



# FACT BOOK 2014-2015



# Table of Contents

---

<b>OVERVIEW</b>	<b>Pages</b>
The Xavier Way	3-5
A Brief History of Xavier	6-8
University Profile	9

<b>STUDENTS</b>	<b>Pages</b>
Student Enrollment	10-12
International and Transfer Enrollment	13
Summer Student Enrollment	14
Degrees Conferred	15
Faculty and Staff	16
Alumni	17
Athletics	18

<b>RESOURCES</b>	<b>Pages</b>
Tuition, Fees, and Financial Aid	19-20
Sponsored Programs	21
Library and Technology	22
Physical Plant	23
Income and Expenses	24
Endowment	25

Xavier University Fact Book 2014-2015  
Office of Institutional Research  
3800 Victory Parkway  
Cincinnati, OH 45207

Electronic version of Xavier University's Fact Book:  
<http://www.xavier.edu/institutional-research/institutional-research/index.cfm>

For more information, please contact:  
Emily Shipley, Interim Director of Institutional Research  
(513) 745-4858 | [shipleye1@xavier.edu](mailto:shipleye1@xavier.edu)

Prepared by:  
Ana Paladino

# The Xavier Way

---

## **Vision**

Xavier men and women become people of learning and reflection, integrity and achievement, in solidarity for and with others.

## **Mission**

Xavier is a Jesuit Catholic university rooted in the liberal arts tradition. Our mission is to educate each student intellectually, morally, and spiritually. We create learning opportunities through rigorous academic and professional programs integrated with co-curricular engagement. In an inclusive environment of open and free inquiry, we prepare students for a world that is diverse, complex and increasingly interdependent. Driven by our commitment to the common good and to the education of the whole person, the Xavier community challenges and supports students as they cultivate lives of reflection, compassion and informed action.

## **Values**

REFLECTION invites us to pause and consider the world around us and our place within it.

DISCERNMENT invites us to be open to God's spirit as we consider our feelings and rational thought in order to make decisions and take action that will contribute good to our lives and the world around us.

SOLIDARITY and KINSHIP invites us to walk alongside and learn from our companions, both local and afar, as we journey through life.

SERVICE ROOTED IN JUSTICE AND LOVE invites us to invest our lives into the well-being of our neighbors, particularly those who suffer injustice.

CURA PERSONALIS invites us to care for others recognizing the uniqueness and wholeness of each person.

MAGIS invites us to ask, "Where is the more universal good?" when making decisions; it relates to the Jesuit motto, For the Greater Glory of God.

## **The Xavier Way**

### **I. Strengthening Our Jesuit Mission, Vision, and Values**

In the last decade, Xavier University has moved to the forefront of Jesuit higher education as a university where faculty, staff, and students are knowledgeable about and act in light of the fundamental animating spirit at the heart of the University. Now, Xavier University is poised to become even better recognized as a mission-driven organization acting upon and embodying its fundamental Jesuit identity - and enabling others to act upon Jesuit values as well.

We will:

- Successfully launch and develop the Institute for Spirituality and Social Justice through the Department of Theology
- Endow a Center for Ignatian Spirituality and Leadership through the Center for Mission and Identity.
- Devise fresh ways to integrate mission and identity into staff and faculty hiring, development, and evaluation.
- More intentionally connect such sectors of University work as diversity, sustainability, community engagement, interfaith dialogue, local and global solidarity, etc., to the core Jesuit mission of the University.
- Hire a Chief Diversity and Inclusion Officer, constitute the President's Diversity Advisory and Action Council, and create a strategic plan for diversity and inclusion that proceeds from our Jesuit identity and supports the Xavier Way.

## **II. Adapting the Jesuit Educational Tradition and Strengthening the Cura Personalis of Our Students**

Today, it is often observed that students now must be prepared to invent jobs, not simply land jobs. Xavier agrees - and more: that students today must be as prepared to invent lives of deep meaning and service as they are to invent jobs. And we believe that the best way to prepare students to invent their jobs and their lives is by adapting our Jesuit educational tradition in four ways: Strengthening our traditional liberal arts foundation, solidly connecting all our curricula for all our students to the essential goals of that foundation, expanding our traditional emphasis on ethics and integrity through deeper and more pervasive opportunities for engaged learning, and seasoning the whole with current best practices in innovation.

Further, we will hold ourselves accountable for the success of our students. We will invite our students to shape their own personalized "My Xavier Way." Students who participate fully in this process will maximize their opportunities for post-graduate success through employment, graduate school, volunteer service, etc. In the rare instance where a student completes a personalized "My Xavier Way" and is not successful, we will offer additional support towards that end.

We will:

- Design and implement a new core curriculum, including First-year seminars and a Xavier Co-curricular Passport Program.
- Align all our academic and student development programs, at both undergraduate and graduate levels, with the learning goals at the heart of the core curriculum and strengthen the quality of all programs.
- Expand and deepen opportunities for engaged learning for all our students at both undergraduate and graduate levels.
- Enhance the ability of our faculty and staff to deliver on our fundamental learning outcomes in an atmosphere of enhanced academic excellence.
- Embed innovation more deeply in academic programs through the colleges, beginning with the School of Arts and Innovation in the College of Arts and Sciences in fall of 2015.

## **III. Promoting Cura Apostolica: The University's Financial and Organization Health**

In the last decade, the University has strengthened its organization and financial health in many ways: hiring the University's first general counsel, strengthening our human resources organization, launching an internal audit function, taking significant steps towards assessing and mitigating risk, strengthening policies to protect our students according to best practices, continuing to maintain healthy credit ratings, improving our plant depreciation funding, and more. In the coming years, we will continue to balance immediate and long-term needs to ensure that Xavier University navigates well the current pressures higher education faces to emerge as a still-stronger organization in the future - while generating incremental net revenues to fund our core enterprise: the transformation of our students.

We will:

- Focus academic program growth where external demand and University strengths converge, with special emphasis on health professions, STEM fields, and graduate business opportunities.
- Grow alternative revenues, chiefly through deepening our work in innovation.
- Achieve the following by 2020: a 3% operating margin; a full funding of the depreciation; and, full funding of operating reserves target.
- Implement a managerial accounting system and develop financial management expertise University-wide.
- Improve support for employee development, satisfaction, and performance aligned with University strategies and values.
- Execute a successful campaign by 2021 which raises \$100 million or more for the endowment, at least 60% of which will be for endowed student financial aid.

