



ALBERTUS MAGNUS COLLEGE

OFFICE OF INSTITUTIONAL EFFECTIVENESS

2022-2023 Common Data Set

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Last updated: 05/01/2023

A. GENERAL INFORMATION

A0 Respondent Information (Not for Publication)

Name:	Jeffrey E. Luoma	
Title:	Director of Institutional Effectiveness	
Mailing Address:	700 Prospect Street	
City/State/Zip:	New Haven, CT 06511	
Phone:	(203) 773-8573	
E-mail Address:	JLuoma@albertus.edu	
Are your responses to the CDS posted for reference on your institution's Web site?	X	
If yes, please provide the URL of the corresponding Web page:	https://www.albertus.edu/policy-reports/institutional-research-and-assessment/common-data-set	

A1 Address Information

Name of College/University:	Albertus Magnus College	
Mailing Address:	700 Prospect Street	
City/State/Zip/Country:	New Haven, CT 06511	
Main Phone:	(203) 773-8550	
Toll-Free Phone:	(800) 578-9160	
Home Page Address:	www.albertus.edu	
Admissions Phone (Traditional UG):	(203) 773-8501	
Admissions Phone (PGS):	(203) 773-8505	
Admissions Office Mailing Address:	700 Prospect Street	
City/State/Zip/Country:	New Haven, CT 06511	
Admissions E-mail (Traditional UG):	admissions@albertus.edu	
Admissions E-mail (PGS):	admissions-pgs@albertus.edu	
If there is a separate URL for your online application, please specify:	https://www.albertus.edu/undergraduate-degrees/apply-for-admission/	

A2 Source of institutional control (Check only one):

Public	<input type="checkbox"/>
Private (nonprofit)	X
Proprietary	<input type="checkbox"/>

A3 Classify your undergraduate institution:

Coeducational college	X
Men's college	<input type="checkbox"/>
Women's college	<input type="checkbox"/>

A4 Academic year calendar:

Semester	X
Quarter	<input type="checkbox"/>
Trimester	<input type="checkbox"/>
4-1-4	<input type="checkbox"/>
Continuous	<input type="checkbox"/>
Differs by program (describe)	<input type="checkbox"/>
Other (describe)	<input type="checkbox"/>

A5 Degrees offered by your institution:

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

A6 Diversity, Equity, and Inclusion:

If your institution has a diversity, equity, and inclusion office or department, provide the URL of the corresponding web page:

B. ENROLLMENT AND PERSISTENCE

Institutional Enrollment

B1 Provide numbers of students for each of the following categories as of the institution's official **Fall 2022** reporting date. Note: Report students formerly designated as "first professional" in the graduate cells.

	FULL-TIME			PART-TIME		
	Men	Women	Another Gender	Men	Women	Another Gender
Undergraduate						
Degree-seeking, first-time, first-year	86	76	0	0	0	0
Other first-year, degree-seeking	26	46	0	2	4	0
All other degree-seeking	255	386	0	36	61	0
Total degree-seeking undergraduates	367	508	0	38	65	0
All other UGs enrolled in credit courses	0	0	0	4	5	0
Total undergraduates	367	508	0	42	70	0
Graduate						
Degree-seeking, first-time	17	61	0	2	13	0
All other degree-seeking	33	80	0	15	57	0
All other GRs enrolled in credit courses	0	0	0	0	10	0
Total graduates	50	141	0	17	80	0
Total all undergraduate						987
Total all graduate						288
GRAND TOTAL ALL STUDENTS						1,275

B2 Enrollment by Racial/Ethnic Category. Provide numbers of undergraduate students for each of the following categories as of the institution's official **Fall 2022** reporting date. Include international students only in the category "Nonresidents." Report as your institution reports to IPEDS: persons who are Hispanic should be reported only on the Hispanic line, and persons who are non-Hispanic multi-racial should be reported only under "Two or more races."

	Degree-Seeking First-Time First Year	Degree-Seeking Undergraduates (include first-time first-year)	Total Undergraduates (degree-seeking and non-degree)
Nonresidents	8	35	35
Hispanic/Latino	39	231	232
Black or African American	37	302	305
White	67	330	335
American Indian or Alaska Native	0	1	1
Asian	3	18	18
Native Hawaiian or other Pacific Islander	1	2	2
Two or more races	7	36	36
Race and/or ethnicity unknown	0	23	23
TOTAL	162	978	987

Persistence

B3 Number of degrees awarded from **July 1, 2021, to June 30, 2022.**

Certificates/diplomas	0
Associate degrees	18
Bachelor's degrees	266
Post-Bachelor's certificates*	8
Master's degrees	141
Post-Master's certificates	0
Doctoral degrees (research/scholarship)	--
Doctoral degrees (professional practice)	--
Doctoral degrees (other)	--

*Graduate Certificate in Addiction Counseling

Graduation Rates

The items in this section correspond to data elements collected by the IPEDS Graduation Rate Survey (GRS). For complete instructions and definitions of data elements, see the IPEDS GRS Forms and Instructions for the **2022-23** Survey.

