

IPEDS 2024-25 Data Collection System

IPEDS HELP DESK (877) 225-2568 | ipedshelp@rti.org

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User ID: P1229311

12-month Enrollment 2024-25

Institution: Santa Clara University (122931)

User ID: P1229311

Overview

12-month Enrollment Overview

The 12-month Enrollment survey component collects unduplicated student enrollment counts and instructional activity data for an entire 12-month period. Using the instructional activity data reported, a full-time equivalent (FTE) student enrollment at the undergraduate and graduate level is estimated (4-year institutions only). Institutions with Doctor's - professional practice students will also report the FTE enrollment of those students (4-year institutions only). NCES uses the FTE enrollment to produce indicators such as expenses by function per FTE as reported in the IPEDS Data Feedback Report.

Data Reporting Reminder:

- All institutions must use the July 1 - June 30 reporting period.
- Report data to accurately reflect the time period corresponding with the IPEDS survey component, even if such reporting is seemingly inconsistent with prior-year reporting.

Changes in reporting

The following changes were implemented for the 2024-25 data collection period:

- Added screening question to indicate whether the institution enrolled high school students in college courses for credit during the 12-month reporting period. Note: This screening question originally appeared on the Institutional Characteristics Header component when first added in the 2023–24 data collection. This item was added to the 12-month (E12) component in the 2024–25 data collection to better align the timing of this screening question to the reporting of the enrollment counts. This change was prompted by feedback from the IPEDS Help Desk and IPEDS data reporters that separating the screening question and enrollment count reporting on two different components led to confusion and timing misalignment.
- Revised the Gender Unknown or Another Gender than Provided Categories screen for clarity.
- Removed mention of "non-first-time" on survey screens and instructions when discussing "transfer-in" student enrollment status to clarify the distinction between these two terms. This change was prompted by feedback from the IPEDS data reporters and data users that IPEDS survey materials conflated the concepts of "transfer-in" and "non-first-time," which led to misunderstanding in interpretation. This change will clearly separate these two concepts in the IPEDS survey materials to improve clarity and understanding of these terms.
- Added a new FAQ to better clarify the relationship between "transfer-in" enrollment status on the Fall Enrollment (EF) and 12-month Enrollment (E12) components and the "non-first-time" cohort on the Outcome Measures (OM) component. This change was prompted by feedback from the IPEDS data reporters and data users that the IPEDS survey materials conflated the concepts of "transfer-in" and "non-first-time," which led to misunderstanding in interpretation. This change will clearly separate these two concepts in IPEDS survey materials to improve clarity and understanding of these terms.
- Revised definition for "Transfer-in student" Glossary term to improve clarity. This change was prompted by feedback from the IPEDS data reporters and data users that the current definition for "Transfer-in student" led to misunderstanding in interpretation. This change will clarify this term for greater understanding among the IPEDS audiences.
- Revised definition for "Non-first-time student (undergraduate)" Glossary term to improve clarity. This change was prompted by feedback from the IPEDS data reporters and data users that the current definition for "Non-first-time student (undergraduate)" led to misunderstanding in interpretation. This change will clarify this term for greater understanding among the IPEDS audiences.
- Revised definition for "Continuing/Returning student (undergraduate)" Glossary term to improve clarity. This change was prompted by feedback from the IPEDS data reporters and data users that the current definition for "Continuing/Returning student (undergraduate)" led to misunderstanding in interpretation. This change will clarify this term for greater understanding among the IPEDS audiences.

Resources:

- To download the survey materials for this component: [Survey Materials](#)
- To access your prior year data submission for this component: [Reported Data](#)

If you have questions about completing this survey, please contact the IPEDS Help Desk at 1-877-225-2568.


Institution: Santa Clara University (122931)

User ID: P1229311

12-month Enrollment Screening Questions

1. Which instructional activity units will you use to report undergraduate instructional activity?

- Undergraduate instructional activity data in Part B may be reported in units of clock hours or credit hours.
 - Please note that any graduate level instructional activity must be reported in credit hours. (4-year institutions only)
- ☐ Clock hours
- ☒ Credit hours
- ☐ Both clock and credit hours (some undergraduate programs measured in clock hours and some measured in credit hours)

 You may use the box below to provide additional context for the data you have reported above. Context notes will be posted on the College Navigator website. Therefore, you should write all context notes using proper grammar (e.g., complete sentences with punctuation) and common language that can be easily understood by students and parents (e.g., spell out acronyms).

