

Directory of Catholic Colleges & Universities in the United States *2021*



Quentin Wodon
March 2021



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This directory of Catholic colleges and universities in the United States is a product of the volunteer-led [Global Catholic Education](#) project which aims to contribute to Catholic education and integral human development globally with a range of resources, including a blog, events, guidance on good practices, publications, and data. This directory for the United States is the first in a set that will aim to map Catholic colleges and universities around the world. Some of those directories will be country-specific (for countries with a large number of Catholic colleges and universities), while others will be region-wide. The hope is that as a set, the directories will be useful to prospective high school students around the world in their decision process on whether to enroll in Catholic college or university. Note that the term ‘college’ is used in this series in the American understanding of the term, whereby a college is a (small) university, and not in the French understanding where a college is instead a high school.

The directory of Catholic colleges and universities for the United States is co-sponsored by the [Association of Catholic Colleges and Universities](#) (ACCU) and the [National Catholic Educational Association](#) (NCEA). The author is especially grateful to Fr. Dennis Holtschneider, President of ACCU, and Kathy Mears, Interim President/CEO of NCEA, for their encouragement and advice in preparing the directory, as well as Annie Smith and Nadine Jalandoni for additional comments.

The author works with an international development agency, but this directory was produced on the author’s volunteer time and should not be seen in any way as representing the views of his employer, its Executive Directors, or the countries they represent. The findings, interpretations, and conclusions expressed in the introduction to this directory may also not represent the views of ACCU and NCEA. Any omissions or errors are those of the author alone.

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Healy Hall at Georgetown University, the oldest Catholic university in the United States.

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Your Feedback is Welcome

This is the first edition of the United States component of the Global Directory of Catholic Colleges and Universities. We plan to add Directories for other parts of the world and update this Directory on a regular basis. We welcome your feedback on how to make the Directory as useful as possible. To share feedback and make suggestions for improvements, please write to GlobalCatholicEducation@gmail.com.

INTRODUCTION

In some countries, those considering enrolling in a Catholic college¹ or university may have a choice between a few universities or none at all. In the United States, they have a choice between well above 200 Catholic colleges and universities. This provides a rich array of choices, but to make a sound decision on where to apply and ultimately enroll, information is needed².

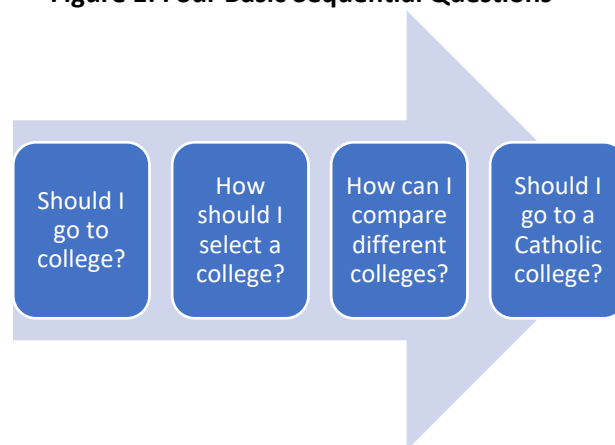
This directory was prepared as a resource for high school counselors and prospective students considering applying for a Catholic college or university in the United States. Most of these students are likely to be American citizens, but some may be foreigners and live abroad. In both cases, they may not all have easy access to a comprehensive list of all Catholic colleges and universities in the country. By providing such a list alphabetically as well as by state with links to the websites of the various institutions, this directory will hopefully be useful for prospective students to check the websites of more colleges and universities, and conduct comparisons of their characteristics more easily in order to inform their choice.

The directory of Catholic colleges and universities was compiled with support from the Association of Catholic Colleges and Universities by combining data from various lists. It is therefore hoped that the list provided in this directory will be comprehensive and a useful resource for prospective students³. Note

that Catholic colleges and universities that either closed or are no longer sponsored by a religious order or diocese may not be included.

In addition to the directory, this report includes a short annex with basic advice for international students and a statistical annex with key variables of interest for prospective students. This is done for all Catholic colleges and universities for which data are available in the College Scorecard. As for this introduction, it aims to provide some additional resources and insights that may help prospective students. Four basic sequential questions that students may ask are considered (see Figure 1): (1) Should I go to college?; (2) How should I select a college?; (3) How can I compare different colleges?; and finally (4) Should I go to a Catholic college?

Figure 1: Four Basic Sequential Questions



Source: Author.

¹ The term 'college' is used in this directory in the American way where it means a small university, not in the French way where a college is a high school.

² The exact count depends on which colleges and universities are included; for example some lists may include seminaries, while others may not.

³ Another list is maintained by the Catholic College Admission Association, yet that website does not list all schools (information is for member schools, with 125 members at the time of writing) and the information provided in the profile of the universities is very limited in comparison to what is available in the College Scorecard.

While answers to those questions can be provided only by students themselves, the hope is that the information in this directory will be useful to the students' decision process. In what follows, each of these four questions is discussed in turn. The aim is to share with prospective students insights that can hopefully help them make sound choices given what they consider most important to them.

1. Should I Go to College?

Enrolling in college may not be the right choice for everybody, and unfortunately, college remains difficult to afford for too many youth in the United States. Still, about two thirds of young people in the United States decide to enroll in higher education institutions. Indeed, according to latest available statistics from the U.S. Bureau of Labor Statistics, of 3.2 million youth ages 16 to 24 who graduated from high school between January and October 2019, 2.1 million (66.2 percent) were enrolled in college in October of that year. In addition, the number of adults going to college is increasing.

Approximately two thirds of youth ages 16 to 24 who graduate from high school enroll in college the year after which they complete high school.

As another useful measure to show how going to college is an opportunity sought by many students, consider the gross enrollment rate for tertiary education which tends to be higher than the share of high school graduates going to college since it includes older individuals⁴. According to data from the World Development Indicators, the rate was 88.3 percent for the latest year of data available (2018). This is higher than the rate for all high income countries (77.6 percent), and more than twice the level observed globally (38.8 percent).

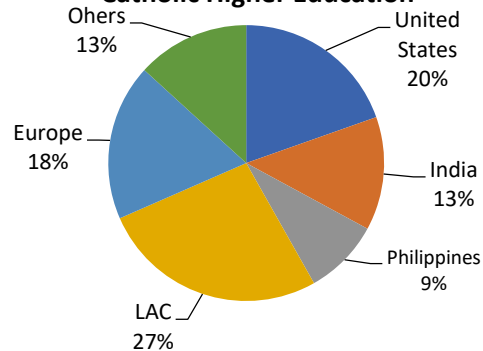
As shown in Box 1, one fifth of all students in Catholic higher education globally study in the United States. The role played by the country in Catholic higher education is due in part to the size of the country and the fact that it has a highly educated population. But it is also due in part to the fact that universities in the United States are popular abroad (although the number of international students has been reduced due to the COVID-19 pandemic).

⁴ A gross enrollment ratio is the ratio of total enrollment, regardless of age to the population of the age group that officially corresponds to the level of education shown.

Box 1: One Fifth of All Students in Catholic Higher Education Study in the United States

The United States plays a special role in Catholic higher education globally. In 2018, the latest year for which internationally comparable data are available, of 6.5 million students enrolled in Catholic post-secondary institutions globally according to the statistical yearbook of the Catholic Church, one fifth or 1.3 million were enrolled in the United States (Figure 2)⁵. If one considers only university students, the United States accounted for 22 percent of all students enrolled in Catholic universities globally (0.9 million of a total of 4.2 million students, including students in ecclesiastical studies which are a small minority of the total).

Figure 1: Share of Enrollment in Catholic Higher Education



Source: Global Catholic Education Report 2021.

After the United States, India and the Philippines have the largest number of students in Catholic higher education. European and Latin American and Caribbean (LAC) countries also have many Catholic universities. By contrast, the rest of the world, including sub-Saharan Africa, the Middle East and North Africa, and the rest of Asia account for only 13 percent of all students in Catholic higher education globally.

⁵ Wodon, Q. 2021. *Global Catholic Education Report 2021: Education Pluralism, Learning Poverty, and the Right to Education*. Washington, DC: Global Catholic Education, OIEC, IFCE, OMAEC, and UMEC-WUCT.

Going to college is a privilege, as well as a great opportunity which can bring lifelong rewards. There is an extensive literature on the benefits of going to college in the United States. Much of this literature focuses on employment-related benefits. In comparison to those with only a high school diploma, individuals with a college degree tend (on average) to (1) have higher earnings; (2) have more and better job opportunities, including access to specialized careers that may not be available to those with only a high school diploma; (3) have lower unemployment rates, higher job satisfaction rates, more stability in employment, and better pensions; (4) develop stronger skills in a range of areas, including problem-solving, critical and analytical thinking, communications, leadership, and more generally personal growth as well as self-esteem. It may not always be necessary to go to college to enjoy these benefits, but a college degree helps, and the trends for more and more job openings is to require a degree.

As an example of some of the employment-related benefits associated with a college degree, Table 1 and Figure 3 provide the latest data available from the U.S. Bureau of Labor Statistics on unemployment rates and median weekly earnings by educational attainment⁶. Workers with a Bachelor's degree make approximately \$500 more in median weekly earnings than those with only a high school diploma. That's an increase of two thirds versus the pay level for high school graduates. In addition, the unemployment rate for high school graduate is typically much higher than for college graduates. The disadvantages faced by those without a college degree have been further exacerbated by the COVID-19 pandemic which has disproportionately affected low income workers in the service sector not only in the short term, but also for the future (see Box 2 on the pandemic and investments in AI).

Table 1: Unemployment Rate (%) and Median Weekly Earnings (\$) by Educational Attainment

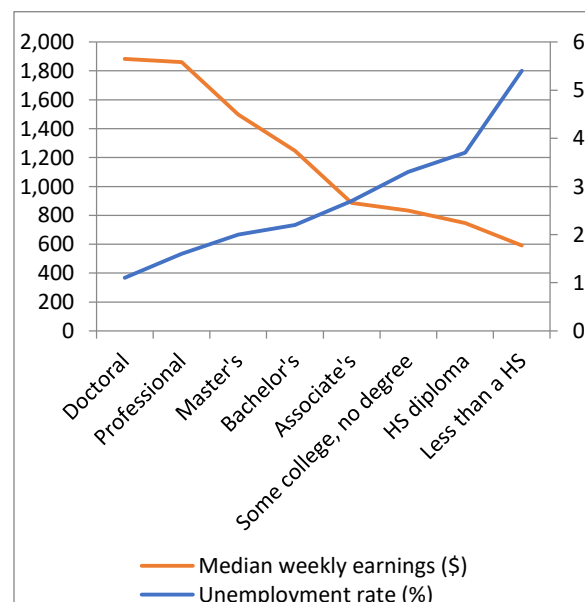
Educational attainment	Unemployment rate (%)	Median weekly earnings (\$)
Doctoral	1.1	1,883
Professional	1.6	1,861
Master's	2.0	1,497
Bachelor's	2.2	1,248
Associate's	2.7	887
Some college, no degree	3.3	833
HS diploma	3.7	746
Less than a HS	5.4	592
Total	3.0	969

Source: U.S. Bureau of Labor Statistics.

Note: Estimates updated in September 2020. Data for persons age 25 and over. Earnings are for full-time wage and salary workers. HS = High school.

Workers with a Bachelor's degree have lower unemployment rates and make two thirds more in median weekly earnings than those with only a high school diploma. These disparities have been exacerbated by the COVID-19 pandemic.

Figure 3: Unemployment Rate (%) and Median Weekly Earnings (\$) by Educational Attainment



Source: U.S. Bureau of Labor Statistics.

Note: Data updated in September 2020.

⁶ The data in Table 2 shows an association between educational attainment and labor market outcomes, but this may not necessarily reflect causality.

Box 2: COVID-19, Automation, and AI

A commonly perceived medium-term threat for workers is that of automation and artificial intelligence (AI). While some jobs will be created by AI, many others may be eliminated. The COVID-19 crisis has accelerated investments in automation and AI according to research by McKinsey⁷.

In the United States, jobs in the food and customer service industries may be most affected. While automation and AI were previously expected to affect mostly middle-wage occupations in manufacturing and office work, the expectation now is that low-wage workers will be more affected than before. As a result, almost all of the growth in the labor force is expected to take place in high-wage jobs which often require a college degree and high level socio-emotional skills. The McKinsey report notes that in Europe and the United States, workers with less than a college degree are more likely to need to change occupations after COVID-19 than before.

In today's labor market, workers need to acquire certain key competencies required by employers, but college often helps to do so. According to a recent report by the Center on Education and the Workforce⁸, certain competencies are associated with higher wages. Across occupations, being able to communicate, engage in teamwork, provide sales and customer service, exercise leadership, and demonstrate problem solving skills and complex thinking are the most demanded competencies by employers. By contrast, physical strength and coordination are the least in demand. Not surprisingly, the jobs in which cognitive competencies tend to be used the most are held mostly by workers with higher levels of

education. For example, three fourths of workers who intensively use communications skills have a bachelor's degree or higher, while only one in ten workers who use strength and coordination abilities most intensively do.

A logical conclusion of these various analyses is that a college education may be even more important in the future than it is today for succeeding in the labor market. It should be recognized that there may be other ways to acquire skills and competencies that are in demand in the labor market, and that prospective students should be careful not to accumulate too much debt to go to college. It is also clear that beyond what can be learned in college, there will be a greater premium in the future on life-long learning. Still, going to college, if feasible, is often a great first step.

Beyond benefits for the labor market, a college education can also bring a wide range of other benefits that can last a lifetime.

Finally, beyond benefits for the labor market, a college education can also bring a wide range of other benefits that can last a lifetime. For example, better educated men and women tend to have more agency in their lives – they tend to be more empowered to make their own decisions. Across countries, more educational attainment is associated with being able to rely on friends when in need, and even with a stronger ability to engage in altruistic behaviors such as giving to charitable organizations, volunteering, and helping strangers. This particular association between educational attainment and altruistic behaviors is clearly not because somehow those who are better educated are more altruistic, but rather because individuals who are better educated are more likely to be in a position in their own life that enables them to help others⁹.

⁷ Lund, S., et al. 2021. The Future of Work after COVID-19. McKinsey Global Institute (Online).

⁸ Carnevale, A. P., et al. 2020. *Workplace Basics: The Competencies Employers Want*. Washington, DC: Georgetown University Center on Education and the Workforce.

⁹ Wodon, Q., C. Montenegro, H. Nguyen, and A. Onagoruwa. 2018. *Missed Opportunities: The High Cost of Not Educating Girls*. The Cost of Not Educating Girls Notes Series. Washington, DC: The World Bank.

2. How Should I Select a College?

Each student is unique, with his or her own set of priorities when selecting a college. One set of priorities is not necessarily better than another, as they depend on the student's background and aspirations. But the fact that there are more than 250 Catholic colleges and universities in the United States is a great asset for the sector to be able to respond to different sets of priorities among prospective students.

While each student is indeed unique, it may be interesting for students to know about the priorities of other students, and whether there are differences in the priorities of students who chose to enroll in Catholic colleges and universities in comparison to all college freshmen. For some students, faith may be an important factor in the choice of a college, but other factors come into play as well. For other students, faith may not be an important factor. It is important to emphasize that Catholic colleges and universities welcome students from all backgrounds as well as all faiths (or lack thereof) and worldviews.

According to data from the CIRP (Cooperative Institutional Research Program) Freshman Survey¹⁰, about a quarter of all college freshmen at four-year colleges in the United States identify as Catholic, while the proportion is just above two fifths for freshmen at Catholic institutions identified as Roman Catholic. In other words, most students at Catholic colleges and universities are not themselves Catholic. The fact that many students who attend Catholic colleges and

universities are not themselves Catholic is an asset, because it brings diversity on campuses.

Data from the CIRP Freshman Survey can be used to compare students' priorities depending on the type of schools they choose to attend. As shown in Table 2 and Figure 4 for the latest available CIRP survey, eight reasons are cited by almost half or more students attending Catholic colleges as very important reasons in deciding to go to the particular college in which they enrolled: (1) This college has a very good academic reputation (71.8 percent); (2) This college's graduates get good jobs (67.3 percent); (3) I was offered financial assistance (65.5 percent); (4) The academic reputation of my intended major (59.0 percent); and (5) A visit to this campus (54.7 percent); (6) This college has a good reputation for its social and extracurricular activities (52.4 percent); (7) I wanted to go to a school about the size of this college (49.7 percent); and (8) The cost of attending this college (48.7 percent).

The largest differences in priorities for selecting a college between student going to Catholic institutions and all students relate to financial assistance, college size, employment prospects, faith affiliation, and advice from professors.

The other reasons in Table 2 are cited by less than 40 percent of students. Overall, reputation and job prospects clearly matter, as do visits to the schools, financial assistance and cost, extracurricular activities, and the size of the college. A few results are worth pointing out, particularly in terms of differences between the results for all institutions and those for freshmen at Catholic institutions. The largest differences in priorities for selecting a college between student going to Catholic institutions and all students relate to financial assistance, college size, employment prospects, faith affiliation, and advice from professors.

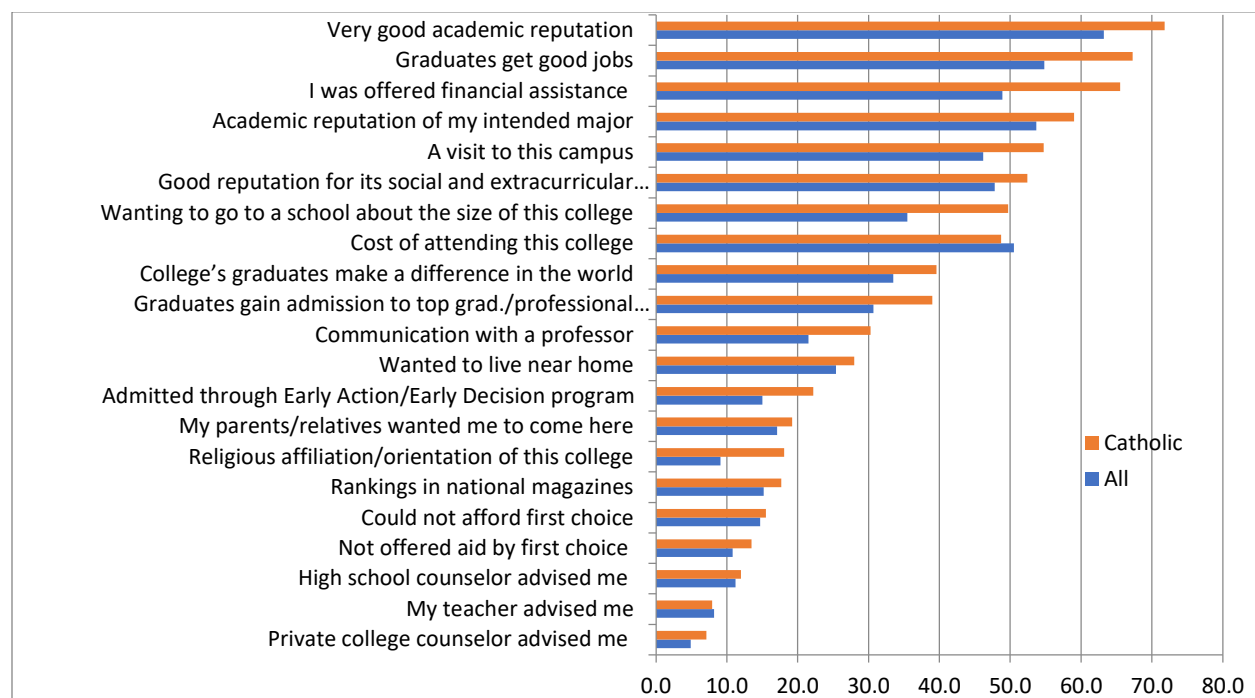
¹⁰ The survey has been implemented annually by the Higher Education Research Institute at the University of California for more 50 years. It is administered to first-year students before they start classes at their institution and includes questions among others on behaviors in high school, academic preparedness, admissions decisions, expectations of college, interactions with peers and faculty, student values and goals, student demographic characteristics, and concerns about financing college.

Table 2: Share of College Freshmen Declaring Various Reasons as “Very Important” in Deciding to Go to that Particular College [Ranked by Share for Catholic Institutions], 2019 CIRP Freshman Survey (%)

Reasons for deciding to go to their particular college	All 4-year Schools (1)	Catholic Schools (2)	Diff. (2)-(1)
This college has a very good academic reputation	63.2	71.8	8.6
This college’s graduates get good jobs	54.8	67.3	12.5
I was offered financial assistance	48.9	65.5	16.6
The academic reputation of my intended major	53.7	59.0	5.3
A visit to this campus	46.2	54.7	8.5
This college has a good reputation for its social and extracurricular activities	47.8	52.4	4.6
I wanted to go to a school about the size of this college	35.5	49.7	14.2
The cost of attending this college	50.5	48.7	-1.8
This college’s graduates make a difference in the world	33.5	39.6	6.1
This college’s graduates gain admission to top graduate/professional schools	30.7	39.0	8.3
Communication with a professor	21.5	30.3	8.8
I wanted to live near home	25.4	28.0	2.6
I was admitted through an Early Action or Early Decision program	15.0	22.2	7.2
My parents/relatives wanted me to come here	17.1	19.2	2.1
I was attracted by the religious affiliation/orientation of this college	9.1	18.1	9.0
Rankings in national magazines	15.2	17.7	2.5
Could not afford first choice	14.7	15.5	0.8
Not offered aid by first choice	10.8	13.5	2.7
High school counselor advised me	11.2	12.0	0.8
My teacher advised me	8.2	7.9	-0.3
Private college counselor advised me	4.9	7.1	2.2

Source: Stolzenberg et al. (2020).

Figure 4: Principal Reasons for Deciding to Go to a Particular College, 2019 (%)



Source: Stolzenberg et al. (2020).

Let's briefly consider the top five reasons in terms of the largest differences are observed in the reasons for attending a Catholic college.

- Financial assistance: The largest difference in Table 2 in absolute terms in the reasons declared for attending a particular institution between students overall and those in Catholic institutions is for financial aid. The proportion of students in Catholic institutions that declared this was a factor for their choice of college is 16.6 points higher than for all students combined. This reflects the fact that in a typical year, more than nine in ten students enrolled at Catholic institutions receive some form of financial aid.
- College size: The second largest difference is for college size. While a handful of Catholic colleges and universities have more than 20,000 students, most are medium or small in size, which is welcomed by students enrolling in those institutions. There are in particular many liberal arts colleges among Catholic institutions.
- Employment prospects: The third largest difference is for the perception that the college's graduates get good jobs. Many Catholic colleges and universities have strong placement records, which is one of the reasons why student debt default rates are much lower among graduates from Catholic institutions than nationally.
- Faith affiliation: The fourth largest difference is for the faith affiliation of the college. Typically less than one in ten incoming freshmen consider the religious orientation or affiliation of their college as a very important factor for their choice of attending that college. Among students attending

Catholic colleges, the corresponding figure is at about one in five students.

- Advice from professors: The fifth largest difference in Table 2 relates to the advice provided by a Professor. Professors in Catholic colleges and universities tend to care about their students, not only academically, but in terms of integral human development – this is part of the institutions' ethos.

3. How Can I Compare Colleges?

All Catholic colleges and universities – and one could argue most colleges in general, including those that are not Catholic, aim to provide a comprehensive education for the whole person. Prospective students should carefully look at the websites of the universities they are considering in order to understand their programs, the courses being taught, who is teaching those courses, the opportunities for extracurricular activities or internships, distance learning options, and exchange programs among others. Ideally, students should make visits on the campuses of the colleges and universities they are most interested in, although this is not always feasible, especially for international or out-of-state students.

