

THE 2020–2021 COMMON DATA SET

Section A: GENERAL INFORMATION

A0. Respondent Information (Not for Publication)

First Name:

Last Name:

Title:

Office: Office of Institutional Research

Address Line 1: 887 S. Matlack Street

Address Line 2:

Address Line 3:

City: West Chester

State: PA

Zip: 19383

Country: USA

Phone: (610) 436-2835

Email Address:

Are your responses to the CDS posted for reference on your institution's Website? Yes

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

<https://www.wcupa.edu/deputy-provost/institutionalResearch/>

A1. Address Information

Name of College or University: West Chester University

Street Address Line 1: 700 S. High Street

Street Address Line 2:

Street Address Line 3:

City: West Chester

State: PA

Zip: 19383

Country: USA

Main Institution Phone Number (Area Code): (610)

Main Institution Phone Number: 436-1000

Main Institution Phone Number (Ext):

Main Institution Website: www.wcupa.edu

Main Institution Email:

Admissions Office

Please enter Admissions Office information below:

Street Address (if different):

Street Address (if different) Line 2: 100 W. Rosedale Ave.

Street Address (if different) Line 3:

City: West Chester
State: PA
Zip: 19383
Country: USA
Admissions Phone Number (Area Code): (610)
Admissions Phone Number: 436-3411
Admissions Phone Number (Ext):
Admissions Toll-free Number (Out-of-State Area Code): (877)
Admissions Toll-free Number: 315-2165
Admissions Toll-free Number (Ext):
Admissions Email Address: ugadmiss@wcupa.edu

If there is a separate URL for your school's online application, please specify:
⇒ www.wcupa.edu/applynow

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

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

- Public
- Private (nonprofit)
- Proprietary

A3. Classify your undergraduate institution:

- Coeducational college
- Men's college
- Women's college

A4. Academic year calendar

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

- Other (describe):

A5. Degrees offered by your institution

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

Section 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, 2020**.

- Note: Report students formerly designated as “first professional” in the graduate cells.
- For information on reporting study abroad students please see this [IPEDS reporting tip](#).

Undergraduate Students: Full-Time

Table 1 Full-Time Undergraduate Enrollment

Undergraduate Students: Full-Time	Men	Women
Degree-seeking, first-time first-year students	1,057	1,708
Other first-year, degree-seeking	348	417
All other degree-seeking	3,750	5,760
Total degree-seeking	5,155	7,885
All other undergraduates enrolled in credit courses	9	7
Total Undergraduate Full-Time Students	5,164	7,892

Undergraduate Students: Part-Time

Table 2 Part-Time Undergraduate Enrollment

Undergraduate Students: Part-Time	Men	Women
Degree-seeking, first-time first-year students	20	11
Other first-year, degree-seeking	17	25
All other degree-seeking	561	749
Total degree-seeking	598	785
All other undergraduates enrolled in credit courses	116	157
Total Undergraduate Part-Time Students	714	942

Undergraduate Students: All

Table 3 All Undergraduate Enrollment

Undergraduate Students: All	Men	Women
Total Undergraduate Students	5,878	8,834

Graduate Students

Graduate Students: Full-Time

Table 4 Full-Time Graduate Enrollment

Graduate Students: Full-Time	Men	Women
Degree-seeking, first-time	126	282
All other degree-seeking	163	415
All other graduates enrolled in credit courses	12	29
Total Graduate Full-Time Students	301	726

Graduate Students: Part-Time

Table 5 Part-Time Graduate Enrollment

Graduate Students: Part-Time	Men	Women
Degree-seeking, first-time	175	266
All other degree-seeking	426	900
All other graduates enrolled in credit courses	50	163
Total Graduate Part-Time Students	651	1,329

Graduate Students: All

Table 6 All Graduate Enrollment

Graduate Students: All	Men	Women
Total Graduate Students	952	2,055

Total All Students (Total Undergraduate Students + Total Graduate Students)

Table 7 All Student Enrollment

All Students: Total	Men	Women
Total Full-Time Students	5,465	8,618
Total Part-Time Students	1,365	2,271
Total All students	6,830	10,889

Total All Undergraduates: 14,712

Total All Graduate Students: 3,007

Grand Total All Students: 17,719

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, 2020**.