2. Did your institution enroll high school students in college courses for credit during the 12-month Enrollment (E12) reporting period of July 1, 2023 - June 30, 2024?

If you answer **Yes** to this question, you will be able to report the unduplicated count of high school students enrolled in college courses for credit on Part C of the 12-month Enrollment (E12) survey component.

- ☐ Yes.
- ☐ Within a dual enrollment program.
- ☐ Outside a dual enrollment program.
- ☒ No

Note:

Within a dual enrollment program is defined as within an organized system with special guidelines that allows high school students to take college-level courses. The guidelines might have to do with entrance or eligibility requirements, funding, limits on course taking, etc.

Outside a dual enrollment program is defined as high school students who simply enroll in credit courses through your institution, and are treated as regularly enrolled college students.

Institution: Santa Clara University (122931)

User ID: P1229311

Part A - Unduplicated Count for Full-time Undergraduate Students**12-month Unduplicated Count by Race/Ethnicity and Gender - Full-time Undergraduate Students**

July 1, 2023 – June 30, 2024

Reporting Reminders:

- The 12-month unduplicated count must be equal or greater than the corresponding prior year fall enrollment.
- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students.

Men

Students enrolled for <u>credit</u>	<u>Degree/certificate-seeking</u>				Non-degree/ non-certificate-seeking	Total, Full-time undergraduate students
	<u>First-time</u>	<u>Transfer-in</u>	<u>Continuing/ Returning</u>	Total degree/certificate-seeking		
<u>U.S. Nonresident</u>	84	10	205	299	13	312
<u>Hispanic/Latino</u>	123	23	367	513	2	515
<u>American Indian or Alaska Native</u>	0	0	1	1	0	1
<u>Asian</u>	165	43	491	699	5	704
<u>Black or African American</u>	22	3	65	90	0	90
<u>Native Hawaiian or Other Pacific Islander</u>	1	1	5	7	0	7
<u>White</u>	271	49	887	1,207	3	1,210
Two or more races	67	7	230	304	1	305
<u>Race and ethnicity unknown</u>	13	2	52	67	3	70
Total men	746	138	2,303	3,187	27	3,214
Total men prior year	793	119	2,229	3,141	11	3,152

Women

Students enrolled for <u>credit</u>	<u>Degree/certificate-seeking</u>				Non-degree/ non-certificate-seeking	Total, Full-time undergraduate students
	<u>First-time</u>	<u>Transfer-in</u>	<u>Continuing/ Returning</u>	Total degree/certificate-seeking		
<u>U.S. Nonresident</u>	49	5	129	183	14	197
<u>Hispanic/Latino</u>	187	20	414	621	0	621
<u>American Indian or Alaska Native</u>	1	0	0	1	0	1

<u>Asian</u>	171	27	437	635	4	639
<u>Black or African American</u>	48	2	81	131	0	131
<u>Native Hawaiian or Other Pacific Islander</u>	3	0	4	7	0	7
<u>White</u>	278	35	801	1,114	4	1,118
Two or more races	64	10	202	276	3	279
<u>Race and ethnicity unknown</u>	11	4	33	48	5	53
Total women	812	103	2,101	3,016	30	3,046
Total women prior year	849	103	2,001	2,953	19	2,972

Grand total (2023-24)	1,558	241	4,404	6,203	57	6,260
Prior year data:						
Grand total (men+women) prior year	1,642	222	4,230	6,094	30	6,124
Total Full-time undergraduate enrollment Fall 2023 <i>NOTE: Grand total (2023-24) calculated above is expected to be greater than total Full-time undergraduate enrollment Fall 2023.</i>	1,548	208	4,349	6,105	13	6,118

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Part A - Unduplicated Count for Part-time Undergraduate Students**12-month Unduplicated Count by Race/Ethnicity and Gender - Part-time Undergraduate Students**

July 1, 2023 – June 30, 2024

Reporting Reminders:

- The 12-month unduplicated count must be equal or greater than the corresponding prior year fall enrollment.
- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students.

