A. General Information

A0 Respondent Information (Not for Publication)

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Are your responses to the CDS posted for reference on your institution's Web site?

X	Yes
	No

If yes, please provide the URL of the corresponding Web page:
https://www.cmc.edu/institutional-research/common-data-set

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 This information will not be published but will help the publishers further refine CDS items.

Items in orange text have been added by CMC.

A1 Address Information

Name of College/University:	Claremont McKenna College
Mailing Address:	500 E 9th Street
City/State/Zip/Country:	Claremont, CA 91711
Street Address (if different):	
City/State/Zip/Country:	
Main Phone Number:	(909) 621-8088
WWW Home Page Address:	www.claremontmckenna.edu
Admissions Phone Number:	(909) 621-8088
Admissions Toll-Free Phone Number:	
Admissions Office Mailing Address:	888 Columbia Avene
City/State/Zip/Country:	Claremont, CA 91711
Admissions Fax Number:	(909) 621-8516
Admissions E-mail Address:	admission@cmc.edu

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

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

A2 Source of institutional control (Check only one)**:**

	Public
X	Private (nonprofit)
	Proprietary

A3 Classify your undergraduate institution:

X	Coeducational college
	Men's college
	Women's college

A4 Academic year calendar:

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

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

	Other (describe):

A5 Degrees offered by your institution:

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

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, 2021.**

- Note: Report students formerly designated as "first professional" in the graduate cells. For information on reporting study abroad students please see this link.

A student is considered undergraduate if s/he is enrolled in a bachelor's degree program and does not have a bachelor's degree before entering CMC. If a student is enrolled in courses at the graduate level and already holds a bachelor's degree, s/he is considered a graduate student. A student is considered full-time if s/he is enrolled for 12 or more semester credits (3 CMC course units). If s/he is enrolled in less than 12 semester credits (3 CMC course units), s/he is considered a part-time student.

The fall census date is two days after the deadline to add courses, the 12th day of the semester.

	FULL-TIME		PART-TIME		TOTAL (FT + PT)		TOTALS	
	Men	Women	Men	Women	Men	Women		
Undergraduates								
Degree-seeking, first-time freshmen	177	181	0	0	177	181	358	New FF
Other first-year, degree-seeking	11	10	0	0	11	10	21	New Transfer
All other degree-seeking	505	525	3	2	508	527	1,035	Returning Degree-Seeking
Total degree-seeking	**693**	**716**	**3**	**2**	696	718	1,414	
All other undergraduates enrolled in credit courses	0	2	0	0	0	2	2	Non-Degree-Seeking
Total undergraduates	**693**	**718**	**3**	**2**	696	720	1,416	
Graduate								
Degree-seeking, first-time	3	2	1	0	4	2	6	New Grad
All other degree-seeking	0	0	0		0	0	0	Returning Grad (rare)
All other graduates enrolled in credit courses	0	0	0	0	0	0	0	
Total graduate	**3**	**2**	**1**	**0**	4	2	6	
Total all students	**696**	**720**	**4**	**2**	700	722	1,422	

Total all undergraduates	1,416
Total all graduate	6
GRAND TOTAL ALL STUDENTS	**1,422**

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, 2021**.

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

	Degree-Seeking First-Time First Year	**Degree-Seeking First-Time First Year %**	**Degree-Seeking Undergraduates** (include first-time first-year)	**Degree-Seeking Undergraduates (include first-time first-year) %**	**Total Undergraduates** (both degree- and non-degree-seeking)
Nonresident aliens	63	17.6%	217	15.3%	219
Hispanic/Latino	60	16.8%	221	15.6%	221
Black or African American, non-Hispanic	21	5.9%	73	5.2%	73
White, non-Hispanic	121	33.8%	521	36.8%	521
American Indian or Alaska Native, non-Hispanic	0	0.0%	1	0.1%	1
Asian, non-Hispanic	50	14.0%	205	14.498%	205
Native Hawaiian or other Pacific Islander, non-Hispanic	1	0.3%	4	0.3%	4
Two or more races, non-Hispanic	20	5.6%	95	6.7%	95
Race and/or ethnicity unknown	22	6.1%	77	5.4%	77
TOTAL	**358**	100.0%	**1,414**	100.0%	**1,416**

Persistence

B3 Number of degrees awarded by your institution from July 1, 2020, to June 30, 2021.

For dual degree programs offered with another institution, CMC grants the degree upon receipt of the official transcript from the other institution.

Certificate/diploma	
Associate degrees	
Bachelor's degrees	308
Postbachelor's certificates	
Master's degrees	10
Post-Master's certificates	
Doctoral degrees – research/scholarship	
Doctoral degrees – professional practice	
Doctoral degrees – other	

B4-B21: Graduation Rates

The items in this section correspond to data elements collected by the IPEDS Web-based Data Collection System's Graduation Rate Survey (GRS).

