

## Fall Enrollment 2021-22

Institution: Missouri Western State University (178387)

User ID: P1783871

### Overview

#### Fall Enrollment Overview

The Fall Enrollment component collects student enrollment counts by level of student, enrollment status, gender and race/ethnicity. In addition, first-time student retention rates and the student-to-faculty ratio are collected. Enrollment by age is required in odd-numbered years, and enrollment by residence of first-time undergraduates is required in even-numbered years.

Institutions operating on a traditional academic year calendar (semester, trimester, quarter, or 4-1-4) report Fall enrollment as of the institution's official fall reporting date or October 15. Institutions operating on a calendar that differs by program or that enrolls students on a continuous basis (referred to as program reporters) report Fall enrollment as students enrolled any time during the period August 1 and October 31.

#### Data reporting reminders:

- Part B, Enrollment of students by age, is **required** this year.
- Part C, Residence of first-time degree/certificate-seeking undergraduates, is **optional** this year.
- For reporting students studying in consortium agreements, please refer to the Resource page at <https://nces.ed.gov/ipeds/report-your-data/data-tip-sheet-reporting-data-consortium-institutions>.

#### Changes to reporting for 2021-22:

There are no changes to this survey component.

#### 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**.

## Part Selection

Completion of Part C (Residence of First-Time Degree/Certificate-Seeking Undergraduates) is optional this year.

### **Do you wish to complete Part C this year?**

If you select 'Yes', you will be expected to complete the Part C screens.

If you select 'No', you will skip Part C.

- No, I will not complete Part C
- Yes, I will complete Part C

Part A - Fall Enrollment for Full-Time Undergraduate Students

Enrollment as of the institution's official fall reporting date or as of **October 15, 2021**

Full-time Undergraduate Students

Reporting Reminders:

- 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**

Enrolled for <u>credit</u>	Degree/certificate-seeking			Total degree/certificate-seeking	Non-degree/ non-certificate-seeking	Total, <u>Full-time undergraduate</u> students
	First-time	Non-first-time				
		Transfer-in	Continuing/ Returning			
<u>Nonresident alien</u>	1		14	15		15
<u>Hispanic/Latino</u>			19	19		19
<u>American Indian or Alaska Native</u>			5	5		5
<u>Asian</u>	3		13	16		16
<u>Black or African American</u>	54	11	95	160	1	161
<u>Native Hawaiian or Other Pacific Islander</u>	1		1	2		2
<u>White</u>	118	49	467	634	22	656
Two or more races	25	6	65	96	4	100
<u>Race and ethnicity unknown</u>	2	2	15	19		19
<b>Total men</b>	<b>204</b>	<b>68</b>	<b>694</b>	<b>966</b>	<b>27</b>	<b>993</b>
Total men prior year	254	73	842	1,169	15	1,184

**Women**

Enrolled for <u>credit</u>	Degree/certificate-seeking			Total degree/certificate-seeking	Non-degree/ non-certificate-seeking	Total, <u>Full-time undergraduate</u> students
	First-time	Non-first-time				
		Transfer-in	Continuing/ Returning			
<u>Nonresident alien</u>	4	3	15	22	2	24
<u>Hispanic/Latino</u>	7	1	33	41	1	42
<u>American Indian or Alaska Native</u>	2	2	6	10	1	11
<u>Asian</u>	9	5	19	33		33
<u>Black or African American</u>	41	7	111	159		159
<u>Native Hawaiian or Other Pacific Islander</u>			3	3		3
<u>White</u>	235	75	835	1,145	16	1,161
Two or more races	32	10	78	120		120
<u>Race and ethnicity unknown</u>	4	2	26	32	1	33

<b>Total women</b>	<b>334</b>	<b>105</b>	<b>1,126</b>	<b>1,565</b>	<b>21</b>	<b>1,586</b>
Total women prior year	377	115	1,339	1,831	24	1,855

<b>Grand total (men+women)</b>	<b>538</b>	<b>173</b>	<b>1,820</b>	<b>2,531</b>	<b>48</b>	<b>2,579</b>
Grand total (men+women) prior year	631	188	2,181	3,000	39	3,039