Men

Students enrolled for <u>credit</u>	<u>Degree/certificate-seeking</u>				Non-degree/ non-certificate-seeking	Total, Part-time undergraduate students
	<u>First-time</u>	<u>Transfer-in</u>	<u>Continuing/ Returning</u>	Total degree/certificate-seeking		
<u>U.S. Nonresident</u>	0	0	3	3	0	3
<u>Hispanic/Latino</u>	1	2	14	17	1	18
<u>American Indian or Alaska Native</u>	0	0	0	0	0	0
<u>Asian</u>	2	1	22	25	6	31
<u>Black or African American</u>	0	0	0	0	0	0
<u>Native Hawaiian or Other Pacific Islander</u>	0	0	1	1	0	1
<u>White</u>	0	1	29	30	5	35
Two or more races	0	1	10	11	3	14
<u>Race and ethnicity unknown</u>	0	0	1	1	20	21
Total men	3	5	80	88	35	123
Total men prior year	1	5	107	113	24	137

Women

Students enrolled for <u>credit</u>	<u>Degree/certificate-seeking</u>				Non-degree/ non-certificate-seeking	Total, Part-time undergraduate students
	<u>First-time</u>	<u>Transfer-in</u>	<u>Continuing/ Returning</u>	Total degree/certificate-seeking		
<u>U.S. Nonresident</u>	0	0	3	3	1	4
<u>Hispanic/Latino</u>	1	1	9	11	0	11
<u>American Indian or Alaska Native</u>	0	0	0	0	0	0

<u>Asian</u>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="16"/>	19	<input type="text" value="5"/>	24
<u>Black or African American</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	1	<input type="text" value="0"/>	1
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0
<u>White</u>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="21"/>	22	<input type="text" value="2"/>	24
Two or more races	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	3	<input type="text" value="0"/>	3
<u>Race and ethnicity unknown</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	1	<input type="text" value="17"/>	18
Total women	5	1	54	60	25	85
Total women prior year	2	2	53	57	22	79

Grand total (2023-24)	8	6	134	148	60	208
Prior year data:						
Grand total (men+women) prior year	3	7	160	170	46	216
Total Part-time undergraduate enrollment Fall 2023 <i>NOTE: Grand total (2023-24) calculated above is expected to be greater than total Part-time undergraduate enrollment Fall 2023.</i>	4	7	119	130	1	131

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Part A - Unduplicated Count for Undergraduate Students**12-month Unduplicated Count by Race/Ethnicity and Gender - Undergraduate Student Total**

July 1, 2023 – June 30, 2024

Men

Enrolled for credit	Total full-time undergraduate students	Total part-time undergraduate students	Grand total, all undergraduate students
<u>U.S. Nonresident</u>	312	3	315
<u>Hispanic/Latino</u>	515	18	533
<u>American Indian or Alaska Native</u>	1	0	1
<u>Asian</u>	704	31	735
<u>Black or African American</u>	90	0	90
<u>Native Hawaiian or Other Pacific Islander</u>	7	1	8
<u>White</u>	1,210	35	1,245
Two or more races	305	14	319
<u>Race and ethnicity unknown</u>	70	21	91
Total men	3,214	123	3,337

Women

Enrolled for credit	Total full-time undergraduate students	Total part-time undergraduate students	Grand total, all undergraduate students
<u>U.S. Nonresident</u>	197	4	201
<u>Hispanic/Latino</u>	621	11	<input checked="" type="checkbox"/> 632
<u>American Indian or Alaska Native</u>	1	0	1
<u>Asian</u>	639	24	663
<u>Black or African American</u>	131	1	132
<u>Native Hawaiian or Other Pacific Islander</u>	7	0	7
<u>White</u>	1,118	24	1,142
Two or more races	279	3	282
<u>Race and ethnicity unknown</u>	53	18	71
Total women	3,046	85	3,131

Grand Total (men+women)	6,260	208	6,468
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Institution: Santa Clara University (122931)

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Part A - Unduplicated Count for Graduate Students**12-month Unduplicated Count by Race/Ethnicity and Gender - Full-time and Part-time Graduate Students**

July 1, 2023 – June 30, 2024

Reporting Reminders:

- The 12-month unduplicated count must be equal or greater than the corresponding prior year fall enrollment.
- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Report **all** postbaccalaureate degree and certificate students as graduate students, **including any doctor's - professional practice students (formerly first-professional)**

