



FACT BOOK

2019-2020

Eastern Oklahoma State College
Wilburton, OK

Prepared by

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Introduction

Using This Book

The 2019-2020 Fact Book, a publication of the Academic Affairs Office, is designed to provide reliable information about the Institution and the students. Information can be used to evaluate trends. By reviewing the College's historical development and current trends, we may better anticipate a plan for the future.

Every effort has been made to provide accurate and reliable information for each data element presented. Please note the dates on each table when utilizing this information. Data was compiled from internal enrollment reports, information provided by the Human Resources office, data submitted to the Oklahoma State Regents for Higher Education (OSRHE) Unitized Data System (UDS), data submitted to the Integrated Postsecondary Education Data Systems (IPEDS) and the Financial Fiscal Review and Long-term Viability Assessment conducted by Huron Consulting Group at the request of the OSRHE.

About Eastern Oklahoma State College

Eastern Oklahoma State College is a public community college, offering associate degree and certification programs at four locations in southeast Oklahoma to meet the needs of a diverse community of students.

Campus Addresses

Eastern Oklahoma State College
1301 West Main
Wilburton, OK 74578
918-465-2361

Eastern Oklahoma State College
McAlester Branch Campus
1802 East College Avenue
McAlester, OK 74501
918-426-5272

Eastern Oklahoma State College-Idabel
Teaching Site
Southeastern Oklahoma State University
McCurtain County Campus
2815 N.E. Lincoln Road
Idabel, OK 74745
580-286-9431

Eastern Oklahoma State College-Antlers
Teaching Site
Kiamichi Technology Center
405 Southwest O Street
P.O. Box 157
Antlers, OK 74523
580-271-0471

College History

Eastern Oklahoma State College was originally established in 1908 as the Oklahoma School of Mines and Metallurgy, offering degrees in mining engineering. Although closed during World War I, the school reopened in 1920 with trade and industrial education added to the curriculum. In 1924, the School of Mines added teacher training and extension courses, but with the decline of local area mining by then well advanced, the school dropped mining engineering. Then in 1927, the school won a long overdue name change to Eastern Oklahoma State College and with the change came an added mission of pre-college level instruction. In 1941, the again renamed Eastern Oklahoma State College Agricultural and Mechanical College moved under the control of the State Board of Agriculture as a junior college. Finally, in 1972, the legislature settled on the name Eastern Oklahoma State College and created a separate board to govern the institution. Since that time, Eastern has been a comprehensive community college providing instruction in a wide range of curricula.

Accreditation and Memberships

Eastern is officially accredited by The Higher Learning Commission of the North Central Association (since March 1954), the State Regents for Higher Education, the Accreditation Commission for Education in Nursing (ACEN), the Society of American Foresters, the Commission on Accreditation for Respiratory Care (COARC), and Oklahoma State School Accrediting Agencies. Eastern's memberships include the American Association of Junior Colleges, the Council of North Central Junior Colleges, and the Oklahoma Association of Community Colleges.

Eastern Oklahoma State College Mission Statement

The mission of Eastern Oklahoma State College is to provide the educational tools and environment to facilitate student learning through its associate degrees and other academic programs which effectively prepare graduates to enter their chosen vocational field or to continue their educational experience through baccalaureate degree programs. It is also the mission of the College to engage in educational programming and related activities that promote regional economic and community development.

Vision Statement

Eastern Oklahoma State College will continue to be a dynamic institution known for academic excellence, accessibility, innovation, cultural programming and service to students and the community.

Core Values

ACADEMIC EXCELLENCE - Eastern expects and maintains high educational standards consistent with the needs of the students, region, and changing workforce. Our faculty and staff are committed to providing high quality educational opportunities and services in a student-centered environment. We strive for an environment of teamwork, cooperation, collaboration, innovation and creative problem solving for students, faculty and college staff.

RESPECT - Eastern values the students, faculty, administration and staff. We admire their diverse life experiences, appreciate their contribution to our learning community and encourage their individual, personal and professional development.

HONESTY AND INTEGRITY - Eastern upholds the highest ethical standards in striving for academic and professional integrity in all that it does. It endeavors to foster an environment of trust and responsibility in every aspect of the institution.

COMMUNICATION - Eastern promotes open, effective, and honest dialogue, feedback and active listening, flowing in all directions.

DIVERSITY - Eastern embraces and appreciates the importance of providing an educational environment that encourages individuality of students, faculty, staff and the communities it serves. Diversity is crucial in providing an atmosphere that enhances the educational experiences and celebrates differences among individuals.

SUCCESS OF ALL STUDENTS - Eastern strives to produce academic, athletic and student life programs that will encourage student success in an ethical and learner-centered environment.

SAFE & HEALTHY WORKING AND LEARNING ENVIRONMENT - Eastern is committed to protecting the safety and health of its students, staff and the people of the communities in which it serves.

COMMITMENT TO LIFE-LONG LEARNING - Eastern is committed to providing a learning organization that continually adapts and improves by evaluating its services in order to promote life-long intellectual and personal development among the students, faculty, staff and community it serves.

Eastern Oklahoma State College Board of Regents

Bobby Mouser	Chair	Stigler
Teresa Jackson	Vice Chair	Hartshorne
Ruth Harkins	Secretary	Wilburton
Latt Jeffery	Member	Wilburton
Brian Lott	Member	McAlester
Loise Washington	Member	McAlester
Carl D. Wooldridge	Member	Wilburton

Administration

President	Dr. Stephen E. Smith
Interim Vice President for Academic Affairs	Dr. Karen Harrison
Vice President for Student & External Affairs	Ms. Trish McBeath
Vice President for Administrative Services	Ms. Amy Armstrong
Director of Finance	Ms. Trisha White

Former Presidents of Eastern Oklahoma State College

Dr. George Edgar Ladd 1908-1913	Ohland Morton 1936-1937	Dr. Bill H. Hill 1986-2000
Edward P. Barrett Acting President, 1913-1915	Claud Dunlap 1937-1951	Dr. Rollin Reimer 2000-2002
John W. Graves 1915-1916	Robert B. Mitchell Acting President, 1951	Dr. J.C. Hunt Interim President, 2002
Lynn Glover 1916-1917	Dr. E.T. Dunlap 1952-1961	Dr. William Campion 2003
Mead S. Johnson 1919-1923	Dr. J.N. Baker 1961-1969	Dr. J.C. Hunt 2004
John K. Walsh 1923-1924	Walter Williams Acting President, 1969	Dr. Richard M. Bernard 2004-2007
Edward E. Tourtellotte 1924-1936	Dr. James M. Miller 1970-1986	

Academic Affairs

Table 1: Faculty Type, Gender, Degree and Tenure Status

Faculty Type, Gender, Degree and Tenure Status			
		# OF FACULTY	% OF FACULTY
TYPE	FULL TIME	37	46%
	ADJUNCT	44	54%
GENDER	MALE	24	30%
	FEMALE	57	70%
HIGHEST DEGREE	DOCTORATE	15	18%
	MASTER'S	55	68%
	BACHELOR'S	11	14%
	ASSOCIATE	0	0%
		% OF FACULTY	
PERCENT TENURED BY DIVISION	AGRICULTURE	0%	
	BEHAVIORIAL & SOCIAL SCIENCE	75%	
	BUSINESS	50%	
	LANGUAGE, HUMANITIES & EDUCATION	42%	
	NURSING	50%	
	SCIENCE & MATHEMATICS	62%	

Table 2: Full-Time Faculty Information

Full-Time Faculty Information		
	2016-17	2018-19
AVERAGE YEARS OF SERVICE	11.32 years	8.76 years
RANGE OF YEARS OF SERVICE	1 year to 44 years	1 year to 32 years
AVERAGE SALARY	\$52,428	\$52,761