Part A - Fall Enrollment for Part-time Undergraduate Students

Enrollment as of the institution's official fall reporting date or as of **October 15, 2021**

Part-time Undergraduate Students

Reporting Reminders:

- 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**

Enrolled for <u>credit</u>	Degree/certificate-seeking			Total degree/certificate-seeking	Non-degree/ non-certificate-seeking	Total, <u>part-time undergraduate</u> students
	First-time	Non-first-time				
		Transfer-in	Continuing/ Returning			
<u>Nonresident alien</u>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<b>2</b>	<input type="text"/>	<b>2</b>
<u>Hispanic/Latino</u>	<input type="text"/>	<input type="text"/>	<input type="text" value="6"/>	<b>6</b>	<input type="text" value="4"/>	<b>10</b>
<u>American Indian or Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<b>0</b>	<input type="text" value="1"/>	<b>1</b>
<u>Asian</u>	<input type="text"/>	<input type="text"/>	<input type="text" value="4"/>	<b>4</b>	<input type="text" value="10"/>	<b>14</b>
<u>Black or African American</u>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="25"/>	<b>27</b>	<input type="text" value="27"/>	<b>54</b>
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<b>1</b>	<input type="text" value="2"/>	<b>3</b>
<u>White</u>	<input type="text" value="7"/>	<input type="text" value="8"/>	<input type="text" value="109"/>	<b>124</b>	<input type="text" value="314"/>	<b>438</b>
Two or more races	<input type="text"/>	<input type="text" value="3"/>	<input type="text" value="10"/>	<b>13</b>	<input type="text" value="22"/>	<b>35</b>
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<b>3</b>	<input type="text" value="31"/>	<b>34</b>
<b>Total men</b>	<b>8</b>	<b>12</b>	<b>160</b>	<b>180</b>	<b>411</b>	<b>591</b>
Total men prior year	23	13	172	208	382	590

**Women**

Enrolled for <u>credit</u>	Degree/certificate-seeking			Total degree/certificate-seeking	Non-degree/ non-certificate-seeking	Total, <u>part-time undergraduate</u> students
	First-time	Non-first-time				
		Transfer-in	Continuing/ Returning			
<u>Nonresident alien</u>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<b>2</b>	<input type="text" value="2"/>	<b>4</b>
<u>Hispanic/Latino</u>	<input type="text"/>	<input type="text"/>	<input type="text" value="9"/>	<b>9</b>	<input type="text" value="8"/>	<b>17</b>
<u>American Indian or Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<b>3</b>	<input type="text" value="5"/>	<b>8</b>
<u>Asian</u>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="5"/>	<b>6</b>	<input type="text" value="22"/>	<b>28</b>
<u>Black or African American</u>	<input type="text" value="5"/>	<input type="text" value="1"/>	<input type="text" value="23"/>	<b>29</b>	<input type="text" value="47"/>	<b>76</b>
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<b>1</b>	<input type="text" value="5"/>	<b>6</b>
<u>White</u>	<input type="text" value="16"/>	<input type="text" value="19"/>	<input type="text" value="161"/>	<b>196</b>	<input type="text" value="595"/>	<b>791</b>
Two or more races	<input type="text" value="5"/>	<input type="text" value="4"/>	<input type="text" value="8"/>	<b>17</b>	<input type="text" value="50"/>	<b>67</b>
<u>Race and ethnicity unknown</u>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<b>2</b>	<input type="text" value="50"/>	<b>52</b>

<b>Total women</b>	<b>28</b>	<b>25</b>	<b>212</b>	<b>265</b>	<b>784</b>	<b>1,049</b>
Total women prior year	29	28	265	322	766	1,088

<b>Grand total (men+women)</b>	<b>36</b>	<b>37</b>	<b>372</b>	<b>445</b>	<b>1,195</b>	<b>1,640</b>
Grand total (men+women) prior year	52	41	437	530	1,148	1,678

Part A - Fall Enrollment for Graduate Students

Enrollment as of the institution's official fall reporting date or as of October 15, 2021

Graduate Students

Race/Ethnicity Reporting Reminder:

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

Graduate Student Reporting Reminder:

- Report all postbaccalaureate degree and certificate students as graduate students, including any doctor's-professional practice students (formerly first-professional)
- 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**

Enrolled for <u>credit</u>	Total <u>full-time</u>	Total <u>part-time</u>	Total graduate students
<u>Nonresident alien</u>	<input type="text" value="2"/>	<input type="text" value="1"/>	<b>3</b>
<u>Hispanic/Latino</u>	<input type="text"/>	<input type="text"/>	<b>0</b>
<u>American Indian or Alaska Native</u>	<input type="text"/>	<input type="text"/>	<b>0</b>
<u>Asian</u>	<input type="text"/>	<input type="text"/>	<b>0</b>
<u>Black or African American</u>	<input type="text" value="2"/>	<input type="text" value="2"/>	<b>4</b>
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<b>0</b>
<u>White</u>	<input type="text" value="16"/>	<input type="text" value="28"/>	<b>44</b>
Two or more races	<input type="text" value="2"/>	<input type="text" value="3"/>	<b>5</b>
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<b>0</b>
<b>Total men</b>	<b>22</b>	<b>34</b>	<b>56</b>
Total men prior year	34	36	70

**Women**

Enrolled for <u>credit</u>	Total <u>full-time</u>	Total <u>part-time</u>	Total graduate students
<u>Nonresident alien</u>	<input type="text" value="6"/>	<input type="text"/>	<b>6</b>
<u>Hispanic/Latino</u>	<input type="text"/>	<input type="text"/>	<b>0</b>
<u>American Indian or Alaska Native</u>	<input type="text" value="1"/>	<input type="text"/>	<b>1</b>
<u>Asian</u>	<input type="text"/>	<input type="text" value="1"/>	<b>1</b>
<u>Black or African American</u>	<input type="text" value="1"/>	<input type="text" value="2"/>	<b>3</b>
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<b>0</b>
<u>White</u>	<input type="text" value="27"/>	<input type="text" value="76"/>	<b>103</b>
Two or more races	<input type="text" value="1"/>	<input type="text" value="3"/>	<b>4</b>
<u>Race and ethnicity unknown</u>	<input type="text" value="1"/>	<input type="text" value="1"/>	<b>2</b>
<b>Total women</b>	<b>37</b>	<b>83</b>	<b>120</b>
Total women prior year	33	91	124

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<b>Grand total (men+women)</b>	<b>59</b>	<b>117</b>	<b>176</b>
Grand total (men+women) prior year	67	127	194



Part A - Fall Enrollment by Distance Education Status

Enrollment as of the institution's official fall reporting date or as of October 15, 2021

	Undergraduate Students		Graduate Students
	Degree/certificate-seeking	Non-degree/non-certificate-seeking	
ⓘ Enrolled <i>exclusively</i> in <u>distance education courses</u>	236	30	80
Enrolled in <i>at least one</i> but not all distance education courses	1,785	94	65
<i>Not enrolled</i> in any distance education courses	<b>955</b>	<b>1,119</b>	<b>31</b>
<b>Total (from prior part A screens)</b>	<b>2,976</b>	<b>1,243</b>	<b>176</b>

ⓘ 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).

Part A - Fall Enrollment by Distance Education Status

Of those students *exclusively* enrolled in distance education courses, report the number that are:

		Undergraduate Students		Graduate Students
		Degree/certificate-seeking	Non-degree/non-certificate-seeking	
Located in	MO	<input type="text" value="202"/>	<input checked="" type="checkbox"/> <input type="text" value="30"/>	<input type="text" value="56"/>
Located in the U.S. but not in	MO	<input type="text" value="33"/>	<input type="text" value="0"/>	<input type="text" value="23"/>
Located in the U.S. but state/jurisdiction unknown		<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Located outside the U.S.		<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="1"/>
Location unknown/unreported		<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<b>Total students exclusively enrolled in distance education (from section above)</b>		<b>236</b>	<b>30</b>	<b>80</b>

