

# Common Data Set 2025-2026

## Welcome to the 2025-2026 Common Data Set collection!

The **Common Data Set (CDS)** initiative is a collaborative effort among data providers in the higher education community and publishers as represented by the **College Board**, **Peterson's**, and **U.S. News & World Report**. The combined goal of this collaboration is to improve the quality and accuracy of information provided to all involved in a student's transition into higher education, as well as to reduce the reporting burden on data providers.

The CDS is a set of standards and definitions of data items rather than a survey instrument or set of data represented in a database. Each of the higher education surveys conducted by the participating publishers incorporates items from the CDS as well as unique items proprietary to each publisher. Consequently, the publishers' surveys differ in that they utilize varying numbers of items from the CDS.

Those who report data for their colleges are urged to abide by the definitions and the cohorts specified when answering CDS items. They are also urged to use the answers to CDS items when responding to the numerous survey requests they receive, by distributing photocopies of their answers, posting them on their websites, or by other effective means.

Further information about the CDS initiative can be found at <https://commondataset.org/>.

Please contact Peterson's Research at [research@petersons.com](mailto:research@petersons.com) should you have any questions about this PDF template.

**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 Respondent Information (Not for Publication)**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

N/A

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

<https://www.xula.edu/opira/institutional-research-decision-support.h>

**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 This information will not be published but will help the publishers further refine CDS items.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	Xavier University of Louisiana		
Street Address	One Drexel Drive		
City			
State			
Zip	New Orleans		
Country	LA		
Main Institution Phone Number	70125		
	United States		
Main Institution Website			
Main Institution E-mail	504	486-7411	
	<small>Area Code</small>	<small>Phone Number</small>	<small>Extension</small>
	www.xula.edu		

*Please enter Admissions Office information below:*

Street Address (if different)			
City			
State			
Zip			
Country			
Admissions Phone Number	504	520-7388	
	<small>Area Code</small>	<small>Phone Number</small>	<small>Extension</small>
Admissions Toll-Free Phone Number			
	<small>Area Code</small>	<small>Phone Number</small>	<small>Extension</small>
Admissions E-mail Address	apply@xula.edu		

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

<a href="https://www.xula.edu/apply/index.html">https://www.xula.edu/apply/index.html</a>
---

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

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

- Public  
 Private (nonprofit)  N/A  
 Proprietary

**A3. Classify your undergraduate institution**

- Coeducational college  
 Men's college  N/A  
 Women's college

**A4. Academic year calendar**

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

**A5. Degrees offered by your institution**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Certificate | <input 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 Associate     | <input checked="" type="checkbox"/> Doctoral degree research/scholarship     |
| <input type="checkbox"/> Terminal Associate     | <input checked="" type="checkbox"/> Doctoral degree -- professional practice |
| <input checked="" type="checkbox"/> Bachelor's  | <input type="checkbox"/> Doctoral degree -- other                            |

**A6. Campus Belonging Webpage**

If your institution has an office or department dedicated to fostering a welcoming and supportive campus climate for individuals from all backgrounds, please provide the URL of the corresponding Web page:

<https://www.xula.edu/inclusion-social-justice/index.html>

## 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, 2025**.

- ✓ Note: Report students formerly designated as “first professional” in the graduate cells.
  - ✓ For information on reporting study abroad students please see: [https://nces.ed.gov/ipeds/pdf/Reporting\\_Study\\_Aboard\\_Students.pdf](https://nces.ed.gov/ipeds/pdf/Reporting_Study_Aboard_Students.pdf)
  - ✓ In cases where gender information is not provided, IPEDS recommends distributing across the two-binary categories. However, the "Other" category can be used to report non-binary or missing data.
- Dual Enrollment: If your institution enrolls high school students in college courses for credit either within a dual enrollment program or outside of a dual enrollment program, you may report the unduplicated count as part of the full- or part-time “All other undergraduates” section.

	FULL-TIME			PART-TIME		
	Men	Women	Unknown	Men	Women	Unknown
<b>Undergraduate Students</b>	<b>Undergraduate Students</b>					
Degree-seeking, first-time, first-year students	188	653		1	2	
Other first-year, degree-seeking students	47	100		2	3	
All other degree-seeking undergraduate students	382	1114		20	34	
<b>Total degree-seeking undergraduate students</b>	617	1867	0	23	39	0
All other undergraduates enrolled in credit courses	1			9	23	
<b>Total Undergraduate Students</b>	618	1867	0	32	62	0
<b>Graduate Students</b>	<b>Graduate Students</b>					
Degree-seeking, first-time	32	105			7	
All other degree-seeking	87	260		8	23	
All other graduates enrolled in credit courses						
<b>Total Graduate Students</b>	119	365	0	8	30	0
<b>Total All Students</b>	737	2232	0	40	92	0

<b>Total All Undergraduates</b>	2579
<b>Total All Graduate Students</b>	522
<b>Grand Total All Students</b>	3101

## 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, 2025**.

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

Racial/ethnic destinations are requested only for United States citizens, residents, and other eligible non-citizens.