- ✓ Include international students only in the category "Nonresident aliens."

- ✓ Complete the “Total Undergraduates” column only if you cannot provide data for the first two columns.
- ✓ Report as your institution reports to IPEDS: persons who are Hispanic should be reported only on the Hispanic line, not under any race, and persons who are non-Hispanic multi-racial should be reported only under "Two or more races."

Table 8 Enrollment by Race/Ethnicity

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)
Nonresident aliens	2	33	33
Hispanic/Latino	178	854	860
Black or African American, non-Hispanic	251	1,625	1,640
White, non-Hispanic	2,120	10,674	10,901
American Indian or Alaska Native, non-Hispanic	8	30	30
Asian, non-Hispanic	72	376	393
Native Hawaiian or other Pacific Islander, non-Hispanic	1	8	8
Two or more races, non-Hispanic	104	538	544
Race and/or ethnicity unknown	60	285	303
Total	2,796	14,423	14,712

B3. Persistence

Number of degrees awarded by your institution from July 1, 2019, to June 30, 2020.

Table 9 Number of Degrees Awarded by Type

AWARD TYPE	# AWARDED
Certificate/diploma:	
Associate degrees:	
Bachelor’s degrees:	3,388
Post-bachelor’s certificates:	334
Master’s degrees:	1,043
Post-master’s certificates:	8
Doctoral degrees – research/scholarship:	24
Doctoral degrees – professional practice:	8
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 2020-2021 Survey](#).

For Bachelor's or Equivalent Programs

In the following section for bachelor's or equivalent programs, please disaggregate the Fall 2013 and Fall 2014 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).

Fall 2014 Cohort

Table 10 Graduation Rates for the Fall 2014 Cohort of Bachelor's or Equivalent Programs

Letter	Graduation Rates	Recipients of a Federal Pell Grant	Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total (sum of 3 columns to the left)
A	Initial 2014 of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	551	810	990	2,351
B	<p>Of the initial 2014 cohort, how many did not persist and did not graduate for the following reasons:</p> <ul style="list-style-type: none"> • Deceased • Permanently Disabled • Armed Forces • Foreign Aid Service of the Federal Government • Official church missions • Report Total Allowable Exclusions 	1	0	0	1
C	Final 2014 cohort, after adjusting for allowable exclusions	550	810	990	2,350
D	Of the initial 2014 cohort, how many completed the program in four years or less (by Aug. 31, 2018)	253	459	590	1,302
E	Of the initial 2014 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2018 and by Aug. 31, 2019)	104	144	162	410

Letter	Graduation Rates	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)
F	Of the initial 2014 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2019 and by Aug. 31, 2020)	18	20	18	56
G	Total graduating within six years (sum of lines D, E, and F)	375	623	770	1,768
H	Six-year graduation rate for 2014 cohort (G divided by C)	68.18%	76.91%	77.78%	78.00%

Fall 2013 Cohort

Table 11 Graduation Rates for the Fall 2013 Cohort of Bachelor's or Equivalent Programs

Letter	Graduation Rates	Recipients of a Federal Pell Grant	Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total (sum of 3 columns to the left)
A	Initial 2013 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	533	771	994	2,298
B	<p>Of the initial 2013 cohort, how many did not persist and did not graduate for the following reasons:</p> <ul style="list-style-type: none"> • Deceased • Permanently Disabled • Armed Forces • Foreign Aid Service of the Federal Government • Official church missions • Report Total Allowable Exclusions 	2	0	3	5
C	Final 2013 cohort, after adjusting for allowable exclusions	531	771	991	2,293
D	Of the initial 2013 cohort, how many completed the program in four years or less (by Aug. 31, 2017)	225	447	566	1,238
E	Of the initial 2013 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2017 and by Aug. 31, 2018)	137	142	183	462

Letter	Graduation Rates	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)
F	Of the initial 2013 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2017 and by Aug. 31, 2018)	17	17	25	59
G	Total graduating within six years (sum of lines D, E, and F)	379	606	774	1,759
H	Six-year graduation rate for 2013 cohort (G divided by C)	71.37%	78.60%	78.10%	76.71%

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 2019 (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
 - * Official church missions
 - * No other adjustments to the initial cohort should be made.