#### **IV. Advancing Xavier's Identity and Brand**

It's not hard to find universities whose student athletes win big, and it's not hard to find universities where student athletes graduate. But it is hard to find universities where students do both. In a nutshell, what basketball has done for Xavier is give us national visibility as a school that does both. That visibility has swelled alumni pride, assisted student recruitment efforts, and driven fundraising success. It has also helped contribute to the University's enhanced reputation more broadly, a brand grounded in (as recent research has shown) personal attention, Jesuit values, experiential learning, and the community of X. Now, we will both better promote and strengthen these elements, even as we adjust them in ways to make them still more compelling to a variety of target audiences.

We will:

- Hire a chief marketing officer to lead these efforts effectively.
- Advance the ability of intercollegiate athletics to promote the mission of Xavier University by implementing the Magis Athletic Strategic Plan.
- Leverage our robust community engagement efforts to enhance student learning and faculty teaching and scholarship.
- Commit to and promote the post-graduation success of our students.
- Embed innovation ever more deeply in both academic programs and University processes.
- Foster valuable social and professional networks to support all members of the Xavier community over the arc of their careers.

# A Brief History of Xavier

---

## **In the Beginning 1831 to 1910**

**The Athenaeum** -- Bishop Edward Fenwick of Cincinnati founded the Athenaeum, a college dedicated to religion and liberal arts, on October 17, 1831. It was the first Catholic institution of higher learning in Ohio and in the Northwest Territory.

**John A. Elet, First Jesuit President** -- The Jesuits assumed responsibility for the College in 1840 and renamed it St. Xavier College in honor of St. Francis Xavier, one of the 10 original members of the Society of Jesus. John A. Elet, S.J. (1840-47) was named the college's first Jesuit president. The school was renovated and opened on November 3, 1840. Tuition for day students enrolled in the classical course was \$40 per year. For students in the Mercantile program, tuition was \$24.

**College on the Brink** -- Visiting the College in 1852, the Jesuit Superiors wrote: "The day-college and the boarding school are going down right before one's eyes. This institution has never been flourishing in the true sense of the word....This could not last. To begin with, a boarding-school is entirely out of place there; the premises anything but suitable, somber looking dormitories under the roof, poorly lighted and sunken classrooms. Our poor scholastics find themselves imprisoned as it were with some 60 pupils."

**First College Newspaper, April 1887** -- The Collegian, official voice of Xavier students, was short-lived only five issues were published. On December 1915, The Xaverian News was introduced and published every two weeks until 1925, when it became a weekly newspaper. Today, the weekly student paper is published under the name Xavier Newswire.

## **"A New Life For Old St. Xavier" 1911 to 1945**

**New Campus** -- On September 19, 1911, St. Xavier College purchased 26.747 acres from the Avondale Athletic Club for \$85,000 to build a new suburban campus. "Nothing in years has so stirred the enthusiasm of St. Xavier men as the purchase by the college of the former Avondale Athletic Club property. 'A new life for old St. Xavier' is the first thought of every alumnus." --Diamond Jubilee Alumni Bulletin, 1915

**First Dormitory on Campus** -- When classes began in September 1924, St. Xavier College became a boarding college for the first time since 1854. Elet Hall accommodated 90 resident students. Because of the new dormitory, enrollment that year rose by 65 students to 249 total. "For 70 years, St. Xavier College has depended for its patronage upon Cincinnati and the neighboring Kentucky cities. As a result, St. Xavier has always been small and in consequence, the influence of the Jesuit educators for good has been sadly circumscribed." -- College Circular, 1922

**Musketeers Motto** -- In the spring of 1925, The Xaverian News sponsored a contest to find an appropriate nickname for the athletic teams. Francis J. Finn, S.J. suggested "Musketeers." Finn believed the "All for One and One for All" motto attached to the legendary characters should symbolize the spirit of the athletic teams.

**Xavier University** -- In 1930, the board of trustees proposed changing the name of St. Xavier College to Xavier University. On August 4, 1930, by an act of the state of Ohio, the college became Xavier University.

## **A Modern University 1946 to 1979**

**Dorm Barracks on Campus** -- When veterans returned in 1946 from the World War II, 10 army barracks were brought to the campus and erected, some on the present site of Alter Hall, McDonald Library, and Schott Hall. They were a temporary answer to the urgent need for more student housing.

**Graduate Division** -- In June 1946, the university established a graduate division. Courses were offered weekday afternoons, on Saturdays and during the summer. There were five academic departments: Chemistry, classical languages, education, English and mathematics. William Hetherington, S.J., was the first director. Raymond McCoy succeeded him in 1947 and served as dean for more than 30 years.

**First Musketeer Symbol on Campus** -- Members of the class of 1962 initiated a campaign to have a symbol of the Musketeers visible on campus. On November 2, 1968, the statue of D'Artagnan found its home on the Musketeer Plaza.

**Xavier Becomes Fully Coeducational** -- In the early 1960's, the board of trustees began discussing whether Xavier should admit female students in the undergraduate day school. By September 1969, the day school became fully coeducational.

**Post-war Building Boom** -- Eleven new buildings were erected on campus from the end of World War II to 1972, eight of which were built during the presidency of Paul O'Connor, S.J., (1955-1972). This included three new residence halls: Brockman (1955), Husman (1965) and Kuhlman (1967), bolstering campus accommodations to a capacity of 1,050 residents. In 1967, Xavier also dedicated the McDonald Memorial Library.

**A Growing Campus** -- Since 1919, when Xavier established its permanent home in Avondale, the campus has grown from 26 acres to 78 in 1990 to 125 acres in 2001 to 190 acres in 2010.

## **A Revitalized University 1980 to 2012**

**Acquisition of Edgecliff College** -- On July 1, 1980, Xavier acquired the Edgecliff College. The Sisters of Mercy had opened Edgecliff in 1935 as Our Lady of Cincinnati College for women. Though Xavier sold the property in 1986, it sustained Edgecliff traditions by moving the fine arts and human service programs to the main campus. Art, music, nursing, and social work figure prominently in the University's educational mission.

**Academics Return to Jesuit Heritage** -- The University's core curriculum, revised in 1992, builds upon Xavier's Jesuit heritage and requires students to take 64 of the 120 hours necessary for graduation in mandated areas like history, English, literature, philosophy, theology, the sciences, foreign language, and the arts. Consistent with its mission and ministry, the University created the ethics, religion, and society program.