Eligible non-citizens include all students who completed high school or a GED equivalency within the United States (including DACA and undocumented students) and who were not an F-1 non-immigrant student visa at the time of high school graduation.

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

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

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

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

Dual Enrollment: If your institution enrolls high school students in college courses for credit either within a dual enrollment program or outside of a dual enrollment program, you may report the unduplicated count as part of the non-degree-seeking students included in the "Total Undergraduates (both degree & non-degree-seeking)" section.

Racial/Ethnic Category	Degree-seeking First-time First year	Degree-seeking Undergraduates (include first-time first-year)	Total Undergraduates (both degree- and non-degree-seeking)
Nonresidents	11	69	69
Hispanic/Latino	47	118	118
Black or African American, non-Hispanic	742	2189	2196
White, non-Hispanic	11	27	27
American Indian or Alaska Native, non-Hispanic	1	0	1
Asian, non-Hispanic	13	54	54
Native Hawaiian or other Pacific Islander, non-Hispanic	0	0	0
Two or more races, non-Hispanic	17	77	79
Race and/or ethnicity unknown	2	12	35
<b>Total</b>	<b>844</b>	<b>2546</b>	<b>2579</b>

**B3. Persistence**Number of degrees awarded by your institution from July 1, 2024, to June 30, 2025.

<b>AWARD TYPE</b>	<b># AWARDED</b>
Certificate/diploma:	4
Associate degrees:	
Bachelor's degrees:	501
Post-bachelor's certificates:	
Master's degrees:	76
Post-master's certificates:	
Doctoral degrees – research/scholarship:	8
Doctoral degrees – professional practice:	102
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 Survey (GRS).

- ✓ For complete instructions and definitions of data elements, see the IPEDS GRS Forms and Instructions for the 2025-2026 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 2018 and Fall 2019 cohorts (formerly CDS B4-B11) into four groups:**

- Students who received a Federal Pell Grant\*
  - Recipients of a subsidized Stafford Loan who did not receive a Pell Grant
  - Students who did not receive either a Pell Grant or a subsidized Stafford Loan
  - Total (all students, regardless of Pell Grant or subsidized loan status)
- \* Students who received both a Federal Pell Grant and a subsidized Stafford Loan should be reported in the "Recipients of a Federal Pell Grant" column.

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

#### For Bachelor's or Equivalent Programs

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

#### Fall 2019 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)
<b>A</b>	<b>Initial 2019 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students</b>	407	114	205	726
<b>B</b>	<b>Of the initial 2019 cohort, how many did not persist and did not graduate for the following reasons:</b> <ul style="list-style-type: none"> <li>• Deceased</li> <li>• Permanently Disabled</li> <li>• Armed Forces</li> <li>• Foreign Aid Service of the Federal Government</li> <li>• Official church missions</li> <li>• Report Total Allowable Exclusions</li> </ul>	0	0	0	0
<b>C</b>	<b>Final 2019 cohort, after adjusting for allowable exclusions</b>	407	114	205	726
<b>D</b>	<b>Of the initial 2019 cohort, how many completed the program in four years or less (by Aug. 31, 2023)</b>	143	46	116	305

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		<b>Recipients of a Federal Pell Grant</b>	<b>Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant</b>	<b>Students who did not receive either a Pell Grant or a subsidized Stafford Loan</b>	<b>Total</b> (sum of 3 columns to the left)
<b>E</b>	<b>Of the initial 2019 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2023 and by Aug. 31, 2024)</b>	32	15	18	65
<b>F</b>	<b>Of the initial 2019 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2024 and by Aug. 31, 2025)</b>	7	2	4	13
<b>G</b>	<b>Total graduating within six years (sum of lines D, E, and F)</b>	182	63	138	383
<b>H</b>	<b>Six-year graduation rate for 2019 cohort (G divided by C)</b>	<b>44.72%</b>	<b>55.26%</b>	<b>67.32%</b>	<b>52.75%</b>