- For complete instructions and definitions of data elements, see the IPEDS GRS Forms and Instructions for the 2021-2022 Survey. https://nces.ed.gov/ipeds/use-the-data/survey-components/9/graduation-rates

In the following section for bachelor's or equivalent programs, please disaggregate the Fall 2014 and Fall 2015 cohorts (formerly CDS B4-B11) into four groups:
- Students who received a Federal Pell Grant*
- Recipients of a subsidized Stafford Loan who did not receive a Pell Grant
- Students who did not receive either a Pell Grant or a subsidized Stafford Loan
- Total (all students, regardless of Pell Grant or subsidized loan status)

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

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

For Bachelor's or Equivalent Programs

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

Fall 2015 Cohort

		Recipients of a Federal Pell Grant	Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total (sum of 3 columns to the left)
A	Initial 2015 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	44	58	241	343
B	Of the initial 2015 cohort, how many did not persist and did not graduate for the following reasons: • Deceased • Permanently Disabled • Armed Forces • Foreign Aid Service of the Federal Government • Official church missions • Report Total Allowable Exclusions	0	0	0	0
C	Final 2015 cohort, after adjusting for allowable exclusions	44	58	241	343
D	Of the initial 2015 cohort, how many completed the program in four years or less (by Aug. 31, 2019)	34	51	189	274
E	Of the initial 2015 cohort, how many completed the program in more than four years but in five years or less (after Aug. 31, 2019 and by Aug. 31, 2020)	4	3	31	38
F	Of the initial 2015 cohort, how many completed the program in more than five years but in six years or less (after Aug. 31, 2020 and by Aug. 31, 2021)	0	1	5	6
G	Total graduating within six years (sum of lines D, E, and F)	38	55	225	318
H	Six-year graduation rate for 2015 cohort (G divided by C)	86.36%	94.83%	93.36%	92.71%

Fall 2014 Cohort

		Recipients of a Federal Pell Grant	Recipients of a Subsidized Stafford Loan who did not receive a Pell Grant	Students who did not receive either a Pell Grant or a subsidized Stafford Loan	Total (sum of 3 columns to the left)
A	Initial 2014 cohort of first-time, full-time, bachelor's (or equivalent) degree-seeking undergraduate students	34	75	218	327
B	Of the initial 2014 cohort, how many did not persist and did not graduate for the following reasons: • Deceased • Permanently Disabled • Armed Forces • Foreign Aid Service of the Federal Government • Official church missions • Report Total Allowable Exclusions	1	0	2	3
C	Final 2014 cohort, after adjusting for allowable exclusions	33	75	216	324

D	Of the initial 2014 cohort, how many completed the program in four years or less (by Aug. 31, 2018)	25	65	174	264
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)	4	5	21	30
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)	1	0	4	5
G	Total graduating within six years (sum of lines D, E, and F)	30	70	199	299
H	Six-year graduation rate for 2014 cohort (G divided by C)	90.91%	93.33%	92.13%	92.28%

For Two-Year Institutions

Not applicable (CMC is a 4 year institution).

Please provide data for the **2018** cohort if available. If **2018** cohort data are not available, provide data for the **2017** cohort.

		2018 Cohort	**2017 Cohort**
B12	Initial cohort, total of first-time, full-time degree/certificate-seeking students:		
B13	Of the initial cohort, how many did not persist and did not graduate for the following reasons: • Death • Permanently Disability • Service in the armed forces, • Foreign aid service of the federal government • Official church missions • Report total allowable exclusions		
B14	Final cohort, after adjusting for allowable exclusions:	0	0
B15	Completers of programs of less than two years duration (total):		
B16	Completers of programs of less than two years within 150 percent of normal time:		
B17	Completers of programs of at least two but less than four years (total):		
B18	Completers of programs of at least two but less than four-years within 150 percent of normal time:		
B19	Total transfers-out (within three years) to other institutions:		
B20	Total transfers to two-year institutions:		
B21	Total transfers to four-year institutions:		

B22. Retention Rates

Report for the cohort of all full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2020 (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.

B22	For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshmen in Fall 2020 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in Fall 2021.	98.40%

307/312

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

C1-C2: Applications

C1 **First-time, first-year (freshman) students:** Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in **Fall 2021**.

- Include early decision, early action, and students who began studies during summer in this cohort.
- Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution).
- Since the total may include students who did not provide gender data, the detail need not sum to the total.

A first-time, first-year (freshman) student is a student attending CMC for the first time at the undergraduate level , including students who entered with advanced standing (college credit earned before graduation from high school). If a student defers his/her application, s/he are counted as an applicant and as admitted in the initial year as well as the subsequent year their application is considered. Gender is self-identified and is gathered from the Common Application completed by the student.