**Hoff Administration Brings Growth and Prosperity** -- During the presidency of James E. Hoff, S.J. (1991-2000), Xavier experienced a remarkable growth spurt. The addition of the Lindner Family Physics Building (1991) and the closing of a portion of Ledgewood Avenue in 1993 were followed by the creation of the residential and academic malls in the mid-1990s. The restoration of Hinkle, Schmidt and Edgecliff (formerly Alumni) halls, Bellarmine Chapel and the construction of the Cintas Center and a student recreation park soon followed. Since 1919, when Xavier established its permanent home in Avondale, the campus has grown from 26 acres to 78 in 1990 and 125 in 2001.

**A 21st Century Campus** -- Michael J. Graham, S.J., began his presidency in 2001, continuing the pattern of growth across campus with a particular focus on academics. A new academic vision statement helped drive Xavier to increased national recognition. The Conaton Learning Commons and Smith Hall, home of the Williams College of Business, were constructed with 21st century teaching and learning styles in mind, increasing the use of technology and interaction between faculty and students. New residence halls and a dining complex helped accommodate the growing demand for enrollment at the University.

**Jesuit Spiritual Development** -- Xavier's Jesuit heritage continues to be a hallmark of the University. The Center for Mission and Identity is home to the Conway Institute for Jesuit Education and provides programs and resources for faculty and staff that emphasize Jesuit pedagogy and Ignatian spirituality. The spiritual lives of students are enriched through programs offered by The Dorothy Day Center for Faith and Justice and the Office for Interfaith Community Engagement.

**Athletic Prowess** -- As an NCAA Division I School, Xavier sponsors 18 intercollegiate athletic teams, including nationally ranked men's and women's basketball teams that both reached the Elite Eight in 2010. Xavier maintains one of the nation's highest graduation rates for Division I student-athletes.



# University Profile

---

## Admission (Fall 2014)

Undergraduate	
Applications	11,605
Acceptances	8,489
Enrolled	1,214
Graduate	
Applications	916
Acceptances	661
Enrolled	368

## Enrollment (Full- and Part-Time; Fall 2014)

Undergraduate	4,633
Graduate	1,905
<b>Total University Enrollment</b>	<b>6,538</b>

**Living Alumni (Fall 2013)** **73,325**

## Faculty (Fall 2014)

Full-Time Faculty	351
Part-Time Faculty	338
<b>Total Faculty</b>	<b>689</b>
FTE Faculty	463.7

## Administration and Staff (Fall 2014)

Total Administration	398
FTE Administration	375.3
Total Staff	221
FTE Staff	213.7

**Libraries (Total Volumes 2014)** **819,833**

## Physical Plant (Fall 2014)

Acreage	191.15
Square Footage (millions)	2.3
Buildings	55

## Finance (Fiscal Year 2013-14)

Total Revenues	\$199,798,933
Total Expenses	\$162,331,574

# Student Enrollment

## Undergraduate Headcounts, Fall 2010-2014

	2010	2011	2012	2013	2014
<b>College of Arts and Sciences (CAS)</b>	1,973	2,026	1,885	1,893	1,830
Freshman	588	619	539	625	596
Sophomore	542	481	445	421	459
Junior	398	476	434	431	371
Senior	445	450	467	416	404
<b>College of Social Sciences, Health &amp; Education (CSSHE)</b>	1,170	1,215	1,301	1,394	1,437
Freshman	301	323	300	416	368
Sophomore	321	281	343	314	398
Junior	239	342	306	352	347
Senior	309	269	352	312	324
<b>Williams College of Business (WCB)</b>	1,043	1,114	1,165	1,166	1,197
Freshman	237	255	271	306	307
Sophomore	300	265	262	266	322
Junior	250	341	301	289	275
Senior	256	253	331	305	293
<b>Non-degree seeking in no college</b>	182	185	134	199	169
<b>Total number of undergraduate students</b>	<b>4,368</b>	<b>4,540</b>	<b>4,485</b>	<b>4,652</b>	<b>4,633</b>

## First-Time First-Year Degree-Seeking Headcounts, Fall 2010-2014

	2010	2011	2012	2013	2014
<b>College of Arts and Sciences (CAS)</b>	542	574	515	604	570
<b>College of Social Sciences, Health &amp; Education (CSSHE)</b>	283	314	300	402	367
<b>Williams College of Business (WCB)</b>	211	221	245	283	277
<b>Total number of first-year students</b>	<b>1,036</b>	<b>1,109</b>	<b>1,060</b>	<b>1,289</b>	<b>1,214</b>

## Graduate Headcounts, Fall 2010-2014

	2010	2011	2012	2013	2014
<b>College of Arts and Sciences (CAS)</b>	42	33	25	32	30
<b>College of Social Sciences, Health &amp; Education (CSSHE)</b>	1,659	1,539	1,355	1,335	1,359
<b>Williams College of Business (WCB)</b>	950	833	785	652	516
<b>Total number of graduate students</b>	<b>2,651</b>	<b>2,405</b>	<b>2,165</b>	<b>2,019</b>	<b>1,905</b>

## Enrollment Level, Fall 2010-2014

Undergraduate	2010	2011	2012	2013	2014
<b>Full-Time (12+ credit hours)</b>	3,843	4,008	4,066	4,150	4,270
<b>Part-Time (0-11 credit hours)</b>	525	532	419	502	363
<b>Undergraduate Subtotal</b>	<b>4,368</b>	<b>4,540</b>	<b>4,485</b>	<b>4,652</b>	<b>4,633</b>
<b>Graduate</b>					
<b>Full-Time (9+ credit hours)</b>	867	782	702	661	562
<b>Part-Time (0-8 credit hours)</b>	1,784	1,623	1,463	1,358	1,343
<b>Graduate Subtotal</b>	<b>2,651</b>	<b>2,405</b>	<b>2,165</b>	<b>2,019</b>	<b>1,905</b>
<b>University Total</b>	<b>7,019</b>	<b>6,945</b>	<b>6,650</b>	<b>6,671</b>	<b>6,538</b>

## Ethnicity and Gender, Fall 2014

### Undergraduate

	MALE	FEMALE	TOTAL
Non-Resident Alien	120	74	194
Hispanic	102	118	220
American Indian or Alaskan Native	7	4	11
Asian	42	64	106
Black or African American	190	256	446
Hawaiian or Pacific Islander	4	4	8
White	1,511	1,770	3,281
More than one	67	92	159
Unknown	88	120	208
<b>Undergraduate Total</b>	<b>2,131</b>	<b>2,502</b>	<b>4,633</b>