Table 3: Percent of Courses Taught

Percent of Courses Taught	
FULL-TIME AND EMERITUS	76%
ADJUNCTS	24%

Figure 1: Full-Time Faculty Ethnicity

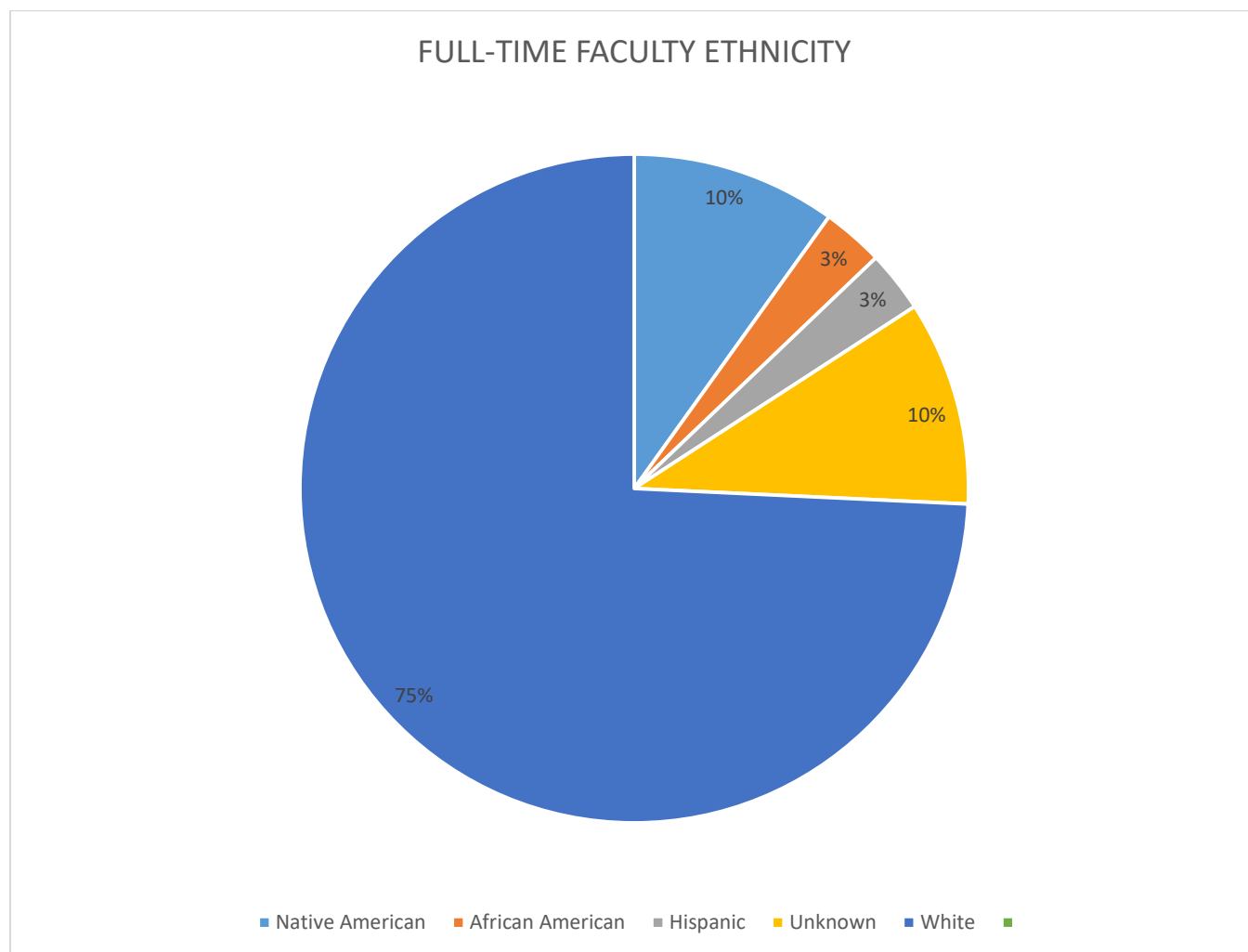


Table 4: Faculty to Student Ratio

FACULTY TO STUDENT RATIO	
Fall 2010	22 to 1
Fall 2011	22 to 1
Fall 2012	21 to 1
Fall 2013	20 to 1
Fall 2014	22 to 1
Fall 2015	19 to 1
Fall 2016	21 to 1
Fall 2017	22 to 1
Fall 2018	22 to 1

Agriculture Division

Table 5: Agriculture Division Faculty

AGRICULTURE DIVISION	
FACULTY	ROLE
Lariann Livingston	Dean, Agronomy Instructor and Soils & Crop Judging Coach
Kristen Hedge	Agricultural Economics & Horticulture Instructor/ Greenhouse Manager
Chris Hall	Animal Science Instructor and Livestock Judging Coach
Nick Peterson	Meat Processing & Food Safety Instructor and Meat Plant Manager
Earl Shero	Ranch management Specialist
Jena Braun	Administrative Assistant

Table 6: Declared Majors, Agriculture Division

Degree Programs Fall Declared Majors, Agriculture Division					
Program	2015	2016	2017	2018	2019
Agriculture (AS)	32	65	62	46	45
Forestry (AS)	14	8	8	8	11
Horticulture (AS)	5	7	5	6	6
Meat Processing & Food Safety (AAS), Certificate	8	7	7	8	9
Stocker Ranch Management (AAS)		7	6	5	4
Total	59	94	88	73	75

Behavioral and Social Sciences Division

Table 7: Behavioral and Social Sciences Division Faculty

BEHAVIORAL AND SOCIAL SCIENCES DIVISION	
FACULTY	ROLE
Dr. Carter Mattson	Dean, History and Political Science Professor
Dr. Cathy Cogburn	History and Political Science Chair and Professor
Bryan Denny	C.O.P. Director, Criminal Justice Chair and Professor
Paul Wills	Psychology & Sociology Chair and Instructor
Marilyn Duncan	Professor Emeritus, Psychology & Sociology
Mandy Roachell	Administrative Assistant

Table 8: Declared Majors, Behavioral and Social Sciences Division

Degree Programs Declared Majors, Behavioral and Social Sciences Division					
Program	2015	2016	2017	2018	2019
Child Development (AA), (AAS), Certificate	34	27	45	34	42
Criminal Justice/COPS (AS)	59	65	71	53	49
History and Political Science (AA)	6	16	12	10	6
Psychology and Sociology (AA)	71	87	56	55	41
Total	170	195	184	152	138

Business Division

Table 9: Business Division Faculty

BUSINESS DIVISION	
FACULTY	ROLE
Brenda Strange	Dean, Computer Information Systems Chair and Professor
Amanda Smith	Business Administration Chair and Accounting Instructor
Kellye Semeski	Instructional Designer, Computer Information Systems Professor
Andrea Smallwood	Business Administration Instructor
Kay Langham	Professor Emeritus, Business Administration
Yein Flener	Administrative Assistant

Table 10: Declared Majors, Business Division

Degree Programs Fall Declared Majors, Business Division					
Program	2015	2016	2017	2018	2019
Business Administration (AS)	84	113	112	98	87
Computer Information Systems (AS)	10	15	18	15	9
Total	94	128	130	113	96

Health Sciences Division

Table 11: Health Sciences Division Faculty

HEALTH SCIENCES DIVISION	
FACULTY	ROLE
Gina Bullock	Director of Nursing
Maye Durant	Nursing Professor
Heather Spiegel	Nursing Professor
Jamie Fields	Nursing Professor
Lindsey Parker	Nursing Instructor
Stephanie Self	Nursing Instructor
Kia Pratt	Nursing Instructor
Peggy Spears	Respiratory Therapy director
Dr. Richard Walker	Director of Clinical Education for Respiratory Therapy
Mandy Roachell	Administrative Assistant