For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution in Fall 2019 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates official enrollment for Fall 2020.

- ✓ 85.00%

Section 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 2020**.

- ✓ 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.

Table 12 First-Time, First-Year Student Applicants

First-Time, First-Year Student Applicants	Total
Total first-time, first-year men who applied	5,162
Total first-time, first-year women who applied	9,078

Table 13 First-Time, First-Year Student Admits

First-Time, First-Year Student Admits	Total
Total first-time, first-year men who were admitted	4,292
Total first-time, first-year women who were admitted	7,985

Table 14 First-Time, First-Year Student Enrollees by Status

First-Time, First-Year Student Enrollees by Status	Total
Total full-time, first-time, first-year men who enrolled	1,057
Total part-time, first-time, first-year men who enrolled	20
Total full-time, first-time, first-year women who enrolled	1,707
Total part-time, first-time, first-year women who enrolled	11

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

If yes, please answer the questions below for **Fall 2020** admissions:

Table 15 Waiting List

WAITING LIST	TOTAL
Number of qualified applicants offered a place on waiting list:	1,961
Number accepting a place on the waiting list:	713
Number of wait-listed students admitted:	471

Is your waiting list ranked? No

⇒ If yes, do you release that information to students?

⇒ Do you release that information to school counselors?

C3-C5: Admission Requirements

C3. High school completion requirement

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

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

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

- Require
- Recommend
- Neither require nor recommend

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

Table 16 Distribution of High School Units Required and/or Recommended

Distribution of high school units required and/or recommended	Units Required	Units Recommended
Total academic units	16	20
English	4	4
Mathematics	3	4
Science	3	3
Of these, units that must be lab	2	2
Foreign language		2
Social studies	2	2
History	2	2
Academic electives	2	2
Computer Science		
Visual/Performing Arts		1
Other (<i>specify</i>)		

C6-C7: Basis for Selection

C6. Do you have an open admission policy, under which virtually all secondary school graduates or students with GED equivalency diplomas are admitted without regard to academic record, test scores, or other qualifications? No

If so, check which applies:

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

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

Table 17 Importance of Academic and Nonacademic Factors in Admission Decisions

Factors	Very Important	Important	Considered	Not Considered
<i>Academic</i>				
Rigor of secondary school record	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class rank	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Application Essay	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Recommendation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Nonacademic</i>				
Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Extracurricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Talent/ability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Character/personal qualities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
Religious affiliation/commitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Racial/ethnic status	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>

C8: SAT and ACT Policies

Entrance exams

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

C8A. If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for **Fall 2022**.

Table 18 Testing Policies for Admission

Entrance Exams	Require	Require for some	Recommend	Considered if submitted	Not used
SAT or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ACT Only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT Only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT and SAT Subject Tests or ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SAT Subject Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

C8B. If your institution will make use of the ACT in admission decisions for first-time, first-year, degree-seeking applicants for **Fall 2022**, please indicate which ONE of the following applies (regardless of whether the writing score will be used in the admissions process):

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

If your institution will make use of the SAT in admission decisions for first-time, first-year, degree-seeking applicants for **Fall 2022** please indicate which ONE of the following applies (regardless of whether the Essay score will be used in the admissions process):

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

C8C. Please indicate how your institution will use the SAT or ACT essay component; check all that apply.

Table 19 How the Institution Uses the SAT or ACT Essay Component

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

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

C8E. Latest date by which SAT or ACT scores must be received for fall-term admission:

⇒ 04/01

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

⇒ Month/Day

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.)

⇒ WCU is test optional. Applicants can decide to submit test scores which will be considered.

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

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

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

Provide information for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year students** enrolled in **Fall 2020**, including students who began studies during summer, international students/nonresidents, and students admitted under special arrangements.

C9. Percent and number of first-time, first-year students enrolled in Fall 2020 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.