**Fall 2018 Cohort**

		<b>Recipients of a Federal Pell Grant</b>	<b>Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant</b>	<b>Students who did not receive either a Pell Grant or a subsidized Stafford Loan</b>	<b>Total</b> (sum of 3 columns to the left)
<b>A</b>	<b>Initial 2018 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students</b>	419	131	196	746
<b>B</b>	<b>Of the initial 2018 cohort, how many did not persist and did not graduate for the following reasons:</b> <ul style="list-style-type: none"> <li>• Deceased</li> <li>• Permanently Disabled</li> <li>• Armed Forces</li> <li>• Foreign Aid Service of the Federal Government</li> <li>• Official church missions</li> <li>• <b>Report Total Allowable Exclusions</b></li> </ul>	0	0	0	0
<b>C</b>	<b>Final 2018 cohort, after adjusting for allowable exclusions</b>	419	131	196	746
<b>D</b>	<b>Of the initial 2018 cohort, how many completed the program in four years or less (by Aug. 31, 2022)</b>	131	46	107	284
<b>E</b>	<b>Of the initial 2018 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2022 and by Aug. 31, 2023)</b>	29	14	15	58
<b>F</b>	<b>Of the initial 2018 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2023 and by Aug. 31, 2024)</b>	5	9	4	18
<b>G</b>	<b>Total graduating within six years (sum of lines D, E, and F)</b>	165	69	126	360
<b>H</b>	<b>Six-year graduation rate for 2018 cohort (G divided by C)</b>	<b>39.38%</b>	<b>52.67%</b>	<b>64.29%</b>	<b>48.26%</b>

## 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 2024 (or the preceding summer term).

- ✓ The initial cohort may be adjusted for students who departed for the following reasons:
  - \* Death
  - \* Permanent Disability
  - \* Service in the armedforces
  - \* Foreign aid service of the federal government
  - \* Official church missions
  - \* No other adjustments to the initial cohort should be made.

**Report the number of all first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2024 (or the preceding summer term).**

833

**From this group, identify how many were still enrolled at your institution as of the official enrollment date in Fall 2025.**

571

**Calculate the percentage of the Fall 2024 entering cohort who remained enrolled on the official census date.**

69

**Total students retained = students from the Fall 2024 cohort who are still enrolled as of Fall 2025 + students from Fall 2024 cohort who completed their bachelor's program as of Fall 2025**

**$(\text{Students from the Fall 2024 cohort still enrolled as of Fall 2025} + \text{Students from Fall 2024 cohort who completed their bachelor's program as of Fall 2025}) / (\text{Adjusted Fall 2024 cohort}) * 100$**

**Note: The number of first-time students seeking a bachelor's degree (or equivalent) who attain a bachelor's degree (or equivalent) by their second fall term is expected to be zero or very small. In exceptional cases when a first-time student does satisfy all degree requirements including full credit completion (e.g., typically 120 credit hours) and is awarded a bachelor's degree (or equivalent) by their second fall term, they are to be considered "retained" for EF reporting purposes.**

**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 2025.

- ✓ Include early decision, early action, and students who began studies during summer in this cohort.
- ✓ Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non- admission, placement on waiting list, or application withdrawn (by applicant or institution).
- ✓ Admitted applicants should include wait-listed students who were subsequently offered admission.
- ✓ Since the total may include students who did not provide gender data, the detail need not sum to the total.
- ✓ In cases where gender information is not provided, IPEDS recommends distributing across the two-binary categories. However, the "Other" category can be used to report non-binary or missing data.
- ✓ 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. Provide numbers of students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2025.

<b>FIRST-TIME, FIRST-YEAR STUDENT APPLICANTS</b>	<b>TOTAL</b>
Total first-time, first-year men who applied	2654
Total first-time, first-year women who applied	8556
Total first-time, first-year unknown sex who applied	

<b>FIRST-TIME, FIRST-YEAR STUDENT ADMITS</b>	<b>TOTAL</b>
Total first-time, first-year men who were admitted	1590
Total first-time, first-year women who were admitted	5971
Total first-time, first-year unknown sex who were admitted	0

<b>FIRST-TIME, FIRST-YEAR STUDENT ENROLLEES</b>	<b>TOTAL</b>
Total first-time, first-year men who enrolled	189
Total first-time, first-year women who enrolled	655
Total first-time, first-year unknown sex who enrolled	0

<b>FIRST-TIME, FIRST-YEAR STUDENT ENROLLEES BY STATUS</b>	<b>TOTAL</b>
Total full-time, first-time, first-year men who enrolled	188
Total part-time, first-time, first-year men who enrolled	1
Total full-time, first-time, first-year women who enrolled	653
Total part-time, first-time, first-year women who enrolled	2
Total full-time, first-time, first-year unknown sex who enrolled	0
Total part-time, first-time, first-year unknown sex who enrolled	0

If available, please provide residency breakdowns for total applicants, admits, and enrolled students: Fall 2025