Table 12: Degree Programs Fall Declared Majors, Health Science Division

Degree Programs Fall Declared Majors, Health Science Division					
Program	2015	2016	2017	2018	2019
Nursing (AAS) Declared Majors	192	187	211	187	180
Accepted to Nursing Program	54	53	74	80	93
Respiratory Therapy (AAS)				7	14

Language, Humanities and Education Division

Table 13: Language, Humanities and Education Division Faculty

LANGUAGE, HUMANITIES AND EDUCATION DIVISION	
FACULTY	ROLE
Dr. Carter Mattson	Dean
John Garofoli	English Chair and Professor
Buddy Sandefur	Spanish and English Professor
Kristen Turner	Mass Communication Chair and Professor
Dr. Brandon Hendrix	Director of Instrumental & Choral Ensembles, Music Chair and Instructor
Timothy O'Neal	Speech Instructor
Betty Dobry	English Instructor
Haley Cadle	English Instructor
Jason Miller	Humanities Instructor
Dr. Billye Givens	Professor Emeritus, English
Yein Flener	Administrative Assistant

Table 14: Degree Programs Fall Declared Majors, Language, Humanities, and Education

Degree Programs Fall Declared Majors, Language, Humanities, and Education					
Program	2015	2016	2017	2018	2019
Pre-Elementary Education (AA)	36	34	22	7	19
English (AA)	8	7	4	5	4
Health, Physical Education and Recreation (AS)	12	31	28	18	20
Mass Communication (AA)	8	9	11	9	11
Music	8	8	12	8	5
General Studies (AA)	610	393	425	439	479
Total	682	483	502	486	538

Science and Mathematics Division

Table 15: Science and Mathematics Division Faculty

SCIENCE AND MATHEMATICS DIVISION	
FACULTY	ROLE
Dr. Patricia Ratliff	Dean, Life Science Chair and Professor
Philip Hawthorne	Mathematics Chair and Professor
Dr. Chris McAllister	Life Science Professor
Dr. Andrea Green	Life Science Professor, Honors Program coordinator
Dr. Michael Nealon	Physical Sciences Chair and Professor
Kathy Howe	Mathematics Instructor
Dr. Krishna Bastola	Chemistry Instructor
Jon Berger	Mathematics Instructor
Tishina Mindeman	Life Science Instructor
Julie Lawrence	Administrative Assistant

Table 16: Degree Programs Fall Declared Majors, Science and Math Division

Degree Programs Fall Declared Majors, Science and Math Division					
Program	2015	2016	2017	2018	2019
Life Science (AS)	43	64	92	64	69
Mathematics (AS)	8	11	8	2	5
Physical Science (AS)	4	13	21	12	12
Total	55	88	121	78	86

Enrollment Trends

EASTERN OKLAHOMA STATE COLLEGE
ENROLLMENT COMPARISON (as of June 28, 2018)

Student Enrollment	Summer 2018									
	Summer 2017 FINAL	Summer 2018 FINAL	% Change FINAL to FINAL	Headcount			FTE			Hours
				Summer 2017 FINAL	Summer 2018 FINAL	% Change FINAL to FINAL	Summer 2017 FINAL	Summer 2018 FINAL	% Change FINAL to FINAL	
TOTAL	529	483	-8.70%				334.80	330.80	-1.19%	2,511
<i>Full-Time</i>	221	228	3.17%				209.33	223.60	6.82%	1,570
<i>Part-Time</i>	308	253	-17.86%				125.47	105.40	-15.20%	941
Total Students in face-to-face classes	240	185	-22.92%				175.47	158.53	-9.65%	1,316
Total Online	289	298	3.11%				159.33	172.27	8.12%	1,195
Total ITV (receiving site)	0	0	#DIV/0!				0.00	0.00	#DIV/0!	0
total	113	127	12.39%				60.00	73.47	22.45%	450
face-to-face	88	83	-5.68%				49.60	53.47	7.80%	372
online	25	44	76.00%				10.40	20.00	92.31%	78
ITV	0	0	#DIV/0!				0.00	0.00	#DIV/0!	0
Wilburton										
total	69	56	-18.84%				37.20	25.60	-31.18%	279
face-to-face	49	34	-30.61%				29.60	13.60	-54.05%	222
online	20	22	10.00%				7.60	12.00	57.89%	57
ITV	0	0	#DIV/0!				0.00	0.00	#DIV/0!	0
McAlester										
total	30	29	-3.33%				15.60	14.00	-10.26%	117
face-to-face	29	23	-20.69%				15.20	11.60	-23.68%	114
online	1	6	500.00%				0.40	2.40	500.00%	3
ITV	0	0	#DIV/0!				0.00	0.00	#DIV/0!	0
Antlers										
total	104	74	-28.85%				62.67	45.47	-27.44%	470
face-to-face	83	50	-39.76%				52.67	33.73	-35.96%	395
online	21	24	14.29%				10.00	11.73	17.30%	75
ITV	0	0	#DIV/0!				0.00	0.00	#DIV/0!	0
Idabel										
total	167	142	-14.97%				102.67	97.33	-5.20%	770
Men	362	339	-6.35%				232.13	232.67	0.23%	1,741
Women	210	212	0.95%				150.53	154.00	2.30%	1,129
Freshmen	170	166	-2.35%				108.93	124.67	14.45%	817
Sophomore	94	87	-7.45%				54.00	46.67	-13.57%	405
Concurrent	55	18	-67.27%				21.33	5.47	-74.36%	160
Non-Degree Seeking	149	105	-29.53%				75.33	52.13	-30.80%	565
Special (Concurrent and Non-Degree										
Seeking)										