For Bachelor's or Equivalent Institutions

In the following section for bachelor's or equivalent programs, please disaggregate the **Fall 2015** and **Fall 2016** 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).

Common Data Set 2022-2023

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)
Fmr B4	A- Initial cohort of first-time, full-time bachelor-seeking undergraduate students	76	32	21	129
Fmr B5	B- Of the initial cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions	0	0	0	0
Fmr B6	C- Final cohort, after adjusting for allowable exclusions	76	32	21	129
Fmr B7	D - Of the initial cohort, how many completed the program in four years or less (by Aug. 31, 2020)	32	13	10	55
Fmr B8	E - Of the initial 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)	4	1	0	5
Fmr B9	F - Of the initial 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)	1	2	1	4
Fmr B10	G - Total graduating within six years (sum of lines D, E, and F)	37	16	11	64
Fmr B11	H - Six-year graduation rate for cohort (G divided by C)	49%	50%	52%	50%

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)
Fmr B4	A- Initial cohort of first-time, full-time bachelor-seeking undergraduate students	84	30	20	134
Fmr B5	B- Of the initial cohort, how many did not persist and did not graduate for the following reasons: deceased, permanently disabled, armed forces, foreign aid service of the federal government, or official church missions	0	0	0	0
Fmr B6	C- Final cohort, after adjusting for allowable exclusions	84	30	20	134
Fmr B7	D - Of the initial cohort, how many completed the program in four years or less (by Aug. 31, 2019)	32	16	11	59
Fmr B8	E - Of the initial 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)	8	4	1	13
Fmr B9	F - Of the initial 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)	3	0	0	3
Fmr B10	G - Total graduating within six years (sum of lines D, E, and F)	43	20	12	75
Fmr B11	H - Six-year graduation rate for cohort (G divided by C)	51%	67%	60%	56%

Retention Rates

B22 Report for the cohort of all full-time, first-time bachelor-seeking undergraduate students who entered in **Fall 2021** (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 armed forces, foreign aid service of the federal government, or official church missions.

Initial Fall 2021 cohort	185
Allowable Exclusions	0
Returned for Fall 2022	130

For the cohort of full-time, first-time bachelor-seeking undergraduate students who entered your institution 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?	70.3%
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C. FIRST-TIME, FIRST-YEAR ADMISSION

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 during summer in this cohort. Applicants should include only those 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. (Note: since the total may include students who did not provide gender data, the detail need not sum to the total).

Total first-time, first-year men who applied	663
Total first-time, first-year women who applied	824
Total Applications	1,487
Total first-time, first-year men who were admitted	513
Total first-time, first-year women who were admitted	684
Total Acceptances	1,197
Total full-time , first-time, first-year men who enrolled	86
Total part-time , first-time, first-year men who enrolled	0
Total full-time , first-time, first-year women who enrolled	76
Total part-time , first-time, first-year women who enrolled	0
Total Full-Time New Matriculants	162
Total Part-Time New Matriculants	0
Grand Total New Matriculants	162

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?	No
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If yes, please answer the questions below for **Fall 2022** admissions:

Number of qualified applicants offered a place on waiting list	--
Number accepting a place on the waiting list	--
Number of wait-listed students admitted	--
Is your waiting list ranked?	--
If yes, do you release that information to students?	--

Admission Requirements

C3 High school completion requirement

High school diploma is required and GED is accepted	X
High school diploma is required and GED 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?

Required	
Recommended	X
Neither required nor recommended	

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	13	
English	4	
Mathematics	3	
Science	3	
Of these, units that must be lab		
Foreign language		3
Social studies	2	
History	1	
Academic electives		
Computer Science		
Visual/Performing Arts		
Other (specify)		

Basis for Selection

C6 Open Admission Policy: 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?

Open admission policy as described above for all students	No
Open admission policy as described above for most students, but--	
selective admission for out-of-state students	No
selective admission to some programs	No

C7 Admission Decision Factors: Relative importance of each of the following academic and non-academic factors in first-time, first-year, degree-seeking admission 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	
Non-academic				
Interview			X	
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		

SAT and ACT Policies

Entrance exams

C8A Does your institution make use of SAT, ACT, or SAT Subject Test scores in admission decisions for first-time, first-year degree-seeking applicants? No

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

	ADMISSION				
	Required	Recommended	Required for Some	Considered if Submitted	Not Considered
SAT or ACT					X
ACT only					X
SAT only					X
High School Transcript (or GED)	X				
Personal Essay (any topic)	X				
Non-Refundable Application Fee					X
Letter(s) of Recommendation		X			

Notes: Effective for the Fall 2023 incoming class, letters of recommendation are no longer required, and the application fee is also now waived for all applicants.

C8B This question has been removed from the CDS.

C8C This question has been removed from the CDS.