Table 20 Percent and Number of Students Submitting Test Scores

ALL enrolled, degree-seeking, first-time, first-year students who submitted test scores.	Percent	Number
Submitting SAT Scores	91%	2,508
Submitting ACT Scores	9%	263

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

Table 21 Percentile Scores for Standardized Assessments

Assessment	25th Percentile Score	75th Percentile Score
SAT Composite	1020	1170
SAT Evidence-Based Reading and Writing	510	600
SAT Math	500	580
ACT Composite	20	26
ACT Math	18	25
ACT English	19	26
ACT Writing	6	8

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

Table 22 Percent of Students with Scores in Each Range for SAT Evidence-Based Reading and Writing and SAT Math

Score Range	SAT Evidence-Based Reading and Writing	SAT Math
700-800	2.07%	2.19%
600-699	24.48%	17.11%
500-599	56.06%	60.41%
400-499	17.11%	19.22%
300-399	0.36%	1.16%
200-299	0.00%	0.00%
Totals should = 100%	100.08%	100.09%

Table 23 Percent of Students with Scores in Each Range for SAT Composite

Score Range	SAT Composite
1400-1600	1.56%
1200-1399	17.50%
1000-1199	64.04%
800-999	16.67%
600-799	0.32%
400-599	0.00%
Totals should = 100%	100.09%

Table 24 Percent of Students with Scores in Each Range for ACT Tests

Score Range	ACT Composite	ACT English	ACT Math
30-36	4.92%	13.93%	3.28%
24-29	40.16%	24.18%	35.25%
18-23	46.72%	45.49%	40.16%
12-17	8.20%	15.98%	21.31%
6-11	0.00%	0.41%	0.00%
Below 6	0.00%	0.00%	0.00%
Totals should = 100%	100.00%	99.99%	100.00%

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

Table 25 Percent of Degree-Seeking, First-Time, First-Year Students Who Had High School Class Rank in Each Range

Assessment	Percent
Percent in top tenth of high school graduating class	14%
Percent in top quarter of high school graduating class	36%
Percent in top half of high school graduating class	73%
Percent in bottom half of high school graduating class	27%
Percent in bottom quarter of high school graduating class	6%
Percent of total first-time, first-year students who submitted high school class rank	34%

} 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.

Table 26 Percent of Enrolled Degree-Seeking, First-Time, First-Year Students with GPA in Each Range

Range	Percent (All enrolled students)
Percent who had GPA of 4.0	10.52%
Percent who had GPA between 3.75 and 3.99	16.02%
Percent who had GPA between 3.50 and 3.74	22.64%
Percent who had GPA between 3.25 and 3.49	20.78%
Percent who had GPA between 3.00 and 3.24	15.24%
Percent who had GPA between 2.50 and 2.99	13.13%
Percent who had GPA between 2.0 and 2.49	1.68%
Percent who had GPA between 1.0 and 1.99	0.00%
Percent who had GPA below 1.0	0.00%
Totals should = 100%	100.01%

C12. Average high school GPA

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

⇒ 3.44

Percent of total first-time, first-year students who submitted high school GPA:
⇒ 100%

C13-C20: Admission Policies

C13. Application fee

- ✓ **If your institution has waived its application fee for the Fall 2022 admission cycle please select no.**

Does your institution have an application fee? Yes
Amount of application fee: \$45
Can it be waived for applicants with financial need? Yes

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

- Same Fee
 Free
 Reduced

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

C14. Application closing date

Does your institution have an application closing date? No

Table 27 Application Closing Date

Application Closing Date	Date
Application closing date (fall)	Rolling
Priority Date	02/01

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

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

- On a rolling basis beginning (date):
10/01
 By (date):
Month/Day
 Other:

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

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

Deadline for housing deposit (MMDD): 05/01

Amount of housing deposit: \$200

Refundable if student does not enroll?

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

18. Deferred admission: Does your institution allow students to postpone enrollment after admission? No

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

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? No

If “yes,” please complete the following:

First or only early decision plan closing date: Month/Day

First or only early decision plan notification date: Month/Day

Other early decision plan closing date: Month/Day

Other early decision plan notification date: Month/Day

For the Fall 2020 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? No

If “yes,” please complete the following:

Early action closing date: Month/Day

Early action notification date: Month/Day

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

Section D: TRANSFER ADMISSION

D1-D2: Fall Applicants

D1. Does your institution enroll transfer students? Yes

(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

D2. Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in **Fall 2020**.