## Part A - Fall Enrollment Summary

## Fall Enrollment Summary

## Men

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
<u>Nonresident alien</u>	17	3	<b>20</b>
<u>Hispanic/Latino</u>	19	10	<b>29</b>
<u>American Indian or Alaska Native</u>	5	1	<b>6</b>
<u>Asian</u>	16	14	<b>30</b>
<u>Black or African American</u>	163	56	<b>219</b>
<u>Native Hawaiian or Other Pacific Islander</u>	2	3	<b>5</b>
<u>White</u>	672	466	<b>1,138</b>
Two or more races	102	38	<b>140</b>
<u>Race and ethnicity unknown</u>	19	34	<b>53</b>
<b>Total men</b>	<b>1,015</b>	<b>625</b>	<b>1,640</b>

## Women

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
<u>Nonresident alien</u>	30	4	<b>34</b>
<u>Hispanic/Latino</u>	42	17	<b>59</b>
<u>American Indian or Alaska Native</u>	12	8	<b>20</b>
<u>Asian</u>	33	29	<b>62</b>
<u>Black or African American</u>	160	78	<b>238</b>
<u>Native Hawaiian or Other Pacific Islander</u>	3	6	<b>9</b>
<u>White</u>	1,188	867	<b>2,055</b>
Two or more races	121	70	<b>191</b>
<u>Race and ethnicity unknown</u>	34	53	<b>87</b>
<b>Total women</b>	<b>1,623</b>	<b>1,132</b>	<b>2,755</b>

<b>Grand Total (men+women)</b>	<b>2,638</b>	<b>1,757</b>	<b>4,395</b>
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## Part B - Fall Enrollment by Age and Gender for Full-time Undergraduate Students

Enrollment as of the institution's official fall reporting date or as of October 15, 2021

Age	Full-time Undergraduate Students	
	Men	Women
Under 18	8	19
18-19	308	513
20-21	375	619
22-24	219	282
25-29	49	60
30-34	17	39
35-39	7	25
40-49	6	22
50-64	4	7
65 and over		
Age unknown/unreported	0	0
<b>Total full-time undergraduate students (from part A)</b>	<b>993</b>	<b>1,586</b>

## Part B - Fall Enrollment by Age and Gender for Part-time Undergraduate Students

Enrollment as of the institution's official fall reporting date or as of October 15, 2021

Age	Part-time Undergraduate Students	
	Men	Women
Under 18	351	696
18-19	59	105
20-21	29	46
22-24	72	60
25-29	32	52
30-34	16	25
35-39	9	19
40-49	13	23
50-64	6	14
65 and over	4	9
Age unknown/unreported	0	0
<b>Total part-time undergraduate students (from part A)</b>	<b>591</b>	<b>1,049</b>

Part B - Fall Enrollment by Age and Gender for Full-time Graduate Students

Enrollment as of the institution's official fall reporting date or as of October 15, 2021

Age	Full-time Graduate Students	
	Men	Women
Under 18	<input type="text"/>	<input type="text"/>
18-19	<input type="text"/>	<input type="text"/>
20-21	<input type="text"/>	<input type="text" value="1"/>
22-24	<input type="text" value="13"/>	<input type="text" value="26"/>
25-29	<input type="text" value="6"/>	<input type="text" value="8"/>
30-34	<input type="text" value="3"/>	<input type="text"/>
35-39	<input type="text"/>	<input type="text" value="1"/>
40-49	<input type="text"/>	<input type="text" value="1"/>
50-64	<input type="text"/>	<input type="text"/>
65 and over	<input type="text"/>	<input type="text"/>
Age unknown/unreported	0	0
<b>Total full-time graduate students (from part A)</b>	<b>22</b>	<b>37</b>

Part B - Fall Enrollment by Age and Gender for Part-time Graduate Students

Enrollment as of the institution's official fall reporting date or as of October 15, 2021

Age	Part-time Graduate Students	
	Men	Women
Under 18	<input type="text"/>	<input type="text"/>
18-19	<input type="text"/>	<input type="text"/>
20-21	<input type="text"/>	<input type="text"/>
22-24	<input type="text" value="12"/>	<input type="text" value="15"/>
25-29	<input type="text" value="7"/>	<input type="text" value="16"/>
30-34	<input type="text" value="7"/>	<input type="text" value="9"/>
35-39	<input type="text" value="4"/>	<input type="text" value="18"/>
40-49	<input type="text" value="3"/>	<input type="text" value="18"/>
50-64	<input type="text" value="1"/>	<input type="text" value="7"/>
65 and over	<input type="text"/>	<input type="text"/>
Age unknown/unreported	0	0
<b>Total part-time graduate students (from part A)</b>	<b>34</b>	<b>83</b>