Total first-time, first-year (freshman) men who applied	2578
Total first-time, first-year (freshman) women who applied	3054

Total first-time, first-year (freshman) men who were admitted	283
Total first-time, first-year (freshman) women who were admitted	350

Total full-time, first-time, first-year (freshman) men who enrolled	177
Total part-time, first-time, first-year (freshman) men who enrolled	0

Total full-time, first-time, first-year (freshman) women who enrolled	181
Total part-time, first-time, first-year (freshman) women who enrolled	0

Total first-time, first-year (degree-seeking) who applied	5632
Total first-time, first-year (degree-seeking) who were admitted	633
Total first-time, first-year (degree-seeking) who enrolled	358

C2 **Freshman wait-listed students**

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

	Yes	No
Do you have a policy of placing students on a waiting list?	X	

If yes, please answer the questions below for **Fall 2021** admissions:

WAITING LIST	TOTAL
Number of qualified applicants offered a place on waiting list:	897
Number accepting a place on the waiting list:	589
Number of wait-listed students admitted:	9

Is your waiting list ranked?		No
If yes, do you release that information to students?		x
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

x	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**

x	Require
	Recommend
	Neither require nor recommend

C5 **Distribution of high school units required and/or recommended.** Specify the distribution of academic high

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

C6-C7: Basis for Selection

C6 Do you have an open admission policy, under which virtually all secondary school graduates or students with

- [ ] 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-**

	Very Important	Important	Considered	Not Considered
Academic				
Rigor of secondary school record	x			
Class rank	x			
Academic GPA	x			
Standardized test scores			x	
Application Essay		x		
Recommendation(s)	x			
Nonacademic				
Interview		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

C8: SAT and ACT Policies

Entrance exams

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

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

	ADMISSION				
	Require	Recommend	Require for Some	Consider if Submitted	Not Used
SAT or ACT				X	

ACT Only					
SAT Only					
SAT and SAT Subject Tests or					
SAT Subject Tests					X

C8B If your institution will make use of the ACT in admission decisions for first-time, first-year, degree-seeking applicants for

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

C8B If your institution will make use of the SAT in admission decisions for first-time, first-year, degree-seeking applicants for **Fall 2023** 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
X	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.

	SAT essay	ACT essay
For admission		
For placement		
For advising		
In place of an application essay		
As a validity check on the application process	X	
No college policy as of now		
Not using essay component		X

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

	Yes
X	No

C8E Latest date by which SAT or ACT scores must be received for fall-term admission: 1-Feb

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

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):

International applicants whose first language is not English and who do not attend school in which English is the primary language of instruction must submit official score results from a CMC-approved English language test and complete a writing assessment. CMC uses either the highest superscored ACT, or highest superscored SAT when making admission decisions. Figures align with IPEDS Admissions survey reporting and methodology.

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: Freshman Profile

Provide information for **ALL enrolled, degree-seeking, full-time and part-time, first-time, first-year (freshman) students** enrolled in **Fall 2021**, including students who began studies during summer, international students/nonresident aliens, and students admitted under special arrangements.

C9 Percent and number of first-time, first-year (freshman) students enrolled in Fall 2021 who submitted national standardized (SAT/ACT) test scores.

- Include information for **ALL enrolled, degree-seeking, first-time, first-year (freshman) students who submitted test scores.**
- Do not include partial test scores (e.g., mathematics scores but not critical reading for a category of
- 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
  - If you consider the highest scores from either submission, use the highest combination of scores
  - If you average the scores, use the average to report the scores.

CMC uses a practice called "superscoring". Superscoring is done among and between exams. For among, the highest individual score for each section of the SAT or ACT is taken and combined to get a composite score. For between, the higher composite score of the two exams is taken and stored in the database. If a student takes one (or both) of the exams more than once, the same exercise is conducted using the highest score for each section. Figures align with IPEDS Admissions survey reporting and methodology.

	Percent	Number
Submitting SAT Scores	28%	102
Submitting ACT Scores	25%	90

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

Assessment	25th Percentile	75th Percentile	Mean	Median
SAT Composite	1440	1500	1456	1470
SAT Evidence-Based Reading and Writing	700	750	721	730
SAT Math	720	780	743	760
ACT Composite	32	35	33	33
ACT Math	30	34	32	32
ACT English	34	35	34	35
ACT Writing				

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

Score Range	SAT Evidence-Based Reading and Writing	SAT Math
700-800	77.45%	80.39%
600-699	21.57%	17.65%
500-599	0.98%	1.96%
400-499		
300-399		
200-299		
Totals should = 100%	100.00%	100.00%

Score Range	SAT Composite
1400-1600	84.31%
1200-1399	14.71%
1000-1199	0.98%
800-999	
600-799	
400-599	
Totals should = 100%	100.00%

Score Range	ACT Composite	ACT English	ACT Math
30-36	94.44%	94.44%	75.56%
24-29	5.56%	5.56%	24.44%
18-23			
12-17			
6-11			
Below 6			
Totals should = 100%	100.00%	100.00%	100.00%

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

These statistics reflect ranking information only from official transcripts, and not from other sources, such as letters of recommendation.