Table 28 Transfer Students Who Applied, Were Admitted, and Enrolled by Gender

	Applicants	Admitted Applicants	Enrolled Applicants
Men	940	688	441
Women	1,544	1,079	699
Total	2,484	1,767	1,140

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? No

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

⇒ Number:

⇒ Unit type:

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

Table 29 Items Required of Transfer Applicants

	Required of All	Recommended of All	Recommended of Some	Required of Some	Not required
High school transcript	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standardized test scores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Statement of good standing from prior institution(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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):

⇒ 2.0

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

⇒ Applicants must submit official copies of college transcripts for every institution attended. In some cases, students will be required to submit a midterm progress report. If a transfer applicant has completed less than 24 credits, they must submit a high school transcript and standardized test scores if they have been out of high school for less than 3 years. Audition is required for music applicants, portfolio for art applicants, and interview for Respiratory Care.

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 checkmark in the "Rolling admission" column.

Table 30 Application Dates for Transfer Students

	Priority Date	Closing Date	Notification Date	Reply Date	Rolling Admission
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?

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

⇒ Some academic programs will require higher than a 2.0 grade point average and specific course prerequisites. An audition is required for music and some programs may require an interview.

D12-D17: Transfer Credit Policies

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

⇒ D (1.0)

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

⇒ Number: No maximum

⇒ Unit type:

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

⇒ Number: No maximum

⇒ Unit type:

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

⇒ Number:

⇒ Unit type:

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

⇒ Number: 30 for a 120-credit degree program

⇒ Unit type:

D17. Describe other transfer credit policies:

- ⇒ Credit may be granted for equivalent courses completed at regionally accredited institutions of higher education. Credit for work completed at an unaccredited institution may be granted on the recommendation of the student's major department in consultation with the school or college dean and transfer credit analyst.
- ⇒ Grades of D or above are accepted for transfer.
- ⇒ Grades in a course submitted for transfer as a major program requirement must be the same or higher than the minimum grade required by the department. For example, if a program requires a student earn a B or better in a major program requirement, then the student requesting transfer credit from another institution must have earned a minimum of B in the parallel course. If a student earns a lower grade than the requirement, the department may require the course to be repeated at West Chester University.
- ⇒ If a student changes their major, grades originally approved for transfer will be re-evaluated by the new major department.
- ⇒ No course equivalency transfer credit will be given for WCU courses numbered at the 400 level, unless the courses are taken at an institution that grants a baccalaureate degree. Departments have the right to accept courses for their majors as SUBJ 199 or TRN 199 credits.
- ⇒ Transcripts will be evaluated by the Office of the Registrar when applying to the institution. Students will be sent a copy of their Transfer Credit Evaluation within two weeks of providing transcripts for review.

D18-D22: 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 number of credits or courses that may be transferred based on military education evaluated by the American Council on Education (ACE):

- ⇒ Number: No maximum
- ⇒ Unit type:

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

- ⇒ Number: No maximum
- ⇒ Unit type:

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

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

⇒ <https://www.wcupa.edu/registrar/transferPolicies.aspx>

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

⇒

Section E: ACADEMIC OFFERINGS AND POLICIES

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

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

E2. Has been removed from the CDS.

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

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

Public speaking/speaking emphasis; diverse communities; ethics; capstone course; first-year experience; interdisciplinary requirements for all. Language for BA degree candidates.

Section F: STUDENT LIFE

F1. Percentages of first-time, first-year degree-seeking students and degree-seeking undergraduates enrolled in Fall 2020 who fit the following categories:

Table 31 Percentages of Degree-Seeking Students by Residency, Greek Life Participation, Housing, and Age

Percentages of first-time, first-year degree-seeking students and degree-seeking undergraduates	First-time, first-year students	Undergraduates
Percent who are from out of state (exclude international/nonresidents from the numerator and denominator)	13.10%	9.5%
Percent of men who join fraternities	0%	12.6%
Percent of women who join sororities	0%	13.3%
Percent who live in college-owned, -operated, or -affiliated housing	10%	3%
Percent who live off campus or commute	90%	97%
Percent of students age 25 and older	0.11%	8.80%
Average age of full-time students	18	20
Average age of all students (full- and part-time)	18	21

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

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

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

Army ROTC is offered:

- On campus
- At cooperating institution (name): Widener University

Naval ROTC is offered:

- Marine Option: Naval ROTC is offered
- On campus:
- At cooperating institution (name): Click or tap here to enter text.

