	Direct PLUS Loans
<input type="checkbox"/>	Federal Perkins Loans
<input type="checkbox"/>	Federal Nursing Loans
<input type="checkbox"/>	State Loans
<input type="checkbox"/>	College/university loans from institutional funds
<input type="checkbox"/>	Other (specify):

H13 Need Based Scholarships and Grants

<input checked="" type="checkbox"/>	Federal Pell
<input checked="" type="checkbox"/>	SEOG
<input checked="" type="checkbox"/>	State scholarships/grants
<input checked="" type="checkbox"/>	Private scholarships
<input checked="" type="checkbox"/>	College/university scholarship or grant aid from institutional funds
<input type="checkbox"/>	United Negro College Fund
<input type="checkbox"/>	Federal Nursing Scholarship
<input type="checkbox"/>	Other (specify):

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

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

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

na

Are these policies related to the COVID-19 pandemic?

- Yes
- No

I. INSTRUCTIONAL FACULTY AND CLASS SIZE

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

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

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

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

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

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

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

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

I-1.		Full-Time	Part-Time	Total
A	Total number of instructional faculty	107	128	235
B	Total number who are members of minority groups	9	5	14
C	Total number who are women	72	70	142
D	Total number who are men	35	58	93
E	Total number who are nonresidents (international)	0	0	0
F	Total number with doctorate, or other terminal degree	90	43	133
G	Total number whose highest degree is a master's but not a terminal master's	16	71	87
H	Total number whose highest degree is a bachelor's	1	10	11
I	Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)	0	4	4
J	Total number in stand-alone graduate/professional programs in which faculty teach virtually only graduate-level students	17	17	34

I-2. Student to Faculty Ratio

Report the Fall 2022 ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate level students.

• Do not count undergraduate or graduate student teaching assistants as faculty.

Fall 2022 Student to Faculty ratio	13	to 1	(based on	1533	students
			and	116	faculty).

I-3. Undergraduate Class Size

In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 2022 term.

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

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

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

Using the above definitions, please report for each of the following class-size intervals the number of *class sections* and *class subsections* offered in Fall 2022. For example, a lecture class with 800 students who met at another time in 40 separate labs with 20 students should be counted once in the “100+” column in the class section column and 40 times under the “20-29” column of the class subsections table.

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	243	237	131	44	1	2	0	658
CLASS SUB-SECTIONS								0

J. Disciplinary areas of DEGREES CONFERRED

J1 Degrees conferred between July 1, 2021 and June 30, 2022

For each of the following discipline areas, provide the percentage of diplomas/certificates, associate, and bachelor's degree determine the percentage, use majors, not headcount (e.g., students with one degree but a double major will be represent the percentage from your institution's IPEDS Completions by using the sum of 1st and 2nd majors for each CIP code as 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 using 1st majors only.

Category	Diploma/Certificates	Associate	Bachelor's
Agriculture			
Natural resources and conservation			
Architecture			
Area, ethnic, and gender studies			
Communication/journalism			
Communication technologies			
Computer and information sciences			5.2%
Personal and culinary services			
Education	60.0%		6.0%
Engineering			
Engineering technologies			
Foreign languages, literatures, and linguistics			0.3%
Family and consumer sciences			
Law/legal studies			
English			1.6%
Liberal arts/general studies			0.5%
Library science			
Biological/life sciences			6.3%
Mathematics and statistics			4.4%
Military science and military technologies			
Interdisciplinary studies			0.3%
Parks and recreation			7.4%
Philosophy and religious studies			
Theology and religious vocations			
Physical sciences			1.1%
Science technologies			
Psychology			2.7%
Homeland Security, law enforcement, firefighting, and			7.1%
Public administration and social services			2.2%
Social sciences			2.7%
Construction trades			
Mechanic and repair technologies			
Precision production			
Transportation and materials moving			
Visual and performing arts			10.1%
Health professions and related programs	20.0%		19.1%
Business/marketing	20.0%		20.2%
History			1.1%
Other			1.6%
TOTAL (should = 100%)	100.0%	0.0%	100.0%

ees awarded. To
nted twice). Calculate
he numerator and the
ute the percentages

CIP 2020 Categories to Include
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28 & 29
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Common Data Set Definitions

All definitions related to the financial aid section appear at the end of the Definitions document.