C8D Does your institution use applicants' test scores for academic advising? Yes

C8E Latest date by which SAT, ACT, or SAT Subject Test scores must be received for fall-term admission n/a

C8F If necessary, use this space to clarify your test policies (e.g., if tests are recommended or not required for certain students):

Albertus is a "test blind" institution. While the College does accept standardized test scores, they are not required for an evaluation of an application for admission and are only used for placement purposes (standardized test scores are required for consideration of placement into the Honors Program).

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

SAT	X
ACT	X
SAT Subject Tests	
AP	X
CLEP	
Institutional Exam	X
State Exam (specify):	

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 during summer, international students, 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, or if you average the scores, use the average to report the scores).

Percent submitting SAT scores	25%	Number submitting SAT scores	41 of 162
Percent submitting ACT scores	2%	Number submitting ACT scores	4 of 162

	25th Percentile	50th Percentile (Median)	75th Percentile	Average (Mean)
SAT Composite	880	1020	1080	989
SAT EBRW	430	510	540	501
SAT Math	450	510	530	487
ACT Composite	21	22	24	23
ACT Math	20	23	26	23
ACT English	23	24	25	24
ACT Writing	--	--	--	--
ACT Science	22	23	24	23
ACT Reading	18	20	25	23

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

	SAT Composite
1400-1600	0%
1200-1399	10%
1000-1199	54%
800-999	20%
600-799	17%
400-599	0%
Totals should = 100%	100%

	SAT EBRW	SAT Math
700-800	2%	0%
600-699	12%	7%
500-599	41%	46%
400-499	34%	29%
300-399	10%	17%
200-299	0%	0%
Totals should = 100%	100%	100%

	ACT Composite	ACT English	ACT Math	ACT Reading	ACT Science
30-36	0%	0%	0%	25%	0%
24-29	25%	75%	50%	0%	25%
18-23	75%	25%	50%	75%	75%
12-17	0%	0%	0%	0%	0%
6-11	0%	0%	0%	0%	0%
Below 6	0%	0%	0%	0%	0%
Totals should = 100%	100%	100%	100%	100%	100%

C10 High School Class Rank

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

Percent in top tenth (top 10%) of high school graduating class	7%	Top half + bottom half = 100%
Percent in top quarter (top 25%) of high school graduating class	22%	
Percent in top half (top 50%) of high school graduating class	52%	
Percent in bottom half (bottom 50%) of high school graduating class	48%	
Percent in bottom quarter (bottom 25%) of high school graduating class	21%	
Number of total first-time, first-year students who submitted high school class rank:	86 of 162	
Percent of total first-time, first-year students who submitted high school class rank:	53%	

C11 High School Grade Point Average

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

Percent who had GPA of 4.00	2%
Percent who had GPA between 3.75 and 3.99	12%
Percent who had GPA between 3.50 and 3.74	18%
Percent who had GPA between 3.25 and 3.49	13%
Percent who had GPA between 3.00 and 3.24	15%
Percent who had GPA between 2.50 and 2.99	20%
Percent who had GPA between 2.00 and 2.49	14%
Percent who had GPA between 1.00 and 1.99	6%
Percent who had GPA below 1.00	1%
Totals should = 100%	100%

C12 Average high school GPA of all degree-seeking, first-time, first-year students who submitted GPA:	3.06
Percent of total first-time, first-year students who submitted high school GPA:	98%

Admission Policies

C13 Application Fee

Does your institution have an application fee?	No (waived)
Amount of application fee:	\$35 (waived)
Can it be waived for applicants with financial need?	Yes
If you have an application fee and an online application option, is the policy for students who apply online the same fee, free, or reduced?	Same Fee
Can the online application fee be waived for applicants with financial need?	Yes

C14 Application closing date

Does your institution have an application closing date?	Yes
Closing date:	Aug. 20th
Priority date:	May 1st

C15 Are first-time, first-year students accepted for terms other than the fall?	Yes
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C16 Notification to applicants of admission decision sent

On a rolling basis beginning (date):	Oct. 1st
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C17 Reply policy for admitted applicants

Must reply by May 1st or within _____ weeks if notified thereafter	2 weeks
Amount of tuition deposit:	\$350
Deadline for housing deposit (date):	Aug. 20th
Amount of housing deposit:	\$50
Is housing deposit refundable if student does not enroll?	No

C18 Deferred admission

Are students allowed to postpone enrollment (defer) after admission?	Yes
If yes, maximum period of postponement:	1 semester

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?	No
--	----

C20 Common Application: Question removed from CDS.

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 a 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?	No
---	----

If "yes," please complete the following:

First or only early decision plan closing date	--
First or only 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	--

C22 Early Action

Do you have a non-binding 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?	No
--	----

If "yes," please complete the following:

Early Action I	Closing Date	--
	Notification Date	--
Early Action II	Closing Date	--
	Notification Date	--

Is your early action plan "restrictive" (students limited from applying to other early plans)?	--
--	----

D. TRANSFER ADMISSION

Fall Applicants

D1	Does your institution enroll transfer students? (If no, skip to Section E)	Yes
	If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities?	Yes

D2 Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in **Fall 2022**.