1 These values ("") are either not calculable due to zero value cells or are in excess of ±250% change.

**EASTERN OKLAHOMA STATE COLLEGE
ENROLLMENT COMPARISON (Final)**

Fall 2018

Student Enrollment	Fall 2017			Fall 2018			Fall 2017			Fall 2018			Fall 2017			Fall 2018		
	FINAL	Final	Headcount	FINAL	Final	% Change	FINAL	Final	FTE	FINAL	Final	% Change	FINAL	Final	Hours	FINAL	Final	% Change
TOTAL	1,563	1,566		1,088.13	1,052.40	0.19%	16,322	15,936		-2.36%								
Full-Time	859	816		822.27	773.13	-5.98%	12,334	11,597		-5.98%								-5.98%
Part-Time	704	745		265.87	286.93	5.82%	3,988	4,304		7.92%								7.92%
Total Students in face-to-face	792	727		841.60	781.07	-8.21%	12,624	11,716		-7.19%								-7.19%
Total Online	730	825		237.13	278.73	13.01%	3,557	4,181		17.54%								17.54%
Total ITV (receiving site)	41	14		9.40	2.60	-65.85%	141	39		-72.34%								-72.34%
total	562	575		431.13	415.07	2.31%	6,467	6,226		-3.73%								-3.73%
face-to-face	360	304		378.74	340.13	-15.56%	5,681	5,102		-10.19%								-10.19%
online	202	269		52.40	74.53	33.17%	786	1,118		42.24%								42.24%
ITV	0	2		0.00	0.40	#DIV/0!	0	6		#DIV/0!								#DIV/0!
total	408	375		202.33	166.53	-8.08%	3,035	2,496		-17.69%								-17.69%
face-to-face	200	174		138.53	104.47	-12.91%	2,078	1,567		-24.59%								-24.59%
online	208	201		63.60	62.07	-3.37%	954	931		-2.40%								-2.41%
ITV	0	0		0.20	0.00	**	3	0		**								**
total	67	69		22.13	22.20	2.99%	332	333		0.30%								0.30%
face-to-face	58	55		19.20	18.07	-5.17%	288	271		-5.89%								-5.90%
online	9	14		2.93	4.13	55.56%	44	62		40.81%								40.91%
ITV	0	0		0.00	0.00	**	0	0		**								**
total	281	257		142.13	140.73	-8.54%	2,132	2,111		-0.99%								-0.98%
face-to-face	189	194		112.07	122.13	2.65%	1,681	1,832		8.98%								8.98%
online	92	63		30.07	18.60	-31.52%	451	279		-38.14%								-38.14%
ITV	0	0		0.00	0.00	**	0	0		**								**
Men	563	518		424.60	379.93	-7.99%	6,369	5,699		-10.52%								-10.52%
Women	1,000	1,043		663.53	680.13	4.30%	9,953	10,202		2.50%								2.50%
Freshmen	748	742		649.93	619.93	-4.62%	9,749	9,299		-4.62%								-4.62%
Sophomore	424	437		311.60	320.67	3.07%	4,674	4,810		2.91%								2.91%
Concurrent	350	362		118.40	115.47	-2.47%	1,776	1,732		-2.47%								-2.48%
Non-Degree Seeking	41	25		8.20	6.33	-39.02%	123	95		-22.80%								-22.78%
Special (Concurrent and Non-Degree	391	387		126.60	121.80	-1.02%	1,899	1,827		-3.79%								-3.79%

These values (**) are either not calculable due to zero value cells or

ENROLLMENT COMPARISON SPRING 2019 FINAL

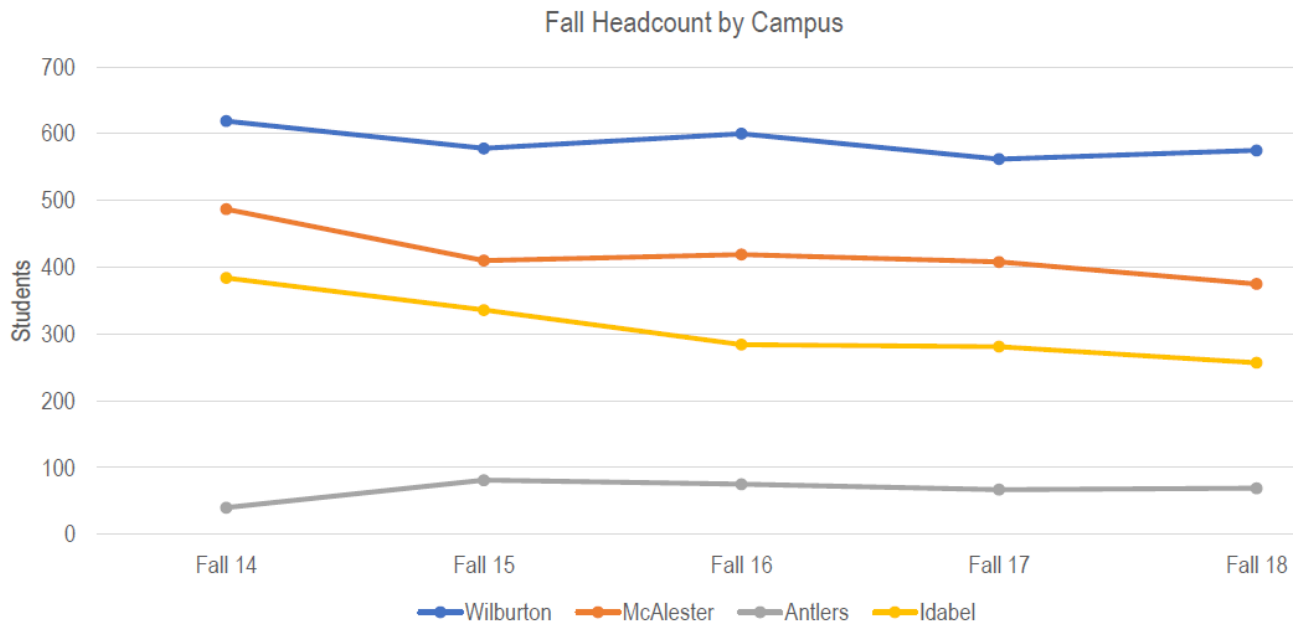
Student Enrollment	Spring 2018		Spring 2019		% Change		Spring 2018		Spring 2019		% Change		Spring 2018		Spring 2019		% Change	
	FINAL		FINAL		FINAL		FINAL		FINAL		FINAL		FINAL		FINAL		FINAL	
	Headcount		Headcount				FTE		FTE				Hours		Hours			
TOTAL	1,414		1,330		-5.94%		959.73		866.60		-9.70%		14,396		12,999		-9.70%	
Full-Time	717		637		-11.16%		692.07		596.70		-13.78%		10,381		8,950		-13.78%	
Part-Time	697		688		-1.29%		267.67		267.30		-0.14%		4,015		4,010		-0.12%	
Total Students in face-to-	647		609		-5.87%		692.93		599.90		-13.43%		10,394		8,999		-13.42%	
Total ITV	26		14		-46.15%		6.40		2.80		-56.25%		96		42		-56.25%	
Total Online	741		707		-4.59%		290.40		263.90		-9.13%		3,906		3,958		1.33%	
Wilburton	238		216		-9.24%		192.50		154.00		-20.00%		2,888		2,310		-20.01%	
total*	488		470		-3.69%		354.53		316.90		-10.61%		5,318		4,753		-10.62%	
McAlester	156		141		-9.62%		85.30		71.70		-15.94%		1,280		1,075		-16.02%	
total*	337		305		-9.50%		164.93		138.30		-16.15%		2,474		2,075		-16.13%	
Idabel	168		151		-10.12%		87.50		74.90		-14.40%		1,312		1,123		-14.41%	
total*	241		193		-19.92%		119.13		90.70		-23.86%		1,840		1,360		-26.09%	
Antlers	37		46		24.32%		10.60		14.00		32.08%		159		210		32.08%	
total*	52		61		17.31%		15.20		18.80		23.68%		228		282		23.68%	
Online only	248		274		10.48%		102.10		125.90		23.31%		1,531		1,888		23.32%	
Men	471		436		-7.43%		372.13		315.13		-15.32%		5,124		4,727		-7.75%	
Women	943		889		-5.73%		634.67		548.87		-13.52%		9,272		8,233		-11.21%	
Freshmen	548		497		-9.31%		458.13		394.00		-14.00%		6,909		5,910		-14.46%	
Sophomore	486		488		0.41%		400.40		364.40		-8.99%		5,602		5,466		-2.43%	
Concurrent	356		329		-7.58%		144.07		105.80		-26.56%		1,776		1,587		-10.64%	
Non-Degree Seeking	24		16				4.20		2.40				109		36			
Special (Concurrent and Non-Degree Seeking)	380		345				148.27		108.20				1,885		1,623			
only ^A																		

^A students only enrolled in classes at that location

total* includes students enrolled in classes at other sites and/or online.