Items preceded by an asterisk (*) represent definitions agreed to among publishers which do not appear on the CDS document but may be present on individual publisher documents.

Additional guidance for some terms, particularly those common with the IPEDS survey, may be found [here: https://surveys.nces.ed.gov/ipeds/public/glossary](https://surveys.nces.ed.gov/ipeds/public/glossary)

***Academic advisement:** Plan under which each student is assigned to a faculty member or a trained adviser, who, through regular meetings, helps the student plan and implement a program of study.

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

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

***Adult student services:** Admission assistance, support, orientation, and other services expressly for adults who have started college for the first time, or who are re-enrolling.

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

Applicant (first-time, first year): An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiver of the application fee).

Application fee: That amount of money that an institution charges for processing a student's application for acceptance. This amount is *not* creditable toward tuition and fees.

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

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

Bachelor's degree: An award (baccalaureate or equivalent degree, as determined by the Secretary of the U.S. Department of Education) that normally requires at least four years of full-time equivalent college work.

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

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

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

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

Campus Ministry: Religious student organizations (denominational or nondenominational) devoted to fostering religious life on college campuses. May also refer to Christian, Jewish, Muslim, or other religious groups.

***Career and placement services:** A range of services, including (often) the following: coordination of visits of employers to campus; aptitude and vocational testing; information on job opportunities; and assistance in the job application process.

Carnegie units: One year of study or the equivalent in a secondary school subject.

Certificate: See Postsecondary award, certificate, or diploma.

Class rank: The relative numerical position of a student in his or her graduating class, calculated by the high school on the basis of grade-point average, whether weighted or unweighted.

College-preparatory program: Courses in academic subjects (English, history and social studies, foreign languages, mathematics, science, and the arts) that stress preparation for college.

Common Application: The standard application form distributed by the National Association of Secondary School Principals for a large number of private colleges and universities.

***Community service program:** Referral center for students wishing to perform volunteer work in the community or participate in volunteer activities coordinated by an institution.

Commuter: A student who lives off campus in housing that is not owned by, operated by, or affiliated with the college. This category includes students who commute from home.

Comprehensive transition and postsecondary program for students with intellectual disabilities: Programs designed to support postsecondary students with intellectual disabilities.

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

Continuous basis (for program enrollment): A calendar system classification that is used by institutions that enroll students at any time during the academic year. For example, a student could enroll in a program at any time during the year.

Cooperative education program: A program that provides for alternate class attendance and employment in business, industry, or government.

Cooperative housing: College-owned, -operated, or -affiliated housing in which students share room and board expenses and participate in household chores to reduce costs.

***Counseling service:** Activities designed to assist students in making plans and decisions related to their education, career, or personal development.

Credit: Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree.

Credit course: A course that, if successfully completed, can be applied toward the number of courses required for achieving a degree, diploma, certificate, or other recognized credential.

Credit hour: A unit of measure representing an hour (50 minutes) of instruction over a 15-week period in a semester or trimester system or a 10-week period in a quarter system.

Cross-registration: A system whereby students enrolled at one institution may take courses at another institution without having to apply to the second institution.

Deferred admission: The practice of permitting admitted students to postpone enrollment, usually for a period of one academic term or one year.

Degree: An award conferred by a college, university, or other postsecondary education institution as official recognition for the successful completion of a program of study.

Degree-seeking students: Students enrolled in courses for credit who are recognized by the institution as seeking a degree or recognized postsecondary credential. At the time of enrollment, they are not yet degree-seeking.

Differs by program (calendar system): A calendar system classification that is used by institutions that have occupational/vocational programs of varying length. The length of the program determines the calendar system.

Diploma: See Postsecondary award, certificate, or diploma.