Assessment	Percent	
Percent in top tenth of high school graduating class	61%	34/56
Percent in top quarter of high school graduating class	96%	54/56
Percent in top half of high school graduating class	100%	Top half +
Percent in bottom half of high school graduating class	0%	bottom half = 100%
Percent in bottom quarter of high school graduating class	0%	
Percent of total first-time, first-year (freshmen) students who submitted high school class rank:	15.64%	56/358

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

High school GPA data is not reported. GPAs come in a variety of scales and can be difficult to standardize. This is especially challenging with our sizable international population, whose transcripts are translated and often don't include GPA (or not on a 4-point scale).

Score Range	Percent
Percent who had GPA of 4.0	
Percent who had GPA between 3.75 and 3.99	
Percent who had GPA between 3.50 and 3.74	
Percent who had GPA between 3.25 and 3.49	
Percent who had GPA between 3.00 and 3.24	
Percent who had GPA between 2.50 and 2.99	
Percent who had GPA between 2.0 and 2.49	
Percent who had GPA between 1.0 and 1.99	
Percent who had GPA below 1.0	
Totals should = 100%	0.00%

C12 Average high school GPA of all degree-seeking, first-time, first-year: 0.00%

Percent of total first-time, first-year (freshman) students who submitted: 0.00%

C13-C20: Admission Policies

C13 Application Fee

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

	Yes	No
Does your institution have an application fee?	X	

Amount of application fee: 75

	Yes	No
Can it be waived for applicants with financial need?	X	

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

- [X] Same fee
- [ ] Free
- [ ] Reduced

	Yes	No
Can on-line application fee be waived for applicants with financial need?	X	

C14 Application closing date

	Yes	No
Does your institution have an application closing	X	

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

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

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

	On a rolling basis beginning (date):	
	By (date):	1-Apr
	Other:	

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

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

Deadline for housing deposit (MMDI 1-Jul
Amount of housing deposit: 200

Refundable if student does not enroll?

	Yes, in full
	Yes, in part
X	No

C18 Deferred admission

	Yes	No
Does your institution allow students to postpone enrollment after	X	
If yes, maximum period of postponement:	2 years	

C19 Early admission of high school students

	Yes	No
Does your institution allow high school students to enroll as full-time, first-time, first-year (freshman) students one year or more before high school graduation?		X

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

C21-C22: Early Decision and Early Action Plans

C21 Early Decision

	Yes	No
Does your institution offer an early decision plan (an admission plan that	X	

If "yes," please complete the following:

First or only early decision plan closing date	11/1
First or only early decision plan notification date	12/15
Other early decision plan closing date	1/5
Other early decision plan notification date	2/15

For the Fall 2021 entering class:

Number of early decision applications received by your institution	694
Number of applicants admitted under early decision plan	200

Please provide significant details about your early decision plan:

C22 Early action

	Yes	No
Do you have a nonbinding early action plan whereby students are		X

If "yes," please complete the following:

Early action closing date	
Early action notification date	

	Yes	No
Is your early action plan a "restrictive" plan under which you limit		

D. TRANSFER ADMISSION

D1-D2: Fall Applicants

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

D2 Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in **Fall 2021.**

	Applicants	Admitted Applicants	Enrolled Applicants
Men	152	14	11
Women	145	19	10
Total	**297**	**33**	**21**

D3-D11: Application for Admission

D3 Indicate terms for which transfers may enroll:

X	Fall
	Winter
X	Spring
	Summer

		Yes	No
D4	Must a transfer applicant have a minimum number of credits completed or else must apply as an entering freshman?		X

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:

_____

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.

D9		Priority Date	Closing Date	Notification Date	Reply Date	Rolling Admission
D9	Fall		3/15	5/15	6/1	

D9	Winter					
D9	Spring		11/1	12/15	1/1	
D9	Summer					

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

D11 Describe additional requirements for transfer admission, if applicable:

D12-D17: Transfer Credit Policies

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

		Number	Unit Type
D13	Maximum number of credits or courses that may be transferred from a two-year institution:	64	semester

		Number	Unit Type
D14	Maximum number of credits or courses that may be transferred from a four-year institution:	64	semester

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

D16 Minimum number of credits that transfers must complete at your institution to earn a bachelor's degree: 64.00

D17 Describe other transfer credit policies:

D18-D22: Military Service Transfer Credit Policies

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

	Yes	No
American Council on Education (ACE)		
College Level Examination Program (CLEP)		
DANTES Subject Standardized Tests (DSST)		

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

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

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

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

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

E. ACADEMIC OFFERINGS AND POLICIES

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

	Accelerated program
	Cooperative education program
X	Cross-registration
	Distance learning
X	Double major
	Dual enrollment
	English as a Second Language (ESL)
X	Exchange student program (domestic)
	External degree program
	Honors Program
X	Independent study
X	Internships
	Liberal arts/career combination
X	Student-designed major
X	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
X	English (including composition)
X	Foreign languages
X	History
X	Humanities
X	Mathematics
X	Philosophy
X	Sciences (biological or physical)
X	Social science
	Other (describe):

F. STUDENT LIFE

F1 Percentages of first-time, first-year (freshman) degree-seeking students and degree-seeking undergraduates enrolled in Fall 2021 who fit the following categories:

CMC uses the IPEDS definition of residence, where a student's permanent address determines who is from out of state.