Given that career prospects do matter for students when selecting a college or university, and that going to college is one of the largest financial investments people make in their lifetime, prospective students should do their homework in terms of the job prospects that may be available to them depending on both the university they choose to attend and the type of studies they choose to graduate in.

This does not mean that other aspects of the higher education experience do not matter. They do. There is much more to higher education, and in particular Catholic higher education, than preparing oneself for a career. Those aspects will be discussed later in this introduction. At the same time, characteristics

of different colleges and universities such as graduation rates, the type of studies in which most students major, the cost of the education being provided, and the salaries that graduates from different fields may be expected to make when they complete their education do matter for most students. The good news is that data on those outcomes are now readily available.

College Scorecard

A key source of information to compare colleges and universities is the government-run College Scorecard¹¹. If you type the name of a specific college or university in the College Scorecard search field, you will be provided by a wide range of information, including the type of college or university this is (e.g., two or four years, public or private, the faith affiliation if any of the institution, its urban, suburban, or rural setting, and whether the institution is small, medium, or large in terms of undergraduate enrollment).

Estimates of graduation rates are provided based on the share of students who graduate within 8 years of entering this school for the first time. Estimates of the median annual earnings of students after graduation are also available for students who received federal financial aid (student debt is a major issue in the United States, see Box 3¹²).

A key source of information to compare colleges and universities is the government-run College Scorecard. The scorecard provides data among others on graduation rates, fields of study, cost and debt, and expected earnings.

Estimates of the annual average cost of attending colleges and universities are also available for most schools, including not only tuition costs, but also living costs, books and

supplies, and fees minus the average grants and scholarships for federal financial aid recipients. Cost data are available according to the level of family income of students, which matters given differences in financial aid by income, at least for American students. Various statistics related to financial aid and debt levels are provided.

The College Scorecard also provides for each college or university a ranking of the main fields of study according to the number of students graduating, as well as a list of the fields of study with the highest earnings and those with the lowest debt levels. In addition, a list of all available fields of study is also provided. Finally, data are available on racial/ethnic diversity, gender, as well as on test scores and acceptance rates.

Box 3: Student Debt

Surveys suggest that just under half of young adults who go to college took on some debt, including student loans, for their education. The Federal Reserve's Quarterly Report on Household Debt and Credit for the fourth quarter of 2019 shows that outstanding student loan debt rose by \$10 billion, to \$1.51 trillion. The share of student loan balances transitioning into serious delinquency (90 days+ past due) is at just under one in ten, but about one in five of those who still owe money are behind on their payments.

Individuals who did not complete their degree or who attended a for-profit institution are more likely to struggle with repayment than those who completed a degree from a public or private not-for-profit institution (which includes Catholic colleges and universities), even including those who took on a relatively large amount of debt. When considering the choice of a particular college or university, careful attention needs to be paid to the cost of enrollment (tuition and other costs) and the expected earnings upon completion.

¹¹ <https://collegescorecard.ed.gov/>.

¹² The data are based on school-reported information and the U.S. Department of Education cannot confirm the completeness of data being reported.

A useful feature of the Scorecard is that it enables users to compare up to 10 universities and 10 fields of study. While other tools are available to compare universities, including in terms of rankings, the College Scorecard is unique in terms of the focus on a range of outcomes for students that relate to graduation rates and labor market outcomes. While these aspects of higher education are again not the sole drivers of the choice of where to enroll, they clearly matter.

The good news for Catholic colleges and universities is that apart from promoting integral education, they also do well (on average) on the various measures provided by the College Scorecard in comparison to other institutions. Most Catholic colleges and universities tend to have relatively high graduation rates, high salaries upon graduation, and high debt repayment rates, as mentioned earlier. For example, according to the Association of Catholic Colleges and Universities, 80 percent of U.S. Catholic colleges and universities have graduation rates above the national average. Catholic colleges and universities also tend to do relatively well on a range of indices related to the experience of the students while in higher education. For example, many schools have a tradition of engaging students in service opportunities, which can be crucial for their personal development and even career choices.

The good news for Catholic colleges and universities is that apart from promoting integral education, they do well (on average) on measures provided by the College Scorecard. Most Catholic colleges and universities have high graduation rates, high salaries upon graduation, and high debt repayment rates.

But there are also differences between colleges and universities, including between Catholic colleges and universities. Therefore checking the data available in the College Scorecard as well as other databases can be useful for prospective students. For College

Scorecard data, this can be done directly on the College Scorecard website, but it can also be done using other visualization tools based on the data, as illustrated in the next section. In addition, a small subset of the variables available in the College Scorecard database is provided in this directory (Annex 3).

Buyer Beware Interactive Tool

Based on data from the College Scorecard, a useful visualization tool has been developed by Georgetown University's Center on Education and the Workforce¹³. The tool visualizes first year (i.e., right out of college) monthly expected earnings for graduate as well as debt payments for college loans. This is done for 37,000 College Majors at 4,400 Institutions.

An example of the scatterplots that can be created using the tool is provided in Figure 5. The scatterplot displays the data for Bachelor's degrees in economics and in education. The average monthly debt payment burden is on the horizontal axis, while monthly average earnings are on the vertical axis. Colleges located towards the upper left corner of the Figures (higher wages and lower debt payments) tend to have on average better returns on investments for their students. It is worth noting that first year earnings may be more likely influenced by the choice major rather than the choice of school. For example, dentistry majors and engineers tend to have high salaries almost regardless of institution.

In the Buyer Beware tool, scatterplots can be created to display average monthly debt payment burden and earnings across colleges, with universities identified on the scatterplots.

¹³ The tool is at <https://cew.georgetown.edu/cew-reports/collegemajorroi/>. It is based on results from Carnevale, A. P. et al. 2020. *Buyer Beware: First Year Earnings and Debt for 37,000 College Majors at 4,400 Institutions*. Washington, DC: Georgetown University Center on Education and the Workforce.

The scatterplot for economics has more data points than that for education simply because more schools operate undergraduate programs in economics with a sufficient number of graduates for statistical validity in the estimates than is the case for education as an undergraduate major. The average expected monthly earnings for economics majors are typically higher than for education majors as expected. The differences in debt payments tend to be smaller, although on average education majors have slightly larger debt payments than economics majors.

This type of information and comparisons should again not be the main factor for choosing one major versus another, but it can be informative. Each dot on the scatterplots represents a particular college and university, with the name of the institution provided. This can also be used to compare various Catholic colleges and universities, or to compare those institutions with others.

Another useful feature of the tool is that you can find a ranking of institutions by state in terms of expected earnings, debt payments, or earnings net of debt payments. Typically, differences in rankings based on expected earnings and earnings net of debt payments are small, because as already shown in Figure 5, debt payments tend to be much smaller than earnings (this is the case on average, but may not be the case for specific individuals). The analysis can again be done for various types of degrees, and for each school, it is feasible to drill down further by field of study. Perhaps not all Catholic colleges and universities will fare well in these within state comparisons, but many should do well.

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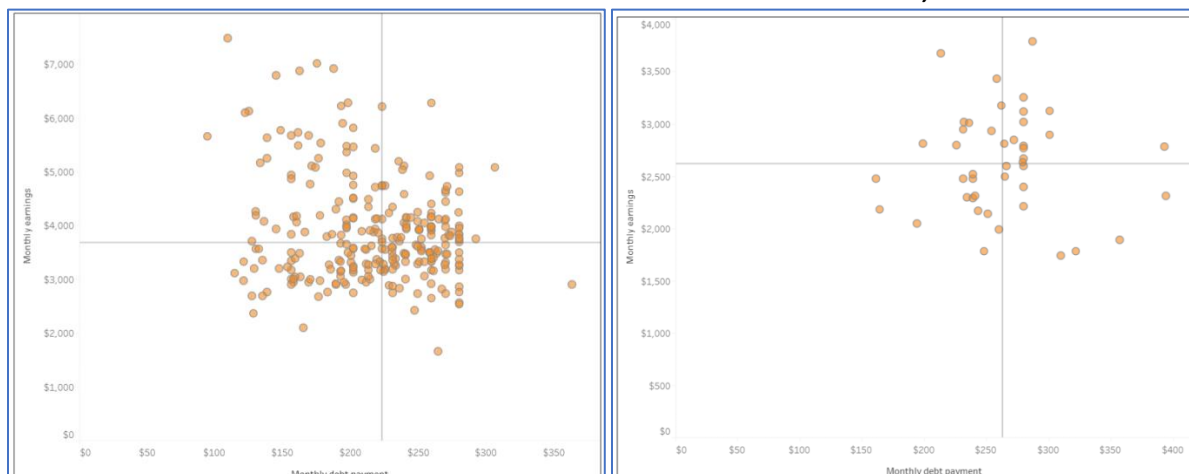
As an illustration, the visual for expected monthly earnings net of debt

payments, estimates for holders of Bachelor's degrees in Maryland are provided in Figure 6. The choice of Maryland is purely illustrative and based on the fact that the data can be displayed easily because the number of colleges and universities in the state is not too large.

The Buyer Beware tool provides data on 26 college and universities in Maryland, three of which are Catholic universities: (1) Notre Dame of Maryland University in Baltimore, which ranks 5th in monthly earnings net of debt in the state; (2) Mount Saint Mary's University in Emmitsburg, which ranks 7th; and (3) Loyola University Maryland in Baltimore, which ranks 8th. The differences in monthly earnings net of debt payments between the three universities are fairly small. There is a fourth Catholic university in the state, Saint Mary's Seminary and University in Baltimore, but it is not included in Figure 6 because it is a seminary for the formation of priests with an additional Ecumenical Institute. Therefore it does not offer the range of programs that colleges and universities typically offer. Note that the entry for St. Mary's College in Maryland in Figure 6 is a different (and not a Catholic) institution.

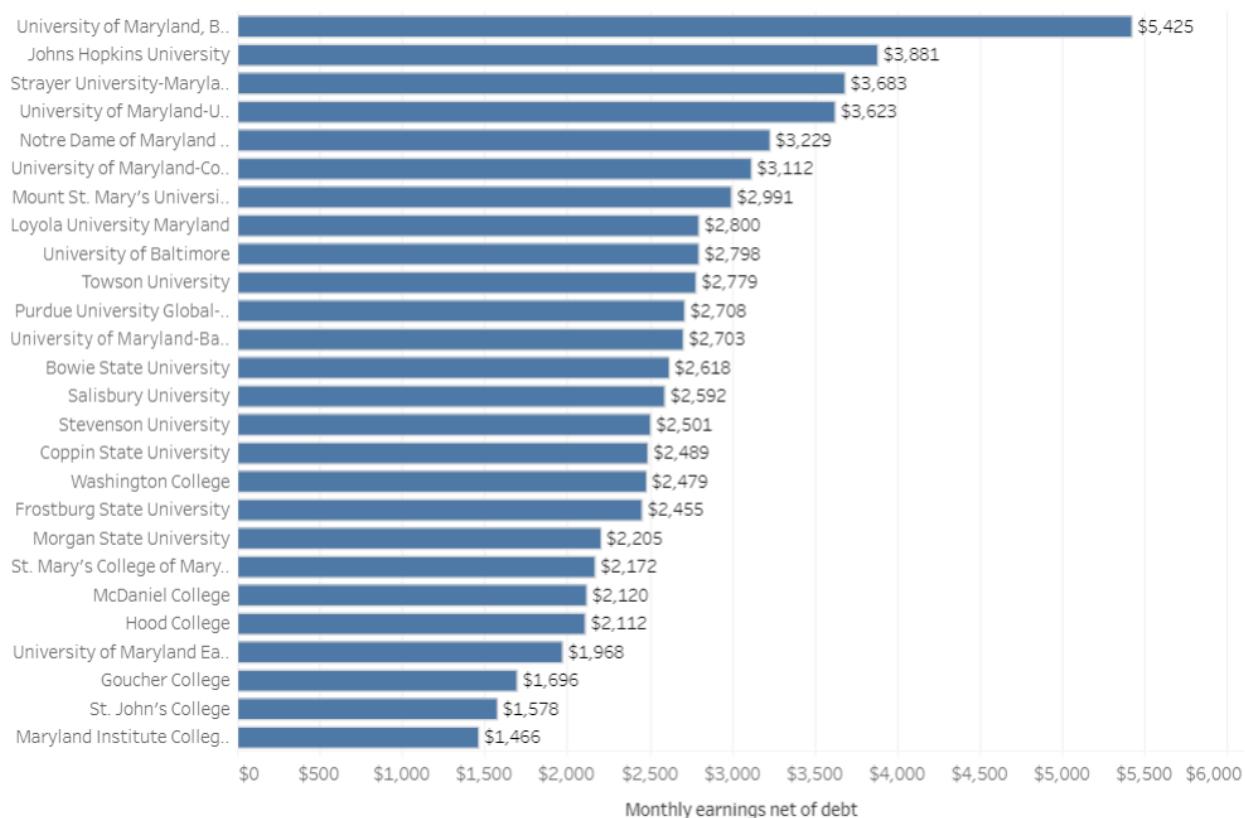
Finally, it is important to note that while instructive, simple comparisons of monthly earnings net of debt between colleges and universities do not necessarily reflect the quality of the instruction and other services provided by the institutions. Earnings can be affected by a wide range of factors, including the pool of students different colleges attract, the types of majors they chose (recall the comparison of earnings between economics and education in Figure 5), and the location of the university (some geographic areas have significantly higher earnings than others). These and other factors affect earnings and potentially levels of debt as well, so that there is not necessarily a causality between the (quality of the) instruction and other services provided by the institutions and the level of earnings net of debt payments that graduates can expect.

Figure 5: First Year Monthly Expected Earnings and Debt Payments for Bachelor's Degrees
Economics Education, General



Source: Buyer Beware Interactive Tool, based on Carnevale et al. (2020).

Figure 6: First Year Monthly Expected Earnings Net of Debt Payments for Bachelor's Degrees, Colleges and Universities in the State of Maryland



Source: Buyer's Beware Interactive Tool, based on Carnevale et al. (2020).

College Rankings

Over the years, more and more college rankings at the national and international levels have been created, sometimes using defensible methods, other times not so much. College rankings have become somewhat of a cottage industry. While they do provide some value for prospective students, especially when students must choose between a large number of colleges for which they may not have easy access to data, the rankings also have perverse effects. In the case of the College Scorecard, while the data can be used to provide rankings as done in Figure 6 above, the Scorecard itself does not rank colleges and universities.

In the United States, some of the best known rankings are those conducted annually by U.S. News & World Report, the Wall Street Journal/Times Higher Education, the Princeton Review, Forbes, and Washington Monthly, to just name a few. U.S. News & World Report in particular provides a number of different rankings, considering both universities and liberal arts colleges at the national and regional levels. There are also some niche rankings available on the web, including rankings of Catholic colleges and universities that are sometimes based on these well-known rankings, but may also rely on other criteria.

How well do Catholic colleges and universities do on national or regional rankings? Comparatively, they often do relatively well. As just one statistic, while Catholic colleges and universities account for less than five percent of all colleges and universities in the United States, 14 Catholic universities are ranked in the top 100 national universities according to U.S. News & World Report. Because there are few Catholic community colleges, this particular comparison in terms of shares may be a bit biased. Still, many Catholic colleges and universities tend to have good rankings according to at least some criteria, and when they do, this is often visible on their websites, like it is for other colleges.

Yet all this does not matter that much, especially as most prospective students cannot enroll in top ranked universities – there are just

too few places available. But more fundamentally, it does not matter when selecting a college whether one institution is ranked slightly higher than another in any particular metrics. What matters is whether there a good fit between the student's profile and aspirations, and what a particular college or university has to offer. To consider whether specific schools are a good match, college guides can be another useful source of information, although many of them focus mostly on nationally ranked colleges and universities (see examples in Box 5).

Box 5: College Guides

Apart from a wide range of college rankings, there are also a wide range of college guides, some of which may again be more useful than others. While these guides may be well known to American students, they may not be well known among international applicants to American colleges and universities. Two widely used guides are The Princeton Review: The Best [385] Colleges, and The Fiske Guide to Colleges. Both guides go beyond academics to provide a description of other aspects of the college experience at different institutions.

4. Should I Go to a Catholic College?

Of the four questions considered in this introduction, this is the most difficult question for which to provide insights based on data, because it depends so much on the particular priorities of individual prospective students. But a few pointers can be provided, at least tentatively. This is done for two key topics: (1) the quality of the education provided (which matters more than whether a college has a lazy river!); and (2) the level of emphasis on faith, values, and collaboration. Both aspects are actually related, but discussed sequentially.

Quality of the Education Provided

There are unfortunately no measures of the quality of the education provided by colleges and universities that are available for most institutions and widely accepted. What does seem clear though is that many Catholic colleges and universities place an emphasis on the quality of teaching in the classroom. This is part of how they see their mission. Many Catholic colleges and universities also try to make the education they provide affordable to students from disadvantaged background. This does not mean that they succeed in doing so, but the preferential option for the poor is a key aspect of Catholic social thought that does again affect how colleges and universities perceive their education mission.

Importantly, beyond large universities that enroll many students, many Catholic institutions are small liberal arts colleges, which matters again for the quality of the education received by students. Of all Catholic colleges and universities on the list maintained by the Association of Catholic Colleges and Universities, more than a third (36.4 percent) are classified liberal arts colleges.

Liberal arts colleges, whether Catholic or not, tend to be undergraduate institution placing a strong emphasis on teaching in comparison to national highly ranked universities where a professor's research and publications tends to be valued more than the quality of teaching. The fact that the liberal arts colleges are small often makes it easier for students to have more contacts with professors, and more in-depth discussions. Liberal arts colleges are known to promote critical thinking, including discussion of philosophical issues. Liberal arts colleges do not work for everyone, but it should be mentioned that many small Catholic colleges operate in that tradition.

Faith, Values, and Collaboration

Catholic colleges and universities do place an emphasis on faith and values, but this is not forced upon students, and the degree to

which students in Catholic colleges and universities themselves emphasize faith as a reason for enrolling in their school varies. In some Catholic colleges and universities, most students are Catholics. In others, a minority are. Nationally, as mentioned earlier, only about two fifths of students in Catholic colleges and universities are themselves Catholic

While there are differences in the faith affiliations and student bodies of individual Catholic institutions, there are also differences between Catholic and other religious colleges and universities. Recall the earlier analysis of differences in the reasons for choosing a college between all students and those attending Catholic institutions. There are also differences between Catholic and other religious institutions. This is especially the case in terms of whether the faith affiliation of a university is a key reason for enrolling in that university. If one compares nonsectarian, Catholic, and other religious colleges (data not shown in Table 2, but available in the CIRP freshmen survey), only 7.0 percent of freshmen in nonsectarian colleges state that they were attracted by the religious affiliation/orientation of their college. The proportion is 18.1 for those in Catholic colleges as was shown in Table 2, but it reaches 35.8 percent for other religious colleges, denoting an even stronger importance granted to faith affiliation by students attending those religious non-Catholic institutions, many of which are evangelical. Catholic colleges and universities therefore occupy a sort of middle ground with respect to the importance of faith as a motivation for students to enroll.

In practice, if a student is interested in exploring or deepening his or her faith, whether Catholic or otherwise, there is no doubt that resources are available to do so in Catholic colleges and universities. But if this is not the student's priority, there should be no stigma. In another question in the CIRP survey, students are asked whether they consider various objectives as essential or very important. For most objectives, the differences in positive answers between freshmen at Catholic universities and all universities are small, but for

“integrating spirituality into my life”, the difference is (not surprisingly) larger. This is considered a priority by 43.1 percent of freshman in the full sample versus 62.2 percent of freshmen in Catholic colleges. Yet again, some students may not be interested in integrating spirituality in their life. Colleges respect that. The fact that most students who attend Catholic colleges and universities are not Catholic themselves is actually an asset for the institutions, because it brings valued diversity on campus, which promotes dialogue.

The fact that many students who attend Catholic colleges and universities are not Catholic is an asset, because it brings valued diversity on campus, which promotes dialogue.

One interesting aspect of the Catholic ethos is that it encourages collaboration as opposed to competition. This is often the case in the classroom, but also in research and other activities that professors engage in. Because of this emphasis on collaboration, and the affinities that a common worldview affords, there are many examples of collaborations across Catholic colleges and universities for both research and practice. This can provide an added layer in student’s college experience, as can the fact that service to others is valued on campus, with typically a wide range of opportunities for volunteer work, and a willingness of many students to engage.

Conclusion

The aim of this introduction was to provide elements of a reflection on four key questions that prospective college students often have: (1) Should I go to college?; (2) How should I select a college?; (3) How can I compare different colleges?; and finally (4) Should I go to a Catholic college? Prospective students must answer these questions and no

one else can do it in their place. But there are resources available to try to sort things out.

The goal of this introduction is not to ‘oversell’ any comparative advantage that Catholic colleges and universities may have. Catholic institutions have core strengths, but so do many other institutions. The college search process is a matter of fit between a student’s aspirations and what various colleges may offer.

The sources of information discussed in this introduction tend to relate to the economic aspects of a college education, simply because this is where comparative data have been collected most systematically. The aim of enrolling in a higher education program is not solely to prepare oneself for the labor market. But labor market outcomes do matter. Going to college is a serious investment in both time and money, and must be considered as such when making decisions. Issues of cost, debt, and expected labor market outcomes should be among the factors considered by prospective students when choosing a particular college or university for their higher education adventure.

As noted earlier, prospective students should carefully look at the websites of the universities they are considering to understand their programs, the courses being taught, who is teaching them, and what opportunities for extracurricular activities, internships, distance learning options, and exchange programs may be available. Ideally, students should make visits to campuses, and talk to current students and alumni as well as professors.

The hope in putting this directory together is that it will make it easier for at least some prospective students to: (1) know which Catholic colleges and universities are available to them, for example in their state or in another state where they may want to study; (2) check the colleges and universities’ features and programs more easily by simply clicking on their names provided in the directory in order to access their website; and (3) conduct as appropriate comparative analysis of some of the characteristics of institutions of interest using the College Scorecard or similar tools.

NOTICE

In what follows, a directory of Catholic colleges and universities is provided both alphabetically and by state. Efforts have been made to include only institutions that are currently in operation, but some may have closed, in particular due to the impact of the COVID-19 crisis. When this is the case, this should be indicated on their website.

The list of Catholic colleges and universities provided in the directory includes a number of institutions that are mostly seminaries, and therefore do not accept students who are not preparing themselves for the priesthood or religious life. These seminaries have been included in the directory for completeness, but they may not be of interest to regular students. Those seminaries include the following: Athenaeum of Ohio/Mt. St. Mary's Seminary; Christ the King Seminary;

Conception Seminary College; Holy Apostles College and Seminary; Kenrick Glennon Seminary; Mount Angel Seminary; Pope St John XXIII National Seminary; Sacred Heart Major Seminary; Sacred Heart Seminary and School of Theology; Saint Charles Borromeo Seminary-Overbrook; Saint John Vianney College Seminary; Saint John's Seminary; Saint Joseph Seminary College; Saint Vincent de Paul Regional Seminary ; Saint Vincent Seminary; St John's Seminary; and University of Saint Mary of the Lake, Mundelein Seminary.

If you find errors in this directory, please do let us know by sending an email to GlobalCatholicEducation@gmail.com, so that these errors can be corrected in future editions. If you have suggestions for ways to improve the usefulness of this directory, please do let us know as well.

ANNEX 1: APPLYING FROM ABROAD

Multiple websites provide advice to international students considering applying to a US college or university. This directory does not endorse any particular website for this purpose. The webpage from the US Government with guidance on how to apply is at <https://www.usa.gov/study-in-US>. That webpage at the time of writing this directory suggested a five step process for international applicants. The guidance for these five steps is reproduced below. Please visit the webpage for any update.