Men

Students <u>enrolled for credit</u>	Graduate students		
	Total <u>full-time</u>	Total <u>part-time</u>	Total <u>graduate students</u>
<u>U.S. Nonresident</u>	466	100	566
<u>Hispanic/Latino</u>	101	111	212
<u>American Indian or Alaska Native</u>	1	1	2
<u>Asian</u>	142	154	296
<u>Black or African American</u>	20	19	39
<u>Native Hawaiian or Other Pacific Islander</u>	2	2	<input checked="" type="checkbox"/> 4
<u>White</u>	238	179	417
Two or more races	30	32	62
<u>Race and ethnicity unknown</u>	41	31	72
Total men	1,041	629	1,670
Total men prior year			1,674

Women

Students <u>enrolled for credit</u>	Graduate students		
	Total <u>full-time</u>	Total <u>part-time</u>	Total <u>Graduate students</u>
<u>U.S. Nonresident</u>	349	153	502
<u>Hispanic/Latino</u>	231	189	420
<u>American Indian or Alaska Native</u>	1	0	1
<u>Asian</u>	193	199	392
<u>Black or African American</u>	21	26	47

<u>Native Hawaiian or Other Pacific Islander</u>	2	3	5
<u>White</u>	262	210	472
Two or more races	40	36	76
<u>Race and ethnicity unknown</u>	36	40	76
Total women	1,135	856	1,991
Total women prior year			1,946

Grand total (2023-24)	2,176	1,485	3,661
Prior year data:			
Unduplicated headcount (2022-23)			3,620
i Total graduate enrollment Fall 2023 <i>NOTE: Grand total (2023-24) calculated above is expected to be greater than Total graduate enrollment Fall 2023.</i>	1,952	1,139	3,091

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Part A - Gender Unknown or Another Gender than Provided Categories

12-month Unduplicated Count by Gender Unknown or Another Gender than Provided Categories

Reporting Reminders:

- The purpose of this supplemental section is to determine whether institutions are able to report the number of students for whom gender is unknown and the number of students for whom gender does not align with the 'Men' and 'Women' categories. Note that these students must still be allocated into the 'Men' and 'Women' categories in all other sections of the survey component.
- Institutions should not ask students that do not select a binary gender to allocate themselves to a binary gender category; it is up to the institution to allocate unknown students and students that indicate another gender into the binary categories throughout the forms where required. One method commonly used by institutions is to allocate these students to the binary categories required in other parts of the form using the proportion of men to women reported.
- The 'gender unknown' category is to report students for whom the institution does not know a gender.

Is your institution able to report another gender for the July 1, 2023 - June 30, 2024 reporting period?
If you indicate 'No, my institution is not able to report another gender,' leave the cells in the rows for 'Another gender' blank (i.e., do not report 0). If you indicate 'No, some cells will have a value of less than 5 students,' your institution collects data on another gender, but some cells have a value of less than 5 students, do not report the data and leave the cells in the rows for 'Another gender' blank. If you indicate 'Yes', but no students identified as another gender, please enter '0'.

Undergraduate students:


- ☒ No, my institution is not able to report another gender (do not report)
- ☐ No, some cells will have a value of less than 5 students (do not report)
- ☐ Yes

Graduate students:

- ☒ No, my institution is not able to report another gender (do not report)
- ☐ No, some cells will have a value of less than 5 students (do not report)
- ☐ Yes

Of the total students reported, how many students did you allocate to a binary gender category (Men/Women) because their gender was unknown or another gender than the provided categories?

		Number of students			
		Undergraduate students		Graduate students	
		Current Year	Prior year	Current Year	Prior year
Grand total		6,468	6,340	3,661	3,620
	Gender unknown (i.e., gender information is not known or not collected).	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0
	Another gender (i.e., gender information is known but does not fall into either of the mutually exclusive binary categories provided [Men/Women]).	<input type="text"/>		<input type="text"/>	
	Total of Gender unknown + Another gender	0	0	0	0
	Total of Students for whom gender is known and falls into one of the mutually exclusive binary categories provided [Men/Women]	6,468	6,340	3,661	3,620

 You may use the box below to provide additional context for the data you have reported above. Context notes will be posted on the College Navigator website. Therefore, you should write all context notes using proper grammar (e.g., complete sentences with punctuation) and common language that can be easily understood by students and parents (e.g., spell out

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Part A – 12-month Enrollment by Distance Education Status