	Applicants	Admitted Applicants	Enrolled Applicants
Men	63	47	28
Women	134	85	50
Another Gender	2	1	0
Total	199	133	78

Application for Admission

D3 Indicate terms for which transfers may enroll:

Fall	X
Winter	
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?	No
	If yes, what is the minimum number of credits and the unit of measure?	--

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

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

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

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

D8	List any other application requirements specific to transfer applicants: Standardized test scores are not required unless applicants would like to be considered for the Honors Program.
----	---

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

	Priority Date	Closing Date	Notification Date	Reply Date	Rolling Admission
Fall					X
Winter					
Spring					X
Summer					

D10	Does an open admission policy, if reported, apply to transfer students?	N/A
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D11	Describe additional requirements for transfer admission, if applicable:
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Transfer Credit Policies

URL for policies related to Transfer of Credit: https://www.albertus.edu/undergraduate-degrees/apply-for-admission/admission-requirements/articulation-agreements.php
--

D12	Lowest grade earned for any course that may be transferred for credit:	C
-----	--	---

D13	Maximum credits/courses that may be transferred from a two-year institution:	64 credits
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D14	Maximum credits/courses that may be transferred from a four-year institution:	90 credits
-----	---	------------

D15	Minimum number of credits that transfers must complete at your institution to earn an associate degree:	15 credits
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D16 Minimum number of credits that transfers must complete at your institution to earn a bachelor's degree: 30 credits

D17 Describe other transfer credit policies:
 For Bachelor's degrees, students must complete at least 30 credits at Albertus, including the final 24 credits, with four of those classes within the major. For Associate's degrees, students must complete their final 15 credits at Albertus, with three of those classes within the major.

Military Service Transfer Credit Policies

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

American Council on Education (ACE)	Yes
College Level Examination Program (CLEP)	Yes
DANTES Subject Standardized Tests (DSST)	Yes

D19 Maximum credits/courses that may be transferred based on military education evaluated by the American Council on Education (ACE): 15 credits

D20 Maximum credits/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)): 45 credits

D21 Are the military/veteran credit transfer policies on your website? Yes

D21 If yes, please provide the URL where they can be located:
<http://catalog.albertus.edu/accelerated-adult/admissions/credit-for-prior-learning.php>

D22 Describe other military/veteran transfer credit policies unique to your institution:
 The College accepts transfer credits for military/veteran students who have provided official Joint Services Transcripts. All transfer credit is evaluated using the Transfer Evaluation System (TES) database.

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 & 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 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 type="checkbox"/>	Liberal arts/career combination
<input 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 type="checkbox"/>	Weekend college
<input type="checkbox"/>	Other (specify):

E2 This question has been removed from the Common Data Set.

E3 Areas in which all or most students are required to complete some course work by 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): <i>Religious Studies</i>

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 & denominator)	16.9%	10.9%
Percent of who join fraternities/sororities	n/a	n/a
Percent who live in college-owned, operated, or affiliated housing <i>(**note: excludes Adult undergraduates, who are ineligible to live on campus)</i>	63.7%	42.9%
Percent who live off campus or commute <i>(**note: excludes Adult undergraduates, who are ineligible to live on campus)</i>	36.3%	57.1%
Percent of students age 25 and older	1.9%	35.6%
Average age of full-time students	19	25
Average age of all students (full-time and part-time)	19	26

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

Campus Ministries	X	
Choral groups	X	
Concert band		
Dance		
Drama/theater	X	
International Student Organization	X	
Jazz band		
Literary magazine	X	<i>"Breakwater"</i>
Marching band		
Model UN		
Music ensembles		
Musical theater		
Opera		
Pep band		
Radio station		
Student government	X	
Student newspaper		
Student-run film society		
Symphony orchestra		
Television station		
Yearbook	X	
List of Recognized Student Organizations:	https://www.albertus.edu/student-life/clubs-organizations/	

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

	On Campus	At Cooperating Institution	Name of Cooperating Institution
Army ROTC is offered:	No	No	n/a
Naval ROTC is offered:	No	No	n/a
Air Force ROTC is offered:	No	No	n/a

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

Coed dorms	X	
Men's dorms		
Women's dorms	X	<i>Sansbury Hall</i>
Apartments for married students		
Apartments for single students		
Special housing for disabled students	X	
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.albertus.edu/admission-aid/financial-aid/net-calculator/>
www.albertus.edu/npc

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

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

Published 05/01/2023

Undergraduate full-time tuition, required fees, room & board

G1 List the typical tuition, required fees, and room & board for a full-time undergraduate student for the **FULL 2023-2024 academic year** (30 semester 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 & 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 Students	Undergraduates
PRIVATE INSTITUTIONS Tuition:	\$38,424	\$38,424
REQUIRED FEES:	\$1,500	\$1,500
<i>Activity Fee:</i>	\$800	\$800
<i>Comprehensive Fee:</i>	\$700	\$700
ROOM AND BOARD (on-campus):	\$15,338	\$15,338
<i>Room Only (double occupancy):</i>	\$11,686	\$11,686
<i>Board Only (maximum meal plan):</i>	\$3,652	\$3,652