Distance learning: An option for earning course credit at off-campus locations via cable television, internet, satellite classes, videotapes, correspondence courses, or other means.

Doctor's degree-research/scholarship: A Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation.

Doctor's degree-professional practice: A doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credit, and practice of a profession.

Doctor's degree-other: A doctor's degree that does not meet the definition of a doctor's degree - research/scholarship or a doctor's degree - professional practice.

Double major: Program in which students may complete two undergraduate programs of study simultaneously.

Dual enrollment: A program through which high school students may enroll in college courses while still enrolled in high school. Students are not required to apply for admission to the college.

Early action plan: An admission plan that allows students to apply and be notified of an admission decision well in advance of the regular notification dates. If admitted, students may be required to enroll immediately.

Early admission: A policy under which students who have not completed high school are admitted and enroll full time in college, usually after completion of their junior year of high school.

Early decision plan: A plan that permits students to apply and be notified of an admission decision (and financial aid offer if applicable) well in advance of the regular notification dates.

English as a Second Language (ESL): A course of study designed specifically for students whose native language is not English.

Exchange student program-domestic: Any arrangement between a student and a college that permits study for a semester or more at another college in the United States.

External degree program: A program of study in which students earn credits toward a degree through independent study, college courses, proficiency examinations, or other means.

Extracurricular activities (as admission factor): Special consideration in the admissions process given for participation in both school and nonschool-related activities.

First-time student: A student attending any institution for the first time at the level enrolled. Includes students enrolled in the fall term who attended a postsecondary institution for the first time.

First-time, first-year student: A student attending any institution for the first time at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time.

First-year student: A student who has completed less than the equivalent of 1 full year of undergraduate work; that is, less than 30 semester hours (in a 120-hour degree program).

***New student orientation:** Orientation addressing the academic, social, emotional, and intellectual issues involved in beginning college. May be a few hours or a few days.

Full-time student (undergraduate): A student enrolled for 12 or more semester credits, 12 or more quarter credits, or 24 or more clock hours a week each term.

Geographical residence (as admission factor): Special consideration in the admission process given to students from a particular region, state, or country of residence.

Grade-point average (academic high school GPA): The sum of grade points a student has earned in secondary school divided by the number of courses taken. The most common calculation is the unweighted average.

Graduate student: A student who holds a bachelor's or equivalent, and is taking courses at the post-baccalaureate level.

***Health services:** Free or low cost on-campus primary and preventive health care available to students.

High school diploma or recognized equivalent: A document certifying the successful completion of a prescribed secondary school program of studies, or the attainment of a comparable level of education.

Hispanic or Latino: A person of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race.

Honors program: Any special program for very able students offering the opportunity for educational enrichment, independent study, acceleration, or some combination.

Independent study: Academic work chosen or designed by the student with the approval of the department concerned, under an instructor's supervision, and usually un-

In-state tuition: The tuition charged by institutions to those students who meet the state's or institution's residency requirements.

International student: See **Nonresident**.

International student group: Student groups that facilitate cultural dialogue, support a diverse campus, assist international students in acclimation and creating a soci-

Internship: Any short-term, supervised work experience usually related to a student's major field, for which the student earns academic credit. The work can be full- or part-

*** Learning center:** Center offering assistance through tutors, workshops, computer programs, or audiovisual equipment in reading, writing, math, and skills such as task-

*** Legal services:** Free or low cost legal advice for a range of issues (personal and other).

Liberal arts/career combination: Program in which a student earns undergraduate degrees in two separate fields, one in a liberal arts major and the other in a professional

Living learning community: Residential programs that allow students to interact with students who share common interests. In addition to living together, students may

Master's degree: An award that requires the successful completion of a program of study of generally one or two full-time equivalent academic years of work beyond the

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

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

Model United Nations: A simulation activity focusing on conflict resolution, globalization, and diplomacy. Assuming roles as foreign ambassadors and "delegates," students

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

Nonresident: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain

*** On-campus day care:** Licensed day care for students' children (usually age 3 and up); usually for a fee.

Open admission: Admission policy under which virtually all secondary school graduates or students with GED equivalency diplomas are admitted without regard to ac-

Other expenses (costs): Include average costs for clothing, laundry, entertainment, medical (if not a required fee), and furnishings.