FIRST-TIME, FIRST-YEAR STUDENT APPLICANTS	IN-STATE	OUT-OF-STATE	INTERNATIONAL	UNKNOWN	TOTAL
Total first-time, first-year (degree-seeking) who applied	2525	8014	671	0	11210
Total first-time, first-year (degree-seeking) who were admitted	1718	5767	76	0	7561
Total first-time, first-year (degree-seeking) enrolled	227	605	11	1	844

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

- ✓ **Students who met admission requirements but whose final admission was contingent on space availability)** Do you have a policy of placing students on a waiting list?  Yes  No **N/A**

If yes, please answer the questions below for Fall 2025 admissions:

WAITING LIST	TOTAL
Number of qualified applicants offered a place on waiting list:	Not Applicable
Number accepting a place on the waiting list:	Not Applicable
Number of wait-listed students admitted:	Not Applicable

Is your waiting list ranked?  Yes  No  N/A

⇒ If yes, do you release that information to students?  Yes  No  N/A

⇒ Do you release that information to school counselors?  Yes  No  N/A

### 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  N/A
- 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  N/A
- Recommend
- Neither require nor recommend

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

	Units Required	Units Recommended
Total academic units	18	
English	4	
Mathematics	2 units (including Algebra)	
Science	2	
Of these, units that must be lab		
Foreign language		
Social studies	2	
History		
Academic electives	8	
Computer Science		
Visual/Performing Arts		
Other ( <i>specify</i> )	(Languages/Other Academic Electives )	

**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  N/A
- Open admission policy as described above for most students, but
  - Selective admission for out-of-state students  N/A
  - Selective admission to some programs
  - Other (explain):   N/A

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

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

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

**C8: SAT and ACT Policies**

**C8A. Entrance exams**

Does your institution make use of SAT or ACT scores in **admission** decisions for first-time, first-year, degree-seeking applicants:

Yes     No     N/A

If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for Fall 2027.

	Required to be considered for admission	Required for some	Recommended	Not required for admission, but consider if submitted	Not considered for admission, even if submitted
SAT or ACT	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACT Only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT Only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**C8B. Has been removed from the CDS.**

**C8C. Has been removed from the CDS.**

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

Yes     No     N/A

**C8E.**

Month                      Day

Latest date by which SAT or ACT 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.)

Test scores required for students with a GPA below 3.0 on a 4pt scale

**C8G.** Please indicate which tests your institution uses for placement (e.g., state tests):

SAT

ACT

AP

CLEP

Institutional Exam

State Exam (specify):

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

Provide information for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year students** enrolled in **Fall 2025**, including students who began studies during summer, international students/ nonresident, and students admitted under special arrangements.

#### C9. Percent and number of first-time, first-year students enrolled in Fall 2025 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	35.66	301
Submitting ACT Scores	44.31	374

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

Assessment	25th Percentile Score	50th Percentile Score	75th Percentile Score
SAT Composite	950	1040	1150
SAT Evidence-Based Reading and Writing	550	580	580
SAT Math	460	510	560
ACT Composite	18	21	24
ACT Math	16	19	23.75
ACT English	18	21	24
ACT Writing			
ACT Science			
ACT Reading			

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

Score Range	SAT Evidence-Based Reading and Writing	SAT Math
700-800	0	2.99
600-699	22.22	11.30
500-599	77.78	42.52
400-499	0	38.89
300-399	0	4.30
200-299	0	0
Total should be 100%	100	100

Score Range	SAT Composite
1400-1600	2.33
1200-1399	14.29
1000-1199	44.85
800-999	35.55
600-799	2.98
400-599	0
Total should be 100%	100

Score Range	ACT Composite	ACT English	ACT Math	ACT Reading	ACT Science
30-36	4.81	10.43	2.41		
24-29	22.73	1925.00	22.73		
18-23	56.42	48.13	40.91		
12-17	16.04	20.32	33.68		
6-11	0	1.87	0.27		
Below 6	0	0	0		
	100%	100%	100%	100%	100%

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

Assessment	Percent
Percent in top tenth of high school graduating class	28.90
Percent in top quarter of high school graduating class	60.60
Percent in top half of high school graduating class	89.40
Percent in bottom half of high school graduating class	10.60
Percent in bottom quarter of high school graduating class	1.40
Percent of total first-time, first-year students who submitted high school class rank:	16.80

} 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.
- ✓ If you are able to report GPA ranges separately for students that also submitted at least one test score versus those who did not submit a test score, please do so in the respective columns. If you are unable to report these data, please report the ranges for all students.