Air Force ROTC is offered:

- On campus
- At cooperating institution (name): St. Joseph's University

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

- Coed residence halls
- Men's residence halls
- Women's residence halls
- Apartments for married students
- Apartments for single students
- Special housing for disabled students
- Special housing for international students
- Fraternity/sorority housing
- Cooperative housing
- Theme housing
- Wellness Housing
- Other housing options (specify):
 - Gender-neutral housing

Section G: ANNUAL EXPENSES

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

⇒ https://www.wcupa.edu/_information/AFA/Fiscal/Bursar/forms/costCalculator

Provide 2021–2022 academic year costs of attendance for the following categories that are applicable to your institution.

- Check here if your institution's 2021–2022 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 2021–2022 academic year costs of attendance will be available:

⇒ Month/Day

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 2021–2022** 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).

Table 32 Undergraduate Full-Time Tuition at Private Institutions

PRIVATE INSTITUTION	FIRST-YEAR	UNDERGRADUATES
Tuition:		

Table 33 Undergraduate Full-Time Tuition at Public Institutions

PUBLIC INSTITUTION	FIRST-YEAR	UNDERGRADUATES
Tuition: In-district:	\$7,716	\$7,716
Tuition: In-state (out-of-district):	\$7,716	\$7,716
Tuition: Out-of-state:	\$19,290	\$19,290
Tuition: International (nonresident):	\$19,290	\$19,290

Table 34 Undergraduate Full-Time Required Fees, Food, and Housing for All Institutions

FOR ALL INSTITUTIONS	FIRST-YEAR	UNDERGRADUATES
Required Fees:	\$2,277.06	\$2,277.06
Food and Housing (on-campus):	\$9,494	\$9,494
Housing Only (on-campus):	\$5,794	\$5,794
Food Only (on-campus meal plan):	\$3,700	\$3,700

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

⇒

Other:

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

Minimum: 12

Maximum: 18

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

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:

Table 35 Estimated Expenses for a Typical Full-Time Undergraduate Student

Estimated Expenses	Residents	Commuters (living at home)	Commuters (not living at home)
Books and supplies:	\$1,200	\$1,200	\$1,200
Housing only:	Not Applicable	Not Applicable	\$11,000
Food only:	Not Applicable	\$2,572	\$2,978
Food and housing total*	Not Applicable	Not Applicable	
Transportation:	\$920	\$2,992	\$920
Other expenses:	\$1,600	\$1,600	\$1,600

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

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

Table 36 Undergraduate Per Credit Hour Charges (Tuition Only)

Undergraduate per-credit-hour charges	Tuition only
PRIVATE INSTITUTIONS:	
PUBLIC INSTITUTIONS:	Not Applicable
In-district:	\$322
In-state (out-of-district):	\$322
Out-of-state:	\$805
NONRESIDENTS:	\$805

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

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

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

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

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

H1-H5: 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 **2019–2020** academic year (see the next item below), use the **2019–2020** 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 section above.

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

- 2020-2021 Estimated
- 2019-2020 Final

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

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

Table 37 Amount of Scholarship/Grant Aid

Scholarships/Grants	Need-based (Include non-need-based aid used to meet need.)	Non-need-based (Exclude non-need-based aid used to meet need.)
Federal	\$18,256,880	\$462
State all states, not only the state in which your institution is located	\$10,038,907	\$50,500
Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).	\$6,955,985	\$2,042,449
Scholarships/grants from external sources (e.g. Kiwanis, National Merit) not awarded by the college	\$3,821,871	\$1,807,176
Total Scholarships/Grants	\$39,073,634	\$3,900,587

Table 38 Amount Self-Help Aid

Self-Help	Need-based (Include non-need-based aid used to meet need.)	Non-need-based (Exclude non-need-based aid used to meet need.)
Student loans from all sources (excluding parent loans)	\$84,866,029	\$31,174,607
Federal Work-Study	\$923,393	Not Applicable
State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)	\$	\$
Total Self-Help	\$85,789,422	\$31,174,607

Table 39 Amount of Miscellaneous Aid

Miscellaneous	Need-based (Include non-need-based aid used to meet need.)	Non-need-based (Exclude non-need-based aid used to meet need.)
Parent Loans	\$0	\$24,624,344
Tuition Waivers Note: Reporting is optional. Report tuition waivers in this row if you choose to report them. Do not report tuition waivers elsewhere.	\$	\$
Athletic Awards	\$1,078,213	\$354,019

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.