## Part C - Screening Question

**Did any of your first-time degree/certificate-seeking undergraduate students (reported in Part A) enroll within 12 months of graduating high school or receiving their GED?**

- No, we do not have any first-time students who enrolled within 12 months of their high school graduation.
- Yes, we have first-time students who enrolled within 12 months of their high school graduation.

**⊕**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).



Part C - Residence of First-time Undergraduates

Enrollment as of the institution's **official fall reporting date** or as of **October 15, 2021**

NOTE: These data are **optional** this year.

Enter **at least one** zero, where applicable, to verify that the screen has not been skipped.

State of <u>residence</u> when student was first admitted	FIPS Code	ⓘ Total <u>first-time</u> degree/certificate-seeking undergraduates (1)	Of students in column 1, those who enrolled within 12 months of high school graduation or receiving their GED (2)
Alabama	01	<input type="text" value="1"/>	<input type="text" value="1"/>
Alaska	02	<input type="text"/>	<input type="text"/>
Arizona	04	<input type="text"/>	<input type="text"/>
Arkansas	05	<input type="text" value="1"/>	<input type="text" value="1"/>
California	06	<input type="text" value="2"/>	<input type="text" value="1"/>
Colorado	08	<input type="text" value="5"/>	<input type="text" value="4"/>
Connecticut	09	<input type="text"/>	<input type="text"/>
Delaware	10	<input type="text"/>	<input type="text"/>
District of Columbia	11	<input type="text"/>	<input type="text"/>
Florida	12	<input type="text" value="1"/>	<input type="text" value="1"/>
Georgia	13	<input type="text" value="1"/>	<input type="text" value="1"/>
Hawaii	15	<input type="text"/>	<input type="text"/>
Idaho	16	<input type="text"/>	<input type="text"/>
Illinois	17	<input type="text" value="8"/>	<input type="text" value="8"/>
Indiana	18	<input type="text"/>	<input type="text"/>
Iowa	19	<input type="text" value="12"/>	<input type="text" value="11"/>
Kansas	20	<input type="text" value="26"/>	<input type="text" value="24"/>
Kentucky	21	<input type="text" value="2"/>	<input type="text" value="1"/>
Louisiana	22	<input type="text"/>	<input type="text"/>
Maine	23	<input type="text"/>	<input type="text"/>

Part C - Residence of First-time Undergraduates

Enrollment as of the institution's **official fall reporting date** or as of **October 15, 2021**

NOTE: These data are **optional** this year.

Enter **at least one** zero, where applicable, to verify that the screen has not been skipped.

State of <u>residence</u> when student was first admitted	FIPS Code	Total <u>first-time</u> degree/certificate-seeking undergraduates (1)	Of students in column 1, those who enrolled within 12 months of high school graduation or receiving their GED (2)
Maryland	24	<input type="text"/>	<input type="text"/>
Massachusetts	25	<input type="text" value="1"/>	<input type="text" value="1"/>
Michigan	26	<input type="text"/>	<input type="text"/>
Minnesota	27	<input type="text" value="1"/>	<input type="text" value="1"/>
Mississippi	28	<input type="text"/>	<input type="text"/>
Missouri	29	<input type="text" value="471"/>	<input type="text" value="407"/>
Montana	30	<input type="text"/>	<input type="text"/>
Nebraska	31	<input type="text" value="14"/>	<input type="text" value="14"/>
Nevada	32	<input type="text"/>	<input type="text"/>
New Hampshire	33	<input type="text"/>	<input type="text"/>
New Jersey	34	<input type="text"/>	<input type="text"/>
New Mexico	35	<input type="text"/>	<input type="text"/>
New York	36	<input type="text" value="1"/>	<input type="text"/>
North Carolina	37	<input type="text"/>	<input type="text"/>
North Dakota	38	<input type="text"/>	<input type="text"/>
Ohio	39	<input type="text"/>	<input type="text"/>
Oklahoma	40	<input type="text" value="3"/>	<input type="text" value="3"/>
Oregon	41	<input type="text"/>	<input type="text"/>
Pennsylvania	42	<input type="text"/>	<input type="text"/>
Rhode Island	44	<input type="text"/>	<input type="text"/>


### Part C - Residence of First-time Undergraduates

**Enrollment as of the institution's official fall reporting date or as of October 15, 2021**

NOTE: These data are **optional** this year.