Score Range	Percent (Students who submitted scores)	Percent (Students who did not submit scores)	Percent (All enrolled students)
Percent who had GPA of 4.0	22.68	10.34	19.69
Percent who had GPA between 3.75 and 3.99	20.63	10.85	18.26
Percent who had GPA between 3.50 and 3.74	20.31	21.18	20.53
Percent who had GPA between 3.25 and 3.49	14.80	17.24	15.39
Percent who had GPA between 3.00 and 3.24	12.29	17.24	13.48
Percent who had GPA between 2.50 and 2.99	8.82	21.67	11.93
Percent who had GPA between 2.0 and 2.49	0.47	1.48	0.72
Percent who had GPA between 1.0 and 1.99	0		0
Percent who had GPA below 1.0	0		0
Totals should = 100%	100	100	100

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

Average High School GPA	3.57
-------------------------	------

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

	%
Percent Submitting GPA	99.29

**C13-C20: Admission Policies**

**C13.Application fee**

✓ **If your institution has waived its application fee for the Fall 2027 admission cycle please select no.**

Does your institution have an application fee?  Yes  No **N/A**

Amount of application fee:

Can it be waived for applicants with financial need?  Yes  No ✓ **N/A**

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

- Same Fee
- N/A**
- Free
- Reduced

**Can on-line application fee be waived for applicants with financial need?  Yes  No • N/A**

**C14. Application closing date**

Does your institution have an application closing date?  Yes  No **N/A**

	Month	Day
Application closing date (fall)		
Priority Date		

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

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

- On a rolling basis beginning (date): Month Day
- By (date): 10 1
- Other:

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

- Must reply by (date): Month Day
- No set date
- Must reply by May 1<sup>st</sup> or within  weeks if notified thereafter
- Other:

Deadline for housing deposit: Month Day  
5 1

Amount of housing deposit:

Refundable if student does not enroll?

- Yes, in full

Yes, in part  
 No

N/A

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

Yes  No **N/A**

If yes, maximum period of postponement:

**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 **N/A**

**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 **N/A**

If "yes," please complete the following: Month    Day

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 2024 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 **N/A**

If "yes," please complete the following: Month    Day

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  N/A

**D. TRANSFER ADMISSION**

**D1-D2: Fall Applicants**

**D1.** Does your institution enroll transfer students?  Yes  No

(If no, please skip to Section E)

If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities?

Yes  No

**D2.** Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in **Fall 2025**.

	Applicants	Admitted Applicants	Enrolled Applicants
Men	180	67	26
Women	444	115	38
Unknown	5	0	0
Total	629	182	64

**D3-D11: Application for Admission**

**D3.** Indicate terms for which transfers may enroll:

Fall  Winter  Spring  Summer

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

Yes  No

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

Number of credits	Unit Type
<input style="width: 100px; height: 20px;" type="text"/>	<input style="width: 100px; height: 20px;" type="text"/>

**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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College transcript(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essay or personal statement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standardized test scores	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Statement of good standing from prior institution(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**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
	Month	Day	Month	Day	Month	Day	Month	Day	
Fall									<input checked="" type="checkbox"/>
Winter									<input type="checkbox"/>
Spring									<input checked="" type="checkbox"/>
Summer									<input type="checkbox"/>

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

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

**D12-D17: Transfer Credit Policies**

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

C

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

	Number	Unit Type
	60	per credit hour

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

	60	per credit hour
--	----	-----------------

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

	N/A	
--	-----	--

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

	30	per credit hour
--	----	-----------------

D17. Describe other transfer credit policies:

Transfer students with less than 30 credits are required to take XCOR 1000 and XCOR 1011/XCOR 1012 which is 4 credits. Transfer students with 30 or more credits will be exempt from XCOR 1000 and XCOR 1011/XCOR 1012. Transfer

**D18-D22: Military Service Transfer Credit Policies**

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

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

**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
No Max	per credit hour

**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
No Max	per credit hour

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

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

Xavier has no transfer polices specific to military/veteran students. Transfer policies apply to all students. <https://www.xula.edu/admissions/transfer-of-credits.html>

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

Xavier has no transfer polices specific to military/veteran students. Transfer policies apply to all students.

## E. ACADEMIC OFFERINGS AND POLICIES

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

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

African American Studies, Certificate Programs (Entrepreneurship, Spanish for Healthcare Professionals, Health Communications), Women's Studies, Center for Intercultural and International Programs.