12-month Unduplicated Count - Distance Education Status

July 1, 2023 – June 30, 2024

	<u>Undergraduate</u> Students		<u>Graduate Students</u>
	<u>Degree/certificate-seeking</u>	Non-degree/non-certificate-seeking	
Students <i>enrolled exclusively</i> in <u>distance education courses</u>	<div>15</div>	<div>9</div>	<div>440</div>
Students <i>enrolled in at least one but not all</i> distance education courses	<div>999</div>	<div>9</div>	<div>1,507</div>
Students <i>not enrolled in any</i> distance education courses	5,337	99	1,714
Total (Carried forward from part A)	6,351	117	3,661

 You may use the box below to provide additional context for the data you have reported above. Context notes will be posted on the College Navigator website. Therefore, you should write all context notes using proper grammar (e.g., complete sentences with punctuation) and common language that can be easily understood by students and parents (e.g., spell out acronyms).

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Part B - Instructional Activity**12-month Instructional Activity**

July 1, 2023 - June 30, 2024

Instructional Activity Reporting Reminder:

- Instructional activity is used to calculate an IPEDS FTE based on the institution's reported calendar system.
- Graduate credit hour activity should not include any doctor's – professional practice activity, the total of those students' FTE is entered separately instead.

FTE Reporting Reminder:

- Institutions need not report their own calculations of undergraduate or graduate FTE unless IPEDS FTE calculations would be misleading for comparison purposes among all IPEDS reporting institutions.

Instructional Activity

	2023-24 total activity	Prior year data
Undergraduate level:		
<u>Credit hour activity</u>	<input type="text" value="314,404"/>	307,476
Graduate level:		
<u>Credit hour activity</u> (Do not include doctor's-professional practice instructional activity here; the total FTE of those students should be entered separately below)	<input type="text" value="60,462"/>	62,159

Full-Time Equivalent (FTE) of Students

	2023-24 total activity	Prior year data
<u>Doctor's - professional practice level:</u>		
<u>Doctor's - professional practice</u> FTE student estimate	<input type="text" value="681"/>	659

Calendar system (as reported on the prior year IC survey component):

Quarter

If the IPEDS calculated FTE estimates below are not reasonable, **AND** you have reported the correct instructional activity hours above, enter your best FTE estimate in the "Institution reported FTE" column below and save the page. This option should be used **ONLY** if the calculated estimate is not reasonable for your institution and IPEDS comparisons.

Please provide your best estimate of undergraduate and graduate FTE for the 12-month reporting period **only if the calculated FTE estimate below is not reasonable for IPEDS comparison purposes**. Please provide an explanation in the context box if the option is used due to Coronavirus Pandemic.

	Calculated FTE 2023-24	Institution reported FTE 2023-24	Prior year FTE 2022-23
Undergraduate student FTE	6,987	<div>6,139</div>	6,014
Graduate student FTE (excluding doctor's - professional practice student FTE)	1,680	<div>1,680</div>	1,727
Doctor's - professional practice student FTE		681	659
Total FTE student enrollment		8,500	8,400

Institution: Santa Clara University (122931)

User ID: P1229311

Prepared by**Prepared by**

Reporting Reminders:

- The name of the preparer is being collected so that we can follow up with the appropriate person in the event that there are questions concerning the data.
- The Keyholder will be copied on all email correspondence to other preparers.
- The time it took to prepare this component is being collected so that we can continue to improve our estimate of the reporting burden associated with IPEDS.
- Please include in your estimate the time it took for you to review instructions, query and search data sources, complete and review the component, and submit the data through the Data Collection System.
- Thank you for your assistance.

This survey component was prepared by:			
<input checked="" type="radio"/>	Keyholder	<input type="radio"/>	SFA Contact
<input type="radio"/>	Finance Contact	<input type="radio"/>	Academic Library Contact
		<input type="radio"/>	HR Contact
		<input type="radio"/>	Other
Name:	<input type="text" value="Jia Seow"/>		
Email:	<input type="text" value="SurveyRequests@scu.edu"/>		

How many staff from your institution only were involved in the data collection and reporting process of this survey component?	
<input type="text"/>	Number of Staff (including yourself)