### Graduate

Non-Resident Alien	30	20	50
Hispanic	26	52	78
American Indian or Alaskan Native	2	3	5
Asian	28	35	63
Black or African American	41	103	144
Hawaiian or Pacific Islander	1	2	3
White	564	962	1,526
More than one	6	13	19
Unknown	8	9	17
<b>Graduate Total</b>	<b>706</b>	<b>1,199</b>	<b>1,905</b>

### University

Non-Resident Alien	150	94	244
Hispanic	128	170	298
American Indian or Alaskan Native	9	7	16
Asian	70	99	169
Black or African American	231	359	590
Hawaiian or Pacific Islander	5	6	11
White	2,075	2,732	4,807
More than one	73	105	178
Unknown	96	129	225
<b>University Total</b>	<b>2,837</b>	<b>3,701</b>	<b>6,538</b>

## Religious Preference, Fall 2014

	UNDERGRADUATE	GRADUATE	TOTAL
Baptist	229	76	305
Buddhist	6	8	14
Catholic	2,581	655	3,236
Episcopalian	25	16	41
Hindu	16	16	32
Islam	62	15	77
Jewish	20	17	37
Lutheran	88	30	118
Methodist	152	44	196
Presbyterian	63	26	89
No Religion	169	37	206
Miscellaneous Other	572	265	837
Declined to Disclose or Unknown	650	700	1,350
<b>Total</b>	<b>4,633</b>	<b>1,905</b>	<b>6,538</b>

## Selectivity, Fall 2010-2014

### Undergraduate

	2010	2011	2012	2013	2014
Applications	9,353	9,783	11,232	10,907	11,605
Acceptances	6,473	6,865	7,604	7,632	8,489
Enrolled	1,045	1,123	1,064	1,289	1,214
Acceptance rate	69.2%	70.2%	67.7%	70.0%	73.1%
Enrollment yield	16.1%	16.4%	14.0%	16.9%	14.3%

### Graduate

	2010	2011	2012	2013	2014
Applications	1,268	936	787	935	916
Acceptances	782	659	447	567	661
Enrolled	552	460	423	388	368
Acceptance rate	61.7%	70.4%	56.8%	60.6%	72.2%
Enrollment yield	70.6%	69.8%	94.6%	68.4%	55.7%

## Undergraduate Retention Rates, 2009-2013

*(For students entering in the fall)*

Freshmen retention rate

	2009	2010	2011	2012	2013
Freshmen retention rate	85%	84%	80%	83%	85%

## Undergraduate Graduation Rates, 2004-2008

*(For students entering in the fall)*

6-year graduation rate

	2004	2005	2006	2007	2008
6-year graduation rate	79%	77%	78%	76%	71%

# International and Transfer Enrollment

## Undergraduate International Students by Region, Fall 2010-2014

	2010	2011	2012	2013	2014
South and Central America	8	10	10	15	17
North America/Caribbean	3	7	9	10	9
Asia/Oceania	32	32	29	30	28
Middle East	19	51	37	91	56
Africa	8	10	13	26	30
Europe/Australia	5	10	7	4	16
Unknown	10	13	21	12	38
<b>Total</b>	<b>85</b>	<b>133</b>	<b>126</b>	<b>188</b>	<b>194</b>

## Graduate International Students by Region, Fall 2010-2014

	2010	2011	2012	2013	2014
South and Central America	0	0	1	2	5
North America/Caribbean	1	1	4	2	5
Asia/Oceania	16	21	20	18	16
Middle East	0	2	9	11	6
Africa	2	3	5	4	2
Europe/Australia	11	6	5	3	6
Unknown	10	22	20	7	10
<b>Total</b>	<b>40</b>	<b>55</b>	<b>64</b>	<b>47</b>	<b>50</b>
<b>University Total</b>	<b>125</b>	<b>188</b>	<b>190</b>	<b>235</b>	<b>244</b>

## Undergraduate Transfer Headcounts, Fall 2010-2014

	2010	2011	2012	2013	2014
Applications for new transfer students	711	622	761	633	391
New transfer students admitted	335	255	249	249	157
New transfer students enrolled	147	159	126	121	77

# Summer Student Enrollment

## Summer Undergraduate Headcounts, Fall 2010-2014

	2010	2011	2012	2013	2014
<b>College of Arts and Sciences (CAS)</b>	591	559	531	517	486
Freshman	34	35	25	25	23
Sophomore	135	96	85	88	105
Junior	171	177	163	160	140
Senior	251	251	258	244	218
<b>College of Social Sciences, Health &amp; Education (CSSHE)</b>	323	331	334	341	354
Freshman	14	12	5	9	5
Sophomore	81	62	66	66	73
Junior	88	125	108	113	106
Senior	140	132	155	153	170
<b>Williams College of Business (WCB)</b>	345	384	437	411	397
Freshman	13	15	8	6	11
Sophomore	49	51	46	44	62
Junior	99	146	158	130	133
Senior	184	172	225	231	191
<b>Non-degree seeking in no college</b>	304	274	272	291	249
<b>Total number of undergraduate students</b>	1,563	1,548	1,574	1,560	1,486

## Summer Graduate Headcounts, Fall 2010-2014

	2010	2011	2012	2013	2014
<b>College of Arts and Sciences (CAS)</b>	29	24	16	27	9
<b>College of Social Sciences, Health &amp; Education (CSSHE)</b>	1,348	1,274	1,079	1,086	1,120
<b>Williams College of Business (WCB)</b>	868	773	684	591	448
<b>Total number of graduate students</b>	2,245	2,071	1,779	1,704	1,577

## Summer Enrollment Level, Fall 2010-2014

	2010	2011	2012	2013	2014
<b>Undergraduate</b>					
<b>Full-Time (12+ credit hours)</b>	63	81	84	65	82
<b>Part-Time (0-11 credit hours)</b>	1,500	1,467	1,490	1,495	1,404
<b>Undergraduate Subtotal</b>	1,563	1,548	1,574	1,560	1,486
<b>Graduate</b>					
<b>Full-Time (9+ credit hours)</b>	458	401	349	341	261
<b>Part-Time (0-8 credit hours)</b>	1,787	1,670	1,430	1,363	1,316
<b>Graduate Subtotal</b>	2,245	2,071	1,779	1,704	1,577
<b>University Total</b>	3,808	3,619	3,353	3,264	3,063