Table 40 Number of Enrolled Students Awarded Aid

Letter	Number of Enrolled Students Awarded Aid	Full-time, First-time, First-Year	Full-time Undergrad (Incl. Fresh)	Less Than Full-time Undergrad
A	Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2019 cohort)	2,860	13,040	1,310
B	Number of students in line a who applied for need-based financial aid	2,598	10,285	784
C	Number of students in line b who were determined to have financial need	1,767	7,523	658
D	Number of students in line c who were awarded any financial aid	1,767	7,523	658
E	Number of students in line d who were awarded any need-based scholarship or grant aid	1,242	4,806	421
F	Number of students in line d who were awarded any need-based self-help aid	1,470	6,298	429
G	Number of students in line d who were awarded any non-need-based scholarship or grant aid	586	1,624	63
H	Number of students in line d whose need was fully met (<u>exclude PLUS loans, unsubsidized loans, and private alternative loans</u>)	146	693	19
I	On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (<u>PLUS loans, unsubsidized loans, and private alternative loans</u>)	43.9%	47.0%	39.6%
J	The average financial aid package of those in line d . Exclude any resources that were awarded to replace EFC (<u>PLUS loans, unsubsidized loans, and private alternative loans</u>)	\$8,933	\$8,748	\$5,828
K	Average need-based scholarship or grant award of those in line e	\$6,880	\$6,218	\$4,282
L	Average need-based self-help award (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f	\$2,743	\$3,506	\$2,413
M	Average need-based loan (<u>excluding PLUS loans, unsubsidized loans, and private alternative loans</u>) of those in line f who were awarded a need-based loan	\$3,170	\$4,053	\$3,649

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

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

Table 41 Number of Students Awarded Non-Need Based Scholarship/Grant Aid

Letter	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
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)	216	434	7
O	Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line n	\$2,163	\$3,414	\$1,051
P	Number of students in line a who were awarded an institutional non-need-based athletic scholarship or grant	32	98	0
Q	Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line p	\$3,180	\$3,612	\$0

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

Include:

- ✓ **2020** undergraduate class: all students who started at your institution as first-time students and received a bachelor's degree between July 1, **2019** and June 30, **2020**.
- ✓ 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 **2020 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, **2019** and June 30, **2020**. Exclude students who transferred into your institution.**

⇒ 1,809

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.

Table 42 Number and Percent of Students Borrowing from Federal, Non-Federal, and Any Loan Sources and Average Amount Borrowed

Letter	Source/Type of Loan	Number in the class (defined in H4 above) who borrowed from the types of loans specified in the first column	Percent of the class (defined above) who borrowed from the types of loans specified in the first column (nearest 1%)	Average per-undergraduate-borrower cumulative principal borrowed from the types of loans specified in the first column (nearest \$1)
A	Any loan program: Federal Perkins, Federal Stafford Subsidized and Unsubsidized, institutional, state, private loans that your institution is aware of, etc. Include both Federal Direct Student Loans and Federal Family Education Loans.	1,358	75.0%	\$37,100
B	Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans.	1,329	73.0%	\$23,820
C	Institutional loan programs.		%	\$
D	State loan programs.		%	\$
E	Private student loans made by a bank or lender.	467	25.0%	\$40,008

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:

⇒ 30

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

⇒ \$7,722

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

⇒ \$231,667

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

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

H8-H11: Process for First-Year Students

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

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

H9. Indicate filing dates for first-year students:

Does your institution have a deadline for filing required financial aid forms for first-year students?

Priority date for filing required financial aid forms:

⇒ 02/15

Deadline for filing required financial aid forms:
⇒ Month/Day

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

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

a. Students notified on or about (date):
⇒ Month/Day

b. Students notified on a rolling basis.
⇒ Starting date: 03/01

H11. Indicate reply dates:

Students must reply by (date):
⇒ Month/Day
 or within (number of) weeks of notification
⇒ 4

H12-H15: Types of Aid Available

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

H12. Loans

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

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.