	First-time, first-year (freshman) students	Counts	Undergraduates	Counts
Percent who are from out of state (exclude international/nonresident aliens from the numerator and denominator). **Excludes students whose Race/Ethnicity is "nonresident alien" regardless of permanent address. Includes students who have foreign country perm address and R/E is NOT "nonresident alien."**	54%	**159/295**	54%	**652/1197**
Percent who are from in state (California permanent address)	38%	**137/358**	39%	**548/1414**
Percent who are from out of state (Non-California, US Permanent Address)	42%	**150/358**	43%	**614/1414**
Percent who have a non-US permanent address (international permanent address)	20%	**71/358**	18%	**252/1414**
Number of unique States and US territories represented, including California and military bases. Based on permanent address.	35		47	
Number of unique foreign countries represented, not including USA. Based on permanent address.	24		48	
Percent of men who join fraternities	**CMC does not have fraternities or sororities.**			
Percent of women who join sororities				
Percent who live in college-owned, -operated, or -affiliated housing	99%	**356/358**	93%	**1321/1414**
Percent who live off campus or commute	1%	**2/358**	7%	**93/1414**
Percent of students age 25 and older	0.00%	**0/358**	0.07%	**1/1414**
Average age of full-time students	18	**n/a**	20	**n/a**
Average age of all students (full- and part-time)	18	**n/a**	20	**n/a**

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

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

X	Symphony orchestra
	Television station
X	Yearbook

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

	On Campus	At Cooperating Institution	Name of Cooperating Institution
Army ROTC is offered:	X		
Naval ROTC is offered:			
Air Force ROTC is offered:		X	University of Southern California

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

X	Coed dorms
	Men's dorms
	Women's dorms
	Apartments for married students
X	Apartments for single students
	Special housing for disabled
	Special housing for international students
	Fraternity/sorority housing
	Cooperative housing
	Theme housing
X	Wellness housing
X	Other housing options

Substance-free housing - no consumption of alcohol or other controlled substances in the building

G. ANNUAL EXPENSES

G0 Please provide the URL of your institution's net price calculator:
https://npc.collegeboard.org/student/app/claremontmckenna

Provide 2022-2023 academic year costs of attendance for the following categories that are applicable to your institution.

☐ Check here if your institution's 2022-2023 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 2022-2023 academic year costs of attendance will be available:
Apr-22

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

List the typical tuition, required fees, and room and board for a full-time undergraduate student for the **FULL 2022-2023** academic year. (30 semester hours or 45 quarter hours for institutions that derive annual tuition by multiplying credit hour cost by number of credits).

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

Room and Board charges assume double occupancy in institutional housing and the maximum meal plan (16 meals per week).

G1

	First-Year	Undergraduates
PRIVATE INSTITUTIONS		
Tuition:		
PUBLIC INSTITUTIONS		
Tuition: In-district		
Tuition: In-state (out-of-district):		
Tuition: Out-of-state:		
Tuition: Non-resident alien		
FOR ALL INSTITUTIONS		
Required Fees		
Room and Board (on-campus):		
Room Only (on-campus):		
Board Only (on-campus meal plan):		

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

Other: _____

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

Minimum	Maximum

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

Yes	No

G4 Do tuition and fees vary by undergraduate instructional program?

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:

Transportation expenses includes travel to and from parent's residence and transportation costs to and from classes and work, based on information from the California Student Aid Commission Student Expense Budgets.

	Residents	Commuters (living at home)	Commuters (not living at home)
Books and supplies:			
Room only:			
Board only:			
Room and board total*			
Transportation:			
Other expenses:			

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

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

PRIVATE INSTITUTIONS:	
PUBLIC INSTITUTIONS:	
In-district:	
In-state (out-of-district):	
Out-of-state:	
NONRESIDENT ALIENS:	

H. FINANCIAL AID

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

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

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

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

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

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

Aid Awarded to Enrolled Undergraduates

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

- If the data being reported are final figures for the 2020-2021 academic year (see the next item below), use the 2020-2021 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-

- **Do NOT include any aid related to the CARES Act or unique to the COVID-19 pandemic. Need is determined by using an institutional methodology for College aid and federal methodology for federal aid programs. The College meets 100% of documented need.**

	2021-2022 estimated	2020-2021 Final
Indicate the academic year for which data are reported for **items H1, H2, H2A**, and **H6** below:	x	