Comprehensive tuition and room and board fee (if your college cannot provide separate tuition and room & board fees):	n/a
---	-----

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)?	No

G4 Do tuition and fees vary by undergraduate instructional program?	No
--	----

G4 If yes, what percentage of full-time undergraduates pay more than the tuition and fees reported in G1?	--
--	----

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

	Residents	Commuters (living at home)	Commuters (not living at home)
Books and supplies	\$1,000	\$1,000	\$1,000
Room only			--
Board only		\$10,036	--
Room and board total (if you cannot provide separate room & board figures):			\$14,966
Transportation	\$2,892	\$3,500	\$3,500
Other expenses	\$4,304	\$4,304	\$4,304

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

PRIVATE INSTITUTIONS:	\$1,601
NONRESIDENTS (INTERNATIONAL):	\$1,601

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 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 & 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, 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 does not need to demonstrate financial aid to qualify.

Private student loans: A non-federal 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 & 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 amount awarded.

Work study & employment: Federal & 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

Enter total dollar amounts **awarded** to enrolled full-time and less than full-time degree-seeking undergraduates (using the same cohort reported in CDS Question B1, "total degree-seeking" undergraduates) in the following categories. (Note: If the data being reported are final figures for the 2021-2022 academic year (see the next item below), then use that 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 columns. (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.)

		2022-23 estimated	2021-22 final
H1	Indicate the year for which data are reported for items H1, H2, H2A, and H6	X	
H3	Which needs-analysis methodology does your institution use in awarding institutional aid?		
	Federal methodology (FM)	X	
	Institutional methodology (IM)		
	Both FM and IM		

		Need-based (Include non-need-based aid used to meet need)	Non-need-based (Exclude non-need-based aid used to meet need)
H1	Scholarships/Grants		
	Federal	\$2,512,051	\$3,172
	State (i.e., all states, not only the state in which your institution is located)	\$789,397	\$3,500
	Institutional (endowed scholarships, annual gifts, and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (reported below)).	\$1,262,072	\$11,460,666
	External scholarships/grants (i.e., not awarded by the college, for example, Kiwanis, National Merit, etc.)	\$126,318	\$173,557
	Total Scholarships/Grants	\$4,689,838	\$11,640,895
	Self-Help		
	Student loans from all sources (excluding parent loans)	\$2,787,299	\$3,983,222
	Federal Work-Study	\$163,811	
	State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)	\$0	\$0
	Total Self-Help	\$2,951,110	\$3,983,222
	Other		
	Parent Loans	\$0	\$1,638,018
	Tuition Waivers Reporting is optional. Do not report tuition waivers elsewhere.	\$0	\$0
	Athletic Awards	\$0	\$0

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 was used to meet need should be counted as need-based aid.** Numbers should reflect the cohort awarded the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates. **Do NOT include any aid related to the CARES Act or unique to the COVID-19 pandemic.**

	First-time Full-time First-year	Full-time Undergraduate (Incl. First-year)	Less Than Full-time Undergraduate
a) Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2022 cohort)	162	875	103
b) Number of students in line a who applied for need-based financial aid	146	774	70
c) Number of students in line b who were determined to have financial need	132	735	65
d) Number of students in line c who were awarded any financial aid	132	730	59
e) Number of students in line d who were awarded any need-based scholarship or grant aid	99	536	37
f) Number of students in line d who were awarded any need-based self-help aid	113	623	48
g) Number of students in line d who were awarded any non-need-based scholarship or grant aid	129	499	3
h) Number of students in line d whose need was fully met (exclude PLUS loans, unsubsidized loans, and private alternative loans)	10	47	2
i) On average, 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)	61.1%	49.9%	26.5%
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)	\$31,204	\$22,830	\$5,151
k) Average need-based scholarship and grant award of those in line e	\$9,374	\$8,512	\$3,342
l) Average need-based self-help award (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line f	\$3,628	\$4,470	\$3,459
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	\$3,368	\$4,242	\$3,459

Common Data Set 2022-2023

H2A Number of Enrolled Students Awarded Non-need-based Scholarships and Grants: List the number of degree-seeking full-time and less-than-full-time undergraduates who had no financial need and who were awarded institutional non-need-based scholarship or grant aid. Numbers should reflect the cohort awarded the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates. **Do NOT include any aid related to the CARES Act or unique to the COVID-19 pandemic.**

	First-time Full-time Freshmen	Full-time Undergrad (Incl. Fresh.)	Less Than Full-time Undergrad
n) Number of students in line a who had no financial need and who were awarded institutional non-need-based scholarship or grant aid (exclude those who were awarded athletic awards and tuition benefits)	14	33	0
o) Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line n	\$22,643	\$21,045	\$0
p) Number of students in line a who were awarded an institutional non-need-based athletic scholarship or grant	0	0	0
q) Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line p	\$0	\$0	\$0

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 into your institution.