Figure 2: Enrollment by Teaching Site

Enrollment by Campus & Teaching Site



Source: Huron Study

Table 17: Annual Credit Hour Production by Location

Annual Credit Hour Production by Location					
Location	2014-15	2015-16	2016-17	2017-18	2018-19
Wilburton	12,784	12,326	11,911	12,235	11,530
McAlester	7,190	6,078	6,060	5,788	4,765
Idabel	6,357	5,544	4,406	4,389	3,812
Antlers	408	942	876	677	720

Figure 3: Fall Headcounts, Total Students

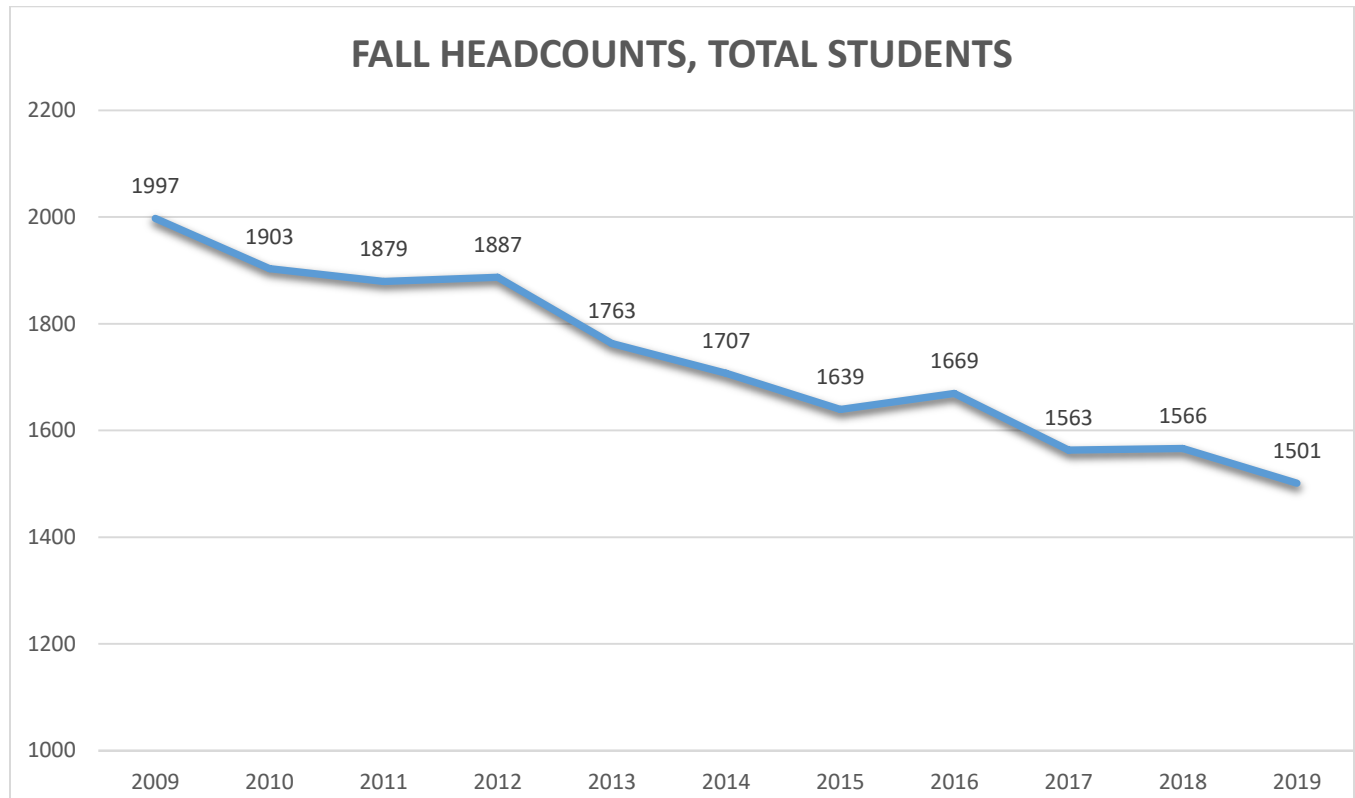


Figure 4: Total Fall Credit Hours

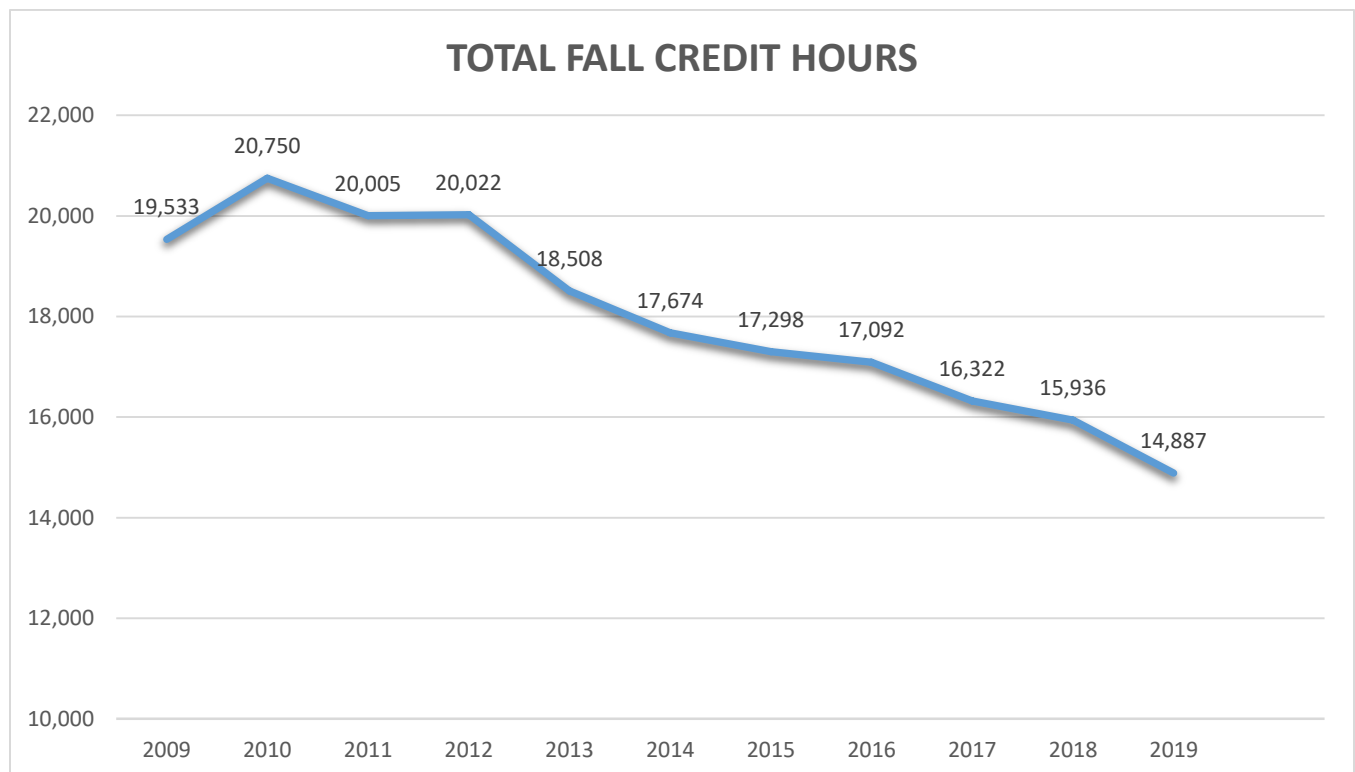


Figure 5: Total Annual Credit Hours

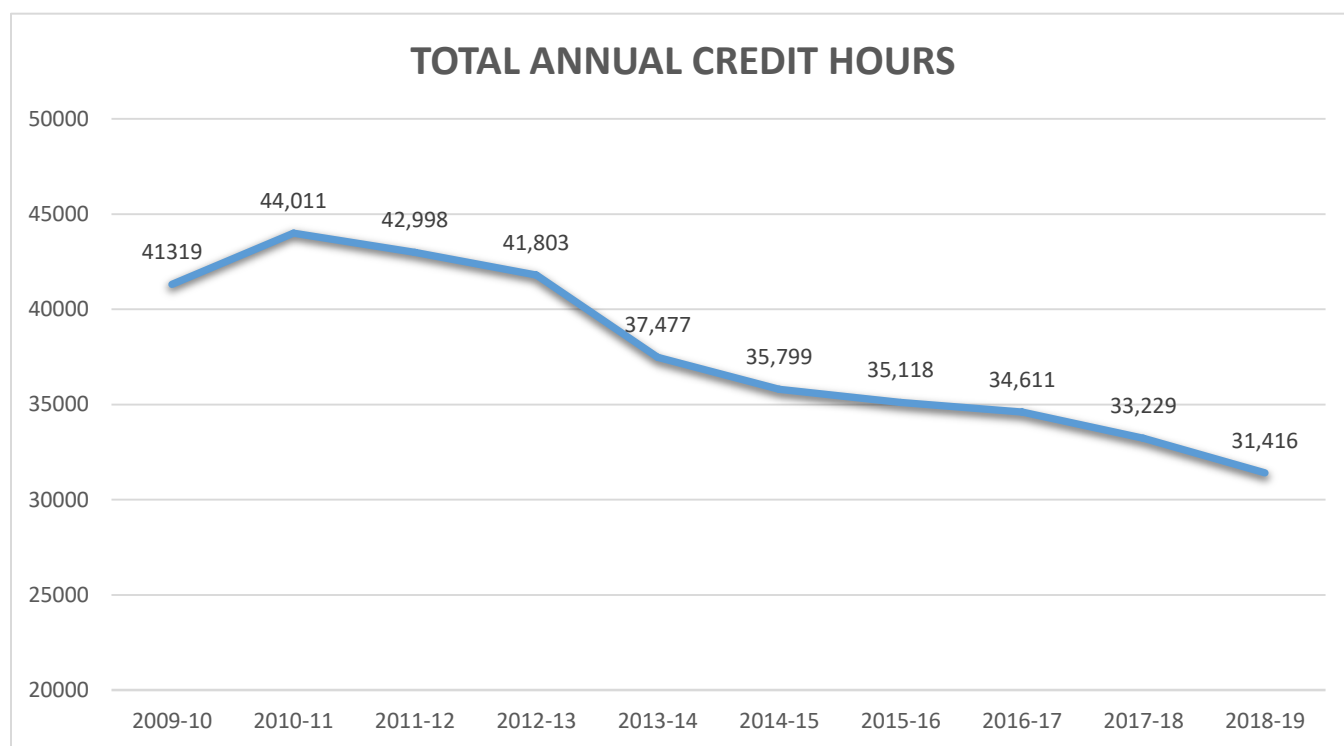
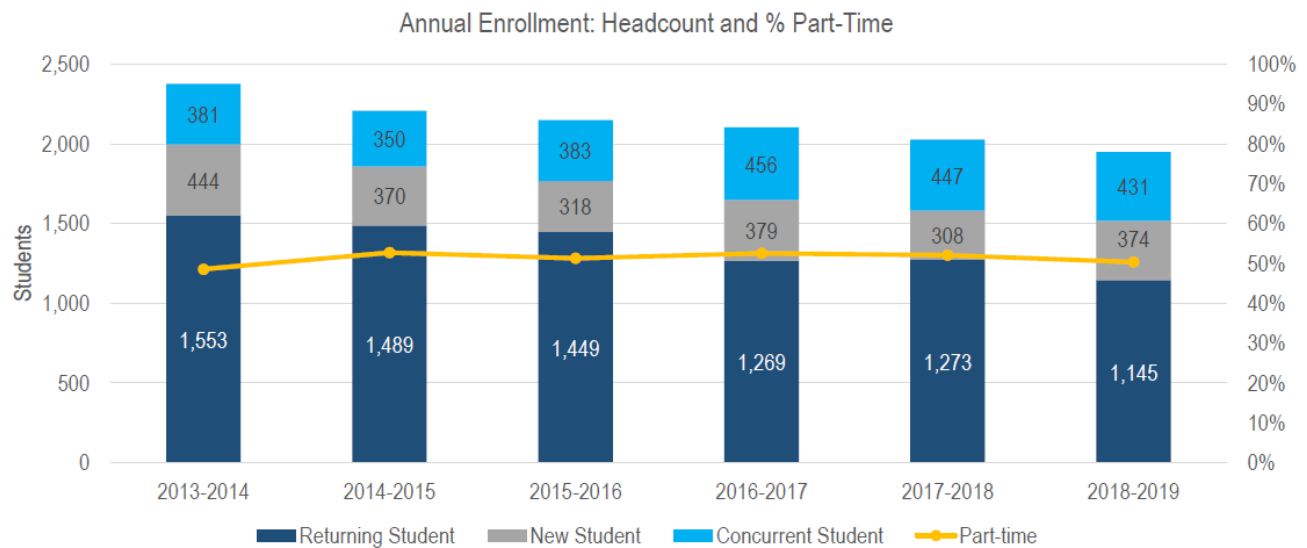


Figure 6: Annual Enrollment Headcount and % Part-Time

Enrollment Growth

Total enrollment fell 18% from the 2013-14 academic year (AY) to AY2018-19. As the state increases reimbursement for concurrent enrollment, EOSC will increase tuition revenue recorded from this population.



Source: Huron Study

Table 18: Concurrent Enrollment Trends

Concurrent Enrollment Trends						
	Fall		Spring		Summer	
Year	Headcount	Hours	Headcount	Hours	Headcount	Hours
2014-15	243	1290	270	1404	76	304
2015-16	288	1481	329	1700	96	41
2016-17	374	2046	395	2161	94	405
2017-18	350	1776	356	1776	87	350
2018-19	362	1732	329	1587	44	155
2019-20	350	1709	---	---	---	---