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

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

	Need-based (Include non-need-based aid use to meet need.)	**Non-need-based** (Exclude non-need-based aid use to meet need.)
Scholarships/Grants		
Federal	$1,712,432	$0
State all states, not only the state in which your institution is located	$1,438,678	$0
Institutional: Endowed scholarships, annual gifts and tuition funded grants, awarded by the college, excluding athletic aid and tuition waivers (which are reported below).	$28,495,668	$1,130,369
Scholarships/grants from external sources (e.g. Kiwanis, National Merit) not awarded by the college	$705,682	$310,968
Total Scholarships/Grants	**$32,352,460**	**$1,441,337**
Self-Help		
Student loans from all sources (excluding parent loans)	$1,739,346	$784,868
Federal Work-Study	$1,210,915	
State and other (e.g., institutional) work-study/employment (Note: Excludes Federal Work-Study captured above.)	$628,574	$3,500
Total Self-Help	**$3,578,835**	**$788,368**
Parent Loans	$0	$1,278,700
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	$0	$0

$ 39,439,700

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 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.**

Need is determined using the federal methodology to award federal aid or institutional methdology to award college aid. Average packages listed as N/A for cells with less than 5 students.

		First-time Full-time Freshmen	**Full-time Undergrad** (Incl. Fresh)	**Less Than Full-time Undergrad**
A	Number of degree-seeking undergraduate students (CDS Item B1 if reporting on Fall 2021 cohort)	358	1409	5

B	Number of students in line **a** who applied for need-based financial aid	184	674	N/A
C	Number of students in line **b** who were determined to have financial need	153	582	N/A
D	Number of students in line **c** who were awarded any financial aid	153	582	N/A
E	Number of students in line **d** who were awarded any need-based scholarship or grant aid	152	569	N/A
F	Number of students in line **d** who were awarded any need-based self-help aid	146	557	N/A
G	Number of students in line **d** who were awarded any non-need-based scholarship or grant aid	74	286	N/A
H	Number of students in line **d** whose need was fully met (exclude PLUS loans, unsubsidized loans, and private alternative loans)	153	582	N/A
I	On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude any aid that was awarded in excess of need as well as any resources that were awarded to replace EFC (PLUS loans, unsubsidized loans, and private alternative loans)	100.0%	100.0%	N/A
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)	$ 62,383	$ 61,467	N/A
K	Average need-based scholarship and grant award of those in line **e**	$ 57,015	$ 56,690	N/A
L	Average need-based self-help award (excluding PLUS loans, unsubsidized loans, and private alternative loans) of those in line **f**	$ 6,015	$ 6,315	N/A
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	$ 5,037	$ 4,693	N/A
	Students awarded Pell Grants	**80**	**281**	N/A

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 freshmen should also be
- **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)	22	75	
O	Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line **n**	$ 14,403	$ 15,072	
P	Number of students in line **a** who were awarded an institutional non-need-based athletic scholarship or grant			
Q	Average dollar amount of institutional non-need-based athletic scholarships and grants awarded to students in line **p**			

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

Include:

- 2021 undergraduate class: all students who started at your institution as first-time students and received a bachelor's degree between July 1, 2020 and June 30, 2021.
- Only loans made to students who borrowed while enrolled at your institution.

- Co-signed loans.

Exclude

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

H4 Provide the number of students in the 2021 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2020 and June 30, 2021. Exclude students who transferred into your institution.

295

All loans awarded by CMC are reported in the institutional loan totals, including loans made to students to meet the Expected Family Contribution amount. The denominator used to calculate the averages is the number of students receiving loans to fund their education at CMC.

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

- The "Average per-undergraduate-borrower cumulative principal borrowed," is designed to provide better information about student borrowing from federal and nonfederal (institutional, state, commercial) sources.

- The numbers, percentages, and averages for each row should be based only on the loan source specified for the particular row. For example, the federal loans average (row b) should only be the cumulative average of federal loans and the private loans average (row e) should only be the cumulative average of private loans.

	Source/Type of Loan	Number in the class (defined in H4 above) who borrowed from the types of loans specified in the first column	Percent of the class (defined above) who borrowed from the types of loans specified in the first column (nearest 1%)	Average per-undergraduate-borrower cumulative principal borrowed from the types of loans specified in the first column (nearest $1)
A	Any loan program: Federal Perkins, Federal Stafford Subsidized and Unsubsidized, institutional, state, private loans that your institution is aware of, etc. Include both Federal Direct Student Loans and Federal Family Education Loans.	96	33%	$17,774
B	Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans.	61	21%	$13,519
C	Institutional loan programs.	73	25%	$8,090
D	State loan programs.	0	N/A	N/A
E	Private student loans made by a bank or lender.	4	1%	$72,780

Aid to Undergraduate Degree-seeking Nonresident Aliens

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

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

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

If institutional financial aid is available for undergraduate degree-seeking nonresident aliens, provide the number of undergraduate degree-seeking nonresident aliens who were awarded need-based or non-need-based aid: 36

Average dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens: $54,590

Total dollar amount of institutional financial aid awarded to undergraduate degree-seeking nonresident aliens: $1,965,231

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

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

Process for First-Year/Freshman Students

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

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

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

Priority date for filing required financial aid forms: 5-Jan

Deadline for filing required financial aid forms: 1-Feb

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

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

a) Students notified on or about (date): 1-Apr

b) Students notified on a rolling basis:

	Yes
X	No

If yes, starting date:

H11 Indicate reply dates:

Students must reply by (date):	5/1
or within _____ weeks of notification.	