* Money borrowed at other institutions.

* Parent loans.

* Students who did not graduate or who graduated with another degree or certificate (but not a bachelor's degree)

* **Any aid related to the CARES Act or unique to 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.	91
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H5 Number and percent of students in the 2022 undergraduate class (defined above) borrowing from federal, non-federal, and any loan sources, and the average amount borrowed. NOTE: The "Average per-undergraduate-borrower cumulative principal borrowed" is designed to provide better information about student borrowing from federal and nonfederal (institutional, state, commercial) sources. The numbers, percentages, and averages for each row should be based only on the loan source specified for the particular row. For example, the federal loans average (row b) should only be the cumulative average of federal loans and the private loans average (row e) should only be the cumulative average of private loans.

Source/Type of Loan	Number in the class (defined in H4 above) who borrowed	Percent of the class who borrowed (nearest 1%)	Average per-undergraduate-borrower cumulative principal borrowed (nearest \$1)
a) Any loan program: Federal Perkins, Federal Stafford Subsidized & Unsubsidized, institutional, state, private loans that your institution is aware of, etc. Include both Federal Direct Student Loans & Federal Family Education Loans.	77	85%	\$38,736
b) Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans.	77	85%	\$30,446
c) Institutional loan programs.	0	0%	\$0
d) State loan programs.	0	0%	\$0
e) Private student loans made by a bank or lender.	17	19%	\$37,545

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

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

Institutional need-based scholarship or grant aid is available	
Institutional non-need-based scholarship or grant aid is available	X
Institutional scholarship or grant aid is not available	
If institutional financial aid is available for undergraduate degree-seeking nonresidents (international students), provide the number of undergraduate degree-seeking nonresidents who were awarded need-based or non-need-based aid:	42
Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresidents (international students):	\$24,489
Total dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresidents (international students):	\$1,028,544

H7 Check off all financial aid forms that nonresident (international) 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	X
Institution's own financial aid form	
CSS/Financial Aid PROFILE	
State aid form	
Noncustodial PROFILE	
Business/Farm Supplement	
Other (specify):	

H9 Indicate filing dates for first-year students:

Priority date for filing required financial aid forms:	March 15th
Deadline for filing required financial aid forms:	July 28th
No deadline for filing required forms (applications processed on rolling basis):	

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

a) Students notified on or about (date):	January 1st
b) Are students notified on a rolling basis (yes/no)?	Yes
If yes, starting date:	January 1st

H11 Indicate reply dates:

Students must reply by (date):	
or within _____ weeks of notification.	2

Types of Aid Available

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

H12 Loans

Direct Subsidized Stafford Loans	X
Direct Unsubsidized Stafford Loans	X
Direct PLUS Loans	X
Federal Perkins Loans	
Federal Nursing Loans	
State Loans	
College/university loans from institutional funds	
Other (specify):	

H13 Need-Based Scholarships and Grants

Federal Pell	X
SEOG	X
State scholarships/grants	X
Private scholarships	X
College/university scholarship or grant aid from institutional funds	X
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	X	X
Alumni affiliation	X	
Art	X	
Athletics		
Job skills	X	
ROTC		
Leadership	X	
Minority status		
Music/drama	X	
Religious affiliation	X	
State/district residency	X	X

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:

N/A		
Are these policies related to the COVID-19 pandemic?	Yes	No

I. INSTRUCTIONAL FACULTY AND CLASS SIZE

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 instructional faculty but who teach one or more non-clinical credit courses may be counted as part-time faculty.

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

Doctorate: includes such degrees as Doctor of Philosophy, Doctor of Education, Doctor of Juridical Science, and Doctor of Public Health in any field such as arts, sciences, education, engineering, business, 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 degree: the highest degree in a field: example, M. Arch (architecture) and MFA (master of fine arts).

I1

	Full-Time	Part-Time	Total
a) Total number of instructional faculty	49	80	129
b) Total number who are members of minority groups	11	12	23
c) Total number who are women	26	47	73
d) Total number who are men	23	33	56
e) Total number who are nonresidents (international)	--	--	--
f) Total number with doctorate, or other terminal degree	42	30	72
g) Total number whose highest degree is a master's but not a terminal master's	7	48	55
h) Total number whose highest degree is a bachelor's	0	0	0
i) Total number whose highest degree is unknown or other (Note: Items f, g, h, and i must sum up to item a.)	0	2	2
j) Total number in stand-alone graduate/professional programs in which faculty teach virtually only graduate-level students	0	1	1

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.

I2

Fall 2022 Student to Faculty ratio	15 to 1	(based on <input type="text" value="1,132"/> students and <input type="text" value="75"/> faculty).
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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 stated time(s) in a classroom or similar setting, and not a subsection such as a lab 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.