Enter **at least one** zero, where applicable, to verify that the screen has not been skipped.

State of <u>residence</u> when student was first admitted	FIPS Code	Total <u>first-time</u> degree/certificate-seeking undergraduates (1)	Of students in column 1, those who enrolled within 12 months of high school graduation or receiving their GED (2)
South Carolina	45	<input type="text"/>	<input type="text"/>
South Dakota	46	<input type="text" value="2"/>	<input type="text" value="2"/>
Tennessee	47	<input type="text" value="6"/>	<input type="text" value="6"/>
Texas	48	<input type="text" value="10"/>	<input type="text" value="10"/>
Utah	49	<input type="text"/>	<input type="text"/>
Vermont	50	<input type="text"/>	<input type="text"/>
Virginia	51	<input type="text"/>	<input type="text"/>
Washington	53	<input type="text"/>	<input type="text"/>
West Virginia	54	<input type="text"/>	<input type="text"/>
Wisconsin	55	<input type="text"/>	<input type="text"/>
Wyoming	56	<input type="text"/>	<input type="text"/>
<u>State Unknown</u>	57	<input type="text"/>	<input type="text"/>
American Samoa	60	<input type="text"/>	<input type="text"/>
Federated States of Micronesia	64	<input type="text"/>	<input type="text"/>
Guam	66	<input type="text"/>	<input type="text"/>
Marshall Islands	68	<input type="text"/>	<input type="text"/>
Northern Marianas	69	<input type="text"/>	<input type="text"/>
Palau	70	<input type="text"/>	<input type="text"/>
Puerto Rico	72	<input type="text"/>	<input type="text"/>
Virgin Islands	78	<input type="text"/>	<input type="text"/>
Foreign Countries	90	<input type="text" value="6"/>	<input type="text" value="4"/>
Residence unknown/unreported	98	0	
<b>Total first-time degree/certificate-seeking undergraduates (from Part A)</b>		<b>574</b>	<b>501</b>

 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).



## Part D - Total Undergraduate Entering Class

**Total Undergraduate Entering Class, Fall 2021**

D1	Total full-time, first-time degree/certificate-seeking <u>undergraduates</u> from Part A (GR <u>cohort</u> )	538
D2	Total <u>first-time</u> degree/certificate-seeking undergraduates (full-time + part-time) from Part A	<b>574</b>
D3	Total <u>transfer-in (non-first-time entering)</u> , degree/certificate-seeking undergraduates (full-time + part-time) from Part A	<b>210</b>
D4	Total <u>non-degree/non-certificate-seeking</u> undergraduates (full-time + part-time) from Part A	<b>1,243</b>
D5	Of the total non-degree/non-certificate-seeking undergraduates displayed on line D4, <b>the number that are new to the institution in Fall 2021</b>	873
D6	Total <u>entering students</u> at the undergraduate level <b>Note:</b> This is calculated as first-time students (line D2) + students transferring to the institution (line D3) + non-degree/non-certificate-seeking undergraduates entering in Fall 2021 (line D5).	<b>1,657</b>
D7	Percentage of undergraduate entering class represented by your GR <u>cohort</u> (line D1/line D6)	<b>32</b>

## Part E - First-time Bachelor's Cohort Retention Rates (Full-time)

### **Retention Rates - Full-time, First-time Bachelor's Cohort from Fall 2020**


Academic reporters determine the cohort and retention as of the institution's official fall reporting date or as of October 15. Program reporters determine the cohort with enrollment any time between August 1 and October 31, 2020 and retention based on August 1, 2021.

The retention rate is calculated by the system after clicking "Save" on the screen. Exclusions are subtracted from and inclusions are added to the original cohort and the resulting adjusted cohort is used for calculating the retention rate.