# Degrees Conferred

## Undergraduate Degrees Conferred, 2010-11 - 2014-15\*

CATEGORY	CIP	2010-11	2011-12	2012-13	2013-14	2014-15
Natural resources & conservation - Bachelor's degree	3			5	6	8
Area, ethnic, cultural, gender, & group studies - Bachelor's degree	5					1
Communication/journalism - Bachelor's degree	9	43	42	44	67	52
<i>Associate's degree</i>				1		
Computer & information sciences - Bachelor's degree	11	7	8	10	4	6
Education - Bachelor's degree	13	46	44	39	55	37
Foreign languages, literatures, & linguistics - Bachelor's degree	16	27	24	14	15	23
English - Bachelor's degree	23	24	19	19	36	25
Liberal arts/general studies - Bachelor's degree	24	145	156	137	149	112
<i>Associate's degree</i>		9	6	6	3	6
Biological/life sciences - Bachelor's degree	26	60	46	37	51	66
Mathematics & statistics - Bachelor's degree	27	13	8	4	10	12
Interdisciplinary studies - Bachelor's degree	30	13	11	10	17	9
Parks & recreation - Bachelor's degree	31	24	25	21	25	27
Philosophy & religious studies - Bachelor's degree	38	13	15	19	14	7
Physical sciences - Bachelor's degree	40	19	21	11	24	16
Psychology - Bachelor's degree	42	33	44	36	65	57
<i>Associate's degree</i>						1
Homeland Security, law enforcement, firefighting, & protective services - Bachelor's degree	43	26	21	12	29	15
<i>Associate's degree</i>			1		1	
Public administration & social services - Bachelor's degree	44	12	9	11	13	10
Social sciences - Bachelor's degree	45	79	74	67	75	58
<i>Associate's degree</i>					1	
Visual & performing arts - Bachelor's degree	50	16	15	19	11	21
Health professions & related programs - Bachelor's degree	51	54	64	68	91	94
<i>Associate's degree</i>		14	10	23	12	11
Business/marketing - Bachelor's degree	52	252	270	248	339	305
<i>Associate's degree</i>		1			1	1
History - Bachelor's degree	54	30	29	30	34	22
<b>Total</b>		<b>960</b>	<b>962</b>	<b>891</b>	<b>1,148</b>	<b>1,002</b>

## Graduate Degrees Conferred, 2010-11 - 2014-15\*

CATEGORY	CIP	2010-11	2011-12	2012-13	2013-14	2014-15
Education - Master's degree	13	314	255	277	199	193
English - Master's degree	23	7	8	3	4	12
Parks & recreation - Master's degree	31	31	33	51	38	32
Philosophy & religious studies - Master's degree	38	9	8	8	4	3
Psychology - Master's Degree	42	26	29	20	22	29
<i>Doctor's degree - professional practice</i>		16	16	11	15	15
Homeland Security, law enforcement, firefighting, & protective services - Master's degree	43	12	10	5	12	7
Health professions & related programs - Master's degree	51	123	160	164	172	156
Business/ marketing - Master's degree	52	359	436	398	353	337
<b>Total</b>		<b>897</b>	<b>955</b>	<b>937</b>	<b>819</b>	<b>784</b>

\*Students with more than one major will be represented multiple times.

# Faculty and Staff

*As reported to IPEDS (federal reporting)*

## Faculty, Fall 2010-2014

	2010	2011	2012	2013	2014
Full-time	334	343	356	357	351
Part-time	313	323	319	320	338
Total Faculty	647	666	675	677	689
FTE Faculty	438.3	450.7	462.3	463.7	463.7

## Administration, Fall 2010-2014

Full-time	358	375	385	356	364
Part-time	20	46	46	32	34
Total Administration	378	421	431	388	398
FTE Administration	364.7	390.3	400.3	366.7	375.3

## Staff, Fall 2010-2014

Full-time	244	242	232	211	210
Part-time	18	14	13	12	11
Total Staff	262	256	245	223	221
Total FTE Staff	250.0	246.7	236.3	215.0	213.7

## Total Faculty and Staff, Fall 2010-2014

Full-time	936	960	973	924	925
Part-time	351	383	378	364	383
Total Faculty and Staff	1,287	1,343	1,351	1,288	1,308
FTE Total Faculty and Staff	1,053.0	1,087.7	1,099.0	1,045.3	1,052.7

\*Starting 2012, IPEDS reporting changed to disaggregate employees into SOC occupational categories. The following groups are included in "Administration": Management Occupations, Business and Financial Operation Occupations, Librarians, Curators and Archivists, Student and Academic Affairs and Other Education Services Occupations, Computer, Engineering and Science Occupations, Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media Occupations, and Healthcare Practitioners and Technical Occupations. The following groups are included in "Staff": Service Occupations, Office and Administrative Support Occupations, Natural Resources, Constructions and Maintenance Occupations, and Production, Transportation and Material Moving Occupations



# Alumni

---

## Living Alumni, Fall 2009-2013

	2009	2010	2011	2012	2013
Undergraduate Total	36,370	36,370	37,214	37,530	38,895
Men	20,083	20,083	20,483	20,081	20,938
Women	16,287	16,287	16,731	17,449	17,957
Graduate Total	32,759	32,759	33,788	33,943	34,430
Men	18,606	18,606	19,104	18,836	18,985
Women	14,153	14,153	14,684	15,107	15,445

## Alumni Financial Data, 2009-10 - 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14
Percentage of all living alumni contributing*	18%	17%	12%	8%	13%

\*The number of giving living alumni divided by the total number of living solicited alumni.

### 2013-14 Academic Year

Undergraduate Alumni Giving (%)	13%	Graduate Alumni Giving (%)	6%
Undergraduate Alumni Giving (\$)	\$14,400,000	Graduate Alumni Giving (\$)	\$1,400,000

# Athletics

## Freshmen-Cohort Graduation Rates & NCAA Graduation Success Rate, 2005-2008

### Graduation rates of students who received athletic-related financial aid

SPORT	2005	2006	2007	2008	4-CLASS AVG	GSR
Baseball	88%	40%	75%	50%	67%	95%
Men's Basketball	67%	50%	100%	80%	73%	91%
Men's Cross-Country/Track	60%	0%	75%	50%	56%	90%
Men's Other	100%	77%	86%	45%	76%	92%
Women's Basketball	50%	80%	60%	100%	69%	82%
Women's Cross-Country/Track	100%	100%	67%	100%	95%	100%
Women's Other	89%	83%	81%	93%	86%	96%
All Student Athletes	86%	75%	79%	71%	78%	94%

### Graduation Success Rate Report (GSR), 2005-2008 Cohorts

MEN'S SPORTS	GSR	FED RATE	WOMEN'S SPORTS	GSR	FED RATE
Baseball	95%	67%	Basketball	82%	69%
Basketball	91%	73%	CC/Track	100%	95%
CC/Track	90%	56%	Golf	83%	80%
Golf	88%	86%	Soccer	93%	82%
Soccer	85%	58%	Swimming	100%	95%
Swimming	100%	92%	Tennis	100%	100%
Tennis	100%	86%	Volleyball	100%	77%

A graduation rate (percent) is based on a comparison of the number of students who entered a college or university and the number of those who graduated within six years. Two different measures of graduation rates are presented in this report: The freshmen-cohort rate indicates the percentage of freshmen who entered during a given academic year and graduated within six years. The Graduation Success Rate (GSR) adds to the first-time freshmen, those students who entered midyear, as well as student-athletes who transferred into an institution.