Out-of-state tuition: The tuition charged by institutions to those students who do not meet the institution's or state's residency requirements.

Part-time student (undergraduate): A student enrolled for fewer than 12 credits per semester or quarter, or fewer than 24 clock hours a week each term.

Permanent Resident or other eligible non-citizen: A person who is not a citizen or national of the United States and who has been admitted as a legal immigrant for the

*** Personal counseling:** One-on-one or group counseling with trained professionals for students who want to explore personal, educational, or vocational issues.

Post-baccalaureate certificate: An award that requires completion of an organized program of study requiring 18 credit hours beyond the bachelor's; designed for persons

Post-master's certificate: An award that requires completion of an organized program of study of 24 credit hours beyond the master's degree but does not meet the require-

Postsecondary award, certificate, or diploma: Includes the following three IPEDS definitions for postsecondary awards, certificates, and diplomas of varying duration:

Less Than 1 Academic Year: Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in less than 1 academic

At Least 1 But Less Than 2 Academic Years: Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least

At Least 2 But Less Than 4 Academic Years: Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least

Private institution: An educational institution controlled by a private individual(s) or by a nongovernmental agency, usually supported primarily by other than public

Private for-profit institution: A private institution in which the individual(s) or agency in control receives compensation, other than wages, rent, or other expenses for

Private nonprofit institution: A private institution in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for

Proprietary institution: See **Private for-profit institution**.

Public institution: An educational institution whose programs and activities are operated by publicly elected or appointed school officials, and which is supported primarily

Quarter calendar system: A calendar system in which the academic year consists of three sessions called quarters of about 12 weeks each. The range may be from 10 to 12

Race/ethnicity: Category used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific

Race/ethnicity unknown: Category used to classify students or employees whose race/ethnicity is not known and whom institutions are unable to place in one of the specified

Recognized Postsecondary Credential: Includes both Title IV eligible degrees, certificates, and other recognized postsecondary credentials. Any credential that is recognized

Religious affiliation/commitment (as admission factor): Special consideration given in the admission process for affiliation with a certain church or faith/religion, or

*** Religious counseling:** One-on-one or group counseling with trained professionals for students who want to explore religious problems or issues.

*** Remedial services:** Instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational

Required fees: Fixed sum charged to students for items not covered by tuition and required of such a large proportion of all students that the student who does NOT pay

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

Secondary school record (as admission factor): Information maintained by the secondary school that may include such things as the student's high school transcript,

Semester calendar system: A calendar system that consists of two semesters during the academic year with about 16 weeks for each semester of instruction. There may be

Student-designed major: A program of study based on individual interests, designed with the assistance of an adviser.

Study abroad: Any arrangement by which a student completes part of the college program studying in another country. Can be at a campus abroad or through a cooperative

*** Summer session:** A summer session is shorter than a regular semester and not considered part of the academic year. It is not the third term of an institution operating on

Talent/ability (as admission factor): Special consideration given to students with demonstrated talent/abilities in areas of interest to the institution (e.g., sports, the arts,

Teacher certification program: Program designed to prepare students to meet the requirements for certification as teachers in elementary, middle/junior high, and secondary

Transfer applicant: An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiver of the application fee)

Transfer student: A student entering the institution for the first time but known to have previously attended a postsecondary institution at the same level (e.g., undergraduate

Transportation (costs): Assume two round trips to student's hometown per year for students in institutional housing or daily travel to and from your institution for

Trimester calendar system: An academic year consisting of 3 terms of about 15 weeks each.

Tuition: Amount of money charged to students for instructional services. Tuition may be charged per term, per course, or per credit.