Figure 7: Fall Concurrent Headcount

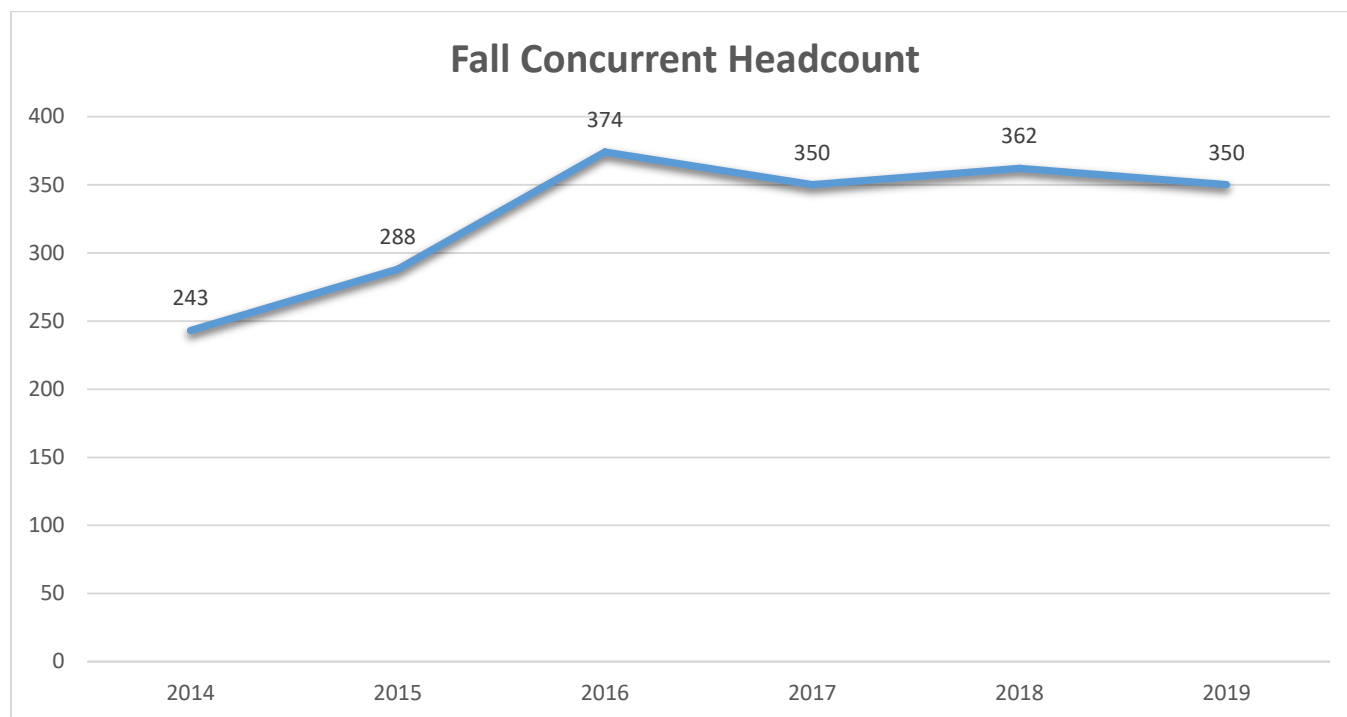


Figure 8: Fall Concurrent Hours

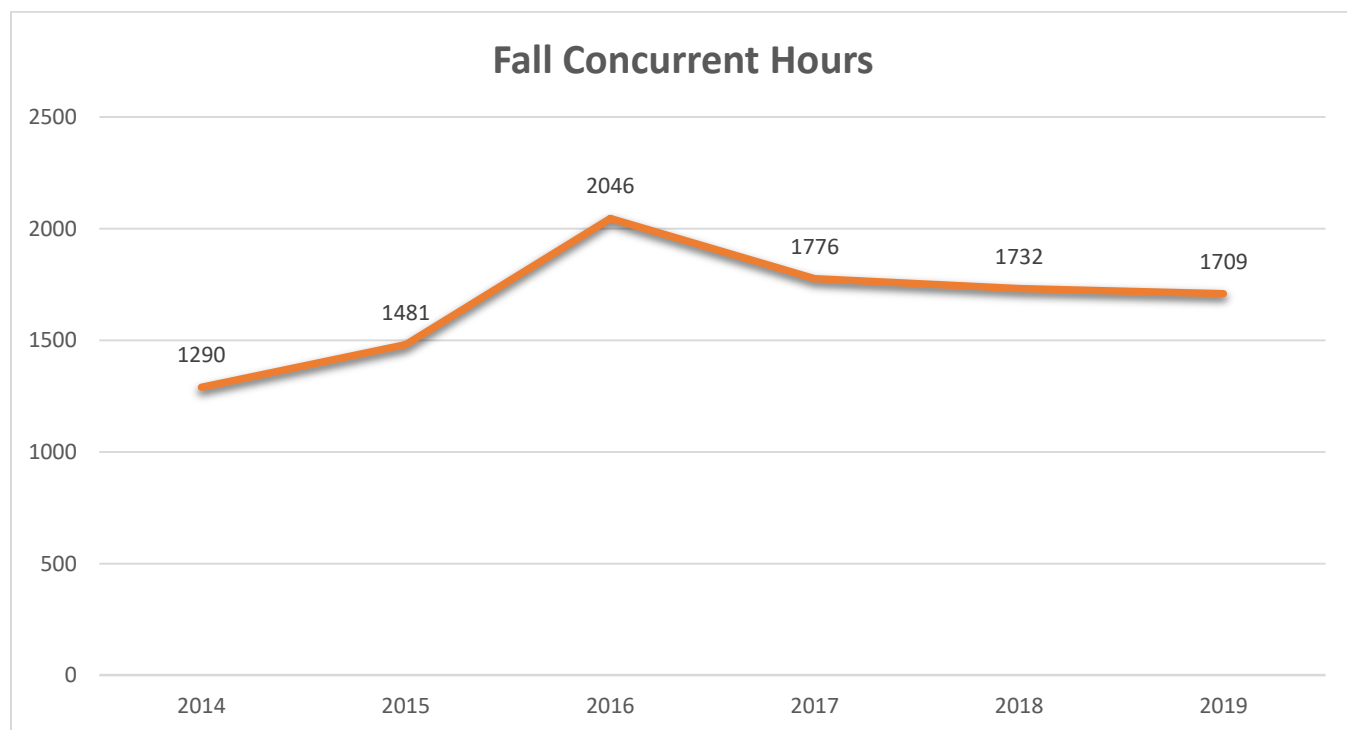


Figure 9: Online Annual Credit Hours

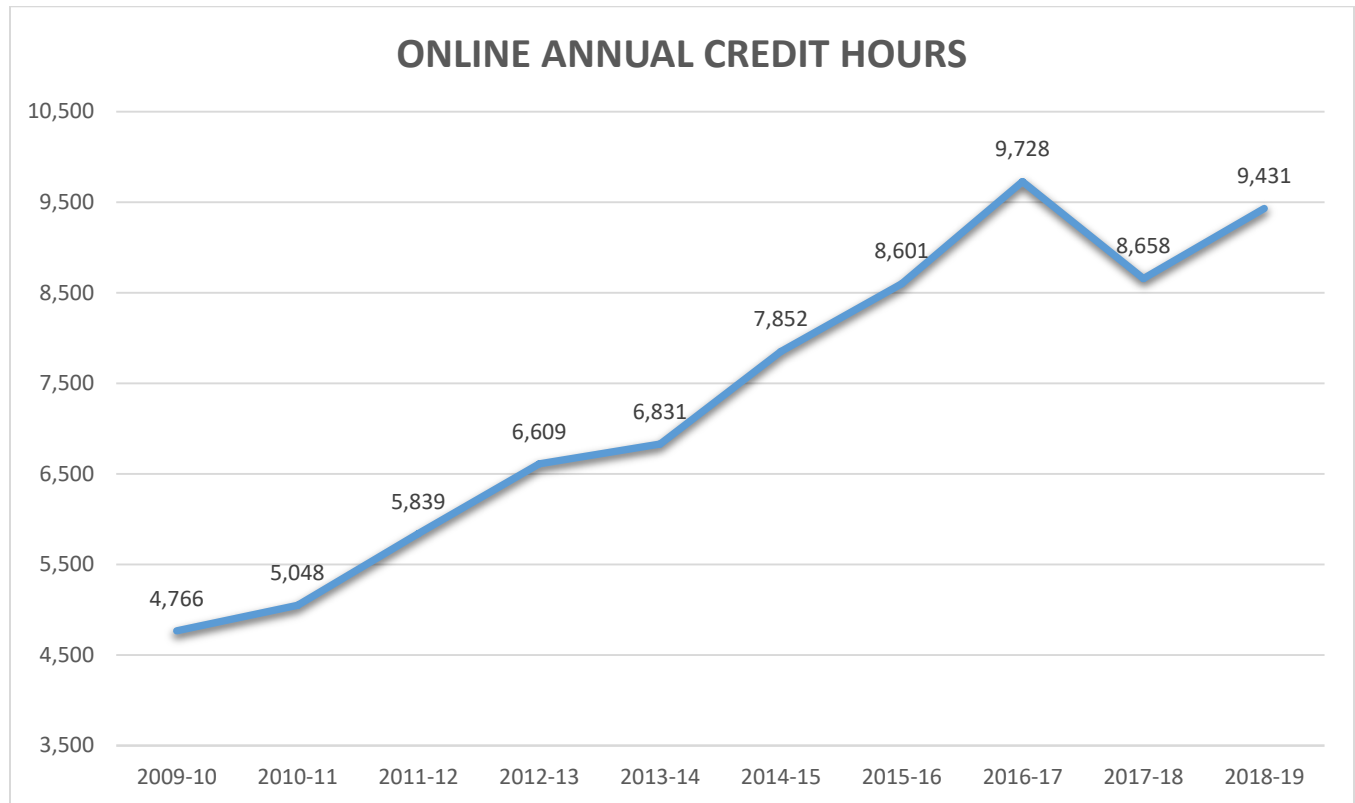


Table 19: Online Credit Hours as percent of total credit hours

Year	Online Annual Credit Hours	Total Annual Credit Hours	Online as Percent of Total
2009-10	4,766	41,319	11.5%
2018-19	9,431	31,416	30.0%