How many hours did you and others from your institution only spend on each of the steps below when responding to this survey component? <i>Exclude the hours spent collecting data for state and other reporting purposes.</i>				
Staff member	Collecting Data Needed	Revising Data to Match IPEDS Requirements	Entering Data	Revising and Locking Data
Your office	<input type="text"/> hours	<input type="text"/> hours	<input type="text"/> hours	<input type="text"/> hours
Other offices	<input type="text"/> hours	<input type="text"/> hours	<input type="text"/> hours	<input type="text"/> hours

Institution: Santa Clara University (122931)

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Summary

12-Month Enrollment Component Summary

The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the [College Navigator](#) website and/or your institution's Data Feedback Report (DFR). In addition, all data reported in IPEDS survey components become publicly available through the [IPEDS Use the Data](#) and appear as aggregated statistics in various Department of Education reports. [College Navigator](#) is updated approximately three months after the data collection period closes and DFRs will be available through the [IPEDS Use the Data](#) and sent to your institution's CEO at the end of 2025.

Please review your data for accuracy. If you have questions about the data displayed below or after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

12-Month Unduplicated Headcount and Full-Time Equivalent Students		
Total 12-month unduplicated headcount enrollment		10,129
	Undergraduate student unduplicated headcount enrollment	6,468
	Graduate student unduplicated headcount enrollment	3,661
Total 12-month full-time equivalent (FTE) student enrollment		8,500
	Undergraduate student FTE enrollment	6,139
	Graduate student FTE enrollment	1,680
	Doctor's-professional practice FTE enrollment	681

Total 12-month Undergraduate Student Characteristics		
Percent of undergraduate students who are female		48 %
Percent of undergraduate students who are full-time		97 %
Percent of undergraduate students who are enrolled exclusively in distance education courses		0 %
Percent of undergraduate students by U.S. resident status and race/ethnicity: Note: Race/ethnicity is not collected for U.S. Nonresidents.		
U.S. Resident		92 %
	American Indian or Alaska Native	0 %
	Asian	22 %
	Black or African American	3 %
	Hispanic/Latino	18 %
	Native Hawaiian or Pacific Islander	0 %
	White	37 %

	Two or More Races	9 %
	Race and ethnicity unknown	3 %
U .S. Nonresident		8 %

Total 12-month Graduate Student Characteristics		
Percent of graduate students who are female		54 %
Percent of graduate students who are full-time		59 %
Percent of graduate students who are enrolled exclusively in distance education courses		12 %
Percent of graduate students by U.S. resident status and race/ethnicity: Note: Race/ethnicity is not collected for U.S. Nonresidents.		
U.S. Resident		71 %
	American Indian or Alaska Native	0 %
	Asian	19 %
	Black or African American	2 %
	Hispanic/Latino	17 %
	Native Hawaiian or Pacific Islander	0 %
	White	24 %
	Two or More Races	4 %
	Race and ethnicity unknown	4 %
U .S. Nonresident		29 %

Institution: Santa Clara University (122931)

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[Edit Report](#)

12-month Enrollment

Source	Description	Severity	Resolved	Options
Screen: Undergraduate Students Total				
Perform Edits	The 12-month unduplicated count of undergraduate students for Hispanic/Latino Women (632) is different than expected when compared with the same category (636) in the prior year Fall Enrollment survey, because the official fall enrollment reporting date falls within the 12-month timeframe for E12. Please correct your data or explain. (Error #9356)	Explanation	Yes	
Reason	SCU selects the most current Race/Ethnicity			
Screen: Graduate Students				
Screen Entry	The 12-month unduplicated count of graduate students for Native Hawaiian or Other Pacific Islander Men (4) is different than expected when compared with the same category (5) in the prior year Fall Enrollment survey, because the official fall enrollment reporting date falls within the 12-month timeframe for E12. Please correct your data or explain. (Error #9369)	Explanation	Yes	
Reason	SCU selects the most current Race/Ethnicity			
Screen: Instructional Activity				
Perform Edits	The number of undergraduate credit hours reported on the Part B - Instructional Activity screen is not within the expected range. For institutions on a quarter calendar system, each undergraduate student reported in Part A typically enrolls in between 14 and 45 credit hours over the 12-month period. Please correct your data or contact the IPEDS Help Desk for assistance. (Error #9217)	Fatal	Yes	
Reason	Overridden by administrator. Santa Clara University students often take more than 45 credit hours over a 12-month period; consistent with prior years. RD			
Related Screens	Instructional Activity, Undergraduate Students Total			