#### Retention Data Reporting Reminders:

- Include only **full-time, first-time bachelor's** students in this cohort.
- Determine the full-time cohort using Fall 2020 status (e.g., if a student was full-time in Fall 2020, report them in the full-time cohort regardless of their Fall 2021 status).
- If there are no students to report in the cohort, enter zero. Do not leave the field blank.
- Report in the exclusions box (line E2a) the number of students from the cohort who left the institution for any of the following reasons: died or were totally and permanently disabled; to serve in the armed forces (including those called to active duty); to serve with a foreign aid service of the Federal Government (e.g., Peace Corps); or to serve on official church missions.
- Report in the inclusion box (line E2b) first-time bachelor's-seeking study abroad students who were excluded from the first-time cohort (line E1) but who have re-enrolled at the institution their second year.

FULL-TIME, FIRST-TIME BACHELOR'S COHORT RETENTION:			Prior year data (Fall 2019 cohort)	
<b>E1</b>	Full-time, first-time Fall 2020 bachelor's cohort	<input checked="" type="checkbox"/> <input type="text" value="616"/>	885	
<b>E2a</b>	<u>Exclusions</u> from the Fall 2020 cohort	<input type="text" value="0"/>	0	
<b>E2b</b>	Inclusion to the Fall 2020 cohort	<input type="text" value="0"/>	0	
<b>E3</b>	<b>Adjusted</b> Fall 2020 cohort (line E1- E2a + E2b)	<b>616</b>	885	
<b>E4</b>	Students from Fall 2020 cohort <b>still enrolled</b> as of Fall 2021	<input type="text" value="371"/>	558	
<b>E5</b>	Full-time, first-time Fall 2020 bachelor's cohort retention rate (line E4 / line E3)	<b>60 %</b>	63 %	

 The notes below provide context for the data you've reported above and **may** be posted on the College Navigator website. Choose one option that best explains your data or choose "Not Applicable" if you do not wish to provide context notes. If none of the options provided explain your institution's data, then choose "Other" and write your own context notes. 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).

## Part E - First-time Bachelor's Cohort Retention Rates (Part-time)

### **Retention Rates - Part-time, First-time Bachelor's Cohort from Fall 2020**


Academic reporters determine the cohort and retention as of the institution's official fall reporting date or as of October 15. Program reporters determine the cohort with enrollment any time between August 1 and October 31, 2020 and retention based on August 1, 2021.

The retention rate is calculated by the system after clicking "Save" on the screen. Exclusions are subtracted from the original cohort and the resulting adjusted cohort is used for calculating the retention rate.

#### Retention Data Reporting Reminders:

- Include only **part-time, first-time bachelor's-seeking** students in this cohort.
- Determine part-time using Fall 2020 attendance status (e.g., if a student was part-time in Fall 2020, report them in the part-time cohort regardless of their Fall 2021 status).
- If there are no students to report in the cohort, enter zero. Do not leave the field blank.
- Report in the exclusions box (line E7a) the number of students from the cohort who left the institution for any of the following reasons: died or were totally and permanently disabled; to serve in the armed forces (including those called to active duty); to serve with a foreign aid service of the Federal Government (e.g., Peace Corps); or to serve on official church missions.
- Report in the inclusion box (line E7b) first-time bachelor's-seeking study abroad students who were excluded from the first-time cohort (line E6) but who have re-enrolled at the institution their second year.

PART-TIME, FIRST-TIME BACHELOR'S COHORT RETENTION:		Prior year data (Fall 2019 cohort)	
<b>E6</b>	Part-time, first-time Fall 2020 bachelor's cohort	<input type="text" value="49"/>	61
<b>E7a</b>	<u>Exclusions</u> from the Fall 2020 cohort	<input type="text" value="0"/>	0
<b>E7b</b>	Inclusions to the Fall 2020 cohort	<input type="text" value="0"/>	0
<b>E8</b>	<b>Adjusted</b> Fall 2020 cohort (line E6 - E7a + E7b)	<b>49</b>	61
<b>E9</b>	Students from Fall 2020 cohort <b>still enrolled</b> as of Fall 2021	<input type="text" value="15"/>	13
<b>E10</b>	Part-time, first-time Fall 2020 bachelor's cohort retention rate (line E9 / line E8)	<b>31</b> %	21 %

 The notes below provide context for the data you've reported above and **may** be posted on the College Navigator website. Choose one option that best explains your data or choose "Not Applicable" if you do not wish to provide context notes. If none of the options provided explain your institution's data, then choose "Other" and write your own context notes. 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).