Guidance reproduced from <https://www.usa.gov/study-in-US> at the time of writing

1. Research Your Options. Postsecondary education includes six degree levels. These levels include associate, bachelor, first-professional, master, advanced intermediate, and research doctorate. The U.S. system does not offer a second or higher doctorate, but does offer postdoctoral research programs.

- [Find an Educational Advising Center in Your Country](#) - Worldwide centers give international students advice on higher education. They can also help students find study opportunities in the United States.
- [College Navigator](#) - Find and compare colleges by location, type of institution, programs, majors, and more.
- [Student and Exchange Visitor Program \(SEVP\)-Certified School](#) - Verify if the U.S. school that you are interested in is certified.
- [Stories by International Students](#) - Learn about the experience of studying in the U.S. from other international students.

2. Finance Your Studies. The U.S. government does not provide loans, grants, or help with scholarships for international students. As an international student, you will have to find alternative sources of funding such as:

- **Your Home Country Education Authorities** - Many countries offer foreign study funding for their own nationals. To receive funding, they must qualify for and be admitted to an approved program or institution abroad.
- **The International Admissions Office** - Many U.S. academic institutions assist international students. Contact the international admissions office at the schools you are interested in to learn if you may be eligible for assistance.
- **Scholarships and Grants** - Many organizations offer scholarships and grants for study and research. These organizations include private foundations, businesses, and nonprofits. Use the [U.S. government's free online scholarship search tool](#) to find financial aid opportunities.
- **Exchange Programs Administered by the U.S. Government** – These [exchange programs](#) provide assistance to qualified international students. You can get help from the [Fulbright Program](#) and other programs at all education levels.

3. Complete your application. In the U.S, colleges and universities establish their own admission requirements. These usually include minimum scores on third-party standardized tests. Follow the application requirements set by the admissions office of the school you're interested in.

- [Foreign Diploma and Credit Recognition](#) - The U.S. has no single authority that evaluates foreign credentials. Academic institutions and state licensing boards recognize these credentials based

on their requirements. Academic evaluations include coursework, degrees, and professional licenses.

- [Standardized Tests](#) - Some programs require students to take one or more standardized tests. Plan to take your tests in advance so your scores are available when you submit your application.
- [Test of English as a Foreign Language \(TOEFL\)](#) - Many schools require this test to measure your English language skills.

4. Apply for your visa. Before you can apply for a student visa, you must be accepted by a [SEVP](#)-certified school.

- [Student Visas](#) - Learn about the types of student visas, how to apply, fees, and required documents.
- [How to Prepare for Your Visa Appointment](#) - You must pass an interview at a U.S. embassy or consulate. Find out what you need to do before your appointment.

5. Prepare for departure. Explore these resources while you plan your move to the U.S.

- [How to Navigate the U.S. Immigration System](#) - Find out how to get started, arrive, stay, and leave the U.S.
- [Life in the U.S.](#) - Learn about American holidays, states, and other useful information.
- [Working While You Study in the U.S.](#) - Find information for international students who want to work while attending school in the U.S.
- [Training Opportunities in the U.S.](#) - International students and new graduates can attend on-the-job training in the U.S. too. This training can supplement knowledge gained in their academic studies.
- [Foreign Visitors Driving in the U.S.](#) - Get quick facts for short-term visitors, students, and residents about driving in the U.S.
- [English as a Second Language](#) - Learn English and improve basic reading, writing, speaking, and listening skills.
- [Income taxes](#) - Some international students may be subject to income tax.

ANNEX 2: ALPHABETICAL DIRECTORY OF CATHOLIC COLLEGES AND UNIVERSITIES (WITH LINKS TO WEBSITES)

Institutions marked by (*) are principally seminaries, but some of them offer courses or degrees, including in theology. They are included for completeness, and for readers who may have a vocation.

A

[Albertus Magnus College New Haven, CT](#)
[Alvernia University - Reading, PA](#)
[Alverno College - Milwaukee, WI](#)
[Ancilla Domini College - Donaldson, IN](#)
[Anna Maria College - Paxton, MA](#)
[Aquinas College - Grand Rapids, MI](#)
[Aquinas College - Nashville, TN](#)
[Aquinas Institute of Theology - St. Louis, MO](#)
[Assumption College for Sisters - Mendham, NJ](#)
[Assumption College - Worcester, MA](#)
(*) [Athenaeum of Ohio-Mount Saint Mary's of the West - Cincinnati, OH](#)
[Augustine Institute - Greenwood Village, CO](#)
[Ave Maria School of Law - Naples, FL](#)
[Ave Maria University - Ave Maria, FL](#)
[Avera McKennan Hospital School of Radiologic Technology - Sioux Falls, SD](#)
[Avila University - Kansas City, MO](#)

B

[Barry University - Miami Shores, FL](#)
[Bellarmino University - Louisville, KY](#)
[Belmont Abbey College - Belmont, NC](#)
[Benedictine College - Atchison, KS](#)
[Benedictine University - Lisle, IL](#)
[Bon Secours Memorial College of Nursing - Richmond, VA](#)
[Bon Secours St Mary's Hospital School of Medical Imaging - Richmond, VA](#)
[Boston College - Chestnut Hill, MA](#)
[Brescia University - Owensboro, KY](#)
[Briar Cliff University - Sioux City, IA](#)
(*) [Byzantine Catholic Seminary of SS. Cyril and Methodius - Pittsburgh, PA](#)

C

[Cabrini College - Radnor, PA](#)
[Caldwell College - Caldwell, NJ](#)
[Calumet College of Saint Joseph - Whiting, IN](#)
[Canisius College - Buffalo, NY](#)
[Cardinal Stritch University - Milwaukee, WI](#)
[Carlow University - Pittsburgh, PA](#)

[Carroll College - Helena, MT](#)
[Catholic Distance University - Charles Town, WV](#)
[Catholic Theological Union - Chicago, IL](#)
[Chaminade University of Honolulu - Honolulu, HI](#)
[Chatfield College - Saint Martin, OH](#)
[Chestnut Hill College - Philadelphia, PA](#)
[CHI Health School of Radiologic Technology - Creighton, NE](#)
(*) [Christ the King Seminary - East Aurora, NY](#)
[Christendom College - Front Royal, VA](#)
[Christian Brothers University - Memphis, TN](#)
[Clarke University - Dubuque, IA](#)
[College of Mount Saint Vincent - Riverdale, NY](#)
[College of Saint Benedict - St. Joseph, MN](#)
[College of Saint Mary Magdalen - Warner, NH](#)
[College of Saint Mary - Omaha, NE](#)
[College of Saint Scholastica - Duluth, MN](#)
[College of the Holy Cross - Worcester, MA](#)
(*) [Conception Seminary College - Conception, MO](#)
[Covenant School of Nursing and Allied Health - Lubbock, TX](#)
[Creighton University - Omaha, NE](#)

D

[De Paul University - Chicago, IL](#)
[DeSales University - Center Valley, PA](#)
[Divine Mercy University Sterling, VA](#)
[Divine Word College - Epworth, IA](#)
[Dominican College - Orangeburg, NY](#)
[Dominican House of Studies - Washington, DC](#)
[Dominican School of Philosophy and Theology - Berkeley, CA](#)
[Dominican University of California - San Rafael, CA](#)
[Dominican University - River Forest, IL](#)
[Donnelly College - Kansas City, KS](#)
[Duquesne University of the Holy Spirit - Pittsburgh, PA](#)
[D'Youville College - Buffalo, NY](#)

E

[Edgewood College - Madison, WI](#)
[Elms College - Chicopee, MA](#)
[Emmanuel College - Boston, MA](#)

F

[Fairfield University - Fairfield, CT](#)
[Felician College - Lodi, NJ](#)
[Fontbonne University - St. Louis, MO](#)

[Fordham University - Bronx, NY](#)
[Franciscan Missionaries of Our Lady University Baton Rouge, LA](#)
[Franciscan School of Theology - Berkeley, CA](#)
[Franciscan University of Steubenville - Steubenville, OH](#)

G

[Gannon University - Erie, PA](#)
[Georgetown University - Washington, DC](#)
[Georgian Court University - Lakewood, NJ](#)
[Gonzaga University - Spokane, WA](#)
[Good Samaritan College of Nursing and Health Science - Cincinnati, OH](#)
[Gwynedd-Mercy College - Gwynedd Valley, PA](#)

H

[Hilbert College - Hamburg, NY](#)
(*) [Holy Apostles College & Seminary - Cromwell, CT](#)
[Holy Cross College - Notre Dame, IN](#)
[Holy Family University - Philadelphia, PA](#)
[Holy Name Medical Center School of Nursing - Teaneck, NJ](#)
[Holy Names University - Oakland, CA](#)
[Holy Spirit College/Pontifex University - Atlanta, GA](#)

I

[Immaculata University - Immaculata, PA](#)
[Iona College - New Rochelle, NY](#)

J

[Jesuit School of Theology - Berkeley, CA](#)
[John Carroll University - University Heights, OH](#)
[John Paul the Great Catholic University - San Diego, CA](#)

K

(*) [Kenrick Glennon Seminary - Saint Louis, MO](#)
[King's College - Wilkes-Barre, PA](#)

L

[La Roche College - Pittsburgh, PA](#)
[La Salle University - Philadelphia, PA](#)
[Lawrence Memorial Hospital School of Nursing - Medford, MA](#)
[Le Moyne College - Syracuse, NY](#)
[Lewis University - Romeoville, IL](#)
[Loras College - Dubuque, IA](#)
[Lourdes College - Sylvania, OH](#)

[Loyola Marymount University - Los Angeles, CA](#)
[Loyola University Chicago - Chicago, IL](#)
[Loyola University Maryland - Baltimore, MD](#)
[Loyola University New Orleans - New Orleans, LA](#)

M

[Madonna University - Livonia, MI](#)
[Manhattan College - Riverdale, NY](#)
[Manor College - Jenkintown, PA](#)
[Maria College - Albany, NY](#)
[Marian University - Fond du Lac, WI](#)
[Marian University - Indianapolis, IN](#)
[Marquette University - Milwaukee, WI](#)
[Marymount School of Practical Nursing - Cleveland, OH](#)
[Marymount University - Arlington, VA](#)
[Marywood University - Scranton, PA](#)
[Mercy College of Health Sciences - Des Moines, IA](#)
[Mercy College of Ohio - Toledo, OH](#)
[Mercy Hospital School of Nursing - Pittsburgh, PA](#)
[Mercyhurst College - Erie, PA](#)
[Merrimack College - North Andover, MA](#)
[Misericordia University - Dallas, PA](#)
[Molloy College - Rockville Centre, NY](#)
[Mount Aloysius College - Cresson, PA](#)
[\(*\) Mount Angel Seminary - St. Benedict, OR](#)
[Mount Carmel College of Nursing - Columbus, OH](#)
[Mount Marty College - Yankton, SD](#)
[Mount Mary College - Milwaukee, WI](#)
[Mount Mercy University - Cedar Rapids, IA](#)
[Mount Saint Joseph University - Cincinnati, OH](#)
[Mount Saint Mary College - Newburgh, NY](#)
[Mount Saint Mary's University - Los Angeles, CA](#)
[Mount Saint Mary's University - Emmitsburg, MD](#)

N

[Neumann University - Aston, PA](#)
[Newman University - Wichita, KS](#)
[Niagara University - Niagara University, NY](#)
[Notre Dame College - South Euclid, OH](#)
[Notre Dame de Namur University - Belmont, CA](#)
[Notre Dame of Maryland University - Baltimore, MD](#)
[\(*\) Notre Dame Seminary - New Orleans, LA](#)

O

[Oblate School of Theology - San Antonio, TX](#)
[Ohio Dominican University - Columbus, OH](#)
[Our Lady of the Lake University - San Antonio, TX](#)

P

[Pontifical Catholic University of Puerto Rico Ponce, PR](#)
(*) [Pontifical College Josephinum - Columbus, OH](#)
[Pontifical John Paul II Institute for Studies on Marriage and Family - Washington, DC](#)
(*) [Pope St. John XXIII National Seminary - Weston, MA](#)
[Presentation College - Aberdeen, SD](#)
[Providence College - Providence, RI](#)

Q

[Quincy University - Quincy, IL](#)

R

[Regis College - Weston, MA](#)
[Regis University - Denver, CO](#)
[Resurrection University - Oak Park, IL](#)
[Rivier College - Nashua, NH](#)
[Rockhurst University - Kansas City, MO](#)
[Rosemont College of the Holy Child Jesus - Rosemont, PA](#)

S

(*) [Sacred Heart Major Seminary - Detroit, MI](#)
[Sacred Heart School of Theology - Hales Corners, WI](#)
[Sacred Heart University - Fairfield, CT](#)
[Saint Ambrose University - Davenport, IA](#)
[Saint Anselm College - Manchester, NH](#)
[Saint Anthony College of Nursing - Rockford, IL](#)
[Saint Bernard's School of Theology and Ministry - Rochester, NY](#)
[Saint Bonaventure University - Saint Bonaventure, NY](#)
[Saint Catherine University - St. Paul, MN](#)
(*) [Saint Charles Borromeo Seminary - Wynnewood, PA](#)
[Saint Edward's University - Austin, TX](#)
[Saint Elizabeth College of Nursing - Utica, NY](#)
[Saint Elizabeth School of Nursing - Lafayette, IN](#)
[Saint Elizabeth University - Morristown, NJ](#)
[Saint Francis College - Brooklyn Heights, NY](#)
[Saint Francis Medical Center College of Nursing - Peoria, IL](#)
[Saint Francis Medical Center School of Nursing - Trenton, NJ](#)
[Saint Francis University - Loretto, PA](#)
(*) [Saint John's Seminary - Brighton, MA](#)

(*) [Saint John's Seminary - Camarillo, CA](#)
[Saint John's University - Collegeville, MN](#)
[Saint John's University - Jamaica, NY](#)
 (*) [Saint Joseph Seminary College - Saint Benedict, LA](#)
[Saint Joseph's College of Maine - Standish, ME](#)
[Saint Joseph's College - Brooklyn, NY](#)
[Saint Joseph's College - Rensselaer, IN](#)
[Saint Joseph's University - Philadelphia, PA](#)
[Saint Leo University - St. Leo, FL](#)
[Saint Louis University - St. Louis, MO](#)
[Saint Martin's University - Lacey, WA](#)
 (*) [Saint Mary Seminary and Graduate School of Theology - Wickliffe, OH](#)
[Saint Mary-of-the-Woods College - St.Mary-of-the-Woods, IN](#)
[Saint Mary's College of California - Moraga, CA](#)
[Saint Mary's College - Notre Dame, IN](#)
 (*) [Saint Mary's Seminary and University - Baltimore, MD](#)
[Saint Mary's University of Minnesota - Winona, MN](#)
[Saint Mary's University - San Antonio, TX](#)
 (*) [Saint Meinrad School of Theology - St. Meinrad, IN](#)
[Saint Michael's College - Colchester, VT](#)
[Saint Norbert College - De Pere, WI](#)
[Saint Peter's College - Jersey City, NJ](#)
[Saint Thomas Aquinas College - Sparkill, NY](#)
[Saint Thomas University - Miami Gardens, FL](#)
[Saint Vincent College - Latrobe, PA](#)
 (*) [Saint Vincent Seminary - Latrobe, PA](#)
[Saint Vincent's College - Bridgeport, CT](#)
[Saint Xavier University - Chicago, IL](#)
[Salve Regina University - Newport, RI](#)
[Santa Clara University - Santa Clara, CA](#)
[Seattle University - Seattle, WA](#)
 (*) [Seminary of the Immaculate Conception - Huntington, NY](#)
[Seton Hall University - South Orange, NJ](#)
[Seton Hill University - Greensburg, PA](#)
[Siena College - Loudonville, NY](#)
[Siena Heights University - Adrian, MI](#)
[Spalding University - Louisville, KY](#)
[Spring Hill College - Mobile, AL](#)
 (*) [SS. Cyril and Methodius Seminary - Orchard Lake, MI](#)
[St Francis Medical Center-School of Radiologic Technology - Trenton, NJ](#)
[St Joseph School of Nursing - Nashua, NH](#)
[St. John's College of Nursing - Springfield, IL](#)
[St. Joseph's College of Nursing - Syracuse, NY](#)
[Stonehill College - Easton, MA](#)

T

[The Catholic University of America - Washington, DC](#)
[The College of Saint Rose - Albany, NY](#)
[The Mexican American Catholic College - San Antonio, TX](#)
[Thomas Aquinas College - Santa Paula, CA](#)
[Thomas More College of Liberal Arts - Merrimack, NH](#)
[Thomas More College - Crestview Hills, KY](#)
[Trinity Health System School of Nursing - Steubenville, OH](#)
[Trinity Washington University - Washington, DC](#)
[Trocaire College - Buffalo, NY](#)

U

[Universidad del Sagrado Corazón San Juan, PR](#)
[University of Dallas - Irving, TX](#)
[University of Dayton - Dayton, OH](#)
[University of Detroit Mercy - Detroit, MI](#)
[University of Mary - Bismarck, ND](#)
[University of Notre Dame du Lac - Notre Dame, IN](#)
[University of Portland - Portland, OR](#)
[University of Providence - Great Falls, MT](#)
[University of Saint Francis - Fort Wayne, IN](#)
[University of Saint Joseph - West Hartford, CT](#)
[\(*\) University of Saint Mary of the Lake/ Mundelein Seminary - Mundelein, IL](#)
[University of Saint Mary - Leavenworth, KS](#)
[University of Saint Thomas - Houston, TX](#)
[University of Saint Thomas - St. Paul, MN](#)
[University of San Diego - San Diego, CA](#)
[University of San Francisco - San Francisco, CA](#)
[University of Scranton - Scranton, PA](#)
[University of St. Francis Joliet, IL](#)
[University of the Incarnate Word - San Antonio, TX](#)
[Ursuline College - Pepper Pike, OH](#)

V

[Villa Maria College of Buffalo - Buffalo, NY](#)
[Villanova University - Villanova, PA](#)
[Viterbo University - La Crosse, WI](#)

W

[Walsh University - North Canton, OH](#)
[Wheeling University - Wheeling, WV](#)
[Wyoming Catholic College - Lander, WY](#)

X

[Xavier University of Louisiana - New Orleans, LA](#)

[Xavier University - Cincinnati, OH](#)

ANNEX 2: STATE BY STATE DIRECTORY OF CATHOLIC COLLEGES AND UNIVERSITIES (WITH LINKS TO WEBSITES)

Institutions marked by (*) are principally seminaries, but some of them offer courses or degrees, including in theology. They are included for completeness, and for readers who may have a vocation.

AL

[Spring Hill College - Mobile, AL](#)

CA

[Dominican School of Philosophy and Theology - Berkeley, CA](#)

[Dominican University of California - San Rafael, CA](#)

[Franciscan School of Theology - Berkeley, CA](#)

[Holy Names University - Oakland, CA](#)

[Jesuit School of Theology - Berkeley, CA](#)

[John Paul the Great Catholic University - San Diego, CA](#)

[Loyola Marymount University - Los Angeles, CA](#)

[Mount Saint Mary's University - Los Angeles, CA](#)

[Notre Dame de Namur University - Belmont, CA](#)

(*) [Saint John's Seminary - Camarillo, CA](#)

[Saint Mary's College of California - Moraga, CA](#)

[Santa Clara University - Santa Clara, CA](#)

[Thomas Aquinas College - Santa Paula, CA](#)

[University of San Diego - San Diego, CA](#)

[University of San Francisco - San Francisco, CA](#)

CO

[Augustine Institute - Greenwood Village, CO](#)

[Regis University - Denver, CO](#)

CT

[Albertus Magnus College New Haven, CT](#)

[Fairfield University - Fairfield, CT](#)

(*) [Holy Apostles College & Seminary - Cromwell, CT](#)

[Sacred Heart University - Fairfield, CT](#)

[Saint Vincent's College - Bridgeport, CT](#)

[University of Saint Joseph - West Hartford, CT](#)

DC

[Dominican House of Studies - Washington, DC](#)

[Georgetown University - Washington, DC](#)

[Pontifical John Paul II Institute for Studies on Marriage and Family - Washington, DC](#)

[The Catholic University of America - Washington, DC](#)

[Trinity Washington University - Washington, DC](#)

FL

[Ave Maria School of Law - Naples, FL](#)
[Ave Maria University - Ave Maria, FL](#)
[Barry University - Miami Shores, FL](#)
[Saint Leo University - St. Leo, FL](#)
[Saint Thomas University - Miami Gardens, FL](#)

GA

[Holy Spirit College/Pontifex University - Atlanta, GA](#)

HI

[Chaminade University of Honolulu - Honolulu, HI](#)

IA

[Briar Cliff University - Sioux City, IA](#)
[Clarke University - Dubuque, IA](#)
[Divine Word College - Epworth, IA](#)
[Loras College - Dubuque, IA](#)
[Mercy College of Health Sciences - Des Moines, IA](#)
[Mount Mercy University - Cedar Rapids, IA](#)
[Saint Ambrose University - Davenport, IA](#)

IL

[Benedictine University - Lisle, IL](#)
[Catholic Theological Union - Chicago, IL](#)
[De Paul University - Chicago, IL](#)
[Dominican University - River Forest, IL](#)
[Lewis University - Romeoville, IL](#)
[Loyola University Chicago - Chicago, IL](#)
[Quincy University - Quincy, IL](#)
[Resurrection University - Oak Park, IL](#)
[Saint Anthony College of Nursing - Rockford, IL](#)
[Saint Francis Medical Center College of Nursing - Peoria, IL](#)
[Saint Xavier University - Chicago, IL](#)
[St. John's College of Nursing - Springfield, IL](#)
[\(*\) University of Saint Mary of the Lake/ Mundelein Seminary - Mundelein, IL](#)
[University of St. Francis Joliet, IL](#)

IN

[Ancilla Domini College - Donaldson, IN](#)
[Calumet College of Saint Joseph - Whiting, IN](#)
[Holy Cross College - Notre Dame, IN](#)
[Marian University - Indianapolis, IN](#)
[Saint Elizabeth School of Nursing - Lafayette, IN](#)
[Saint Joseph's College - Rensselaer, IN](#)
[Saint Mary-of-the-Woods College - St.Mary-of-the-Woods, IN](#)

[Saint Mary's College - Notre Dame, IN](#)

(*) [Saint Meinrad School of Theology - St. Meinrad, IN](#)

[University of Notre Dame du Lac - Notre Dame, IN](#)

[University of Saint Francis - Fort Wayne, IN](#)

KS

[Benedictine College - Atchison, KS](#)

[Donnelly College - Kansas City, KS](#)

[Newman University - Wichita, KS](#)

[University of Saint Mary - Leavenworth, KS](#)

KY

[Bellarmino University - Louisville, KY](#)

[Brescia University - Owensboro, KY](#)

[Spalding University - Louisville, KY](#)

[Thomas More College - Crestview Hills, KY](#)

LA

[Franciscan Missionaries of Our Lady University Baton Rouge, LA](#)

[Loyola University New Orleans - New Orleans, LA](#)

(*) [Notre Dame Seminary - New Orleans, LA](#)

(*) [Saint Joseph Seminary College - Saint Benedict, LA](#)

[Xavier University of Louisiana - New Orleans, LA](#)

MA

[Anna Maria College - Paxton, MA](#)

[Assumption College - Worcester, MA](#)

[Boston College - Chestnut Hill, MA](#)

[College of the Holy Cross - Worcester, MA](#)

[Elms College - Chicopee, MA](#)

[Emmanuel College - Boston, MA](#)

[Lawrence Memorial Hospital School of Nursing - Medford, MA](#)

[Merrimack College - North Andover, MA](#)

(*) [Pope St. John XXIII National Seminary - Weston, MA](#)