**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"/> Physical Education |
| <input checked="" type="checkbox"/> Computer literacy                 | <input checked="" type="checkbox"/> Intensive writing  |
| <input checked="" type="checkbox"/> English (including composition)   |  |
| <input checked="" type="checkbox"/> Foreign languages                 |  |
| <input checked="" type="checkbox"/> History                           |  |
| <input checked="" type="checkbox"/> Humanities                        |  |
| <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 (specify):                  | <input type="text"/>                                   |

**F. STUDENT LIFE**

**F1. Percentages of first-time, first-year degree-seeking students and degree-seeking undergraduates enrolled in Fall 2025 who fit the following categories:**

	First-time, first-year students	Undergraduates
Percent who are from out of state (exclude international/nonresident from the numerator and denominator)	73.00	72.00
Percent of men who join fraternities	0	1.00
Percent of women who join sororities	0	3.00
Percent who live in college-owned, -operated, or -affiliated housing	87.00	49.00
Percent who live off campus or commute	13.00	51.00
Percent of students age 25 and older	0	1.50
Average age of full-time students	17.9	19.4
Average age of all students (full- and part-time)	17.9	19

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

- |  |   |  |
|--|---|--|
| <input checked="" type="checkbox"/> Campus Ministries                  | <input checked="" type="checkbox"/> Literary magazine | <input checked="" type="checkbox"/> Radio station      |
| <input checked="" type="checkbox"/> Choral groups                      | <input checked="" type="checkbox"/> Marching band     | <input checked="" type="checkbox"/> Student government |
| <input checked="" type="checkbox"/> Concert band                       | <input type="checkbox"/> Model UN                     | <input checked="" type="checkbox"/> Student newspaper  |
| <input checked="" type="checkbox"/> Dance                              | <input checked="" type="checkbox"/> Music ensembles   | <input type="checkbox"/> Student-run film society      |
| <input checked="" type="checkbox"/> Drama/theater                      | <input 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:

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

Air Force ROTC is offered:

- On campus  
 At cooperating institution (name):

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

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

G.

**ANNUAL EXPENSES**

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

**Provide 2026-2027 academic year costs of attendance for the following categories that are applicable to your institution.**

- Check here if your institution's 2026-2027 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 2026-2027 academic year costs of attendance will be available:

**G1. Undergraduate full-time tuition, required fees, food and housing**

List the typical tuition, required fees, and food and housing for a full-time undergraduate student for the **FULL 2026-2027** 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.
- ✓ Food and housing 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
<b>PRIVATE INSTITUTION</b>		
Tuition:	\$27670.00	\$27670.00
<b>PUBLIC INSTITUTION</b>		
Tuition: In-district:		
Tuition: In-state (out-of-district):		
Tuition: Out-of-state:		
Tuition: Non-resident		
<b>FOR ALL INSTITUTIONS</b>		
Required Fees	\$4748.00	\$4984.00
Food and Housing (on-campus):	\$11066.00	\$12478.00
Housing Only (on-campus):		
Food Only (on-campus meal plan):		

Comprehensive tuition and food and housing fees (if your college cannot provide separate tuition and food and housing fees):

Other:

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

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

Yes  No  N/A

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

Yes  No  N/A

**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:	\$1385.00	\$1385.00	\$1385.00
Housing only:	Not Applicable	Not Applicable	Not Applicable
Food only:	Not Applicable	\$4421.00	Not Applicable
Food and housing total*	Not Applicable	Not Applicable	\$16540.00
Transportation:	\$3755.00	\$3755.00	\$3755.00
Other expenses:	\$2742.00	\$2742.00	\$2742.00

\* If your college cannot provide separate food and housing figures for commuters not living at home

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

PRIVATE INSTITUTIONS:	\$1152.00
PUBLIC INSTITUTIONS:	
In-district:	
In-state (out-of-district):	
Out-of-state:	
NONRESIDENTS:	\$1152.00

## 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.

## 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 2024-2025 academic year (see the next item below), use the 2024-2025 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:

2025-2026 Estimated or  2024-2025 Final  N/A

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

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

	<b>Need-based</b> (Include non-need-based aid use to meet need.)	<b>Non-need-based</b> (Exclude non-need-based aid use to meet need.)
<b>Scholarships/Grants</b>	Not Applicable	
<b>Federal</b>	\$9971532.25	\$0.00
<b>State</b> all states, not only the state in which your institution is located	\$3871490.55	\$0.00
<b>Institutional:</b> Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).	\$30116931.69	\$0.00
<b>Scholarships/grants from external sources</b> (e.g. Kiwanis, National Merit) not awarded by the college	\$2668024.21	\$0.00
<b>Total Scholarships/Grants</b>	\$46627978.70	\$0.00
<b>Self-Help</b>	Not Applicable	Not Applicable
Student loans from all sources (excluding parent loans)	\$7145490.00	\$12239865.00
Federal Work-Study	\$1006772.58	Not Applicable
State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)	\$0.00	\$0.00
<b>Total Self-Help</b>	\$8152262.58	\$12239865.00
<b>Parent Loans</b>	\$0.00	\$13484772.00