In addition, the GSR will subtract students from the entering cohort those who are considered allowable exclusions (those who either die or become permanently disabled, those who leave school to join the armed forces, foreign services or attend a church mission), as well as those who would have been academically eligible to compete had they returned to the institution.

### Varsity Sports Student-Athlete Counts, Fall 2012-2014

SPORT	2012		2013		2014	
	Men's	Women's	Men's	Women's	Men's	Women's
Baseball	33	-	35	-	37	-
Basketball	18	11	17	16	16	17
Cross Country	14	18	15	19	13	18
Track	9	12	11	15	15	16
Golf	9	7	9	7	10	6
Soccer	26	25	26	28	27	26
Swimming	22	20	22	22	20	22
Tennis	11	11	10	10	10	9
Volleyball	-	16	-	13	-	15
<b>Total</b>	<b>142</b>	<b>120</b>	<b>145</b>	<b>130</b>	<b>148</b>	<b>129</b>
	<b>262</b>		<b>275</b>		<b>277</b>	

Includes Freshmen (first-year students)

Students participating in multiple teams are only reported in one sport in this table.

# Tuition, Fees, and Financial Aid

## Undergraduate Tuition and Fees, 2011-12 - 2015-16

	2011-12	2012-13	2013-14	2014-15	2015-16
Tuition	\$30,230	\$31,140	\$32,070	\$33,030	\$34,050
Required fees	\$930	\$930	\$930	\$930	\$1,030
Room	\$5,600	\$5,770	\$5,940	\$6,120	\$6,300
Board	\$4,120	\$4,660	\$4,800	\$4,900	\$5,080
<b>Total</b>	<b>\$40,880</b>	<b>\$42,500</b>	<b>\$43,740</b>	<b>\$44,980</b>	<b>\$46,460</b>

## Graduate Tuition and Fees, 2011-12 - 2015-16

PER CREDIT HOUR	2011-12	2012-13	2013-14	2014-15	2015-16
MBA, MS & Non-degree WCB	\$740	\$740	\$740	\$780	\$799
MBA Off-site	\$818-836	\$818-860	\$836-860	\$810-860	\$810-860
MA, MS, MSN, MHSA & Non-degree	\$576	\$588	\$594	\$600	\$606
MS Executive HRD Program	\$595	\$595	\$595	\$595	\$600
MA Occupational Therapy	\$670	\$684	\$691	\$700	\$707
MA Counseling Programs	\$535	\$546	\$557	\$568	\$579
MEd & Non-degree Licensure/ Endorsement Students	\$520	\$530	\$535	\$540	\$540
MEd - Catholic School Rate	\$330	\$333	\$333	\$335	\$335
MA Montessori - Online PLA	-	-	-	-	\$175
MS Criminal Justice	\$566	\$566	\$575	\$585	\$585
Doctoral Programs (PsyD, EdD, & DNP)	\$730	\$745	\$752	\$760	\$768
Off-campus credit courses	\$405	\$410	\$420	\$430	\$443
Graduate fee, degree seeking full-time	—	\$6	\$6	\$6	\$6
Graduate fee, degree seeking part-time	—	\$3	\$3	\$3	\$3

## Financial Aid Awarded to Undergraduates, 2009-10 - 2013-14

Scholarships/Grants	2009-10	2010-11	2011-12	2012-13	2013-14
Federal	\$3,550,590	\$4,378,382	\$3,765,549	\$3,579,767	\$3,509,143
State	\$802,055	\$713,011	\$714,354	\$754,185	\$633,332
Institutional	\$36,704,535	\$40,537,506	\$46,554,841	\$50,761,383	\$55,335,456
External sources	\$2,806,699	\$2,145,561	\$3,299,299	\$2,991,028	\$2,983,294
<b>Total Scholarships/Grants</b>	<b>\$43,863,879</b>	<b>\$47,774,460</b>	<b>\$54,334,043</b>	<b>\$58,086,363</b>	<b>\$62,461,225</b>
<b>Self-Help</b>					
Student loans from all sources	\$23,007,541	\$22,457,588	\$25,278,696	\$25,875,813	\$26,022,126
Federal Work-Study	\$1,727,935	\$1,055,806	\$1,345,129	\$1,869,983	\$1,483,555
State and other work-study/employe:	\$0	\$0	\$0	\$0	\$0
<b>Total Self-Help</b>	<b>\$24,735,476</b>	<b>\$23,513,394</b>	<b>\$26,623,825</b>	<b>\$27,745,796</b>	<b>\$27,505,681</b>
<b>Other</b>					
Parent Loans	\$6,004,851	\$7,494,386	\$7,803,762	\$7,838,101	\$8,450,346
Tuition Waivers	\$3,872,626	\$4,278,020	\$4,618,384	\$4,856,854	\$4,529,338
Athletic Awards	\$3,258,592	\$3,561,937	\$3,289,776	\$3,242,965	\$3,451,047
<b>Total Other</b>	<b>\$13,136,069</b>	<b>\$15,334,343</b>	<b>\$15,711,922</b>	<b>\$15,937,920</b>	<b>\$16,430,731</b>

## Undergraduate Tuition Discount Rate, 2010-11 - 2014-15

	2010-11	2011-12	2012-13	2013-14	2014-15
First-Time Full-Time Degree-Seeking	44.6%	46.6%	46.8%	50.9%	53.7%*
All Undergraduates	37.0%	41.4%	41.3%	44.8%	46.7%*

\*Estimated

## Financial Aid Snapshot, 2013-14

### First-Time Full-Time Degree-Seeking Undergraduates

TYPE OF AID	NUMBER	PERCENT	TOTAL \$	AVERAGE \$
Any student financial aid*	1,280	100%	-	-
Grant or scholarship aid	1,280	100%	\$23,845,628	\$18,629
Federal grants	240	19%	\$1,068,170	\$4,451
Pell grants	240	19%	\$989,070	\$4,121
Other federal grants	146	11%	\$79,100	\$542
State/local government grant or scholarships	81	6%	\$168,480	\$2,080
Institutional grants or scholarships	1,280	100%	\$22,608,978	\$17,663
Student loan aid	857	67%	\$7,226,244	\$8,432
Federal student loans	851	66%	\$5,198,912	\$6,109
Other student loans	118	9%	\$2,027,332	\$17,181

\*Includes students receiving Federal work study aid and aid from other sources not listed above.