*** Tutoring:** May range from one-on-one tutoring in specific subjects to tutoring in an area such as math, reading, or writing. Most tutors are college students; at some colleges

Unit: a standard of measurement representing hours of academic instruction (e.g., semester credit, quarter credit, clock hour).

Undergraduate: A student enrolled in a four- or five-year bachelor's degree program, an associate degree program, or a vocational or technical program below the baccalaureate

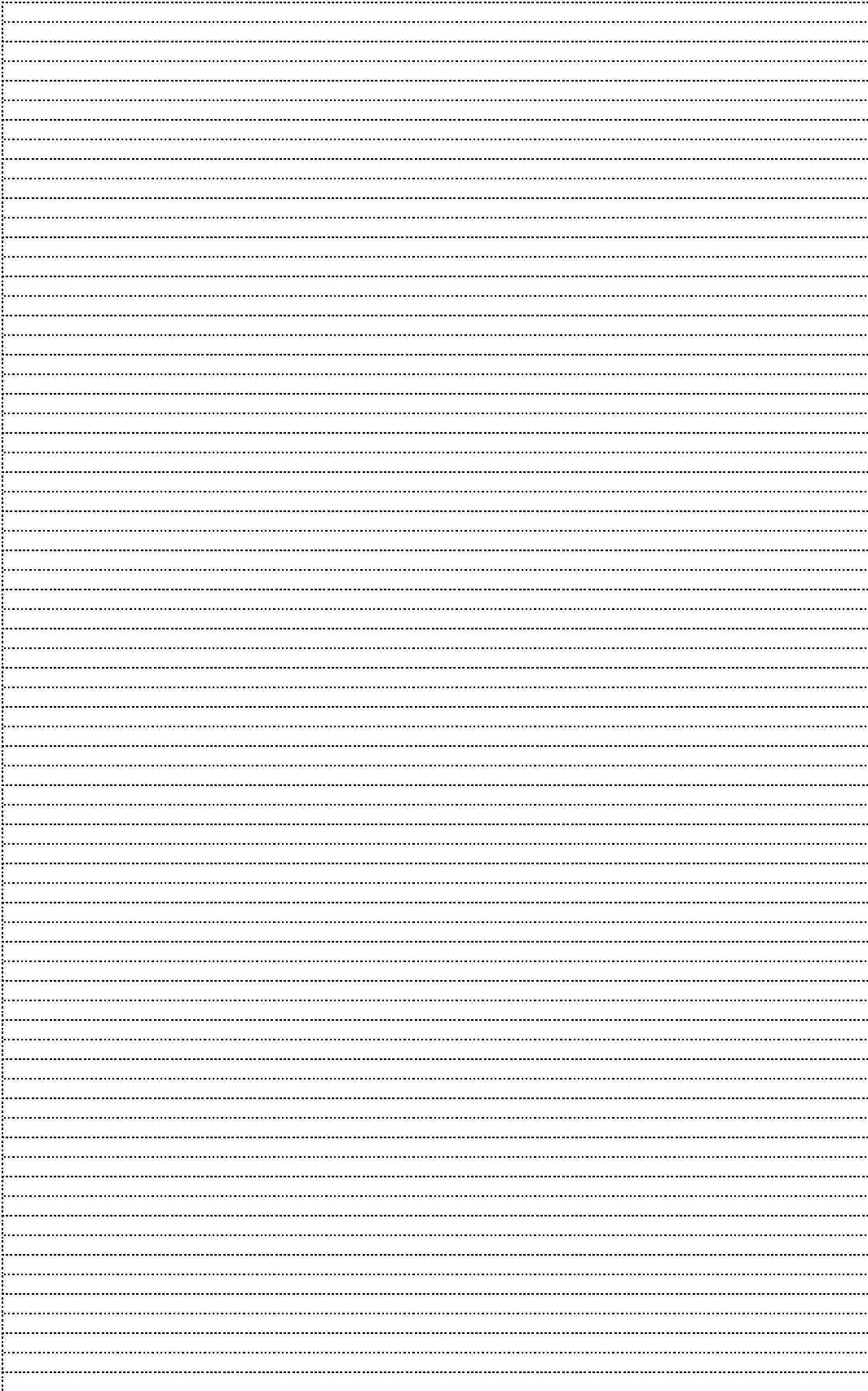
Undergraduate Research: Opportunities offered to undergraduate students to make original contributions in an academic discipline via the exploration of a specific research

*** Veteran's counseling:** Helps veterans and their dependents obtain benefits for their selected program and provides certifications to the Veteran's Administration. May

*** Visually impaired:** Any person whose sight loss is not correctable and is sufficiently severe as to adversely affect educational performance.