13 Number of Class Sections with Undergraduates Enrolled

CLASS SECTIONS	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
		99	163	55	0	0	0	0
CLASS SUB-SECTIONS	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
		7	6	0	0	0	0	0

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

Category	Diploma/ Certificates	Associate	Bachelor's	CIP 2020 Categories
Agriculture				01
Natural resources and conservation				03
Architecture				04
Area, ethnic, and gender studies				05
Communication/journalism			4.14%	09
Communication technologies				10
Computer and information sciences				11
Personal and culinary services				12
Education				13
Engineering				14
Engineering technologies				15
Foreign languages, literatures, and linguistics				16
Family and consumer sciences				19
Law/legal studies				22
English			0.75%	23
Liberal arts/general studies		55.56%	4.51%	24
Library science				25
Biological/life sciences			2.26%	26
Mathematics and statistics			1.13%	27
Military science and military technologies				28 & 29
Interdisciplinary studies				30
Parks and recreation			2.63%	31
Philosophy and religious studies				38
Theology and religious vocations			0.75%	39
Physical sciences				40
Science technologies				41
Psychology			9.77%	42
Homeland Security, law enforcement, firefighting, and protective services			9.40%	43
Public administration and social services			6.39%	44
Social sciences			9.02%	45
Construction trades				46
Mechanic and repair technologies				47
Precision production				48
Transportation and materials moving				49
Visual and performing arts			2.63%	50
Health professions and related programs			7.89%	51
Business/marketing		44.44%	37.59%	52
History			1.13%	54
Other				
TOTAL (should = 100%)	--	100.00%	100.00%	

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 publishers' surveys.

* 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 immediate and long-term academic and vocational goals.
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 during the regular academic term.
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-entering after a lapse of a few years.
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 attachment.
Applicant (first-time, first year): An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and who has been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution).
Application fee: That amount of money that an institution charges for processing a student's application for acceptance. This amount is <i>not</i> creditable toward tuition and required fees, nor is it refundable if the student is not admitted to the institution.
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, Pakistan, the Philippine Islands, 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 but <i>not</i> 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 plan) program. (A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to 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.
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 they constitute the majority of students at your institution.
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 Campus Crusade for Christ, an interdenominational Christian organization.
* Career and placement services: A range of services, including (often) the following: coordination of visits of employers to campus; aptitude and vocational testing; interest inventories, personal counseling; help in resume writing, interviewing, launching the job search; listings for those students desiring employment and those seeking permanent positions; establishment of a permanent reference folder; career resource materials.
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 or university study.
Common Application: The standard application form distributed by the National Association of Secondary School Principals for a large number of private colleges who are members of the Common Application Group.
* Community service program: Referral center for students wishing to perform volunteer work in the community or participate in volunteer activities coordinated by academic departments.
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 and students who have moved to the area to attend college.
Comprehensive transition and postsecondary program for students with intellectual abilities: Programs designed to support postsecondary students with intellectual disabilities to obtain instruction in academic, career and technical, and independent living subjects in preparation for employment.
Clock hour: A unit of measure that represents an hour of scheduled instruction given to students. Also referred to as credit 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 cosmetology school or a word processing school might allow students to enroll and begin studies at various times, with no requirement that classes begin on a certain date.
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 living expenses.
* 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, diploma, certificate, or other formal award.
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 formal award.
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. It is applied toward the total number of hours needed for completing the requirements of a degree, diploma, certificate, or other formal award.

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 studies.
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 undergraduate level, this is intended to include students enrolled in vocational or occupational programs.
Differs by program (calendar system): A calendar system classification that is used by institutions that have occupational/vocational programs of varying length. These 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, September, and November; and a three-month program in January, April, and October.
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 based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples 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.
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, credential, 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 preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as "first-professional" and 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.); Pharmacy (Pharm.D.); Podiatry (D.P.M., Pod.D., D.P.); or, Veterinary Medicine (D.V.M.), and others, as designated by the awarding institution.
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 in order to participate.
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, the candidate is not committed to enroll; the student may reply to the offer under the college's regular reply policy.
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.
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 date. Applicants agree to accept an offer of admission and, if admitted, to withdraw their applications from other colleges. There are three possible decisions for early decision applicants: admitted, denied, or not admitted but forwarded for consideration with the regular applicant pool, without prejudice.
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 without extending the amount of time required for a degree. See also Study abroad.
External degree program: A program of study in which students earn credits toward a degree through independent study, college courses, proficiency examinations, and personal experience. External degree programs require minimal or no classroom attendance.
Extracurricular activities (as admission factor): Special consideration in the admissions process given for participation in both school and non-school-related activities of interest to the college, such as clubs, hobbies, student government, athletics, performing arts, etc.
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 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, 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 in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).
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) or less than 900 clock hours.
*First-year/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 in length; at some colleges, there is a fee.
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 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. Unweighted GPA's assign the same weight to each course. Weighting gives students additional points for their grades in advanced or honors courses.
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 satisfactory scores on the Tests of General Educational Development (GED), or another state-specified examination.
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 of these.