	<b>Need-based</b> (Include non-need-based aid use to meet need.)	<b>Non-need-based</b> (Exclude non-need-based aid use to meet need.)
<b>Tuition Waivers</b> Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.	\$522069.00	\$0.00
<b>Athletic Awards</b>	\$5105842.43	\$0.00

**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.

	<b>Number of Enrolled Students Awarded Aids</b>	<b>Full-time First-time First-year</b>	<b>Full-time Undergrad (Incl. Fresh)</b>	<b>Less Than Full-time Undergrad</b>
<b>A</b>	Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2025 cohort)	840	2479	83
<b>B</b>	Number of students in line <b>a</b> who applied for need-based financial aid	828	2376	46
<b>C</b>	Number of students in line <b>b</b> who were determined to have financial need	679	1872	33
<b>D</b>	Number of students in line <b>c</b> who were awarded any financial aid	679	1865	31
<b>E</b>	Number of students in line <b>d</b> who were awarded any need-based scholarship or grant aid	679	1848	27
<b>F</b>	Number of students in line <b>d</b> who were awarded any need-based self-help aid	667	1783	24
<b>G</b>	Number of students in line <b>d</b> who were awarded any non-need-based scholarship or grant aid	2	7	0
<b>H</b>	Number of students in line <b>d</b> whose need was fully met ( <u>exclude PLUS loans, unsubsidized loans, and private alternative loans</u> )	133	442	10
<b>I</b>	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> )	60.30	55.30	26.10
<b>J</b>	The average financial aid package of those in line <b>d</b> . Exclude any resources that were awarded to replace EFC ( <u>PLUS loans, unsubsidized loans, and private alternative loans</u> )	\$14469	\$13993	\$6306
<b>K</b>	Average need-based scholarship or grant award of those in line <b>e</b>	\$12874	\$12033	\$5045
<b>L</b>	Average need-based self-help award ( <u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u> ) of those in line <b>f</b> who were awarded a need-based loan	\$1615	\$2106	\$2073

		Full-time First-time First-year	Full-time Undergrad (Incl. Fresh)	Less Than Full-time Undergrad
<b>M</b>	Average need-based loan ( <u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u> ) of those in line <b>f</b> who were awarded a need-based loan	\$1572.00	\$1832.00	\$1865.00

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

- ✓ Numbers should reflect the cohort awarded the dollars reported in H1.
- ✓ In the chart below, students may be counted in more than one row, and full-time, first-time, first-year should also be counted as full-time undergraduates.

	Number of Enrolled Students Awarded Non-need-based Scholarships and Grants	Full-time First-time First-year	Full-time Undergrad (Incl. Fresh)	Less Than Full-time Undergrad
<b>N</b>	Number of students in line <b>a</b> 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)	0	0	0
<b>O</b>	Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line <b>n</b>			
<b>P</b>	Number of students in line <b>a</b> who were awarded an institutional non-need-based athletic scholarship or grant	0	0	0
<b>Q</b>	Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line <b>p</b>			

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

Include:

- 2025 undergraduate class: all students who started at your institution as first-time students and received a bachelor's degree between July 1, 2024 and June 30, 2025.
- 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 2025 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2024 and June 30, 2025. 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.**

- 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
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	474	98.14	\$18887
B	Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans	473	97.93	\$15084
C	Institutional loan programs			
D	State loan programs			
E	Private student loans made by a bank or lender	60	12.42	\$30295

**H6-H7: Aid to Undergraduate Degree-seeking Nonresidents**

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

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

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

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

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

\$17229

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

\$1137120

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

- Institution's own financial aid form
- CSS Profile
- Other (specify): General Scholarship Application Form

**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 Profile
- State aid form
- Noncustodial Profile
- Business/Farm Supplement
- Other:

**H9. Indicate filing dates for first-year students:**

- |   | Month   | Day   |
|---|---|---|
| <input type="checkbox"/> Priority date for filing required financial aid forms  | <input style="width: 40px; height: 20px;" type="text"/> | <input style="width: 40px; height: 20px;" type="text"/> |
| <input type="checkbox"/> Deadline for filing required financial aid forms   | <input style="width: 40px; height: 20px;" type="text"/> | <input style="width: 40px; height: 20px;" type="text"/> |
| <input checked="" type="checkbox"/> No deadline for filing required forms (applications processed on a rolling basis) |   |   |

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

- |  | Month   | Day   |
|--|---|---|
| <input checked="" type="checkbox"/> Students notified on or about (date)               | <input style="width: 40px; height: 20px; text-align: center;" type="text" value="4"/> | <input style="width: 40px; height: 20px; text-align: center;" type="text" value="1"/> |
| <input type="checkbox"/> Students notified on a rolling basis<br>If yes, starting date | <input style="width: 40px; height: 20px;" type="text"/>                               | <input style="width: 40px; height: 20px;" type="text"/>                               |