[Regis College - Weston, MA](#)

(*) [Saint John's Seminary - Brighton, MA](#)

[Stonehill College - Easton, MA](#)

MD

[Loyola University Maryland - Baltimore, MD](#)

[Mount Saint Mary's University - Emmitsburg, MD](#)

[Notre Dame of Maryland University - Baltimore, MD](#)

(*) [Saint Mary's Seminary and University - Baltimore, MD](#)

ME

[Saint Joseph's College of Maine - Standish, ME](#)

MI

[Aquinas College - Grand Rapids, MI](#)

[Madonna University - Livonia, MI](#)

(*) [Sacred Heart Major Seminary - Detroit, MI](#)

[Siena Heights University - Adrian, MI](#)

(*) [SS. Cyril and Methodius Seminary - Orchard Lake, MI](#)

[University of Detroit Mercy - Detroit, MI](#)

MN

[College of Saint Benedict - St. Joseph, MN](#)

[College of Saint Scholastica - Duluth, MN](#)

[Saint Catherine University - St. Paul, MN](#)

[Saint John's University - Collegeville, MN](#)

[Saint Mary's University of Minnesota - Winona, MN](#)

[University of Saint Thomas - St. Paul, MN](#)

MO

[Aquinas Institute of Theology - St. Louis, MO](#)

[Avila University - Kansas City, MO](#)

(*) [Conception Seminary College - Conception, MO](#)

[Fontbonne University - St. Louis, MO](#)

(*) [Kenrick Glennon Seminary - Saint Louis, MO](#)

[Rockhurst University - Kansas City, MO](#)

[Saint Louis University - St. Louis, MO](#)

MT

[Carroll College - Helena, MT](#)

[University of Providence - Great Falls, MT](#)

NC

[Belmont Abbey College - Belmont, NC](#)

ND

[University of Mary - Bismarck, ND](#)

NE

[CHI Health School of Radiologic Technology - Creighton, NE](#)

[College of Saint Mary - Omaha, NE](#)

[Creighton University - Omaha, NE](#)

NH

[College of Saint Mary Magdalen - Warner, NH](#)

[Rivier College - Nashua, NH](#)

[Saint Anselm College - Manchester, NH](#)

[St Joseph School of Nursing - Nashua, NH](#)

[Thomas More College of Liberal Arts - Merrimack, NH](#)

NJ

[Assumption College for Sisters - Mendham, NJ](#)

[Caldwell College - Caldwell, NJ](#)

[Saint Elizabeth University - Morristown, NJ](#)

[Felician College - Lodi, NJ](#)

[Georgian Court University - Lakewood, NJ](#)

[Holy Name Medical Center School of Nursing - Teaneck, NJ](#)

[Saint Francis Medical Center School of Nursing - Trenton, NJ](#)

[Saint Peter's College - Jersey City, NJ](#)

[Seton Hall University - South Orange, NJ](#)

[St Francis Medical Center-School of Radiologic Technology - Trenton, NJ](#)

NY

[Canisius College - Buffalo, NY](#)

(*) [Christ the King Seminary - East Aurora, NY](#)

[College of Mount Saint Vincent - Riverdale, NY](#)

[Dominican College - Orangeburg, NY](#)

[D'Youville College - Buffalo, NY](#)

[Fordham University - Bronx, NY](#)

[Hilbert College - Hamburg, NY](#)

[Iona College - New Rochelle, NY](#)

[Le Moyne College - Syracuse, NY](#)

[Manhattan College - Riverdale, NY](#)

[Maria College - Albany, NY](#)

[Molloy College - Rockville Centre, NY](#)

[Mount Saint Mary College - Newburgh, NY](#)

[Niagara University - Niagara University, NY](#)

[Saint Bernard's School of Theology and Ministry - Rochester, NY](#)

[Saint Bonaventure University - Saint Bonaventure, NY](#)

[Saint Elizabeth College of Nursing - Utica, NY](#)

[Saint Francis College - Brooklyn Heights, NY](#)

[Saint John's University - Jamaica, NY](#)

[Saint Joseph's College - Brooklyn, NY](#)

[Saint Thomas Aquinas College - Sparkill, NY](#)

(*) [Seminary of the Immaculate Conception - Huntington, NY](#)

[Siena College - Loudonville, NY](#)

[St. Joseph's College of Nursing - Syracuse, NY](#)

[The College of Saint Rose - Albany, NY](#)

[Trocaire College - Buffalo, NY](#)

[Villa Maria College of Buffalo - Buffalo, NY](#)

OH

(*) [Athenaeum of Ohio-Mount Saint Mary's of the West - Cincinnati, OH](#)

[Chatfield College - Saint Martin, OH](#)

[College of Mount Saint Joseph - Cincinnati, OH](#)

[Franciscan University of Steubenville - Steubenville, OH](#)
[Good Samaritan College of Nursing and Health Science - Cincinnati, OH](#)
[John Carroll University - University Heights, OH](#)
[Lourdes College - Sylvania, OH](#)
[Marymount School of Practical Nursing - Cleveland, OH](#)
[Mercy College of Ohio - Toledo, OH](#)
[Mount Carmel College of Nursing - Columbus, OH](#)
[Mount Saint Joseph University - Cincinnati, OH](#)
[Notre Dame College - South Euclid, OH](#)
[Ohio Dominican University - Columbus, OH](#)
(*) [Pontifical College Josephinum - Columbus, OH](#)
(*) [Saint Mary Seminary and Graduate School of Theology - Wickliffe, OH](#)
[Trinity Health System School of Nursing - Steubenville, OH](#)
[University of Dayton - Dayton, OH](#)
[Ursuline College - Pepper Pike, OH](#)
[Walsh University - North Canton, OH](#)
[Xavier University - Cincinnati, OH](#)

OR

(*) [Mount Angel Seminary - St. Benedict, OR](#)
[University of Portland - Portland, OR](#)

PA

[Alvernia University - Reading, PA](#)
(*) [Byzantine Catholic Seminary of SS. Cyril and Methodius - Pittsburgh, PA](#)
[Cabrini College - Radnor, PA](#)
[Carlow University - Pittsburgh, PA](#)
[Chestnut Hill College - Philadelphia, PA](#)
[DeSales University - Center Valley, PA](#)
[Duquesne University of the Holy Spirit - Pittsburgh, PA](#)
[Gannon University - Erie, PA](#)
[Gwynedd-Mercy College - Gwynedd Valley, PA](#)
[Holy Family University - Philadelphia, PA](#)
[Immaculata University - Immaculata, PA](#)
[King's College - Wilkes-Barre, PA](#)
[La Roche College - Pittsburgh, PA](#)
[La Salle University - Philadelphia, PA](#)
[Manor College - Jenkintown, PA](#)
[Marywood University - Scranton, PA](#)
[Mercy Hospital School of Nursing - Pittsburgh, PA](#)
[Mercyhurst College - Erie, PA](#)
[Misericordia University - Dallas, PA](#)
[Mount Aloysius College - Cresson, PA](#)
[Neumann University - Aston, PA](#)
[Rosemont College of the Holy Child Jesus - Rosemont, PA](#)
(*) [Saint Charles Borromeo Seminary - Wynnewood, PA](#)
[Saint Francis University - Loretto, PA](#)

[Saint Joseph's University - Philadelphia, PA](#)

[Saint Vincent College - Latrobe, PA](#)

(*) [Saint Vincent Seminary - Latrobe, PA](#)

[Seton Hill University - Greensburg, PA](#)

[University of Scranton - Scranton, PA](#)

[Villanova University - Villanova, PA](#)

PR

[Pontifical Catholic University of Puerto Rico Ponce, PR](#)

[Universidad del Sagrado Corazón San Juan, PR](#)

RI

[Providence College - Providence, RI](#)

[Salve Regina University - Newport, RI](#)

SD

[Avera McKennan Hospital School of Radiologic Technology - Sioux Falls, SD](#)

[Mount Marty College - Yankton, SD](#)

[Presentation College - Aberdeen, SD](#)

TN

[Aquinas College - Nashville, TN](#)

[Christian Brothers University - Memphis, TN](#)

TX

[Covenant School of Nursing and Allied Health - Lubbock, TX](#)

[Oblate School of Theology - San Antonio, TX](#)

[Our Lady of the Lake University - San Antonio, TX](#)

[Saint Edward's University - Austin, TX](#)

[Saint Mary's University - San Antonio, TX](#)

[The Mexican American Catholic College - San Antonio, TX](#)

[University of Dallas - Irving, TX](#)

[University of Saint Thomas - Houston, TX](#)

[University of the Incarnate Word - San Antonio, TX](#)

VA

[Bon Secours Memorial College of Nursing - Richmond, VA](#)

[Bon Secours St Mary's Hospital School of Medical Imaging - Richmond, VA](#)

[Christendom College - Front Royal, VA](#)

[Divine Mercy University Sterling, VA](#)

[Marymount University - Arlington, VA](#)

VT

[Saint Michael's College - Colchester, VT](#)

WA

[Gonzaga University - Spokane, WA](#)
[Saint Martin's University - Lacey, WA](#)
[Seattle University - Seattle, WA](#)

WI

[Alverno College - Milwaukee, WI](#)
[Cardinal Stritch University - Milwaukee, WI](#)
[Edgewood College - Madison, WI](#)
[Marian University - Fond du Lac, WI](#)
[Marquette University - Milwaukee, WI](#)
[Mount Mary College - Milwaukee, WI](#)
[Sacred Heart School of Theology - Hales Corners, WI](#)
[Saint Norbert College - De Pere, WI](#)
[Viterbo University - La Crosse, WI](#)

WV

[Catholic Distance University - Charles Town, WV](#)
[Wheeling University - Wheeling, WV](#)

WY

[Wyoming Catholic College - Lander, WY](#)

ANNEX 3: SELECTED VARIABLES FOR CATHOLIC COLLEGES AND UNIVERSITIES

This annex provides for all Catholic colleges and universities included in the College Scorecard a selection of variables from the Scorecard (January 19, 2021 release). The focus is on variables that may be of particular interest to college applicants. The ID number provided in Table 1 for each college and university should be used to identify institutions in subsequent Tables. Four Tables are provided:

- Table A1 provides the list of Catholic Colleges and Universities in the College Scorecard as well as data on the locale of institutions and their categorization under the Carnegie Classifications; it should be noted that the names of the institutions in the College Scorecard may differ slightly from the names used for the Directory, which follow the names used in USCCB and ACCU lists.
- Table A2 provides indicators of selectivity, retention, and composition of the undergraduate student body.
- Table A3 provides data on cost overall and by income level, as well as measures of net tuition (after discounts) and instructional expenditures per full time equivalent student.
- Table A4 provides data on the share of students with federal loans, including Pell grants, the median values of loans and debt upon graduation, default rates, and earnings after 10 Years.

Most variables included in these four Tables should be self-explanatory, but a few variables in Table 1 from the Carnegie classifications are coded. The first classification is useful to get a quick assessment of the type location a college is in. The second classification is about the levels of instruction (for example Associate's degree only, or undergraduate, or up to graduate either to the Master's or doctoral level). The third classification is about the selectivity of colleges and whether retention rates are high. The definitions of the codes for the three classifications in Table 1 are as follows:

Setting (Locale of institution)

- 11 City: Large (population of 250,000 or more)
- 12 City: Midsize (population of at least 100,000 but less than 250,000)
- 13 City: Small (population less than 100,000)
- 21 Suburb: Large (outside principal city, in urbanized area with population of 250,000 or more)
- 22 Suburb: Midsize (outside principal city, in urbanized area with population of at least 100,000 but less than 250,000)
- 23 Suburb: Small (outside principal city, in urbanized area with population less than 100,000)
- 31 Town: Fringe (in urban cluster up to 10 miles from an urbanized area)
- 32 Town: Distant (in urban cluster more than 10 miles and up to 35 miles from an urbanized area)
- 33 Town: Remote (in urban cluster more than 35 miles from an urbanized area)
- 41 Rural: Fringe (rural territory up to 5 miles from an urbanized area or up to 2.5 miles from an urban cluster)
- 42 Rural: Distant (rural territory more than 5 miles but up to 25 miles from an urbanized area or more than 2.5 and up to 10 miles from an urban cluster)
- 43 Rural: Remote (rural territory more than 25 miles from an urbanized area and more than 10 miles from an urban cluster)

Carnegie Classification 1 – Basic

- 2 Not applicable
- 0 (Not classified)
- 1 Associate's Colleges: High Transfer-High Traditional
- 2 Associate's Colleges: High Transfer-Mixed Traditional/Nontraditional
- 3 Associate's Colleges: High Transfer-High Nontraditional
- 4 Associate's Colleges: Mixed Transfer/Career & Technical-High Traditional
- 5 Associate's Colleges: Mixed Transfer/Career & Technical-Mixed Traditional/Nontraditional
- 6 Associate's Colleges: Mixed Transfer/Career & Technical-High Nontraditional
- 7 Associate's Colleges: High Career & Technical-High Traditional
- 8 Associate's Colleges: High Career & Technical-Mixed Traditional/Nontraditional
- 9 Associate's Colleges: High Career & Technical-High Nontraditional
- 10 Special Focus Two-Year: Health Professions
- 11 Special Focus Two-Year: Technical Professions
- 12 Special Focus Two-Year: Arts & Design
- 13 Special Focus Two-Year: Other Fields
- 14 Baccalaureate/Associate's Colleges: Associate's Dominant
- 15 Doctoral Universities: Very High Research Activity
- 16 Doctoral Universities: High Research Activity
- 17 Doctoral/Professional Universities
- 18 Master's Colleges & Universities: Larger Programs
- 19 Master's Colleges & Universities: Medium Programs
- 20 Master's Colleges & Universities: Small Programs
- 21 Baccalaureate Colleges: Arts & Sciences Focus
- 22 Baccalaureate Colleges: Diverse Fields
- 23 Baccalaureate/Associate's Colleges: Mixed Baccalaureate/Associate's
- 24 Special Focus Four-Year: Faith-Related Institutions
- 25 Special Focus Four-Year: Medical Schools & Centers
- 26 Special Focus Four-Year: Other Health Professions Schools
- 27 Special Focus Four-Year: Engineering Schools
- 28 Special Focus Four-Year: Other Technology-Related Schools
- 29 Special Focus Four-Year: Business & Management Schools
- 30 Special Focus Four-Year: Arts, Music & Design Schools
- 31 Special Focus Four-Year: Law Schools
- 32 Special Focus Four-Year: Other Special Focus Institutions
- 33 Tribal Colleges

Carnegie Classification 2 – Undergraduate Profile

- 2 Not applicable
- 0 Not classified (Exclusively Graduate)
- 1 Two-year, higher part-time
- 2 Two-year, mixed part/full-time
- 3 Two-year, medium full-time
- 4 Two-year, higher full-time
- 5 Four-year, higher part-time
- 6 Four-year, medium full-time, inclusive, lower transfer-in
- 7 Four-year, medium full-time, inclusive, higher transfer-in
- 8 Four-year, medium full-time, selective, lower transfer-in

- 9 Four-year, medium full-time, selective, higher transfer-in
- 10 Four-year, full-time, inclusive, lower transfer-in
- 11 Four-year, full-time, inclusive, higher transfer-in
- 12 Four-year, full-time, selective, lower transfer-in
- 13 Four-year, full-time, selective, higher transfer-in
- 14 Four-year, full-time, more selective, lower transfer-in
- 15 Four-year, full-time, more selective, higher transfer-in

Carnegie Classification 3 – Size and Setting

- 2 Not applicable
- 0 (Not classified)
- 1 Two-year, very small
- 2 Two-year, small
- 3 Two-year, medium
- 4 Two-year, large
- 5 Two-year, very large
- 6 Four-year, very small, primarily nonresidential
- 7 Four-year, very small, primarily residential
- 8 Four-year, very small, highly residential
- 9 Four-year, small, primarily nonresidential
- 10 Four-year, small, primarily residential
- 11 Four-year, small, highly residential
- 12 Four-year, medium, primarily nonresidential
- 13 Four-year, medium, primarily residential
- 14 Four-year, medium, highly residential
- 15 Four-year, large, primarily nonresidential
- 16 Four-year, large, primarily residential
- 17 Four-year, large, highly residential
- 18 Exclusively graduate/professional

The definitions for the other variables in Tables A2 through A4 are as follows:

Adm.: Share of applicants to the institution admitted.

SAT: Average SAT equivalent score of students admitted.

Compl.: Completion rate for first-time, full-time students at four-year institutions (150% of expected time to completion) for white students

Ret.: First-time, full-time student retention rate at four-year institutions.

Size: Enrollment of undergraduate certificate/degree-seeking students.

White: Total share of enrollment of undergraduate degree-seeking students who are white.

Black: Total share of enrollment of undergraduate degree-seeking students who are black.

Hisp.: Total share of enrollment of undergraduate degree-seeking students who are Hispanic.

Asian: Total share of enrollment of undergraduate degree-seeking students who are Asian.

AI/AN: Total share of enrollment of undergraduate degree-seeking students who are American Indian/Alaska Native.

NHIP: Total share of enrollment of undergraduate degree-seeking students who are Native Hawaiian/Pacific Islander.

Multi: Total share of enrollment of undergraduate degree-seeking students who are two or more races.
 Abroad: Total share of enrollment of undergraduate degree-seeking students who are non-resident aliens.
 NA: Total share of enrollment of undergraduate degree-seeking students whose race is unknown.
 Female: Share of female students; when an institution is for men only, this is denoted by MO; when an institution is for women only, this is denoted by WO; some institutions that are MO or WO do not have 100% of students who are women or men, but the label MO and WO has been kept.
 Age 25+: Percentage of undergraduates aged 25 and above.
 FTx2: Share of entering undergraduate students who are first-time, full-time degree-/certificate-seeking undergraduate students.
 PT: Share of undergraduate, degree-/certificate-seeking students who are part-time.
 Avg. Price: Average net price for Title IV institutions (private for-profit and nonprofit institutions).
 \$0-\$30K: Average net price for \$0-\$30,000 family income (private for-profit and nonprofit institutions).
 \$30K-\$48K: Average net price for \$30,001-\$48,000 family income (private for-profit and nonprofit institutions).
 \$48K-\$75K: Average net price for \$48,001-\$75,000 family income (private for-profit and nonprofit institutions).
 \$75K-\$110K: Average net price for \$75,001-\$110,000 family income (private for-profit and nonprofit institutions).
 >\$110K: Average net price for \$110,000+ family income (private for-profit and nonprofit institutions).
 Cost Att.: Average cost of attendance (academic year institutions).
 Tuition & Fees: Tuition and fees for program-year institutions.
 Net Tuition: Net tuition revenue per full-time equivalent student.
 Inst. Exp.: Instructional expenditures per full-time equivalent student.
 Ratio: Ratio of Instructional expenditures to net tuition revenue per full-time equivalent student.
 Loan: Percent of all undergraduate students receiving a federal student loan.
 Pell Grant: Percentage of undergraduates who receive a Pell Grant.
 3-year Default: Three-year cohort default rate.
 Median Debt: The median original amount of the loan principal upon entering repayment.
 Debt for Graduates: The median debt for students who have completed.
 Mean Earnings 10 years: Mean earnings of students working and not enrolled 10 years after entry.
 Median Earnings 10 years: Median earnings of students working and not enrolled 10 years after entry.

For some of the above variables, a pooling average is used to reduce year-to-year variability. In some cases, some variables are missing for some institutions ("NULL" in the original dataset; this is denoted as "-" in this annex). In some cases, the values of variables is not provided for privacy concerns due to small sample size ("Privacy Suppressed" in the original dataset, "Pr.Sup." in this annex).

Separately to this directory, a statistical profile of Catholic colleges and universities will be provided on the Global Catholic Education website at <https://www.globalcatholiceducation.org/>. This statistical profile may also be useful to counselors or prospective students, and will include statistical comparisons between Catholic and other colleges and universities.

Table A1: List of Catholic Colleges and Universities in the College Scorecard and Carnegie Classification (January 19, 2021 Update)

ID	Name of the Institution	City	State	Setting	Carnegie 1	Carnegie 2	Carnegie 3
1	Albertus Magnus College	New Haven	CT	12	19	11	10
2	Alvernia University	Reading	PA	13	19	6	10
3	Alverno College	Milwaukee	WI	11	19	7	9
4	Ancilla College	Donaldson	IN	42	1	3	1
5	Anna Maria College	Paxton	MA	41	19	9	10
6	Aquinas College	Grand Rapids	MI	12	21	12	11
7	Aquinas Institute of Theology	Saint Louis	MO	11	24	0	18
8	Assumption College	Worcester	MA	12	19	12	11
9	Assumption College for Sisters	Denville	NJ	21	1	2	1
10	Athenaeum of Ohio	Cincinnati	OH	11	24	5	6
11	Ave Maria School of Law	Naples	FL	21	31	0	18
12	Ave Maria University	Ave Maria	FL	42	21	13	11
13	Avera McKennan Hospital School of Radiologic Technology	Sioux Falls	SD	12	-2	-2	-2
14	Avera Sacred Heart Hospital	Yankton	SD	33	-2	-2	-2
15	Avila University	Kansas City	MO	11	19	13	10
16	Barry University	Miami	FL	21	17	11	13
17	Bellarmino University	Louisville	KY	11	17	14	13
18	Belmont Abbey College	Belmont	NC	22	22	13	11
19	Benedictine College	Atchison	KS	32	22	14	11
20	Benedictine University	Lisle	IL	21	17	13	13
21	Bon Secours Memorial College of Nursing	Richmond	VA	21	26	5	6
22	Bon Secours St Mary's Hospital School of Medical Imaging	Richmond	VA	21	-2	-2	-2
23	Boston College	Chestnut Hill	MA	13	15	14	17
24	Brescia University	Owensboro	KY	13	22	9	7
25	Briar Cliff University	Sioux City	IA	13	22	7	7
26	Cabrini University	Radnor	PA	21	18	12	11
27	Caldwell University	Caldwell	NJ	21	19	10	10
28	Calumet College of Saint Joseph	Whiting	IN	21	20	7	6
29	Canisius College	Buffalo	NY	11	18	12	14
30	Cardinal Stritch University	Milwaukee	WI	21	17	7	10
31	Carlow University	Pittsburgh	PA	11	18	7	10
32	Carroll College	Helena	MT	33	22	14	11

Table A1: List of Catholic Colleges and Universities in the College Scorecard and Carnegie Classification (January 19, 2021 Update)

ID	Name of the Institution	City	State	Setting	Carnegie 1	Carnegie 2	Carnegie 3
33	Catholic Distance University	Charles Town	WV	31	24	5	6
34	Catholic Theological Union at Chicago	Chicago	IL	11	24	0	18
35	Chaminade University of Honolulu	Honolulu	HI	11	18	13	9
36	Chatfield College	Saint Martin	OH	42	3	2	1
37	Chestnut Hill College	Philadelphia	PA	11	19	13	10
38	CHI Health School of Radiologic Technology	Omaha	NE	11	10	4	1
39	Christ the King Seminary	East Aurora	NY	41	24	0	18
40	Christian Brothers University	Memphis	TN	11	18	12	10
41	Clarke University	Dubuque	IA	13	17	13	8
42	College of Mount Saint Vincent	Bronx	NY	11	20	10	11
43	College of Our Lady of the Elms	Chicopee	MA	21	19	11	10
44	College of Saint Benedict	Saint Joseph	MN	22	21	14	11
45	College of Saint Elizabeth	Morristown	NJ	21	19	7	7
46	College of Saint Mary	Omaha	NE	11	19	13	10
47	College of the Holy Cross	Worcester	MA	12	21	14	11
48	Conception Seminary College	Conception	MO	42	24	11	8
49	Covenant School of Nursing and Allied Health	Lubbock	TX	11	-2	-2	-2
50	Creighton University	Omaha	NE	11	17	14	14
51	DePaul University	Chicago	IL	11	16	13	15
52	DeSales University	Center Valley	PA	41	18	8	10
53	Divine Mercy University	Sterling	VA	21	26	0	18
54	Divine Word College	Epworth	IA	42	24	11	8
55	Dominican School of Philosophy & Theology	Berkeley	CA	12	24	0	18
56	Dominican University	River Forest	IL	21	18	13	10
57	Donnelly College	Kansas City	KS	12	23	7	6
58	Duquesne University	Pittsburgh	PA	11	16	14	14
59	Edgewood College	Madison	WI	11	17	13	10
60	Emmanuel College	Boston	MA	11	21	14	11
61	Fairfield University	Fairfield	CT	21	18	12	14
62	Felician University	Lodi	NJ	21	19	11	10
63	Fontbonne University	Saint Louis	MO	21	18	13	10