Independent study: Academic work chosen or designed by the student with the approval of the department concerned, under an instructor's supervision, and usually undertaken outside of the regular classroom structure.
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 social network.
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-time, on- or off-campus, paid or unpaid.
* Learning center: Center offering assistance through tutors, workshops, computer programs, or audiovisual equipment in reading, writing, math, and skills such as taking notes, managing time, taking tests.
* 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 or specialized major, whether on campus or through cross-registration.
Living Learning Community: Residential programs that allow students to interact with students who share common interests. In addition to living together, students may also participate in shared courses, special events, and group service projects.
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 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 than two full-time equivalent academic years of work.
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 conduct research, engage in debate, draft resolutions, and may participate in a national Model UN conference.
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 indefinitely.
* 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 academic record, test scores, or other qualifications.
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.
* 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 who have completed a baccalaureate degree but do not meet the requirements of academic degrees carrying the title of master.
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 requirements of academic degrees at the doctoral level.
Postsecondary award, certificate, or diploma: Includes the following three IPEDS definitions for postsecondary awards, certificates, and diplomas of varying durations and credit/contact hour requirements— <i>Less Than 1 Academic Year:</i> Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in less than 1 academic year (2 semesters or 3 quarters) or in less than 900 clock hours by a student enrolled full-time. <i>At Least 1 But Less Than 2 Academic Years:</i> Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 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 clock hours. <i>At Least 2 But Less Than 4 Academic Years:</i> Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 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 3,600 clock hours.
Private institution: An educational institution controlled by a private individual(s) or by a nongovernmental agency, usually supported primarily by other than public funds, and operated by other than publicly elected or appointed officials.
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 the assumption of risk.
Private non-profit institution: A private institution in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for the assumption of risk. These include both independent nonprofit schools and those affiliated with a religious organization.
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 by public funds.
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 15 weeks. There may be an additional quarter in the summer.
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 definitions of anthropological origins. A person may be counted in only one group.
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 racial/ethnic categories.

Recognized Postsecondary Credential: Includes both Title IV eligible degrees, certificates, and other recognized postsecondary credentials. Any credential that is received 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 technical or industry/occupational skills necessary to obtain employment or advance within an industry occupation. (Generally based on standards developed or endorsed by employers or industry associations).
Religious affiliation/commitment (as admission factor): Special consideration given in the admission process for affiliation with a certain church or faith/religion, commitment to a religious vocation, or observance of certain religious tenets/lifestyle.
* 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 setting.
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 is the exception. Do not include application fees or optional fees such as lab fees or parking fees.
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 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 Arrival-Departure Record [Form I-94] with a notation that conveys legal immigrant status, such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian).
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, class rank, GPA, and teacher and counselor recommendations.
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 an additional summer session.
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 agreement with some other U.S. college or an institution of another country.
* 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 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 summer months. Some schools, such as vocational and beauty schools, have year-round classes with no separate summer session.
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, languages, etc.).
Teacher certification program: Program designed to prepare students to meet the requirements for certification as teachers in elementary, middle/junior high, and secondary schools.
Transfer applicant: An individual who has fulfilled the institution's requirements to be considered for admission (including payment or waiving of the application fee, if any) and who has previously attended another college or university and earned college-level credit.
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). The student may transfer with or without credit.
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 commuter students.
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, they are specially trained and certified.
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 topic. May or may not be associated with a specific course to earn credit.
* Veteran's counseling: Helps veterans and their dependents obtain benefits for their selected program and provides certifications to the Veteran's Administration. May also provide personal counseling on the transition from the military to a civilian life.
* Visually impaired: Any person whose sight loss is not correctable and is sufficiently severe as to adversely affect educational performance.
Volunteer work (as admission factor): Special consideration given to students for activity done on a volunteer basis (e.g., tutoring, hospital care, working with the elderly or disabled) as a service to the community or the public in general.
Wait list: List of students who meet the admission requirements but will only be offered a place in the class if space becomes available.
Weekend college: A program that allows students to take a complete course of study and attend classes only on weekends.
White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
* Women's center: Center with programs, academic activities, and/or services intended to promote an understanding of the evolving roles of women.
Work experience (as admission factor): Special consideration given to students who have been employed prior to application, whether for relevance to major, demonstration of employment-related skills, or as explanation of student's academic and extracurricular record.

Financial Aid Definitions

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

<p>Institutional scholarships and grants: Endowed scholarships, annual gifts and tuition funded grants for which the institution determines the recipient.</p>
<p>Financial need: As determined by your institution using the federal methodology and/or your institution's own standards.</p>
<p>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 noninstitutional student aid (grants, jobs, and loans).</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>Note: Suggested order of precedence for counting non-need money as need-based:</p> <ul style="list-style-type: none"> Non-need institutional grants Non-need tuition waivers Non-need athletic awards Non-need federal grants Non-need state grants Non-need outside grants Non-need student loans Non-need parent loans Non-need work
<p>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.</p>
<p>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.</p>
<p>Work study and employment: Federal and state work study aid, and any employment packaged by your institution in financial aid awards.</p>