**H11. Indicate reply dates:**

- |  | Month   | Day   |
|--|---|---|
| Students must reply by (date)  | <input style="width: 40px; height: 20px;" type="text"/> | <input style="width: 40px; height: 20px;" type="text"/> |
| or within <span style="border: 1px solid black; padding: 2px;">Two</span> weeks of notification. |   |   |

## Types of Aid Available

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

### H12. Loans

- Federal Direct Subsidized Loans
- Federal Direct Unsubsidized Loans
- Federal Direct PLUS Loans
- Federal Nursing Loans
- State Loans
- College/University loans from institutional fund
- Other (specify):

### H13. Need Based Scholarships and Grants

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

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

	Non-Need Based	Need-Based
Academics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Alumni affiliation	<input type="checkbox"/>	<input type="checkbox"/>
Art	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Athletics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Job skills	<input type="checkbox"/>	<input type="checkbox"/>
ROTC	<input checked="" type="checkbox"/>	Not Applicable
Leadership	<input type="checkbox"/>	<input type="checkbox"/>
Music/drama	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Religious affiliation	<input type="checkbox"/>	<input type="checkbox"/>
State/district residency	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

The policy change is the Satisfactory Academic Progress (SAP) policy (Pass/Fail)  
Special circumstances need-based award.

## I. INSTRUCTIONAL FACULTY AND CLASS SIZE

**I-1. Please report the number of instructional faculty members in each category for Fall 2025. Include faculty who are on your institution’s payroll on the census date your institution uses for IPEDS/AAUP.**

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

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

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

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

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

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

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

		Full-time	Part-time	Total
A	Total number of instructional faculty	248	66	314
B	Total number who are members of minority groups	125	45	170
C	Total number who are women	130	42	172
D	Total number who are men	118	24	142
E	Total number who are nonresidents (international)	40	5	45
F	Total number with doctorate, or other terminal degree	235	33	268
G	Total number whose highest degree is a master's but not a terminal master's	12	5	17
H	Total number whose highest degree is a bachelor's	1	0	1
I	Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)	0	28	28
J	Total number in stand-alone graduate/professional programs in which faculty teach virtually only graduate-level students	45	0	45

**I-2. Student to Faculty Ratio**

Report the Fall 2025 ratio of full-time equivalent undergraduate and graduate students (full-time plus 1/3 part time) to full-time equivalent instructional faculty of undergraduate and graduate students (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 2025 Student to Faculty ratio:  to 1

(based on  students and  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 2025 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 2025. 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
<b>CLASS SECTIONS</b>	164	243	226	19	23	14	0	689

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
<b>CLASS SUB-SECTIONS</b>	20	55	69	0	0	0	0	144

**J. Disciplinary areas of DEGREES CONFERRED**

**Degrees conferred between July 1, 2024 and June 30, 2025**

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 1<sup>st</sup> and 2<sup>nd</sup> majors for each CIP code as the numerator and the sum of the Grand Total by 1<sup>st</sup> Majors and the Grand Total by 2<sup>nd</sup> major as the denominator. If you prefer, you can compute the percentages using 1<sup>st</sup> majors only.

Category	Diploma/ Certificates	Associate	Bachelor's	CIP 2020 Categories to Include
Agriculture				01
Natural resources and conservation				03
Architecture				04
Area, ethnic, and gender studies				05
Communication/journalism			6.30	09
Communication technologies				10
Computer and information sciences			2.76	11
Personal and culinary services				12
Education				13
Engineering			0.20	14
Engineering technologies				15
Foreign languages, literatures, and linguistics	100		0.98	16
Family and consumer sciences				19
Law/legal studies				22
English			1.57	23
Liberal arts/general studies				24
Library science				25
Biological/life sciences			33.07	26
Mathematics and statistics			0.59	27
Military science and military technologies				28 and 29
Interdisciplinary studies				30
Parks and recreation				31
Philosophy and religious studies			0.20	38
Theology and religious vocations			0.39	39
Physical sciences			7.68	40
Science technologies				41
Psychology			12.20	42

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<b>Category</b>	<b>Diploma/ Certificates</b>	<b>Associate</b>	<b>Bachelor's</b>	<b>CIP 2020 Categories to Include</b>
Homeland Security, law enforcement, firefighting, and protective services				43
Public administration and social services				44
Social sciences			8.28	45
Construction trades				46
Mechanic and repair technologies				47
Precision production				48
Transportation and materials moving				49
Visual and performing arts			1.77	50
Health professions and related programs			16.93	51
Business/marketing			6.69	52
History			0.39	54
<b>Other</b>				
<b>TOTAL (should be = 100%)</b>	100	Not Applicable	100	