Table A1: List of Catholic Colleges and Universities in the College Scorecard and Carnegie Classification (January 19, 2021 Update)

ID	Name of the Institution	City	State	Setting	Carnegie 1	Carnegie 2	Carnegie 3
64	Fordham University	Bronx	NY	11	16	14	16
65	Franciscan Missionaries of Our Lady University	Baton Rouge	LA	12	26	5	6
66	Franciscan School of Theology	Oceanside	CA	21	24	0	18
67	Franciscan University of Steubenville	Steubenville	OH	13	19	15	11
68	Gannon University	Erie	PA	13	17	12	14
69	Georgetown University	Washington	DC	11	15	14	17
70	Georgian Court University	Lakewood	NJ	13	19	11	10
71	Gonzaga University	Spokane	WA	12	17	14	14
72	Good Samaritan College of Nursing and Health Science	Cincinnati	OH	11	26	5	6
73	Gwynedd Mercy University	Gwynedd Valley	PA	21	19	11	10
74	Hilbert College	Hamburg	NY	21	22	11	7
75	Holy Apostles College and Seminary	Cromwell	CT	21	24	5	6
76	Holy Cross College	Notre Dame	IN	21	22	12	8
77	Holy Family College	Manitowoc	WI	32	20	15	8
78	Holy Family University	Philadelphia	PA	11	18	11	9
79	Holy Name Medical Center-Sister Claire Tynan School of Nursing	Englewood Cliffs	NJ	21	-2	-2	-2
80	Holy Names University	Oakland	CA	11	19	11	8
81	HSHS St. John's Hospital School of Clinical Laboratory Science	Springfield	IL	12	-2	-2	-2
82	Immaculata University	Immaculata	PA	21	17	7	10
83	Iona College	New Rochelle	NY	21	18	12	14
84	John Carroll University	University Heights	OH	21	19	14	14
85	John Paul the Great Catholic University	Escondido	CA	21	22	13	8
86	Kenrick Glennon Seminary	Saint Louis	MO	21	24	13	8
87	King's College	Wilkes-Barre	PA	13	19	12	11
88	La Roche University	Pittsburgh	PA	21	20	11	10
89	La Salle University	Philadelphia	PA	11	18	12	13
90	Lawrence Memorial Hospital School of Nursing	Medford	MA	21	10	1	1
91	Le Moyne College	Syracuse	NY	21	18	15	11
92	Lewis University	Romeoville	IL	21	18	13	13
93	Loras College	Dubuque	IA	13	22	12	11
94	Lourdes University	Sylvania	OH	21	20	7	10
95	Loyola Marymount University	Los Angeles	CA	11	16	15	14

Table A1: List of Catholic Colleges and Universities in the College Scorecard and Carnegie Classification (January 19, 2021 Update)

ID	Name of the Institution	City	State	Setting	Carnegie 1	Carnegie 2	Carnegie 3
96	Loyola University Chicago	Chicago	IL	11	16	14	16
97	Loyola University Maryland	Baltimore	MD	11	18	12	14
98	Loyola University New Orleans	New Orleans	LA	11	17	14	14
99	Madonna University	Livonia	MI	13	18	5	9
100	Magdalen College	Warner	NH	42	21	10	8
101	Manhattan College	Riverdale	NY	11	18	12	14
102	Maria College of Albany	Albany	NY	13	26	5	6
103	Marian University	Indianapolis	IN	11	19	13	10
104	Marian University	Fond Du Lac	WI	13	19	11	10
105	Marquette University	Milwaukee	WI	11	16	14	17
106	Marymount California University	Rancho Palos Verdes	CA	21	21	11	7
107	Marymount University	Arlington	VA	12	18	13	10
108	Marywood University	Scranton	PA	13	18	10	11
109	Mercy College of Health Sciences	Des Moines	IA	12	26	9	6
110	Mercy College of Ohio	Toledo	OH	11	26	5	6
111	Mercyhurst University	Erie	PA	13	19	12	11
112	Mercyhurst University-North East Campus	North East	PA	31	7	3	2
113	Merrimack College	North Andover	MA	21	18	10	14
114	Misericordia University	Dallas	PA	21	17	9	10
115	Molloy College	Rockville Centre	NY	21	18	9	12
116	Mount Aloysius College	Cresson	PA	31	22	11	10
117	Mount Angel Seminary	Saint Benedict	OR	31	24	13	8
118	Mount Carmel College of Nursing	Columbus	OH	11	26	9	6
119	Mount Marty College	Yankton	SD	33	20	9	7
120	Mount Mary University	Milwaukee	WI	11	19	11	10
121	Mount Mercy University	Cedar Rapids	IA	12	19	9	10
122	Mount Saint Joseph University	Cincinnati	OH	21	18	12	10
123	Mount Saint Mary College	Newburgh	NY	13	19	13	11
124	Mount Saint Mary's University	Los Angeles	CA	11	18	7	10
125	Mount St. Mary's University	Emmitsburg	MD	31	19	12	11
126	Neumann University	Aston	PA	21	18	7	10

Table A1: List of Catholic Colleges and Universities in the College Scorecard and Carnegie Classification (January 19, 2021 Update)

ID	Name of the Institution	City	State	Setting	Carnegie 1	Carnegie 2	Carnegie 3
127	Newman University	Wichita	KS	11	18	13	10
128	Niagara University	Niagara University	NY	21	18	12	13
129	Notre Dame College	Cleveland	OH	21	20	11	10
130	Notre Dame de Namur University	Belmont	CA	21	19	7	10
131	Notre Dame of Maryland University	Baltimore	MD	11	18	7	10
132	Oblate School of Theology	San Antonio	TX	11	24	0	18
133	Ohio Dominican University	Columbus	OH	11	18	13	11
134	Our Lady of the Lake University	San Antonio	TX	11	17	11	10
135	Pontifical Catholic University of Puerto Rico-Arecibo	Arecibo	PR	23	20	11	6
136	Pontifical Catholic University of Puerto Rico-Mayaguez	Mayaguez	PR	13	22	11	9
137	Pontifical Catholic University of Puerto Rico-Ponce	Ponce	PR	12	17	10	12
138	Pontifical College Josephinum	Columbus	OH	11	24	11	8
139	Pontifical Faculty of the Immaculate Conception at the Dominic	Washington	DC	11	24	0	18
140	Pontifical John Paul II Institute for Studies on Marriage and Fam	Washington	DC	11	24	0	18
141	Pope St John XXIII National Seminary	Weston	MA	21	24	0	18
142	Presentation College	Aberdeen	SD	33	26	7	7
143	Providence College	Providence	RI	12	18	14	14
144	Quincy University	Quincy	IL	33	22	13	8
145	Regis College	Weston	MA	21	26	10	11
146	Regis University	Denver	CO	11	17	5	12
147	Resurrection University	Chicago	IL	11	26	7	6
148	Rivier University	Nashua	NH	13	18	9	10
149	Rockhurst University	Kansas City	MO	11	18	15	11
150	Rosemont College	Rosemont	PA	21	19	11	8
151	Sacred Heart Major Seminary	Detroit	MI	11	24	5	6
152	Sacred Heart Seminary and School of Theology	Franklin	WI	21	24	0	18
153	Sacred Heart University	Fairfield	CT	21	17	12	14
154	Saint Ambrose University	Davenport	IA	12	18	13	11
155	Saint Anselm College	Manchester	NH	22	21	14	11
156	Saint Anthony College of Nursing	Rockford	IL	12	26	11	6
157	Saint Charles Borromeo Seminary-Overbrook	Wynnewood	PA	21	24	6	7
158	Saint Edward's University	Austin	TX	11	18	15	13

Table A1: List of Catholic Colleges and Universities in the College Scorecard and Carnegie Classification (January 19, 2021 Update)

ID	Name of the Institution	City	State	Setting	Carnegie 1	Carnegie 2	Carnegie 3
159	Saint Elizabeth College of Nursing	Utica	NY	13	10	2	1
160	Saint Elizabeth School of Nursing	Lafayette	IN	13	-2	-2	-2
161	Saint Francis Medical Center College of Nursing	Peoria	IL	12	26	7	6
162	Saint Francis Medical Center School of Nursing	Trenton	NJ	13	-2	-2	-2
163	Saint Francis University	Loretto	PA	31	18	13	11
164	Saint John Fisher College	Rochester	NY	21	17	15	14
165	Saint John's Seminary	Brighton	MA	11	24	11	8
166	Saint Johns University	Collegeville	MN	41	21	14	11
167	Saint Joseph Seminary College	St. Benedict	LA	41	24	11	8
168	Saint Joseph's College of Maine	Standish	ME	41	18	6	10
169	Saint Joseph's University	Philadelphia	PA	11	18	14	14
170	Saint Leo University	Saint Leo	FL	23	18	7	15
171	Saint Louis University	Saint Louis	MO	11	16	14	17
172	Saint Martin's University	Lacey	WA	13	19	13	11
173	Saint Mary-of-the-Woods College	Saint Mary of the V	IN	41	20	7	7
174	Saint Mary's College	Notre Dame	IN	21	21	14	11
175	Saint Mary's College of California	Moraga	CA	21	18	14	14
176	Saint Mary's University of Minnesota	Winona	MN	32	18	9	13
177	Saint Meinrad School of Theology	St. Meinrad	IN	43	24	0	18
178	Saint Michael's College	Colchester	VT	22	21	10	11
179	Saint Norbert College	De Pere	WI	22	21	14	11
180	Saint Peter's University	Jersey City	NJ	11	18	10	10
181	Saint Vincent College	Latrobe	PA	21	21	12	11
182	Saint Vincent de Paul Regional Seminary	Boynton Beach	FL	21	24	0	18
183	Saint Vincent Seminary	Latrobe	PA	21	24	0	18
184	Saint Xavier University	Chicago	IL	11	18	13	12
185	Salve Regina University	Newport	RI	21	18	12	11
186	Santa Clara University	Santa Clara	CA	12	17	14	14
187	Seattle University	Seattle	WA	11	17	15	13
188	Seton Hall University	South Orange	NJ	21	16	14	13
189	Seton Hill University	Greensburg	PA	21	19	12	11
190	Siena College	Loudonville	NY	21	20	12	14

Table A1: List of Catholic Colleges and Universities in the College Scorecard and Carnegie Classification (January 19, 2021 Update)

ID	Name of the Institution	City	State	Setting	Carnegie 1	Carnegie 2	Carnegie 3
191	Siena Heights University	Adrian	MI	32	20	5	10
192	Spalding University	Louisville	KY	11	17	13	10
193	Spring Hill College	Mobile	AL	12	21	12	11
194	St Bernard's School of Theology and Ministry	Rochester	NY	21	24	0	18
195	St Bonaventure University	Saint Bonaventure	NY	33	19	12	11
196	St Catherine University	Saint Paul	MN	11	17	9	13
197	St Francis Medical Center-School of Radiologic Technology	Trenton	NJ	13	-2	-2	-2
198	St John's Seminary	Camarillo	CA	41	24	0	18
199	St John's University-New York	Queens	NY	11	17	14	16
200	St Joseph School of Nursing	Nashua	NH	13	10	2	1
201	St. John Vianney College Seminary	Miami	FL	21	24	11	8
202	St. John's College-Department of Nursing	Springfield	IL	12	26	11	6
203	St. Joseph's College of Nursing	Syracuse	NY	12	10	3	1
204	St. Mary's University	San Antonio	TX	11	18	12	14
205	St. Thomas University	Miami Gardens	FL	21	18	11	10
206	Stonehill College	Easton	MA	21	21	12	11
207	The Catholic University of America	Washington	DC	11	16	10	14
208	The College of Saint Scholastica	Duluth	MN	13	17	13	13
209	Thomas Aquinas College	Santa Paula	CA	42	21	14	8
210	Thomas More College of Liberal Arts	Merrimack	NH	22	21	15	8
211	Thomas More University	Crestview Hills	KY	21	19	12	10
212	Trinity Health System School of Nursing	Steubenville	OH	13	-2	-2	-2
213	Trinity Washington University	Washington	DC	11	19	7	9
214	Trocaire College	Buffalo	NY	11	26	5	6
215	Universidad Central de Bayamon	Bayamn	PR	12	20	11	9
216	Universidad del Sagrado Corazon	Santurce	PR	11	19	15	12
217	University of Dallas	Irving	TX	12	18	14	11
218	University of Dayton	Dayton	OH	12	16	14	17
219	University of Detroit Mercy	Detroit	MI	11	17	13	13
220	University of Holy Cross	New Orleans	LA	11	20	9	6
221	University of Mary	Bismarck	ND	41	17	13	11
222	University of Notre Dame	Notre Dame	IN	21	15	14	17

Table A1: List of Catholic Colleges and Universities in the College Scorecard and Carnegie Classification (January 19, 2021 Update)

ID	Name of the Institution	City	State	Setting	Carnegie 1	Carnegie 2	Carnegie 3
223	University of Portland	Portland	OR	11	19	14	14
224	University of Providence	Great Falls	MT	13	22	5	7
225	University of Saint Francis-Fort Wayne	Fort Wayne	IN	11	18	13	9
226	University of Saint Joseph	West Hartford	CT	21	17	13	11
227	University of Saint Mary	Leavenworth	KS	31	19	13	10
228	University of Saint Mary of the Lake	Mundelein	IL	21	24	0	18
229	University of San Diego	San Diego	CA	11	16	15	13
230	University of San Francisco	San Francisco	CA	11	17	15	16
231	University of Scranton	Scranton	PA	13	18	14	14
232	University of St Francis	Joliet	IL	21	17	13	10
233	University of St Thomas	Saint Paul	MN	11	17	14	13
234	University of St Thomas	Houston	TX	11	18	13	9
235	University of the Incarnate Word	San Antonio	TX	11	17	7	12
236	UPMC Mercy School of Nursing	Pittsburgh	PA	11	-2	-2	-2
237	Ursuline College	Pepper Pike	OH	21	19	9	7
238	Villa Maria College	Buffalo	NY	13	23	11	6
239	Villanova University	Villanova	PA	21	16	14	14
240	Viterbo University	La Crosse	WI	13	18	9	10
241	Walsh University	North Canton	OH	21	19	12	11
242	Wheeling University	Wheeling	WV	13	19	12	8
243	Xavier University	Cincinnati	OH	11	18	14	14
244	Xavier University of Louisiana	New Orleans	LA	11	20	12	11

Table A2: Selectivity, Retention, and Composition of the Undergraduate Student Body

ID	Adm.	SAT	Compl.	Ret.	Size	White	Black	Hisp.	Asian	AI/AN	NHIP	Multi	Abroad	NA	Female	Age 25+	FTx2	PT
1	58%	931	66%	68%	1,113	35%	33%	20%	1%	1%	0%	1%	1%	10%	69%	58%	65%	14%
2	68%	1,042	58%	74%	2,176	68%	12%	11%	2%	0%	0%	3%	0%	4%	71%	29%	90%	22%
3	70%	-	43%	68%	1,204	46%	14%	30%	5%	1%	0%	5%	0%	0%	WO	29%	63%	18%
4	69%	918	-	-	369	60%	23%	11%	0%	0%	0%	4%	3%	0%	53%	17%	67%	18%
5	74%	-	44%	63%	1,131	64%	14%	12%	2%	1%	0%	2%	0%	5%	63%	28%	84%	17%
6	69%	1,133	60%	75%	1,428	69%	4%	7%	2%	1%	0%	2%	3%	12%	64%	8%	82%	9%
7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Pr. Sup.	-	-	-
8	81%	-	73%	83%	2,014	75%	5%	8%	3%	0%	0%	2%	2%	5%		6%	93%	4%
9	-	-	-	-	42	14%	0%	2%	36%	0%	0%	0%	48%	0%	-	83%	60%	48%
10	-	-	-	-	51	92%	2%	4%	2%	0%	0%	0%	0%	0%	-	100%	-	100%
11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12	83%	1,169	55%	72%	1,070	63%	5%	14%	3%	0%	0%	0%	2%	12%	48%	3%	80%	1%
13	-	-	-	-	23	100%	0%	0%	0%	0%	0%	0%	0%	0%	-	15%	-	0%
14	-	-	-	-	15	87%	0%	0%	7%	7%	0%	0%	0%	0%	-	13%	-	0%
15	55%	1,080	47%	68%	1,191	52%	23%	10%	2%	1%	1%	3%	9%	0%	63%	27%	56%	14%
16	91%	1,006	36%	62%	3,368	17%	33%	34%	1%	0%	0%	2%	8%	4%	67%	43%	56%	12%
17	86%	1,211	66%	79%	2,488	80%	5%	4%	2%	0%	0%	4%	1%	4%	68%	5%	92%	4%
18	80%	1,081	44%	66%	1,505	58%	13%	1%	2%	1%	0%	0%	2%	22%	52%	24%	79%	4%
19	93%	1,194	61%	79%	1,942	80%	3%	8%	1%	1%	0%	5%	2%	1%	50%	2%	91%	1%
20	63%	1,110	48%	72%	2,692	42%	9%	18%	15%	1%	0%	0%	1%	16%	58%	18%	60%	12%
21	-	-	70%	-	458	75%	13%	0%	4%	0%	1%	5%	0%	1%	91%	72%	-	52%
22	-	-	-	-	30	80%	10%	0%	3%	0%	0%	3%	0%	3%	Pr. Sup.	59%	-	0%
23	28%	1,429	92%	95%	9,639	59%	4%	11%	10%	0%	0%	3%	8%	5%		2%	92%	1%
24	39%	1,118	37%	63%	918	63%	13%	7%	1%	1%	0%	1%	1%	12%	74%	27%	71%	18%
25	-	-	44%	68%	910	60%	12%	16%	2%	2%	1%	1%	7%	0%	57%	25%	64%	20%
26	72%	-	57%	71%	1,557	54%	22%	14%	2%	0%	0%	3%	0%	5%	63%	4%	85%	5%
27	67%	1,051	62%	79%	1,625	32%	14%	27%	3%	0%	0%	0%	12%	12%	74%	13%	87%	7%
28	-	-	25%	57%	519	32%	23%	28%	1%	0%	0%	3%	0%	13%	50%	34%	56%	45%
29	79%	1,169	69%	85%	2,191	73%	9%	6%	3%	0%	0%	2%	4%	4%	54%	4%	83%	2%
30	71%	1,035	48%	72%	1,107	38%	21%	18%	3%	1%	0%	3%	15%	1%	72%	35%	56%	27%
31	87%	1,092	55%	80%	1,314	68%	17%	2%	3%	0%	0%	4%	0%	4%	85%	28%	57%	19%
32	78%	1,199	70%	81%	1,210	82%	1%	4%	1%	0%	0%	4%	2%	6%	60%	5%	86%	2%

Table A2: Selectivity, Retention, and Composition of the Undergraduate Student Body

ID	Adm.	SAT	Compl.	Ret.	Size	White	Black	Hisp.	Asian	AI/AN	NHIP	Multi	Abroad	NA	Female	Age 25+	FTx2	PT
33	-	-	-	-	71	58%	0%	15%	4%	0%	0%	0%	0%	23%	Pr. Sup.	78%	17%	89%
34	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Pr. Sup.	-	-	-
35	98%	1,070	56%	79%	1,621	14%	5%	5%	30%	0%	22%	5%	1%	17%	71%	33%	72%	14%
36	-	-	-	-	142	32%	61%	1%	1%	0%	0%	0%	0%	6%	77%	30%	40%	44%
37	96%	1,026	58%	71%	1,284	38%	32%	11%	2%	0%	0%	4%	2%	12%	67%	35%	51%	21%
38	-	-	-	-	15	80%	7%	13%	0%	0%	0%	0%	0%	0%	Pr. Sup.	40%	-	0%
39	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
40	56%	1,155	50%	79%	1,535	34%	26%	8%	5%	1%	0%	5%	4%	18%	59%	13%	87%	6%
41	82%	1,058	63%	71%	731	74%	8%	9%	1%	0%	1%	2%	2%	2%	61%	9%	76%	3%
42	78%	1,021	53%	77%	1,630	22%	16%	44%	8%	0%	0%	4%	1%	4%	71%	10%	79%	4%
43	67%	1,070	61%	79%	1,127	55%	10%	14%	2%	0%	0%	0%	0%	18%	77%	33%	35%	11%
44	83%	1,195	81%	89%	1,782	79%	3%	8%	5%	1%	0%	0%	4%	0%	WO	1%	93%	1%
45	73%	-	45%	62%	751	25%	34%	26%	3%	1%	0%	2%	3%	7%	79%	31%	59%	20%
46	52%	-	54%	76%	810	69%	8%	12%	3%	1%	0%	6%	1%	0%	WO	29%	49%	2%
47	38%	-	92%	95%	2,913	72%	4%	10%	4%	0%	0%	3%	3%	3%	53%	0%	95%	0%
48	100%	1,155	43%	86%	60	70%	0%	20%	8%	0%	0%	2%	0%	0%	MO	25%	50%	0%
49	-	-	-	-	350	47%	4%	31%	3%	0%	0%	2%	0%	12%	84%	43%	-	0%
50	71%	1,276	81%	89%	4,405	71%	2%	8%	9%	0%	0%	5%	2%	1%	61%	6%	87%	3%
51	68%	-	71%	86%	14,280	52%	8%	19%	10%	0%	0%	5%	3%	3%	55%	16%	67%	11%
52	79%	1,134	71%	83%	2,449	70%	4%	13%	3%	0%	0%	3%	0%	6%	66%	24%	71%	20%
53	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
54	100%	-	58%	100%	56	2%	2%	0%	18%	0%	0%	0%	77%	2%	Pr. Sup.	72%	11%	0%
55	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
56	64%	1,064	62%	83%	2,098	30%	6%	56%	3%	0%	0%	1%	2%	2%	70%	11%	74%	6%
57	-	-	13%	64%	304	13%	33%	35%	9%	1%	0%	8%	0%	1%	81%	36%	48%	38%
58	72%	1,229	80%	84%	6,008	81%	5%	4%	3%	0%	0%	3%	3%	1%	64%	4%	84%	2%
59	73%	1,133	62%	78%	1,435	77%	4%	7%	3%	0%	0%	3%	3%	2%	75%	16%	65%	11%
60	77%	1,195	66%	78%	1,976	69%	7%	12%	5%	0%	0%	3%	2%	3%	76%	2%	91%	2%
61	60%	-	81%	90%	4,103	77%	2%	7%	3%	0%	0%	2%	4%	5%	65%	4%	97%	3%
62	81%	999	46%	77%	1,617	29%	21%	30%	5%	0%	1%	1%	2%	11%	73%	26%	64%	10%
63	81%	1,079	56%	74%	881	69%	16%	2%	2%	0%	0%	4%	5%	2%	66%	25%	69%	12%

Table A2: Selectivity, Retention, and Composition of the Undergraduate Student Body