### All Undergraduates

TYPE OF AID	NUMBER	PERCENT	TOTAL \$	AVERAGE \$
Grant or scholarship aid*	4,212	91%	\$66,723,329	\$15,841
Pell grants	811	18%	\$3,225,034	\$3,977
Federal student loans	2,629	57%	\$18,848,701	\$7,170

\*Grant or scholarship aid received, from the federal government, state or local government, the institution, and other sources known by the institution.

## Net Price, 2011-12 - 2013-14

### Full-time beginning undergraduate student who were awarded grant or scholarship from federal, state or local governments, or the institution.

	2011-12	2012-13	2013-14
Average net price	\$27,948	\$28,182	\$28,111

### Full-time beginning undergraduate students who were awarded Title IV aid by income.

AVERAGE NET PRICE BY INCOME	2011-12	2012-13	2013-14
\$0 - \$30,000	\$24,222	\$23,563	\$23,594
\$30,001 - \$48,000	\$24,533	\$24,952	\$24,563
\$48,001 - \$75,000	\$27,906	\$27,246	\$25,976
\$75,001 - \$110,000	\$28,504	\$28,924	\$28,395
\$110,001 and more	\$29,356	\$29,669	\$29,656

- Average net price is generated by subtracting the average amount of federal, state/local government, or institutional grant or scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the weighted average for room and board and other expenses.

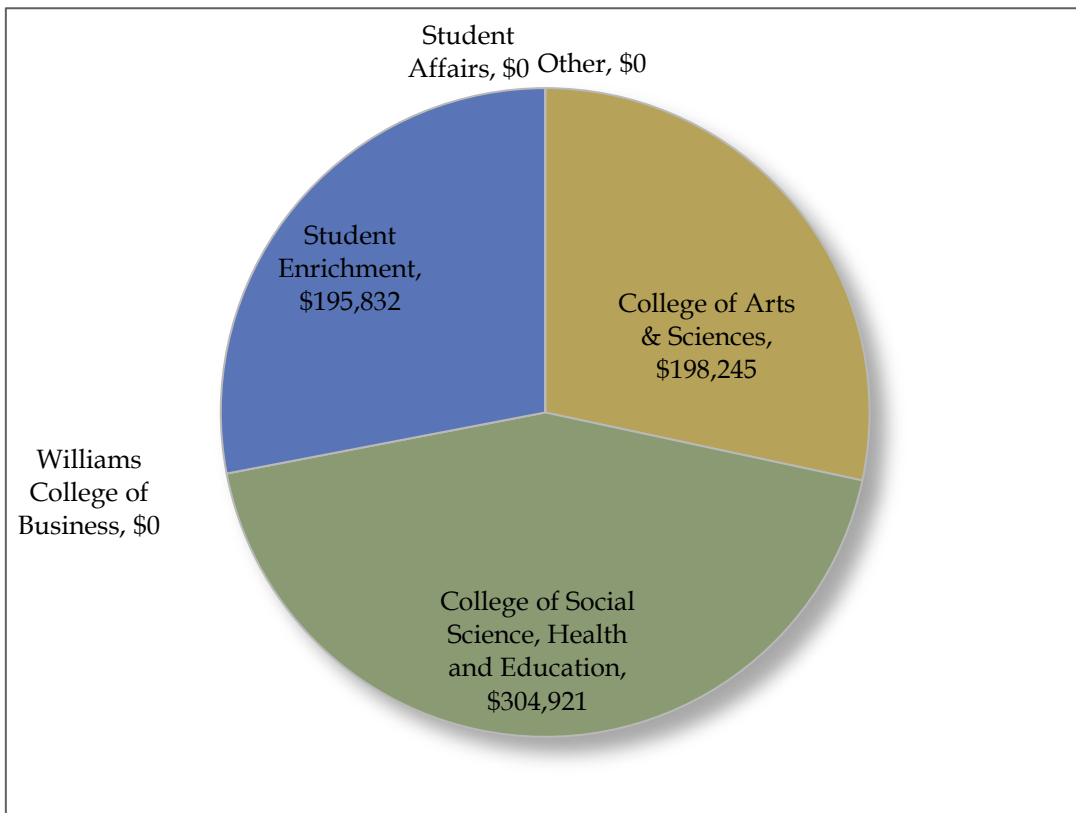
- Title IV aid to students includes grant aid, work study aid, and loan aid. For those Title IV recipients, net price is reported by income category and includes students who received federal aid even if none of that aid was provided in the form of grants. While Title IV status defines the cohort of student for which the data are reported, the definition of net price remains the same - total cost of attendance minus grant aid.

# Sponsored Projects

As reported by Grant Services, Xavier University

## Government Expenditures by Area, Fiscal Year 2014

Area	Dollars	Percentage
College of Arts & Sciences	\$198,245	28%
College of Social Science, Health and Education	\$304,921	44%
Williams College of Business	\$0	0%
Student Enrichment	\$195,832	28%
Student Affairs	\$0	0%
Other	\$0	0%
<b>Total Expenditures</b>	<b>\$698,998</b>	<b>100%</b>



# Library and Technology

---

## Library

### Titles in Library, 2010-2014

	2010	2011	2012	2013	2014
Books, serial backfiles, and other paper materials (inc. government documents)	359,899	351,913	357,043	352,832	273,892
Current serials	86,539	62,558	58,509	102,003	146,719
E-Books	85,095	118,525	122,213	79,762	371,358
Microforms	751,857	752,108	752,229	752,156	21,551
Audiovisual materials	7,564	9,985	13,936	10,098	6,313