Table with 30 rows and 1 column, currently empty.

A large, empty table with many rows and one column, indicated by dashed lines. The table is intended for data entry or reporting.

A large rectangular grid composed of horizontal and vertical dotted lines, forming approximately 25 columns and 60 rows. The grid is currently empty, serving as a template for data entry.

publishers' surveys.

implement immediate and long-term academic and vocational goals.
courses during the regular academic term.

returning after a lapse of a few years.

religious affiliation or community attachment.

application fee, if any) and who has been notified of one of the following actions: admission, nonadmission, placement on waiting list, or application withdrawn (by applicant required fees, nor is it refundable if the student is not admitted to the institution.
China, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

1-2 years but *not* more than five years of full-time equivalent college-level work. This includes ALL bachelor's degrees conferred in a five-year cooperative (work-study) program.

They constitute the majority of students at your institution.

Campus Crusade for Christ, an interdenominational Christian organization.

career interest inventories, personal counseling; help in resume writing, interviewing, launching the job search; listings for those students desiring employment and those who are currently employed.

weighted or unweighted.

preparation for college or university study.

They are members of the Common Application Group.

academic departments.

from home and students who have moved to the area to attend college.

Students with physical disabilities obtain instruction in academic, career and technical, and independent living subjects in preparation for employment.

For example, a cosmetology school or a word processing school might allow students to enroll and begin studies at various times, with no requirement that classes begin at the start of a semester.

living expenses.

degree, diploma, certificate, or recognized postsecondary credential.

Recognized postsecondary credential.

system. It is applied toward the total number of hours needed for completing the requirements of a degree, diploma, certificate, or recognized postsecondary credential.

studies.

At the undergraduate level, this is intended to include students enrolled in vocational or occupational programs.

Some schools may enroll students at specific times depending on the program desired. For example, a school might offer a two-month program in January, March, May, or August.

Other means.

Such as a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some external, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional study, is less than 10 years.

For admission to the college in order to participate.

If accepted, the candidate is not committed to enroll; the student may reply to the offer under the college's regular reply policy.

For the prior year.

Notification date. Applicants agree to accept an offer of admission and, if admitted, to withdraw their applications from other colleges. There are three possible decision dates: (1) the date of the offer of admission; (2) the date of the notification of admission; (3) the date of the start of the first semester.

with or without extending the amount of time required for a degree. **See also Study abroad.**

degree and personal experience. External degree programs require minimal or no classroom attendance.

Areas of interest to the college, such as clubs, hobbies, student government, athletics, performing arts, etc.

First-time institution for the first time at the same level in the prior summer term. Also includes students who entered with advanced standing (college credit earned before graduation from high school).

First-time college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school) or less than 900 clock hours.

Length of study in length; at some colleges, there is a fee.

A common system of assigning numbers to grades counts four points for an A, three points for a B, two points for a C, one point for a D, and no points for an E or F. U indicates a grade of Unsatisfactory.