Table 43 Criteria Used in Awarding Both Need- and Non-Need Based Institutional Aid

Criteria used in awarding institutional aid	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 type="checkbox"/>
Athletics	<input type="checkbox"/>	<input type="checkbox"/>
Job skills	<input type="checkbox"/>	<input type="checkbox"/>
ROTC	<input checked="" type="checkbox"/>	Not Applicable
Leadership	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Minority Status	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Music/drama	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religious affiliation	<input type="checkbox"/>	<input type="checkbox"/>
State/district residency	<input 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:

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Section I: INSTRUCTIONAL FACULTY AND CLASS SIZE

I1. Please report the number of instructional faculty members in each category for Fall 2020. 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:

Table 44 Guidelines for Including/Excluding Instructional Faculty for Reporting

Letter	Description	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).

Table 45 Number of Instructional Faculty

Letter	Description	Full-time	Part-time	Total
A	Total number of instructional faculty	675	300	975
B	Total number who are members of minority groups	106	47	153
C	Total number who are females	359	179	538
D	Total number who are males	316	121	437
E	Total number who are nonresident aliens (international)	26	0	26
F	Total number with doctorate, or other terminal degree	586	84	670
G	Total number whose highest degree is a master’s but not a terminal master’s	86	198	284
H	Total number whose highest degree is a bachelor’s	3	17	20
I	Total number whose highest degree is unknown or other (Note: Items f , g , h , and i must sum up to item a .)	0	1	1
J	Total number in stand-alone graduate/professional programs in which faculty teach virtually only graduate-level students	0	0	0

12. Student to Faculty Ratio

Report the Fall 2020 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 2020 Student to Faculty ratio: 20 to 1

- Based on 15,925 students and 775 faculty.

13. 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 2020 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 2020. 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)

Table 46 Number of Class Sections with Undergraduates Enrolled by Class-Size

Undergraduate	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SECTIONS	54	380	735	549	177	67	57	2,019

Table 47 Number of Class Sub-Sections with Undergraduates Enrolled by Class-Size

Undergraduate	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
CLASS SUB-SECTIONS	0	11	77	15	0	0	0	103

Section J: Disciplinary areas of DEGREES CONFERRED

Degrees conferred between July 1, 2019 and June 30, 2020

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

Table 48 Degrees Conferred by Discipline

Category	Diploma/ Certificates	Associate	Bachelor's	CIP 2010 Categories to Include
Agriculture			0.00%	01
Natural resources and conservation			0.00%	03
Architecture			0.50%	04
Area, ethnic, and gender studies			0.50%	05
Communication/journalism			0.40%	09
Communication technologies			0.00%	10
Computer and information sciences			2.90%	11
Personal and culinary services			0.00%	12
Education			10.50%	13
Engineering			0.00%	14
Engineering technologies			0.00%	15
Foreign languages, literatures, and linguistics			0.50%	16
Family and consumer sciences			0.00%	19
Law/legal studies			0.00%	22
English			7.80%	23
Liberal arts/general studies			4.90%	24
Library science			0.00%	25
Biological/life sciences			3.10%	26
Mathematics and statistics			1.90%	27
Military science and military technologies			0.00%	28 and 29
Interdisciplinary studies			0.00%	30
Parks and recreation			4.90%	31
Philosophy and religious studies			0.20%	38

Category	Diploma/ Certificates	Associate	Bachelor's	CIP 2010 Categories to Include
Theology and religious vocations			0.00%	39
Physical sciences			1.90%	40
Science technologies			0.00%	41
Psychology			7.00%	42
Homeland Security, law enforcement, firefighting, and protective services			4.10%	43
Public administration and social services			1.80%	44
Social sciences			2.40%	45
Construction trades			0.00%	46
Mechanic and repair technologies			0.00%	47
Precision production			0.00%	48
Transportation and materials moving			0.00%	49
Visual and performing arts			3.50%	50
Health professions and related programs			14.80%	51
Business/marketing			25.20%	52
History			1.20%	54
Other			0.00%	
TOTAL			100.00%	