ID	Adm.	SAT	Compl.	Ret.	Size	White	Black	Hisp.	Asian	AI/AN	NHIP	Multi	Abroad	NA	Female	Age 25+	FTx2	PT
64	46%	1,354	81%	90%	9,392	56%	4%	14%	11%	0%	0%	4%	9%	2%	61%	6%	88%	3%
65	59%	1,120	38%	77%	1,049	66%	17%	9%	3%	1%	0%	0%	0%	3%	89%	43%	36%	50%
66	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
67	77%	1,195	77%	86%	2,117	81%	1%	12%	2%	0%	0%	2%	1%	1%	59%	4%	82%	4%
68	81%	1,129	68%	83%	2,733	72%	5%	4%	2%	0%	0%	3%	9%	6%	62%	6%	86%	3%
69	15%	1,456	94%	96%	7,089	52%	7%	10%	10%	0%	0%	5%	14%	2%	59%	5%	94%	2%
70	73%	1,036	50%	74%	1,574	63%	10%	14%	2%	0%	0%	2%	2%	7%	73%	16%	48%	10%
71	66%	1,282	87%	94%	5,237	72%	1%	11%	5%	1%	0%	6%	1%	2%	53%	2%	90%	1%
72	44%	1,105	62%	-	532	81%	13%	2%	2%	0%	0%	2%	0%	1%	91%	46%	18%	74%
73	92%	1,031	51%	82%	1,943	60%	22%	5%	6%	1%	0%	1%	0%	6%	78%	38%	57%	6%
74	84%	-	54%	68%	725	70%	5%	7%	1%	1%	0%	5%	0%	12%	57%	13%	79%	5%
75	-	-	58%	80%	137	45%	1%	14%	5%	0%	0%	5%	29%	1%	28%	59%	24%	56%
76	88%	1,270	40%	40%	498	63%	8%	15%	1%	1%	0%	3%	2%	6%	40%	11%	83%	6%
77	50%	951	48%	46%	270	53%	21%	8%	7%	1%	0%	3%	5%	2%	62%	32%	58%	11%
78	72%	1,017	58%	79%	1,903	65%	14%	3%	7%	0%	0%	0%	0%	11%	76%	24%	70%	18%
79	100%	-	-	-	151	41%	5%	15%	15%	1%	1%	17%	0%	5%	86%	60%	100%	76%
80	70%	849	45%	63%	626	16%	18%	43%	10%	0%	2%	5%	3%	4%	67%	12%	75%	6%
81	-	-	-	-	6	100%	0%	0%	0%	0%	0%	0%	0%	0%	83%	17%	-	0%
82	81%	1,129	65%	75%	1,285	70%	16%	7%	2%	0%	0%	2%	2%	1%	75%	39%	58%	36%
83	88%	1,089	66%	75%	3,005	53%	11%	25%	3%	1%	0%	1%	3%	4%	53%	1%	89%	2%
84	83%	1,209	78%	83%	3,013	85%	4%	4%	2%	0%	0%	2%	2%	1%	47%	2%	92%	1%
85	90%	1,128	63%	80%	285	48%	2%	26%	3%	0%	1%	4%	3%	14%	49%	8%	74%	6%
86	75%	-	74%	88%	46	96%	0%	0%	0%	0%	0%	0%	4%	0%	Pr. Sup.	16%	38%	0%
87	78%	-	65%	74%	2,122	71%	4%	8%	2%	0%	0%	2%	9%	3%	50%	6%	86%	3%
88	99%	1,008	53%	70%	1,262	62%	9%	5%	1%	0%	0%	3%	15%	4%	63%	21%	60%	12%
89	81%	-	67%	74%	3,766	48%	20%	20%	5%	0%	0%	3%	2%	2%	64%	13%	82%	11%
90	-	-	-	-	281	51%	9%	11%	4%	0%	1%	5%	2%	18%	92%	76%	-	94%
91	69%	1,189	74%	84%	2,607	77%	6%	7%	3%	0%	0%	3%	1%	3%	60%	8%	81%	10%
92	58%	1,142	65%	82%	4,217	59%	6%	21%	5%	0%	0%	3%	2%	5%	55%	21%	51%	15%
93	93%	1,113	68%	81%	1,361	81%	3%	8%	1%	0%	0%	2%	2%	3%	46%	2%	85%	2%
94	89%	1,069	34%	69%	1,014	69%	11%	10%	1%	0%	0%	4%	2%	2%	61%	22%	66%	17%
95	47%	1,321	81%	90%	6,557	44%	7%	22%	10%	0%	0%	7%	10%	0%	60%	2%	76%	2%

Table A2: Selectivity, Retention, and Composition of the Undergraduate Student Body

ID	Adm.	SAT	Compl.	Ret.	Size	White	Black	Hisp.	Asian	AI/AN	NHIP	Multi	Abroad	NA	Female	Age 25+	FTx2	PT
96	68%	1,261	76%	85%	11,727	55%	5%	16%	13%	0%	0%	4%	5%	1%	69%	8%	84%	5%
97	79%	-	80%	88%	3,860	76%	6%	10%	4%	0%	0%	3%	1%	0%	60%	1%	95%	1%
98	94%	1,192	59%	85%	2,868	47%	17%	18%	3%	0%	0%	4%	2%	8%	64%	5%	78%	8%
99	78%	1,078	65%	76%	2,311	62%	12%	5%	2%	0%	0%	3%	12%	3%	69%	31%	30%	39%
100	39%	-	65%	73%	78	88%	0%	9%	3%	0%	0%	0%	0%	0%	61%	-	96%	0%
101	75%	1,174	74%	82%	3,654	55%	6%	23%	5%	0%	0%	2%	3%	6%	48%	7%	83%	5%
102	40%	-	14%	100%	876	59%	11%	6%	6%	0%	0%	2%	0%	15%	87%	52%	9%	72%
103	61%	1,125	55%	77%	2,226	73%	11%	6%	3%	0%	0%	3%	1%	3%	67%	26%	59%	11%
104	65%	1,030	50%	65%	1,417	79%	6%	7%	2%	0%	0%	2%	0%	3%	69%	24%	69%	14%
105	82%	1,271	82%	87%	8,200	69%	4%	13%	7%	0%	0%	3%	3%	0%	59%	2%	93%	2%
106	-	-	34%	54%	735	22%	7%	40%	5%	0%	0%	3%	18%	4%	55%	8%	64%	2%
107	91%	1,065	55%	72%	2,243	35%	14%	19%	8%	0%	0%	3%	17%	4%	70%	19%	71%	8%
108	76%	1,107	68%	86%	1,810	77%	3%	8%	2%	0%	0%	2%	1%	7%	73%	10%	81%	5%
109	95%	-	38%	74%	724	79%	7%	5%	3%	1%	0%	2%	0%	3%	86%	45%	12%	43%
110	56%	-	57%	81%	1,461	78%	11%	4%	2%	0%	0%	4%	0%	0%	86%	52%	9%	70%
111	60%	-	69%	78%	2,374	79%	4%	4%	1%	0%	0%	2%	7%	2%	57%	5%	91%	3%
112	-	-	-	-	595	67%	19%	5%	1%	2%	0%	0%	0%	6%	57%	42%	57%	29%
113	83%	-	70%	85%	3,648	77%	3%	7%	2%	0%	0%	2%	2%	7%	53%	4%	92%	2%
114	83%	1,133	72%	79%	1,997	87%	3%	3%	1%	0%	0%	3%	0%	2%	65%	20%	76%	19%
115	81%	1,155	74%	89%	3,409	61%	9%	17%	8%	0%	0%	2%	0%	2%	75%	21%	65%	19%
116	92%	1,031	44%	72%	1,155	79%	3%	1%	1%	0%	0%	0%	6%	10%	75%	16%	71%	16%
117	100%	-	56%	71%	40	25%	0%	55%	10%	0%	8%	0%	3%	0%	MO	40%	30%	0%
118	78%	1,070	70%	64%	873	80%	11%	2%	2%	0%	0%	3%	0%	1%	89%	33%	19%	31%
119	69%	1,073	55%	71%	584	76%	3%	11%	1%	3%	0%	1%	3%	2%	68%	18%	65%	16%
120	62%	1,000	44%	72%	681	41%	21%	24%	8%	0%	0%	4%	1%	0%	WO	18%	74%	8%
121	63%	1,120	65%	67%	1,488	78%	8%	1%	2%	1%	0%	2%	4%	4%	72%	32%	51%	28%
122	60%	1,122	57%	72%	1,185	79%	12%	3%	1%	0%	0%	4%	0%	1%	57%	14%	80%	15%
123	94%	1,100	55%	85%	1,996	56%	7%	17%	2%	1%	0%	1%	1%	15%	73%	17%	72%	16%
124	84%	1,031	65%	73%	2,349	8%	6%	61%	16%	0%	1%	2%	0%	6%	WO	24%	63%	21%
125	68%	1,104	64%	74%	1,822	61%	16%	12%	3%	0%	0%	5%	1%	1%	55%	9%	89%	5%
126	69%	1,000	52%	71%	1,907	55%	26%	6%	2%	0%	0%	3%	1%	8%	66%	22%	78%	25%

Table A2: Selectivity, Retention, and Composition of the Undergraduate Student Body

ID	Adm.	SAT	Compl.	Ret.	Size	White	Black	Hisp.	Asian	AI/AN	NHIP	Multi	Abroad	NA	Female	Age 25+	FTx2	PT
127	62%	1,143	53%	78%	1,073	63%	5%	13%	7%	1%	0%	3%	7%	1%	73%	12%	52%	8%
128	87%	1,125	69%	84%	2,749	68%	5%	5%	2%	1%	0%	3%	15%	2%	65%	12%	80%	4%
129	90%	994	39%	60%	1,340	53%	30%	6%	1%	0%	0%	3%	3%	4%	51%	17%	77%	14%
130	82%	983	49%	62%	871	20%	5%	45%	11%	0%	2%	6%	5%	6%	70%	27%	62%	23%
131	88%	1,069	48%	69%	835	39%	29%	13%	8%	0%	0%	5%	1%	5%	WO	44%	68%	29%
132	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
133	75%	1,096	49%	65%	1,080	53%	26%	4%	1%	1%	0%	5%	3%	8%	54%	26%	73%	14%
134	93%	1,002	38%	68%	1,383	10%	8%	76%	1%	1%	0%	1%	2%	1%	69%	22%	71%	7%
135	99%	-	34%	77%	510	0%	0%	99%	0%	0%	0%	0%	0%	1%	58%	28%	63%	14%
136	96%	-	28%	68%	1,155	0%	0%	99%	0%	0%	0%	0%	0%	1%	58%	22%	73%	11%
137	92%	-	40%	81%	5,144	0%	0%	99%	0%	0%	0%	0%	0%	0%	58%	10%	88%	9%
138	83%	-	37%	91%	90	74%	2%	11%	6%	0%	0%	1%	6%	0%	MO	23%	50%	0%
139	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
140	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
141	-	-	-	-	-	-	-	-	-	-	-	-	-	-	MO	-	-	-
142	97%	1,050	27%	64%	681	68%	13%	9%	1%	1%	1%	4%	2%	1%	67%	40%	51%	35%
143	49%	1,294	85%	93%	4,079	77%	4%	10%	1%	0%	0%	2%	2%	4%	58%	5%	92%	4%
144	68%	1,079	49%	63%	916	57%	11%	5%	0%	0%	0%	0%	2%	25%	54%	8%	75%	3%
145	78%	-	52%	85%	1,395	48%	12%	12%	3%	0%	0%	1%	1%	23%	79%	34%	82%	18%
146	60%	1,160	70%	79%	3,926	49%	4%	19%	4%	0%	0%	4%	6%	13%	64%	45%	63%	40%
147	-	-	-	-	734	29%	19%	24%	17%	1%	0%	4%	0%	6%	81%	67%	-	19%
148	73%	-	53%	72%	1,376	77%	4%	5%	3%	0%	0%	3%	0%	8%	77%	36%	73%	31%
149	66%	1,204	75%	86%	1,579	71%	6%	10%	3%	1%	0%	2%	1%	5%	62%	7%	78%	8%
150	89%	1,026	58%	71%	544	37%	43%	7%	2%	0%	0%	3%	2%	6%	64%	22%	75%	16%
151	100%	-	86%	67%	272	62%	3%	19%	1%	0%	0%	2%	6%	7%	Pr. Sup.	80%	3%	78%
152	-	-	-	-	-	-	-	-	-	-	-	-	-	-	MO	-	-	-
153	60%	-	71%	83%	5,907	72%	5%	12%	2%	0%	0%	2%	1%	5%	66%	9%	85%	13%
154	63%	1,132	65%	80%	2,289	73%	4%	8%	2%	0%	0%	3%	5%	4%	60%	12%	72%	7%
155	77%	1,223	79%	91%	2,016	87%	2%	4%	1%	0%	0%	2%	1%	3%	60%	1%	97%	1%
156	0%	-	100%	-	221	77%	5%	9%	4%	1%	0%	4%	0%	0%	85%	46%	-	24%
157	91%	-	68%	100%	62	63%	10%	21%	5%	0%	0%	0%	2%	0%	MO	35%	63%	10%
158	86%	1,185	64%	79%	3,757	37%	4%	45%	3%	1%	0%	3%	7%	1%	62%	12%	77%	8%

Table A2: Selectivity, Retention, and Composition of the Undergraduate Student Body

ID	Adm.	SAT	Compl.	Ret.	Size	White	Black	Hisp.	Asian	AI/AN	NHIP	Multi	Abroad	NA	Female	Age 25+	FTx2	PT
159	0%	-	-	-	197	88%	2%	1%	6%	0%	0%	2%	2%	0%	93%	39%	-	49%
160	100%	922	-	-	126	89%	2%	3%	2%	1%	0%	3%	0%	0%	Pr. Sup.	46%	86%	17%
161	-	-	-	-	386	86%	4%	4%	3%	0%	0%	2%	0%	1%	90%	36%	-	22%
162	-	-	-	-	85	62%	25%	8%	4%	0%	1%	0%	0%	0%	Pr. Sup.	68%	-	0%
163	75%	1,146	66%	76%	1,668	81%	7%	2%	2%	0%	0%	2%	1%	3%	64%	10%	86%	12%
164	64%	1,171	73%	87%	2,728	85%	4%	5%	3%	0%	0%	2%	0%	1%	61%	8%	77%	4%
165	-	-	-	-	24	54%	0%	13%	0%	0%	0%	0%	33%	0%	MO	50%	-	0%
166	80%	1,209	75%	87%	1,667	78%	5%	8%	3%	1%	0%	0%	5%	0%	MO	1%	93%	1%
167	-	-	45%	67%	141	62%	1%	28%	5%	0%	0%	1%	3%	0%	MO	18%	43%	0%
168	84%	1,069	61%	83%	1,412	49%	2%	2%	1%	1%	0%	0%	0%	46%	64%	28%	89%	31%
169	76%	1,214	81%	89%	4,814	78%	6%	7%	3%	0%	0%	3%	2%	2%	59%	6%	87%	10%
170	60%	1,079	50%	72%	8,484	33%	31%	14%	1%	0%	0%	2%	3%	15%	67%	68%	25%	28%
171	58%	1,304	77%	90%	6,917	68%	6%	6%	11%	0%	0%	3%	5%	1%	62%	9%	83%	7%
172	96%	1,111	60%	78%	1,284	50%	6%	14%	9%	2%	5%	8%	5%	3%	59%	29%	55%	10%
173	72%	1,027	57%	72%	707	80%	5%	3%	1%	0%	0%	5%	1%	4%	91%	41%	56%	22%
174	82%	1,186	78%	85%	1,439	77%	2%	13%	2%	0%	0%	3%	1%	2%	WO	1%	94%	0%
175	77%	1,174	77%	85%	2,781	44%	4%	27%	10%	0%	1%	7%	3%	3%	63%	7%	80%	6%
176	91%	1,148	59%	82%	1,409	68%	9%	8%	3%	0%	0%	0%	3%	8%	60%	23%	75%	22%
177	-	-	-	-	-	-	-	-	-	-	-	-	-	-	MO	-	-	-
178	83%	-	78%	84%	1,655	82%	2%	6%	2%	0%	0%	2%	3%	3%	62%	1%	94%	1%
179	78%	1,195	72%	83%	2,099	88%	2%	5%	1%	1%	0%	1%	2%	1%	57%	1%	96%	1%
180	74%	1,032	52%	82%	2,512	14%	21%	46%	8%	0%	0%	2%	3%	6%	64%	14%	82%	7%
181	68%	1,126	73%	82%	1,607	83%	6%	3%	1%	0%	0%	2%	1%	3%	45%	2%	91%	1%
182	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
183	-	-	-	-	-	-	-	-	-	-	-	-	-	-	45%	-	-	-
184	74%	1,061	55%	74%	2,943	41%	12%	39%	3%	0%	0%	2%	0%	3%	66%	11%	72%	8%
185	76%	-	72%	83%	1,996	81%	2%	7%	1%	0%	0%	3%	2%	4%	71%	4%	92%	2%
186	50%	1,366	90%	95%	5,504	49%	3%	18%	16%	0%	0%	7%	4%	2%	54%	1%	90%	1%
187	76%	1,246	74%	85%	4,674	42%	3%	13%	16%	0%	1%	8%	11%	6%	65%	7%	71%	4%
188	70%	1,236	69%	83%	5,919	49%	8%	17%	10%	0%	0%	4%	4%	7%	54%	6%	84%	3%
189	75%	-	62%	82%	1,671	80%	8%	4%	1%	0%	0%	3%	2%	1%	66%	10%	80%	6%
190	80%	-	76%	88%	3,135	78%	4%	8%	4%	0%	0%	2%	3%	1%	52%	3%	84%	3%

Table A2: Selectivity, Retention, and Composition of the Undergraduate Student Body

ID	Adm.	SAT	Compl.	Ret.	Size	White	Black	Hisp.	Asian	AI/AN	NHIP	Multi	Abroad	NA	Female	Age 25+	FTx2	PT
191	69%	-	43%	70%	2,035	65%	11%	7%	1%	1%	0%	3%	2%	10%	64%	43%	45%	39%
192	96%	1,065	41%	74%	955	68%	18%	5%	2%	0%	0%	6%	0%	2%	74%	25%	67%	11%
193	66%	1,130	55%	72%	1,252	66%	16%	3%	1%	1%	0%	4%	5%	4%	65%	1%	93%	1%
194	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
195	73%	1,158	69%	86%	1,730	72%	6%	7%	4%	0%	0%	2%	3%	6%	52%	2%	90%	1%
196	73%	1,124	55%	78%	3,238	60%	10%	10%	12%	0%	0%	4%	1%	3%	WO	36%	42%	34%
197	-	-	-	-	15	80%	13%	0%	0%	0%	0%	0%	0%	7%	Pr. Sup.	47%	-	0%
198	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
199	73%	1,181	59%	84%	11,907	41%	16%	11%	15%	0%	0%	5%	5%	6%	59%	2%	89%	2%
200	-	-	-	-	110	72%	16%	5%	3%	0%	0%	5%	0%	0%	87%	64%	-	48%
201	100%	-	68%	57%	42	33%	5%	26%	0%	0%	2%	0%	31%	2%	MO	16%	62%	0%
202	-	-	-	-	122	89%	6%	2%	1%	1%	0%	0%	0%	2%	83%	47%	-	11%
203	100%	-	-	-	318	73%	6%	1%	3%	0%	0%	3%	0%	14%	87%	37%	1%	23%
204	75%	1,162	60%	75%	2,356	15%	3%	67%	2%	0%	0%	1%	8%	3%	57%	8%	86%	4%
205	52%	1,031	42%	72%	986	7%	28%	42%	1%	0%	0%	3%	14%	4%	54%	6%	50%	9%
206	70%	-	79%	87%	2,527	84%	4%	5%	2%	0%	0%	2%	1%	2%	61%	1%	94%	1%
207	84%	-	75%	87%	3,294	65%	4%	14%	4%	0%	0%	5%	6%	2%	58%	4%	91%	3%
208	66%	1,150	68%	80%	2,457	84%	3%	4%	3%	1%	0%	3%	2%	0%	76%	29%	51%	16%
209	78%	1,307	82%	91%	407	71%	0%	15%	2%	0%	0%	6%	2%	2%	49%	2%	90%	0%
210	50%	1,180	48%	77%	90	91%	0%	6%	0%	1%	0%	0%	0%	2%	56%	4%	64%	0%
211	90%	1,099	47%	63%	1,579	77%	9%	3%	1%	0%	0%	6%	1%	4%	48%	14%	85%	11%
212	100%	-	-	-	85	92%	4%	1%	1%	0%	0%	2%	0%	0%	84%	31%	86%	72%
213	95%	-	32%	65%	1,364	2%	57%	28%	1%	0%	0%	2%	1%	9%	WO	35%	62%	26%
214	-	-	26%	-	1,213	64%	19%	6%	3%	1%	0%	2%	0%	5%	89%	50%	24%	51%
215	71%	-	15%	48%	1,169	0%	0%	99%	0%	0%	0%	0%	1%	0%	62%	26%	70%	22%
216	39%	-	38%	73%	4,184	0%	0%	100%	0%	0%	0%	0%	0%	0%	61%	24%	63%	17%
217	39%	1,238	67%	79%	1,467	59%	2%	24%	7%	0%	0%	3%	3%	2%	57%	2%	90%	1%
218	72%	1,263	79%	91%	8,508	79%	3%	6%	1%	0%	0%	5%	5%	1%	52%	2%	94%	4%
219	83%	1,163	64%	83%	2,754	60%	13%	6%	6%	0%	0%	2%	8%	4%	68%	17%	66%	10%
220	35%	-	50%	76%	863	46%	30%	13%	3%	0%	0%	3%	0%	4%	89%	47%	36%	45%
221	78%	1,138	54%	82%	2,169	78%	2%	4%	1%	2%	0%	2%	0%	10%	65%	18%	78%	15%
222	18%	1,502	96%	98%	8,568	68%	4%	11%	5%	0%	0%	5%	6%	1%	46%	0%	92%	0%

Table A2: Selectivity, Retention, and Composition of the Undergraduate Student Body

ID	Adm.	SAT	Compl.	Ret.	Size	White	Black	Hisp.	Asian	AI/AN	NHIP	Multi	Abroad	NA	Female	Age 25+	FTx2	PT
223	75%	1,232	82%	90%	3,757	57%	1%	13%	14%	0%	2%	8%	3%	2%	63%	2%	94%	1%
224	56%	-	46%	52%	876	76%	4%	4%	3%	1%	1%	0%	2%	8%	57%	54%	42%	48%
225	93%	1,062	56%	74%	1,774	77%	7%	8%	2%	0%	0%	3%	1%	1%	72%	22%	64%	15%
226	72%	1,120	66%	83%	865	57%	14%	16%	6%	0%	0%	2%	2%	4%	97%	20%	73%	12%
227	61%	1,083	50%	62%	732	49%	12%	16%	1%	1%	1%	5%	1%	14%	52%	18%	48%	8%
228	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
229	53%	1,285	81%	90%	5,760	50%	4%	20%	7%	0%	0%	6%	9%	2%	57%	5%	81%	3%
230	65%	1,237	76%	83%	6,661	25%	4%	21%	24%	0%	1%	8%	14%	2%	68%	7%	80%	4%
231	73%	1,209	79%	87%	3,624	79%	2%	10%	3%	0%	0%	2%	1%	3%	57%	2%	94%	2%
232	47%	1,129	62%	79%	1,590	60%	10%	20%	3%	0%	0%	3%	3%	1%	64%	25%	46%	15%
233	80%	1,269	77%	86%	6,344	78%	3%	5%	4%	0%	0%	3%	3%	3%	49%	4%	90%	3%
234	82%	1,159	57%	82%	1,909	21%	7%	47%	12%	0%	0%	2%	9%	2%	72%	26%	63%	18%
235	88%	1,044	51%	74%	5,312	19%	7%	57%	2%	0%	0%	2%	4%	8%	64%	38%	61%	24%
236	68%	-	-	-	173	82%	10%	1%	1%	0%	0%	4%	0%	2%	85%	50%	100%	23%
237	90%	1,102	48%	71%	621	61%	21%	2%	2%	0%	0%	5%	2%	6%	WO	34%	60%	20%
238	75%	-	40%	63%	538	54%	30%	7%	1%	1%	0%	5%	1%	0%	59%	21%	67%	18%
239	29%	1,407	91%	96%	6,819	75%	5%	8%	6%	0%	0%	3%	2%	2%	58%	5%	96%	4%
240	76%	1,172	58%	77%	1,709	87%	0%	3%	1%	0%	0%	5%	2%	1%	75%	25%	61%	18%
241	78%	1,128	60%	77%	1,826	60%	6%	4%	1%	0%	0%	3%	5%	22%	61%	15%	90%	7%
242	86%	1,072	59%	68%	820	67%	12%	3%	0%	0%	1%	2%	2%	12%	53%	14%	83%	8%
243	74%	1,198	71%	84%	4,955	76%	9%	6%	3%	0%	0%	4%	2%	1%	57%	6%	94%	4%
244	58%	1,133	46%	75%	2,437	2%	80%	4%	6%	0%	0%	4%	1%	3%	75%	3%	92%	3%