Requirement of satisfactory scores on the Tests of General Educational Development (GED), or another state-specified examination.

on of these.
undertaken outside of the regular classroom structure.

al network.
art-time, on- or off-campus, paid or unpaid.
ing notes, managing time, taking tests.

ial or specialized major, whether on campus or through cross-registration.
ay also participate in shared courses, special events, and group service projects.
e bachelor's degree. Some of these degrees, such as those in Theology (M.Div., M.H.L./Rav) that were formerly classified as "first-professional", may require more tha

udents conduct research, engage in debate, draft resolutions, and may participate in a national Model UN conference.

indefinitely.

ademic record, test scores, or other qualifications.

purpose of obtaining permanent resident status (and who holds either a registration card [Form I-551 or I-151], a Temporary Resident Card [Form I-688], or an Arriv:

ons who have completed a baccalaureate degree but do not meet the requirements of academic degrees carrying the title of master.
irements of academic degrees at the doctoral level.
s and credit/contact/clock hour requirements:

year (2 semesters or 3 quarters) or in less than 900 clock hours by a student enrolled full-time.

st 1 but less than 2 full-time equivalent academic years, or designed for completion in at least 30 but less than 60 credit hours, or in at least 900 but less than 1,800

st 2 but less than 4 full-time equivalent academic years, or designed for completion in at least 60 but less than 120 credit hours, or in at least 1,800 but less than 3,6

: funds, and operated by other than publicly elected or appointed officials.
the assumption of risk.

for the assumption of risk. These include both independent nonprofit schools and those affiliated with a religious organization.

narly by public funds.

15 weeks. There may be an additional quarter in the summer.

ntific definitions of anthropological origins. A person may be counted in only one group.

ecified racial/ethnic categories.

ved after completion of a program that is eligible for Title IV federal student aid. Credentials that are awarded to recognize an individual's attainment of measurable
mmitment to a religious vocation, or observance of certain religious tenets/lifestyle.

l setting.

/ is the exception. Do not include application fees or optional fees such as lab fees or parking fees.

class rank, GPA, and teacher and counselor recommendations.

e an additional summer session.

ive agreement with some other U.S. college or an institution of another country.

n a trimester system or the fourth term of an institution operating on a quarter calendar system. The institution may have 2 or more sessions occurring in the summe:
rts, languages, etc.).

ndary schools.

;, if any) and who has previously attended another college or university and earned college-level credit.

aduate). The student may transfer with or without credit.

mmuter students.

olleges, they are specially trained and certified.

aureate.

search topic. Research opportunities may or may not be associated with a specific course or earn credit.

also provide personal counseling on the transition from the military to a civilian life.

erly or disabled) as a service to the community or the public in general.

ration of employment-related skills, or as explanation of student's academic and extracurricular record.

ships). The institution may process paperwork to receive the dollars, but it has no role in determining the recipient or the dollar amount awarded.

ident 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.

r. This includes both institutional and non-institutional student aid (grants, jobs, and loans).

nds or gifts and endowment income) awarded solely on the basis of academic achievement, merit, or any other non-need-based reason. When reporting questions H.

applicant or institution).

y plan) program. (A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to con

e seeking permanent positions; establishment of a permanent reference folder; career resource materials.

in on a certain date.

ial.

September, and November; and a three-month program in January, April, and October.

amples of this type of degree may include Ed.D., D.M.A., D.B.A., D.Sc., D.A., or D.M, and others, as designated by the awarding institution.
il and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as "first-professional" and n

ions for early decision applicants: admitted, denied, or not admitted but forwarded for consideration with the regular applicant pool, without prejudice.

uation from high school).
:hool).

Inweighted GPA's assign the same weight to each course. Weighting gives students additional points for their grades in advanced or honors courses.

n two full-time equivalent academic years of work.

al-Departure Record [Form I-94] with a notation that conveys legal immigrant status, such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parol

clock hours.

.00 clock hours.

technical or industry/occupational skills necessary to obtain employment or advance within an industry occupation. (Generally based on standards developed or

r months. Some schools, such as vocational and beauty schools, have year-round classes with no separate summer session.

I and H2, non-need-based aid that is used to meet need should be counted as need-based aid.

combine actual work experience with their college studies.) Also, it includes bachelor's degrees in which the normal four years of work are completed in three years.

may include: Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (L.L.B. or J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic Medicine (D.O); Ph:

ce or Cuban-Haitian).

endorsed by employers or industry associations).