## Technology

### Computer Networking and Facilities, Fall 2010-2014

	2010	2011	2012	2013	2014
Number of computers available to all students	320	340	340	450	450
Number of ports available on campus for general student use	8,000	10,128	10,128	10,128	10,128
Number of computer labs, classrooms, etc. with computer access	10	10	39	39	39
Average number of computers per lab	21	21	25	25	25
Percent of publicly accessible PCs	75%	75%	90%	90%	90%
Percent of publicly accessible Macs	25%	25%	10%	10%	10%
Percent of undergraduates that own computers	94%	94%	94%	94%	94%
Percent of wireless access in:					
Classrooms	100%	100%	100%	100%	100%
Dorms	100%	100%	100%	100%	100%
Student union	100%	100%	100%	100%	100%
Library	100%	100%	100%	100%	100%
Dining areas	100%	100%	100%	100%	100%
Common outdoor areas	100%	100%	100%	100%	100%

# Physical Plant

## Physical Plant Size, 2010-2014

	2010	2011	2012	2013	2014
Acreage	180	180	180	189	191.15
Square footage (millions)	2.0	2.2	2.2	2.2	2.3

## Physical Plant Building Count, 2010-2014

	2010	2011	2012	2013	2014
Dormitories	11	12	12	12	12
Academic/Administrative	24	24	27	27	28
Student Services	7	7	10	10	12
Maintenance	3	2	2	2	2
Jesuit Residence	1	1	1	1	1
<b>Total Building Count</b>	<b>46</b>	<b>46</b>	<b>52</b>	<b>52</b>	<b>55</b>



# Income and Expenses

As reported to IPEDS (federal reporting)

## Highlights of Financial Operations, 2009-10 - 2013-14

Core Revenues	2009-10	2010-11	2011-12	2012-13	2013-14
Tuition and fees	\$96,736,237	\$102,276,062	\$102,553,166	\$102,780,955	\$102,539,602
Government appropriations	\$0	\$0	\$0	\$0	\$0
Government grants and contracts	\$2,162,215	\$2,226,016	\$2,021,520	\$1,885,868	\$1,850,229
Private gifts, grants, and contracts	\$22,032,784	\$18,042,325	\$15,824,825	\$14,836,560	\$23,603,639
Investment return	\$16,466,699	\$23,174,550	(\$1,900,878)	\$16,564,994	\$24,406,158
Other core revenues	\$7,563,309	\$8,760,810	\$11,128,813	\$8,407,638	\$19,856,781
<b>Total core revenues</b>	<b>\$144,961,244</b>	<b>\$154,479,763</b>	<b>\$129,627,446</b>	<b>\$144,476,015</b>	<b>\$172,256,409</b>
Sales/services of auxiliary enterprises	\$23,678,073	\$25,316,495	\$30,186,458	\$30,422,137	\$27,542,524
<b>Total revenues</b>	<b>\$168,639,317</b>	<b>\$179,796,258</b>	<b>\$159,813,904</b>	<b>\$174,898,152</b>	<b>\$199,798,933</b>

### Core Revenues per FTE Enrollment

Tuition and fees	\$14,947	\$16,193	\$16,069	\$16,524	\$16,573
Government appropriations	\$0	\$0	\$0	\$0	\$0
Government grants and contracts	\$334	\$352	\$317	\$303	\$299
Private gifts, grants, and contracts	\$3,404	\$2,857	\$2,480	\$2,385	\$3,815
Investment return	\$2,544	\$3,669	(\$298)	\$2,663	\$3,945
Other core revenues	\$1,169	\$1,387	\$1,744	\$1,352	\$3,209
<b>Total core revenues per FTE</b>	<b>\$22,398</b>	<b>\$24,458</b>	<b>\$20,312</b>	<b>\$23,227</b>	<b>\$27,841</b>

### Core Expenses

	2009-10	2010-11	2011-12	2012-13	2013-14
Instruction	\$52,312,845	\$58,246,138	\$61,434,783	\$63,425,616	\$62,342,449
Research	\$0	\$0	\$0	\$0	\$0
Public service	\$1,706,279	\$1,726,655	\$2,387,398	\$1,568,567	\$1,308,970
Academic support	\$9,162,556	\$9,943,683	\$9,504,877	\$11,600,716	\$10,875,921
Institutional support	\$29,943,817	\$30,771,638	\$34,191,394	\$32,173,324	\$30,048,668
Student services	\$23,619,206	\$25,582,120	\$27,504,601	\$26,983,589	\$28,251,414
Other core expenses	\$1	\$0	\$0	\$0	\$0
<b>Total core expenses</b>	<b>\$116,744,704</b>	<b>\$126,270,234</b>	<b>\$135,023,053</b>	<b>\$135,751,812</b>	<b>\$132,827,422</b>
Auxiliary enterprises	\$27,705,600	\$30,874,118	\$30,576,348	\$29,077,269	\$29,504,152
<b>Total expenses</b>	<b>\$144,450,304</b>	<b>\$157,144,352</b>	<b>\$165,599,401</b>	<b>\$164,829,081</b>	<b>\$162,331,574</b>

### Core Expenses per FTE Enrollment

Instruction	\$8,083	\$9,222	\$9,626	\$10,197	\$10,076
Research	\$0	\$0	\$0	\$0	\$0
Public service	\$264	\$273	\$374	\$252	\$212
Academic support	\$1,416	\$1,574	\$1,489	\$1,865	\$1,758
Institutional support	\$4,627	\$4,872	\$5,357	\$5,173	\$4,857
Student services	\$3,649	\$4,050	\$4,310	\$4,338	\$4,566
Other core expenses	\$0	\$0	\$0	\$0	\$0
<b>Total core expenses per FTE</b>	<b>\$18,039</b>	<b>\$19,991</b>	<b>\$21,156</b>	<b>\$21,825</b>	<b>\$21,469</b>

For definitions, go to: <https://surveys.nces.ed.gov/ipeds/VisGlossary.aspx>



# Endowment

As reported by Xavier University Treasurer

## Endowment Assets, Fiscal Year 2010-2014

	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
Endowment assets, including life income funds (\$ Millions)	\$102.8	\$121.4	\$119.5	\$134.6	\$155.4
<i>Asset Allocation</i>					
Short-term investments	0.2%	0.1%	0.1%	0.7%	0.9%
Fixed income	25.9%	26.1%	28.5%	24.7%	18.7%
Global equities	59.8%	61.4%	57.8%	62.8%	57.7%
Hedge funds	11.3%	9.9%	10.9%	10.6%	13.1%
Private equities	2.8%	2.5%	2.7%	1.2%	1.8%
Real assets	0.0%	0.0%	0.0%	0.0%	7.8%
Split interest agreements	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