Table A3: Cost by Income Level, Net Tuition per Full Time Equivalent and Instructional Expenditures

ID	Avg. Price	\$0-\$30K	\$30K-\$48K	\$48K-\$75K	\$75K-\$110K	>\$110K	Cost Att.	Tuition & Fees	Net Tuition	Inst. Exp.	Ratio
1	25,089	25,542	25,908	23,955	26,803	22,807	47,496	32,060	12,493	6,082	49%
2	27,362	21,608	27,133	25,915	28,382	30,770	46,581	34,900	17,256	6,778	39%
3	17,022	17,124	15,756	15,369	19,662	24,022	37,091	28,302	19,483	9,078	47%
4	14,535	15,493	13,861	15,797	15,127	6,448	25,730	17,550	11,546	5,599	48%
5	25,502	22,085	22,200	25,596	27,008	30,675	51,109	37,860	15,013	5,175	34%
6	17,401	13,486	14,548	14,729	18,983	22,134	41,612	32,574	13,038	7,471	57%
7	-	-	-	-	-	-	-	-	18,132	16,373	90%
8	29,660	24,500	26,284	27,516	29,434	31,925	53,303	40,958	14,911	9,555	64%
9	-	-	-	-	-	-	-	5,716	1,905	3,216	169%
10	-	-	-	-	-	-	-	-	-	-	-
11	-	-	-	-	-	-	-	-	23,090	13,719	59%
12	17,981	12,296	15,398	17,890	19,657	20,538	34,484	20,850	7,898	8,397	106%
13	-	-	-	-	-	-	-	-	2,429	9,195	379%
14	-	-	-	-	-	-	-	-	750	6,560	875%
15	19,174	19,603	15,306	17,058	20,667	21,297	38,040	19,900	13,285	8,176	62%
16	17,937	16,157	16,650	19,707	23,992	28,491	43,524	30,014	16,339	10,570	65%
17	23,223	19,622	20,325	22,598	25,408	25,339	54,872	42,200	17,793	10,917	61%
18	22,101	18,935	19,441	19,725	25,088	24,872	32,045	18,500	10,595	5,255	50%
19	23,767	20,424	19,755	21,783	23,339	26,580	43,240	29,530	12,402	7,518	61%
20	24,865	21,202	23,931	24,971	24,772	29,533	44,385	34,290	16,199	7,387	46%
21	-	-	-	-	-	-	-	-	11,326	8,553	76%
22	-	-	-	-	-	-	-	-	4,023	12,790	318%
23	33,562	7,251	9,693	16,648	23,172	47,675	70,588	55,464	34,327	24,648	72%
24	13,106	10,514	13,840	11,150	16,341	16,805	32,926	22,100	11,191	7,209	64%
25	18,336	15,794	17,203	18,630	21,118	19,832	42,423	30,970	14,028	7,956	57%
26	26,400	26,939	25,072	24,627	25,105	28,348	44,970	31,920	15,245	9,077	60%
27	22,967	15,059	20,618	25,627	28,829	32,035	45,961	34,715	17,817	6,431	36%
28	10,113	8,593	8,266	11,903	12,039	15,179	22,470	19,170	14,185	7,068	50%
29	20,103	13,124	15,210	18,988	23,111	26,457	47,672	28,488	16,427	8,708	53%
30	18,040	15,877	15,923	19,324	19,358	23,150	39,319	29,998	13,794	5,842	42%
31	19,725	16,581	16,362	18,406	22,256	25,470	40,608	29,454	19,080	8,350	44%
32	25,674	17,838	22,001	22,370	26,734	29,263	48,487	35,486	16,405	8,850	54%

Table A3: Cost by Income Level, Net Tuition per Full Time Equivalent and Instructional Expenditures

ID	Avg. Price	\$0-\$30K	\$30K-\$48K	\$48K-\$75K	\$75K-\$110K	>\$110K	Cost Att.	Tuition & Fees	Net Tuition/FT	Inst. Exp/FTE	Ratio
33	-	-	-	-	-	-	-	10,175	10,998	2,405	22%
34	-	-	-	-	-	-	-	-	22,360	28,657	128%
35	23,119	24,963	17,152	22,019	23,006	22,320	36,434	25,374	16,218	8,775	54%
36	11,684	11,422	11,039	17,313	-	-	20,439	12,031	10,142	3,631	36%
37	25,248	21,785	22,143	23,902	24,218	30,976	50,541	36,180	15,722	8,198	52%
38	-	-	-	-	-	-	-	-	2,056	8,000	389%
39	-	-	-	-	-	-	-	-	25,140	15,349	61%
40	10,829	8,929	9,864	10,758	11,562	13,882	42,224	32,820	13,251	7,548	57%
41	23,464	19,010	18,192	22,249	23,765	27,011	44,891	33,350	16,303	8,887	55%
42	18,296	14,610	17,671	19,382	22,194	23,332	46,411	38,180	14,028	6,768	48%
43	22,803	19,703	17,990	21,165	23,492	28,421	47,180	35,788	13,769	8,071	59%
44	26,332	18,299	18,301	21,828	26,023	32,173	57,350	45,264	18,703	11,494	61%
45	19,575	16,097	16,679	23,240	30,246	33,646	50,386	33,596	17,652	11,514	65%
46	14,725	8,295	8,696	11,120	20,234	20,246	29,742	20,350	13,516	7,651	57%
47	35,692	13,533	16,466	18,090	29,220	47,106	66,111	52,770	30,557	21,880	72%
48	27,244	28,554	28,665	-	-	20,361	36,835	22,379	22,869	8,812	39%
49	-	-	-	-	-	-	-	-	6,362	11,965	188%
50	29,994	25,429	23,949	25,879	29,321	33,152	52,931	39,916	27,034	15,453	57%
51	28,410	24,170	25,457	25,607	29,629	33,989	54,439	39,975	23,261	12,639	54%
52	26,971	21,389	21,872	25,346	27,801	30,456	50,498	37,400	16,062	9,302	58%
53	-	-	-	-	-	-	-	-	15,084	12,354	82%
54	10,364	-	-	10,364	-	-	19,630	13,160	5,527	34,601	626%
55	-	-	-	-	-	-	-	-	12,238	21,169	173%
56	17,806	15,162	16,297	17,818	21,093	22,200	41,118	33,434	17,732	11,578	65%
57	10,867	9,744	11,690	12,145	12,155	17,925	19,425	7,260	5,727	5,982	104%
58	29,622	23,842	24,485	28,462	28,977	32,527	51,678	38,178	22,779	12,029	53%
59	25,340	19,587	20,517	22,376	25,616	31,596	41,916	29,500	19,262	10,030	52%
60	31,203	26,874	26,898	29,473	31,800	35,070	55,739	39,804	16,706	8,469	51%
61	39,676	29,266	29,990	32,251	33,298	44,325	63,771	48,350	29,223	15,606	53%
62	17,362	13,634	14,920	21,030	23,783	22,633	47,282	34,320	18,111	7,249	40%
63	21,406	17,661	17,545	17,905	23,423	24,770	38,830	26,340	15,275	9,575	63%

Table A3: Cost by Income Level, Net Tuition per Full Time Equivalent and Instructional Expenditures

ID	Avg. Price	\$0-\$30K	\$30K-\$48K	\$48K-\$75K	\$75K-\$110K	>\$110K	Cost Att.	Tuition & Fees	Net Tuition/FT	Inst. Exp/FTE	Ratio
64	36,301	25,410	27,383	32,687	35,409	42,098	67,393	52,687	28,317	14,575	51%
65	16,226	15,263	14,083	15,065	20,544	19,471	24,610	13,287	16,261	8,901	55%
66	-	-	-	-	-	-	-	-	11,001	21,894	199%
67	23,964	17,288	19,615	19,706	22,508	27,477	37,257	27,630	15,451	8,049	52%
68	21,526	18,226	17,566	21,385	22,597	25,075	43,322	32,136	17,123	9,201	54%
69	30,169	6,024	8,242	19,285	25,430	47,383	71,580	54,104	37,738	31,142	83%
70	22,344	17,087	17,694	21,238	25,836	29,549	47,957	32,976	17,443	7,100	41%
71	33,545	24,865	25,802	29,034	33,156	37,136	57,052	43,210	21,683	11,066	51%
72	18,614	18,614	-	-	-	-	20,982	15,470	15,637	15,096	97%
73	23,213	20,175	19,505	22,423	24,775	27,820	46,538	33,600	18,197	11,479	63%
74	15,188	10,340	12,926	16,308	18,792	21,292	28,858	22,350	12,852	6,280	49%
75	11,972	-	12,417	-	11,082	12,417	12,417	7,870	7,668	3,659	48%
76	24,666	19,681	17,340	24,447	24,377	30,531	43,289	30,700	13,805	4,242	31%
77	23,248	23,106	22,707	21,925	26,804	25,851	40,951	28,390	14,517	12,227	84%
78	14,230	11,239	10,809	13,047	17,604	18,046	36,078	30,346	15,958	8,467	53%
79	36,540	34,908	-	39,803	-	-	39,803	22,855	10,261	5,410	53%
80	23,175	17,925	20,727	22,150	25,981	32,080	55,758	39,316	16,036	9,469	59%
81	-	-	-	-	-	-	-	-	-	-	-
82	31,337	26,170	30,187	31,384	30,544	34,569	44,472	27,350	16,308	7,651	47%
83	28,754	26,366	26,924	27,248	30,805	31,558	51,146	38,812	20,002	9,705	49%
84	27,855	20,852	22,860	25,174	28,051	31,780	54,358	41,340	15,430	10,692	69%
85	24,823	22,058	20,067	23,075	27,856	27,974	41,496	26,100	13,927	14,708	106%
86	34,320	-	-	34,320	-	-	37,890	21,590	18,381	40,140	218%
87	26,746	21,786	22,164	25,036	26,940	29,786	49,355	37,226	18,400	10,019	54%
88	19,947	16,422	15,414	19,787	23,644	27,255	40,984	28,564	15,301	6,698	44%
89	24,590	23,966	21,827	22,259	23,426	27,898	41,961	30,710	14,379	8,283	58%
90	-	-	-	-	-	-	-	28,432	18,214	21,000	115%
91	22,715	16,199	20,268	22,178	24,319	27,136	47,551	34,625	15,572	10,695	69%
92	18,531	13,290	13,750	15,889	21,376	23,146	39,946	32,450	16,271	9,739	60%
93	18,940	13,973	13,271	15,597	18,537	24,158	43,465	34,184	12,634	6,579	52%
94	17,706	13,108	15,446	17,568	20,853	21,371	33,106	22,480	12,665	7,956	63%
95	39,898	30,629	27,230	34,912	37,635	47,331	64,484	48,522	33,429	17,772	53%

Table A3: Cost by Income Level, Net Tuition per Full Time Equivalent and Instructional Expenditures

ID	Avg. Price	\$0-\$30K	\$30K-\$48K	\$48K-\$75K	\$75K-\$110K	>\$110K	Cost Att.	Tuition & Fees	Net Tuition/FT	Inst. Exp/FTE	Ratio
96	34,024	28,591	28,632	31,392	34,824	37,895	57,297	44,048	24,717	12,281	50%
97	39,168	29,831	31,065	32,631	34,176	44,500	64,159	48,920	24,622	12,981	53%
98	20,776	16,816	17,115	18,816	21,544	27,507	52,842	39,942	15,191	12,548	83%
99	16,316	12,250	14,442	16,371	18,357	18,887	30,767	21,900	14,400	8,183	57%
100	9,930	9,078	10,186	9,493	12,161	-	34,956	24,000	12,511	8,054	64%
101	28,845	25,195	27,635	29,571	29,662	30,247	56,535	42,608	23,401	11,523	49%
102	17,944	16,783	-	17,981	17,087	18,580	18,893	15,140	16,576	7,112	43%
103	19,937	13,979	14,333	19,848	22,485	25,052	46,512	34,000	22,016	11,560	53%
104	20,461	16,492	18,192	20,014	22,556	25,183	38,180	27,400	14,410	5,278	37%
105	29,693	19,777	21,311	24,887	31,409	36,246	54,851	41,870	22,395	11,278	50%
106	25,484	21,841	22,688	28,046	30,655	32,901	51,254	36,134	20,966	6,432	31%
107	24,933	22,078	22,036	24,843	26,761	27,899	45,204	31,926	21,474	12,627	59%
108	23,367	19,391	19,856	21,199	24,854	26,694	47,336	34,910	16,780	9,724	58%
109	19,941	13,179	20,056	-	23,803	25,001	26,831	17,952	18,695	9,361	50%
110	23,736	19,705	20,326	24,117	25,691	25,733	25,733	15,240	14,706	8,975	61%
111	24,592	19,023	20,148	23,147	27,024	27,848	49,928	37,170	14,672	7,971	54%
112	18,296	16,924	15,596	18,909	20,685	22,555	28,085	19,120	15,634	7,183	46%
113	33,230	26,767	29,289	29,924	33,096	36,486	55,485	41,760	19,192	8,930	47%
114	24,023	18,746	19,591	21,320	23,824	26,950	45,405	33,240	16,709	9,389	56%
115	28,977	23,955	24,146	27,491	29,090	32,851	44,227	31,490	24,144	14,563	60%
116	21,832	20,203	18,951	21,548	23,751	24,500	35,293	23,110	13,948	7,160	51%
117	25,952	25,952	-	-	-	-	36,622	22,046	17,387	13,057	75%
118	18,336	14,346	14,024	18,699	21,554	21,314	22,014	13,907	16,478	8,850	54%
119	19,682	16,837	21,586	16,807	20,001	21,990	38,784	27,276	10,438	7,731	74%
120	17,706	15,224	17,287	20,558	22,167	19,757	41,499	30,100	14,961	8,012	54%
121	20,988	17,761	16,261	20,981	22,138	24,306	44,311	31,998	13,706	6,609	48%
122	18,270	14,461	13,888	17,188	20,494	23,398	37,036	30,100	16,239	8,253	51%
123	24,321	16,942	21,055	22,984	26,344	27,953	44,066	31,118	18,112	8,651	48%
124	29,267	26,468	27,414	27,860	32,281	36,452	54,912	41,170	24,643	11,902	48%
125	28,060	20,037	26,949	28,199	31,175	31,584	55,420	41,350	17,060	8,677	51%
126	24,043	20,805	21,333	24,196	25,892	28,043	44,057	31,400	19,698	6,804	35%

Table A3: Cost by Income Level, Net Tuition per Full Time Equivalent and Instructional Expenditures

ID	Avg. Price	\$0-\$30K	\$30K-\$48K	\$48K-\$75K	\$75K-\$110K	>\$110K	Cost Att.	Tuition & Fees	Net Tuition/FT	Inst. Exp/FTE	Ratio
127	13,417	10,579	11,121	12,932	17,272	17,596	36,979	30,750	8,994	5,069	56%
128	19,290	12,776	14,703	18,368	21,971	24,167	44,702	33,180	13,058	7,859	60%
129	21,651	18,724	19,271	24,614	24,529	26,173	42,206	30,160	12,656	5,116	40%
130	25,610	22,158	21,412	25,384	27,750	35,099	52,143	35,350	18,765	9,113	49%
131	29,444	29,509	26,649	22,092	-	35,742	50,492	36,900	17,597	11,725	67%
132	-	-	-	-	-	-	-	-	13,419	25,014	186%
133	19,397	17,898	17,820	18,089	21,912	23,616	42,156	31,080	12,829	5,952	46%
134	17,506	16,229	16,336	18,514	19,498	23,239	39,203	28,740	19,461	10,714	55%
135	8,136	7,727	8,677	10,852	-	-	14,025	5,388	13,921	8,604	62%
136	7,839	7,514	8,892	11,550	-	-	13,521	5,388	11,829	7,311	62%
137	9,594	9,018	10,405	12,409	14,044	15,161	15,161	5,490	5,748	3,553	62%
138	37,217	-	36,292	38,142	-	-	39,742	22,300	22,384	21,316	95%
139	-	-	-	-	-	-	-	-	14,227	15,262	107%
140	-	-	-	-	-	-	-	-	10,346	55,378	535%
141	-	-	-	-	-	-	-	-	31,280	12,101	39%
142	20,699	19,031	18,447	24,196	21,226	21,910	31,998	20,375	15,055	6,543	43%
143	38,990	19,020	26,396	28,885	35,843	46,473	64,808	50,528	26,713	13,372	50%
144	13,869	10,905	11,091	13,402	16,771	16,573	39,884	28,562	8,332	4,211	51%
145	27,670	23,698	23,467	28,435	30,068	30,682	56,683	41,015	18,368	10,781	59%
146	24,422	21,691	19,567	22,085	26,285	29,684	48,280	36,810	15,755	7,498	48%
147	-	-	-	-	-	-	-	-	22,437	8,489	38%
148	25,490	21,028	20,091	24,889	28,291	28,482	44,453	32,140	11,779	6,303	54%
149	21,973	16,965	17,684	20,867	22,274	24,630	50,180	37,590	16,256	8,079	50%
150	19,635	16,069	17,201	17,030	27,229	26,581	33,685	19,900	13,160	5,050	38%
151	-	-	-	-	-	-	-	19,900	16,813	12,647	75%
152	-	-	-	-	-	-	-	-	18,492	32,288	175%
153	41,066	34,545	35,988	38,673	42,568	42,736	57,542	41,420	22,999	9,631	42%
154	24,895	21,044	23,298	24,504	25,484	26,808	44,319	30,894	18,419	9,981	54%
155	32,023	17,041	22,527	26,743	28,676	36,323	56,405	41,200	20,942	14,799	71%
156	-	-	-	-	-	-	-	25,948	23,415	10,658	46%
157	37,986	33,250	-	-	39,170	39,170	39,170	20,655	17,704	9,905	56%
158	24,082	18,637	19,862	23,014	27,378	35,131	57,226	45,428	23,419	10,030	43%

Table A3: Cost by Income Level, Net Tuition per Full Time Equivalent and Instructional Expenditures

ID	Avg. Price	\$0-\$30K	\$30K-\$48K	\$48K-\$75K	\$75K-\$110K	>\$110K	Cost Att.	Tuition & Fees	Net Tuition/FT	Inst. Exp/FTE	Ratio
159	22,125	18,650	-	25,600	-	-	25,600	16,630	8,595	12,153	141%
160	20,028	14,832	11,052	22,052	-	30,152	30,152	19,948	5,588	18,618	333%
161	-	-	-	-	-	-	-	-	13,485	10,914	81%
162	-	-	-	-	-	-	-	-	8,250	16,758	203%
163	27,221	21,819	22,618	24,225	29,148	29,930	49,177	36,410	14,425	9,176	64%
164	27,299	18,716	22,919	25,484	28,284	31,124	46,635	34,310	20,828	11,451	55%
165	-	-	-	-	-	-	-	24,915	12,640	31,363	248%
166	25,009	15,380	17,198	20,747	25,143	30,838	56,340	44,990	18,304	14,168	77%
167	32,414	29,770	31,845	32,970	35,640	-	35,640	18,230	18,761	33,871	181%
168	26,405	22,556	23,084	25,632	26,913	29,109	49,818	35,650	12,717	7,264	57%
169	33,742	25,822	27,491	28,428	31,032	37,161	60,391	44,974	22,994	11,327	49%
170	19,545	16,575	17,577	19,011	21,685	24,750	36,961	23,020	11,346	4,586	40%
171	27,861	20,324	20,685	22,703	26,946	33,053	56,344	43,884	21,474	20,741	97%
172	21,826	15,160	17,741	21,662	25,070	28,589	49,064	37,356	18,082	8,315	46%
173	16,232	15,791	23,337	24,462	23,712	-	42,462	29,960	13,270	10,193	77%
174	22,200	13,025	12,622	16,557	24,078	30,309	54,787	42,220	18,549	16,404	88%
175	35,622	28,858	28,185	29,417	33,791	40,588	65,419	47,280	22,631	13,494	60%
176	19,888	15,494	13,374	18,009	20,862	25,229	45,203	35,110	13,209	8,117	61%
177	-	-	-	-	-	-	-	-	17,854	12,658	71%
178	29,490	20,674	23,497	25,011	26,691	35,337	57,461	45,375	24,234	10,102	42%
179	24,928	19,283	17,666	22,566	24,393	29,787	47,602	38,129	19,773	11,302	57%
180	12,412	9,219	9,332	15,615	21,251	21,982	46,196	37,486	17,359	8,208	47%
181	21,537	14,446	15,463	20,496	22,680	25,750	47,807	35,462	13,333	8,980	67%
182	-	-	-	-	-	-	-	-	16,893	18,799	111%
183	-	-	-	-	-	-	-	-	24,409	16,439	67%
184	14,643	11,866	11,852	15,331	18,113	18,553	40,553	33,880	17,256	7,533	44%
185	31,816	23,771	24,322	27,592	29,515	37,689	56,361	40,150	18,445	9,236	50%
186	37,399	21,208	21,930	26,781	36,299	45,899	69,155	51,711	32,521	18,198	56%
187	34,947	27,423	30,279	31,322	33,990	39,395	59,495	44,610	26,815	17,089	64%
188	28,903	19,918	23,004	27,957	31,889	35,068	54,967	42,170	23,455	10,843	46%
189	23,733	20,419	20,128	21,037	24,328	27,134	47,776	35,748	13,807	9,207	67%
190	27,470	19,095	22,739	24,529	26,616	33,280	53,855	36,975	14,670	9,845	67%

Table A3: Cost by Income Level, Net Tuition per Full Time Equivalent and Instructional Expenditures