Types of Aid Available

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

H12 Loans

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

H13 Need Based Scholarships and Grants

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

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

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

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

Are these policies related to the COVID-19 pandemic?

	Yes
	No

I. INSTRUCTIONAL FACULTY AND CLASS SIZE

I-1. Please report the number of instructional faculty members in each category for Fall 2021. 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:

CDS definitions are used in determining the full/part time faculty and who to include in the counts. CMC participates in a collaborative science department with Pitzer and Scripps Colleges. Faculty teaching in Keck are counted based on the current reporting agreement.

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

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

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

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

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

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

I-1.

		Full-Time	Part-Time	Total
A	Total number of instructional faculty	164	30	194
B	Total number who are members of minority groups	41	10	51
C	Total number who are women	59	14	73
D	Total number who are men	105	16	121
E	Total number who are nonresident aliens (international)	6	0	6
F	Total number with doctorate, or other terminal degree	162	24	186
G	Total number whose highest degree is a master's but not a terminal master's	2	2	4
H	Total number whose highest degree is a bachelor's	0	3	3

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

I-2. Student to Faculty Ratio

Report the Fall 2021 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.

Figures include CMC undergraduate and graduate students in Claremont, Washington D.C., and Silicon Valley as of the fall census date.

Fall 2021 Student to Faculty ratio	8	to 1	(based on	1395	students
			and	174	faculty).

I-3. Undergraduate Class Size

In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 2021 term.

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

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

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

Using the above definitions, please report for each of the following class-size intervals the number of *class sections* and *class subsections* offered in Fall 2021. 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.

Data excludes Independent Study, internships, Senior Thesis, Debate, Off-campus Study, Physical Education, Military Science and non-CMC Joint Language courses. Cross-Listed courses and enrollments are concatenated. Keck Science figures are included, based on budget proportions.

Number of Class Sections with Undergraduates Enrolled

Undergraduate Class Size (provide numbers)

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total	% < 20
CLASS SECTIONS	39	211	69	7	6	6	0	338	**74%**

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

J. Disciplinary areas of DEGREES CONFERRED

J1 Degrees conferred between July 1, 2020 and June 30, 2021

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.

The majors reported in the Bachelor's column include single, dual, and double majors, consistent with reporting on the IPEDS Completions survey.

Category	Diploma/ Certificates	Associate	Bachelor's Count (Singles, Duals and Doubles)	Bachelor's Percent (Singles, Duals and Doubles)	CIP 2020 Categories to Include
Agriculture			0	0%	01
Natural resources and conservation			8	2%	03
Architecture			0	0%	04
Area, ethnic, and gender studies			2	0%	05
Communication/journalism			7	2%	09
Communication technologies			0	0%	10
Computer and information sciences			17	4%	11
Personal and culinary services			0	0%	12
Education			0	0%	13
Engineering			6	1%	14
Engineering technologies			0	0%	15
Foreign languages, literatures, and linguistics			9	2%	16
Family and consumer sciences			0	0%	19
Law/legal studies			0	0%	22
English			13	3%	23
Liberal arts/general studies			0	0%	24
Library science			0	0%	25
Biological/life sciences			24	6%	26
Mathematics and statistics			21	5%	27
Military science and military technologies			0	0%	28 & 29
Interdisciplinary studies			40	9%	30
Parks and recreation			0	0%	31
Philosophy and religious studies			20	5%	38
Theology and religious vocations			0	0%	39
Physical sciences			11	3%	40
Science technologies			0	0%	41
Psychology			38	9%	42
Homeland Security, law enforcement, firefighting, and protective services			0	0%	43
Public administration and social services			4	1%	44
Social sciences			179	42%	45
Construction trades			0	0%	46
Mechanic and repair technologies			0	0%	47
Precision production			0	0%	48
Transportation and materials moving			0	0%	49
Visual and performing arts			4	1%	50
Health professions and related programs			0	0%	51
Business/marketing			14	3%	52
History			14	3%	54
Other			0	0%	
TOTAL (should = 100%)	**0.00%**	**0.00%**	**431**	**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, nonadmission, 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 *not* 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 *not* more than five years of full-time equivalent college-level work. This includes ALL bachelor's degrees conferred in a five-year cooperative (work-study 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.
Clock hour: A unit of measure that represents an hour of scheduled instruction given to students. Also referred to as contact hour.
Continuous basis (for program enrollment): A calendar system classification that is used by institutions that enroll students at any time during the academic year. For example, a 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 recognized postsecondary credential.
Credit course: A course that, if successfully completed, can be applied toward the number of courses required for achieving a degree, diploma, certificate, or other recognized postsecondary credential.
Credit hour: A unit of measure representing an hour (50 minutes) of instruction over a 15-week period in a semester or trimester system or a 10-week period in a quarter system. It is applied toward the total number of hours needed for completing the requirements of a degree, diploma, certificate, or recognized postsecondary credential.
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 nonschool-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 (freshman) 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.
Freshman: A first-year undergraduate student.
***Freshman/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 alien.**
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.
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 alien: 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/clock hour requirements:

Less Than 1 Academic Year: Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in less than 1 academic year (2 semesters or 3 quarters) or in less than 900 clock hours by a student enrolled full-time.

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

At Least 2 But Less Than 4 Academic Years: Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 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 nonprofit institution: A private institution in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for 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.

Resident alien 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 alien status (and who holds either an alien 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.
***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

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.

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.

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

Claremont McKenna College (CMC) Internal procedures for data gathering and reporting

Office of the Registrar & Institutional Research	
Requirement	**Notes**
1 Separation of duties between:	
Data collection	Various staff members collect and enter data into the student information system (CX)
Reporting process	Specific staff members extract data and reports through web-based tool (Cognos)
2 Reasonable independent review	One staff fills out the instrument, then a different staff member reviews the data entered into the instrument and any relevant spreadsheet(s) or sources.
3 Sign-off by relevant Vice President	Confirmed either as a signature on a print-out of the instrument or by email.
4 Auditable record of survey response	Survey submission, VP sign-off, and source materials all saved either electronically and/or hard copy. This should include the survey contact with name, email, phone number, and date.

Admission	
Requirement	**Notes**
1 Separation of duties between:	
Data collection	In most cases, data are collected automatically through an electronic feed directly from the source (e.g., Common Application, College Board) with no staff member interaction. In some cases, support staff members manually enter information and maintain appropriate documentation.
Reporting process	Specific non-support staff members report data using Slate.
2 Reasonable independent review	One staff member fills out the instrument and another staff member reviews it, as appropriate.
3 Sign-off by relevant Vice President	Confirmed in writing by VP, typically by email.
4 Auditable record of survey response	Copies of all survey information are maintained by the Admission Office and by Institutional Research.

Financial Aid	
Requirement	**Notes**
1 Separation of duties between:	
Data collection	In most cases, financial aid data is downloaded electronically from various data bases (e.g., Slate, CX, Department of Education and the College Board). Information is verified and updated as appropriate by certain staff members depending on their job responsibilities.
Reporting process	Specific staff members extract data and reports through PowerFAIDS
2 Reasonable independent review	One staff fills out the instrument, then a different staff member reviews the data entered into the instrument and any relevant spreadsheet(s) or sources.
3 Sign-off by relevant Vice President	Confirmed either as a signature on a print-out of the instrument or by email.

4	Auditable record of survey response	Survey submission, VP sign-off, and source materials all saved either electronically and/or hard copy. This should include the survey contact with name, email, phone number, and date.

Treasurer's Office		
	Requirement	**Notes**
1	Separation of duties between:	
	Data collection	Financial data are collected from the College's audited financial statements or the underlying transactions accumulated in the financial records.
	Reporting process	Specific staff members extract data and reports through Datatel.
2	Reasonable independent review	One staff fills out the instrument, then a different staff member reviews the data entered into the instrument and any relevant spreadsheet(s) or sources.
3	Sign-off by relevant Vice President	Confirmed either as a signature on a print-out of the instrument or by email.
4	Auditable record of survey response	Survey submission, VP sign-off, and source materials all saved either electronically and/or hard copy. This should include the survey contact with name, email, phone number, and date.

Development Office		
	Requirement	**Notes**
1	Separation of duties between:	
	Data collection	Gift and relevant data are collected/extracted from the College's central Development database, Raiser's Edge. Data is entered into Raiser's Edge throughout the year and reconciled with the Treasurer's office on a monthly basis.
	Reporting process	Two levels of reporting procedures occur. 1. A dataset comprised of all giving data is downloaded and serves as the primary resource for data manipulation and segmentation 2. Pre-programmed query and report tools in Raiser's Edge serve as a backup for confirmation of data totals by section.
2	Reasonable independent review	Assistant Director of Development Services fills out the instrument, then Director of Advancement Services reviews the data entered into the instrument and any relevant spreadsheet(s) or sources.
3	Sign-off by relevant Vice President	Confirmed in writing by VP, after review with Director of Advancement Services
4	Auditable record of survey response	Survey submission, VP sign-off, and source materials all saved either electronically and/or hard copy.