## Part F - Student-to-Faculty Ratio

### Student-to-Faculty Ratio

Please provide your institution's student-to-faculty ratio (i.e., student-to-instructional staff) for undergraduate programs for Fall 2021. The student-to-faculty ratio and any accompanying context that is provided will be displayed on College Navigator.

Note: Logic in this item is similar to item I-2 from the Common Data Set data collection.


Click [here](#) to use a worksheet to help you determine the student-to-faculty ratio

Student-to-faculty ratio

to 1

Student-to-faculty ratio prior year

16 to 1

 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).



## 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 type="radio"/>	Keyholder	<input type="radio"/>	SFA Contact
<input type="radio"/>	Finance Contact	<input type="radio"/>	Academic Library Contact
<input type="radio"/>		<input type="radio"/>	HR Contact
<input type="radio"/>		<input type="radio"/>	Other
Name: <input type="text"/>			
Email: <input type="text"/>			

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

## Summary

### Fall Enrollment Survey Summary

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). 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 DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the [Data Center](#) and sent to your institution's CEO in November 2021.

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

## Four-Year Institutions with Graduate Students

Student Enrollment	
Total enrollment	4,395
Undergraduate enrollment	4,219
Undergraduate transfer-in enrollment	210
Graduate enrollment	176
Student-to-faculty ratio	17 to 1

Student Characteristics (All Students)	
Percent of all students who are female	63%
Percent of all students by race/ethnicity:	
American Indian or Alaska Native	1%
Asian	2%
Black or African American	10%
Hispanic/Latino	2%
Native Hawaiian or Pacific Islander	0%
White	73%
Two or More Races	8%
Race and ethnicity unknown	3%
Nonresident alien	1%

Undergraduate Student Characteristics	
Percent of undergraduates who are female	62%
Percent of undergraduates who are full-time	61%
Percent of undergraduates by race/ethnicity:	
American Indian or Alaska Native	1%
Asian	2%
Black or African American	11%
Hispanic/Latino	2%
Native Hawaiian or Pacific Islander	0%
White	72%
Two or More Races	8%
Race and ethnicity unknown	3%
Nonresident alien	1%

Undergraduate Retention and Graduation Rate Cohort	
First-time, full-time bachelor's seeking student retention rate	60%
First-time, part-time bachelor's seeking student retention rate	31%

Graduation rate cohort as percent of total entering students	32%

<b>Graduate Student Characteristics</b>	
Percent of graduate students who are female	68%
Percent of graduate students who are full-time	34%

## Edit Report

## Fall Enrollment

Source	Description	Severity	Resolved	Options
<b>Screen: Part A - Fall Enrollment by Distance Education Status</b>				
Perform Edits	All undergraduate non-degree/non-certificate-seeking students exclusively enrolled in distance education courses are not expected to be reported under the same location category. Please correct your data or explain. (Error #6171)	Explanation	Yes	
Reason	We are a regional institution and the majority of our enrollment comes from our 10 primary service counties. Consequently, it's not surprising that all our non-degree seeking students are coming from MO.			
Related Screens	Distance Education Status 1, Distance Education Status 2			
<b>Screen: Part E - First-time Bachelor's Cohort Retention Rates (Full-time)</b>				
Upload File	The full-time, first-time bachelor's cohort reported in Part E (616) is outside the expected range when compared with the prior year value (Fall 2019 cohort). Please correct your data or explain. (Error #6164)	Explanation	Yes	
Reason	Like many other institutions, we suffered a decline in freshman enrollment in Fall 2020 due to the pandemic. Ours was perhaps worse than expected because our institution also underwent financial retrenchment in Spring 2020, resulting in the loss of programs and faculty.			