ID	Avg. Price	\$0-\$30K	\$30K-\$48K	\$48K-\$75K	\$75K-\$110K	>\$110K	Cost Att.	Tuition & Fees	Net Tuition/FT	Inst. Exp/FTE	Ratio
191	20,989	17,799	18,247	20,781	22,388	23,406	37,423	27,124	11,079	6,169	56%
192	23,596	21,351	20,039	24,314	26,581	28,486	34,596	24,500	17,049	8,557	50%
193	19,718	16,022	17,172	18,012	20,648	24,205	51,969	39,464	12,357	7,604	62%
194	-	-	-	-	-	-	-	-	14,853	7,828	53%
195	23,099	11,321	16,449	18,984	24,546	27,837	47,137	34,331	14,076	8,048	57%
196	19,131	17,029	17,911	16,717	22,779	23,133	48,123	39,554	17,987	11,857	66%
197	-	-	-	-	-	-	-	-	6,239	11,857	190%
198	-	-	-	-	-	-	-	-	13,823	15,554	113%
199	25,792	23,142	23,789	25,308	27,480	29,783	52,721	41,760	20,529	11,438	56%
200	-	-	-	-	-	-	-	22,735	18,325	11,418	62%
201	30,275	30,275	-	-	-	-	37,200	21,000	37,975	24,521	65%
202	-	-	-	-	-	-	-	-	19,467	26,896	138%
203	-	-	-	-	-	-	-	20,095	14,469	8,642	60%
204	17,850	15,536	16,948	18,378	19,530	21,656	40,192	30,650	16,395	11,270	69%
205	16,833	16,008	17,583	16,430	18,660	18,594	41,512	31,830	14,647	7,608	52%
206	34,380	24,901	24,556	29,458	32,907	37,112	58,424	42,746	19,674	13,712	70%
207	34,972	31,035	28,164	30,508	33,655	37,330	61,627	45,804	23,458	19,269	82%
208	23,232	17,272	20,069	21,027	23,666	28,245	48,464	37,212	13,974	7,878	56%
209	24,214	14,452	15,086	17,731	22,036	29,600	35,786	25,000	15,108	14,793	98%
210	16,226	11,751	20,100	12,537	-	23,100	32,900	21,600	10,300	11,586	112%
211	17,828	15,237	14,048	17,444	20,939	20,977	38,535	31,200	12,762	5,707	45%
212	8,667	3,988	-	9,622	-	12,392	12,392	8,801	7,596	10,672	140%
213	15,414	15,055	14,957	15,507	18,046	24,649	31,628	24,150	15,182	7,666	50%
214	13,770	10,680	12,657	16,006	18,698	19,963	22,903	17,650	18,319	9,117	50%
215	6,617	6,278	7,169	9,272	12,275	-	12,275	6,260	7,947	1,829	23%
216	13,120	12,405	13,159	15,282	17,944	18,503	18,503	6,000	7,497	3,475	46%
217	22,209	15,940	15,928	18,927	22,730	27,668	53,887	40,652	18,700	11,617	62%
218	31,187	21,924	22,663	25,721	29,276	35,376	57,680	42,900	18,873	12,297	65%
219	20,415	15,859	17,561	20,761	21,784	24,880	53,947	28,000	24,219	16,186	67%
220	14,368	12,148	12,322	17,621	18,056	16,951	21,515	14,180	14,993	8,363	56%
221	16,774	12,797	13,090	14,400	17,075	19,534	28,472	18,444	16,959	7,835	46%
222	32,096	12,607	12,489	16,622	21,682	44,641	69,395	53,391	24,901	31,125	125%

Table A3: Cost by Income Level, Net Tuition per Full Time Equivalent and Instructional Expenditures

ID	Avg. Price	\$0-\$30K	\$30K-\$48K	\$48K-\$75K	\$75K-\$110K	>\$110K	Cost Att.	Tuition & Fees	Net Tuition/FT	Inst. Exp/FTE	Ratio
223	33,959	26,344	27,940	32,862	34,825	37,416	58,463	45,904	22,941	12,174	53%
224	20,355	16,737	21,016	20,206	22,954	22,514	36,439	25,168	10,031	5,870	59%
225	17,460	14,940	12,942	16,574	19,928	22,017	37,939	30,430	16,278	9,097	56%
226	25,508	28,164	24,241	25,059	-	-	48,533	38,173	21,573	12,895	60%
227	20,798	20,797	16,656	20,342	21,976	22,546	39,819	28,810	14,174	8,676	61%
228	-	-	-	-	-	-	-	-	36,653	21,950	60%
229	32,576	21,868	24,014	25,337	31,583	42,742	64,732	49,358	29,223	15,581	53%
230	32,782	22,576	23,964	27,958	35,890	47,562	65,185	48,066	28,022	17,149	61%
231	35,313	26,172	26,081	31,697	34,536	39,758	59,656	44,532	21,654	12,675	59%
232	18,355	16,108	14,691	16,543	20,566	21,283	40,305	32,320	13,217	5,834	44%
233	28,904	27,757	25,252	26,336	27,800	31,500	52,824	42,736	19,793	14,228	72%
234	18,467	17,465	15,485	16,377	20,278	25,881	43,207	33,580	16,842	12,838	76%
235	23,441	20,388	21,848	24,492	27,021	27,059	41,978	31,484	17,636	8,961	51%
236	24,757	18,815	22,410	25,677	26,957	26,957	26,957	15,315	12,282	7,762	63%
237	17,464	14,643	16,288	16,043	21,224	19,461	43,052	32,390	18,255	12,522	69%
238	9,695	7,858	8,138	13,176	14,381	14,307	27,311	23,010	15,317	5,731	37%
239	40,134	23,172	22,166	29,739	33,996	49,887	68,057	53,308	28,878	15,398	53%
240	19,974	14,094	15,492	17,130	19,990	24,528	38,690	27,970	14,187	7,725	54%
241	19,307	15,880	17,211	18,234	22,073	23,806	41,383	29,980	12,313	7,911	64%
242	16,648	12,619	15,636	17,522	16,842	21,835	39,647	29,290	14,928	7,869	53%
243	31,305	25,913	26,764	30,246	32,414	33,264	52,380	38,530	18,013	10,996	61%
244	19,569	17,314	18,533	22,058	21,660	23,534	34,230	24,348	18,718	8,972	48%

Table A4: Loans, Debt, Default Rate, and Earnings after 10 Years

ID	Loan	Pell Grant	3-year Default	Median Debt	Debt for Graduates	Mean Earnings 10 years	Median Earnings 10 years
1	84%	55%	9%	25,012	29,250	56,000	51,200
2	79%	37%	8%	21,773	27,000	47,300	44,500
3	82%	58%	7%	22,447	29,313	40,900	38,800
4	60%	60%	18%	8,000	11,000	34,100	30,700
5	75%	39%	7%	14,221	25,000	48,100	44,800
6	54%	31%	3%	20,500	25,075	42,400	37,300
7	-	-	8%	Pr. Sup.	Pr. Sup.	-	-
8	70%	20%	4%	25,967	27,000	61,300	55,200
9	0%	0%	-	-	-	-	-
10	0%	0%	-	-	-	-	-
11	-	-	1%	Pr. Sup.	Pr. Sup.	-	-
12	51%	26%	4%	12,000	22,149	33,700	32,800
13	5%	0%	0%	Pr. Sup.	Pr. Sup.	Pr. Sup.	Pr. Sup.
14	0%	0%	-	Pr. Sup.	Pr. Sup.	Pr. Sup.	Pr. Sup.
15	68%	43%	7%	17,750	26,376	49,700	44,100
16	56%	48%	5%	19,000	28,500	50,900	45,800
17	62%	26%	4%	19,500	25,000	50,600	45,700
18	64%	35%	12%	15,250	25,671	44,400	38,200
19	54%	20%	3%	19,000	26,000	45,000	40,100
20	65%	41%	5%	18,750	23,000	56,400	49,000
21	54%	17%	3%	21,525	24,750	57,500	61,100
22	72%	28%	0%	11,713	Pr. Sup.	-	-
23	37%	13%	2%	16,750	17,500	92,500	72,500
24	62%	40%	10%	20,064	29,250	48,000	40,100
25	83%	48%	11%	15,000	23,250	44,400	41,900
26	71%	40%	8%	18,490	27,000	49,600	46,600
27	68%	42%	7%	20,500	26,000	48,700	44,400
28	50%	42%	15%	13,000	19,500	47,800	42,000
29	68%	33%	3%	19,500	23,734	51,100	47,300
30	58%	35%	8%	24,809	29,500	55,400	48,500
31	80%	43%	8%	20,500	27,000	44,200	39,700
32	53%	22%	2%	19,750	25,221	49,200	45,900

Table A4: Loans, Debt, Default Rate, and Earnings after 10 Years

ID	Loan	Pell Grant	3-year Default	Median Debt	Debt for Graduates	Mean Earnings 10 years	Median Earnings 10 years
33	11%	11%	-	Pr. Sup.	Pr. Sup.	-	-
34	-	-	3%	Pr. Sup.	Pr. Sup.	-	-
35	39%	45%	7%	16,476	23,125	41,000	38,400
36	42%	45%	14%	7,770	12,653	26,000	22,700
37	82%	47%	9%	21,106	26,951	46,800	43,600
38	20%	13%	0%	Pr. Sup.	Pr. Sup.	Pr. Sup.	Pr. Sup.
39	-	-	-	Pr. Sup.	Pr. Sup.	-	-
40	49%	32%	8%	18,750	27,000	50,000	44,200
41	82%	36%	4%	21,250	26,995	44,800	41,300
42	78%	49%	7%	22,872	26,000	61,000	54,400
43	81%	47%	7%	22,250	25,000	49,600	46,200
44	68%	25%	1%	24,250	27,000	57,000	52,600
45	64%	55%	9%	12,500	22,500	49,200	43,400
46	67%	38%	6%	20,000	25,500	43,000	41,200
47	51%	16%	2%	26,789	27,000	88,600	71,000
48	15%	23%	7%	Pr. Sup.	Pr. Sup.	Pr. Sup.	Pr. Sup.
49	64%	37%	2%	11,986	12,971	58,700	60,600
50	49%	14%	1%	20,000	25,000	70,100	59,700
51	55%	33%	4%	19,780	24,144	60,200	53,300
52	64%	26%	5%	19,000	25,000	54,700	49,700
53	-	-	2%	-	-	-	-
54	19%	23%	5%	Pr. Sup.	Pr. Sup.	Pr. Sup.	Pr. Sup.
55	-	-	5%	Pr. Sup.	Pr. Sup.	-	-
56	70%	51%	5%	20,500	26,000	49,900	47,100
57	41%	64%	5%	6,330	9,000	28,500	25,400
58	68%	20%	3%	23,250	27,000	68,200	58,500
59	66%	31%	2%	21,000	25,125	47,600	43,300
60	71%	26%	4%	23,250	27,000	54,400	49,700
61	51%	12%	2%	24,787	26,193	80,100	72,100
62	71%	56%	10%	20,500	25,000	52,800	47,300
63	66%	36%	4%	19,319	25,000	46,300	40,800

Table A4: Loans, Debt, Default Rate, and Earnings after 10 Years

ID	Loan	Pell Grant	3-year Default	Median Debt	Debt for Graduates	Mean Earnings 10 years	Median Earnings 10 years
64	48%	19%	3%	22,000	26,000	67,000	59,200
65	37%	33%	7%	15,250	24,687	49,400	47,200
66	-	-	5%	-	-	-	-
67	72%	24%	3%	19,500	23,405	42,700	37,700
68	58%	26%	4%	23,494	27,000	55,100	48,100
69	27%	13%	1%	15,000	16,421	125,200	93,500
70	63%	40%	5%	17,400	21,500	43,600	44,400
71	46%	13%	2%	21,000	25,000	63,800	56,100
72	66%	37%	6%	17,250	20,152	50,700	52,600
73	74%	34%	5%	20,500	25,000	56,500	54,300
74	75%	50%	7%	19,810	26,515	47,700	42,600
75	24%	27%	6%	5,500	Pr. Sup.	-	-
76	48%	32%	10%	11,500	23,250	45,300	39,900
77	65%	45%	8%	12,750	25,495	39,200	37,600
78	71%	36%	6%	19,000	25,000	54,300	52,700
79	77%	47%	4%	14,250	20,000	66,800	64,600
80	81%	50%	7%	17,250	24,125	57,600	50,800
81	-	-	0%	16,504	Pr. Sup.	Pr. Sup.	Pr. Sup.
82	68%	29%	5%	22,000	27,000	54,700	50,600
83	57%	32%	6%	16,000	26,058	60,900	56,100
84	59%	21%	4%	23,250	27,000	61,100	53,800
85	65%	37%	1%	20,000	26,301	-	-
86	4%	6%	25%	Pr. Sup.	Pr. Sup.	-	-
87	79%	25%	5%	19,500	27,000	57,500	51,000
88	59%	35%	5%	19,023	25,000	42,800	40,400
89	70%	42%	5%	18,250	27,000	61,100	58,000
90	93%	40%	5%	19,552	20,000	67,200	68,100
91	65%	30%	4%	19,500	24,250	55,600	49,600
92	61%	32%	4%	19,500	24,250	53,600	48,800
93	65%	24%	4%	20,500	26,737	50,200	44,600
94	72%	44%	12%	20,000	27,000	41,300	36,500
95	39%	17%	2%	18,000	20,500	71,600	61,300

Table A4: Loans, Debt, Default Rate, and Earnings after 10 Years

ID	Loan	Pell Grant	3-year Default	Median Debt	Debt for Graduates	Mean Earnings 10 years	Median Earnings 10 years
96	56%	26%	3%	19,500	24,949	63,500	54,100
97	53%	14%	2%	26,949	27,000	78,300	68,100
98	62%	32%	7%	18,406	26,000	52,300	47,100
99	54%	35%	6%	18,750	25,000	44,400	40,900
100	69%	52%	17%	22,581	Pr. Sup.	Pr. Sup.	Pr. Sup.
101	61%	30%	4%	21,500	26,000	70,800	65,000
102	71%	39%	6%	15,732	20,000	43,400	40,400
103	69%	25%	5%	18,750	26,125	46,600	43,300
104	73%	39%	7%	15,960	25,247	46,700	41,700
105	45%	18%	2%	20,686	24,500	70,700	62,600
106	54%	44%	7%	15,262	22,009	42,000	35,900
107	50%	27%	4%	19,575	25,000	57,000	53,600
108	71%	31%	4%	24,250	27,000	43,200	39,600
109	76%	40%	6%	12,500	19,500	48,000	47,000
110	78%	41%	6%	15,770	20,548	49,500	51,100
111	67%	29%	9%	17,500	26,522	44,200	40,300
112	77%	59%	9%	17,500	26,522	44,200	40,300
113	69%	20%	4%	22,668	27,000	62,200	57,100
114	71%	25%	4%	23,250	27,000	54,400	50,400
115	67%	32%	3%	24,000	27,000	64,100	60,500
116	57%	27%	7%	18,500	25,000	43,200	40,800
117	0%	19%	-	Pr. Sup.	Pr. Sup.	Pr. Sup.	Pr. Sup.
118	59%	26%	4%	21,500	22,082	58,100	57,700
119	44%	22%	5%	17,313	27,000	39,400	36,600
120	78%	60%	6%	19,000	26,000	43,000	40,000
121	74%	40%	4%	17,298	23,016	48,400	45,300
122	66%	35%	8%	19,500	27,000	44,600	41,400
123	74%	35%	5%	20,834	26,000	51,700	51,600
124	89%	60%	3%	21,250	25,000	63,500	53,200
125	61%	27%	4%	19,500	26,270	56,600	52,600
126	74%	39%	10%	22,250	27,000	47,200	44,300

Table A4: Loans, Debt, Default Rate, and Earnings after 10 Years

ID	Loan	Pell Grant	3-year Default	Median Debt	Debt for Graduates	Mean Earnings 10 years	Median Earnings 10 years
127	21%	14%	6%	15,167	19,976	47,900	44,000
128	62%	29%	5%	21,875	26,638	45,300	42,800
129	66%	37%	9%	15,250	26,000	43,900	42,600
130	64%	45%	6%	18,750	25,000	63,900	56,400
131	57%	41%	5%	16,875	22,880	56,400	51,800
132	-	-	18%	-	-	-	-
133	70%	39%	6%	17,171	26,417	47,100	41,000
134	74%	61%	10%	17,464	25,000	42,500	39,300
135	51%	81%	12%	10,500	14,950	21,400	18,500
136	48%	88%	12%	10,500	14,950	21,400	18,500
137	51%	81%	12%	10,500	14,950	21,400	18,500
138	16%	13%	0%	Pr. Sup.	Pr. Sup.	Pr. Sup.	Pr. Sup.
139	-	-	0%	-	-	-	-
140	-	-	0%	Pr. Sup.	Pr. Sup.	-	-
141	-	-	-	-	-	-	-
142	76%	41%	8%	16,118	27,000	38,100	34,700
143	53%	14%	4%	26,784	27,000	73,400	64,100
144	81%	35%	9%	12,000	21,375	46,000	39,500
145	68%	28%	5%	21,481	26,000	56,800	47,500
146	47%	24%	4%	19,500	24,968	62,700	56,400
147	71%	39%	2%	25,000	25,000	72,900	71,100
148	75%	30%	4%	18,243	25,718	49,400	45,400
149	42%	14%	3%	15,000	22,000	57,300	50,800
150	81%	53%	10%	20,000	27,000	46,700	44,700
151	19%	7%	7%	12,500	Pr. Sup.	Pr. Sup.	Pr. Sup.
152	-	-	-	-	-	-	-
153	59%	17%	3%	20,500	25,250	61,800	56,000
154	69%	29%	6%	19,500	25,000	50,500	47,300
155	70%	14%	2%	27,000	27,000	63,200	58,300
156	76%	37%	1%	19,050	21,250	60,100	60,600
157	33%	16%	0%	16,500	20,500	Pr. Sup.	Pr. Sup.
158	56%	38%	6%	20,284	25,000	55,700	46,500

Table A4: Loans, Debt, Default Rate, and Earnings after 10 Years

ID	Loan	Pell Grant	3-year Default	Median Debt	Debt for Graduates	Mean Earnings 10 years	Median Earnings 10 years
159	84%	55%	2%	12,000	14,750	58,400	59,100
160	66%	36%	3%	26,000	29,679	46,200	46,300
161	57%	30%	4%	15,000	15,000	58,100	55,400
162	0%	0%	9%	Pr. Sup.	Pr. Sup.	-	-
163	50%	19%	4%	26,694	27,000	57,400	52,200
164	75%	31%	2%	19,500	23,250	52,500	47,800
165	0%	0%	0%	Pr. Sup.	Pr. Sup.	-	-
166	65%	22%	1%	22,375	27,000	67,100	60,600
167	10%	14%	0%	Pr. Sup.	Pr. Sup.	Pr. Sup.	Pr. Sup.
168	61%	24%	3%	17,125	27,000	47,000	43,400
169	51%	13%	4%	20,500	25,116	65,900	59,600
170	55%	50%	7%	15,196	25,943	50,500	43,800
171	35%	14%	3%	20,500	25,000	64,900	56,500
172	57%	38%	3%	16,060	22,500	51,600	47,800
173	70%	51%	5%	12,000	20,763	31,900	32,300
174	62%	23%	2%	24,966	27,000	51,300	46,200
175	73%	25%	3%	20,500	24,250	63,600	56,300
176	60%	30%	4%	16,654	21,500	50,400	47,800
177	-	-	0%	Pr. Sup.	Pr. Sup.	-	-
178	59%	15%	2%	21,500	26,898	57,800	50,800
179	64%	21%	2%	21,500	26,766	51,300	46,400
180	54%	64%	11%	17,500	22,433	50,900	45,800
181	72%	28%	4%	24,656	27,000	52,100	47,600
182	-	-	-	-	-	-	-
183	-	-	4%	24,656	27,000	52,100	47,600
184	83%	55%	7%	18,500	24,091	50,600	48,200
185	73%	24%	3%	26,966	27,000	57,700	53,500
186	28%	11%	1%	17,167	19,917	85,300	72,600
187	54%	20%	2%	19,000	22,398	63,200	56,500
188	51%	28%	4%	19,500	23,685	63,700	57,200
189	57%	23%	4%	21,500	27,000	44,500	40,200
190	68%	27%	2%	22,008	26,848	62,300	57,100

Table A4: Loans, Debt, Default Rate, and Earnings after 10 Years

ID	Fed. Loan	Pell Grant	3-year Default	Median Debt	Debt for Graduates	Mean Earnings 10 years	Median Earnings 10 years
191	65%	39%	7%	14,584	18,463	45,300	42,000
192	60%	41%	6%	19,500	25,000	48,300	45,100
193	79%	34%	6%	18,270	27,000	51,300	45,100
194	-	-	17%	Pr. Sup.	Pr. Sup.	-	-
195	80%	28%	4%	21,648	26,904	52,700	47,700
196	72%	40%	3%	20,000	25,404	51,100	49,200
197	67%	47%	9%	Pr. Sup.	Pr. Sup.	-	-
198	-	-	-	-	-	-	-
199	39%	28%	5%	19,449	25,417	62,400	55,200
200	78%	35%	4%	12,800	14,209	40,100	40,700
201	0%	25%	-	Pr. Sup.	Pr. Sup.	-	-
202	70%	26%	0%	16,504	Pr. Sup.	Pr. Sup.	Pr. Sup.
203	77%	33%	1%	12,000	12,000	57,200	60,300
204	58%	46%	8%	19,000	25,513	52,000	46,600
205	20%	17%	5%	13,000	21,761	60,500	49,400
206	67%	17%	2%	23,750	25,889	66,800	60,800
207	52%	12%	3%	23,250	26,036	60,500	56,800
208	66%	31%	3%	17,125	20,500	56,000	51,400
209	69%	24%	0%	18,000	18,000	45,900	42,100
210	78%	48%	4%	25,000	27,000	Pr. Sup.	Pr. Sup.
211	51%	26%	8%	12,000	27,000	58,900	49,400
212	72%	44%	2%	13,575	14,625	46,500	49,700
213	67%	67%	14%	20,000	29,545	43,100	38,800
214	76%	52%	7%	15,720	23,039	41,400	37,900
215	38%	83%	13%	6,500	8,550	21,600	19,600
216	41%	64%	2%	11,750	15,000	23,400	20,200
217	47%	23%	2%	17,500	23,250	51,400	47,400
218	48%	12%	2%	21,000	25,000	61,400	55,100
219	53%	30%	4%	20,000	24,250	53,700	47,100
220	62%	41%	9%	16,750	31,000	40,700	39,500
221	59%	21%	5%	17,873	22,500	53,000	48,000
222	32%	11%	1%	19,000	19,000	98,400	78,400

Table A4: Loans, Debt, Default Rate, and Earnings after 10 Years

ID	Loan	Pell Grant	3-year Default	Median Debt	Debt for Graduates	Mean Earnings 10 years	Median Earnings 10 years
223	45%	16%	1%	20,375	24,390	62,500	58,800
224	33%	25%	7%	12,500	20,710	38,600	32,500
225	71%	41%	6%	17,750	25,250	43,600	40,400
226	73%	39%	3%	25,000	27,000	52,900	52,800
227	67%	31%	6%	16,000	22,900	42,500	38,500
228	-	-	6%	-	-	-	-
229	38%	18%	2%	20,500	23,049	71,100	60,000
230	51%	27%	2%	19,500	23,250	74,000	62,300
231	65%	19%	3%	26,000	27,000	62,300	57,500
232	70%	36%	4%	19,725	23,500	56,500	53,100
233	49%	18%	1%	20,500	24,000	62,900	56,800
234	38%	38%	2%	14,938	21,394	59,600	49,600
235	73%	41%	6%	22,916	27,000	52,500	46,500
236	71%	34%	2%	10,500	12,000	50,700	51,000
237	73%	41%	5%	20,604	26,950	50,400	47,800
238	79%	68%	16%	12,000	21,000	30,000	28,000
239	43%	11%	1%	25,000	26,000	87,600	77,900
240	68%	28%	4%	21,500	26,231	47,400	43,200
241	75%	33%	4%	22,184	27,000	48,300	43,500
242	70%	33%	4%	12,500	26,739	49,600	46,200
243	54%	16%	5%	20,000	25,000	58,200	51,600
244	66%	52%	8%	12,500	24,500	64,500	49,800

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