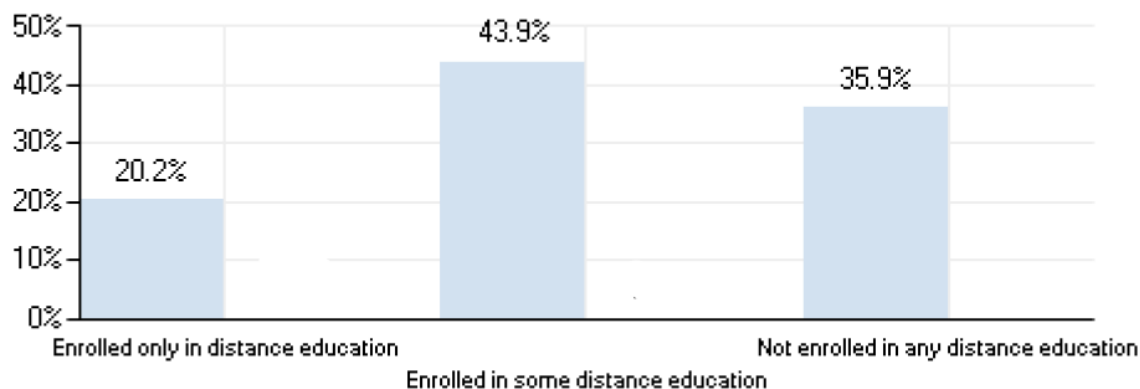
Table 20: Out-of-state Enrollments as percent of total

Out-of-State Enrollments as Percent of Total	
2013-14	3.9%
2014-15	5.7%
2015-16	6.1%
2016-17	6.1%
2017-18	6.2%
2018-19	6.2%

Source: Huron Study

Figure 10: Enrollment by Distance Education

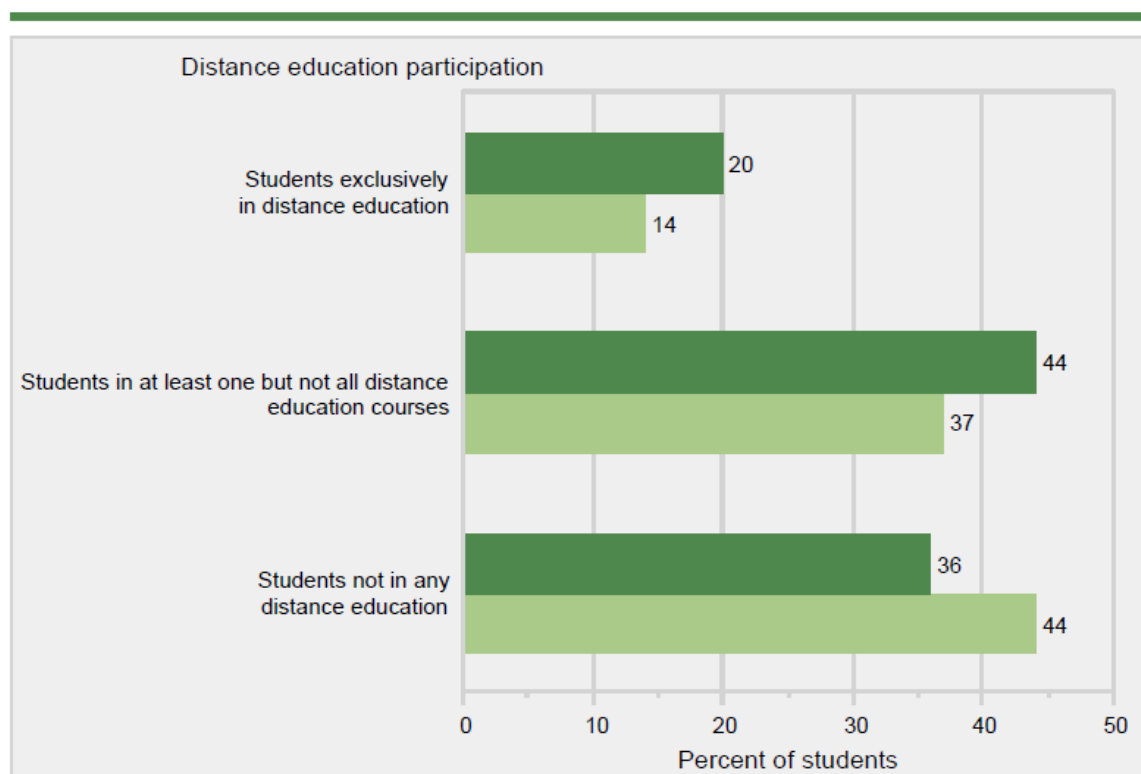
Enrollment by distance education: Fall 2018



Source: IPEDS Institutional Profile

Figure 11: Percent of students enrolled in distance education

Percent of students enrolled in distance education courses, by amount of distance education: Fall 2018

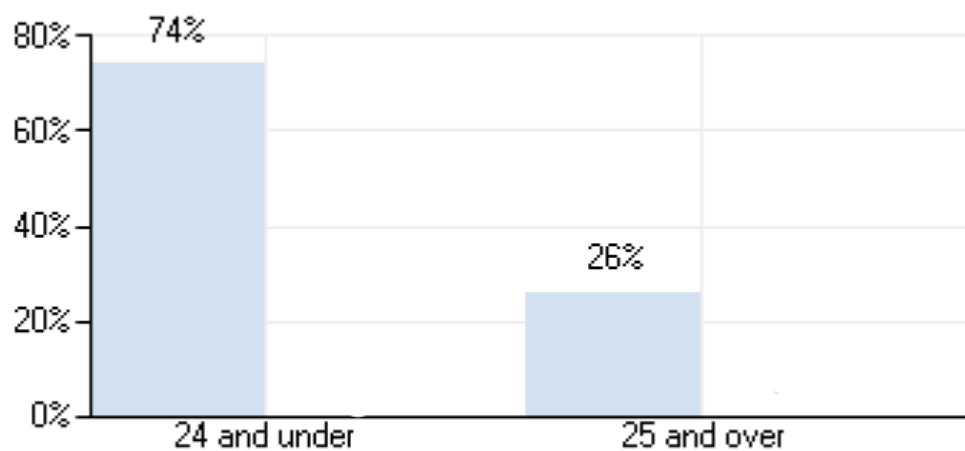


Source: Customized IPEDS Data Feedback Report. Comparison group: Carl Albert State Connors State College, Murray State College, Seminole State College.

Student Demographics

Figure 12: Percent of all students enrolled by age

Percent of all students enrolled, by age: Fall 2018



Source: IPEDS Institutional Profile.

Figure 13: Percent of students enrolled by ethnicity

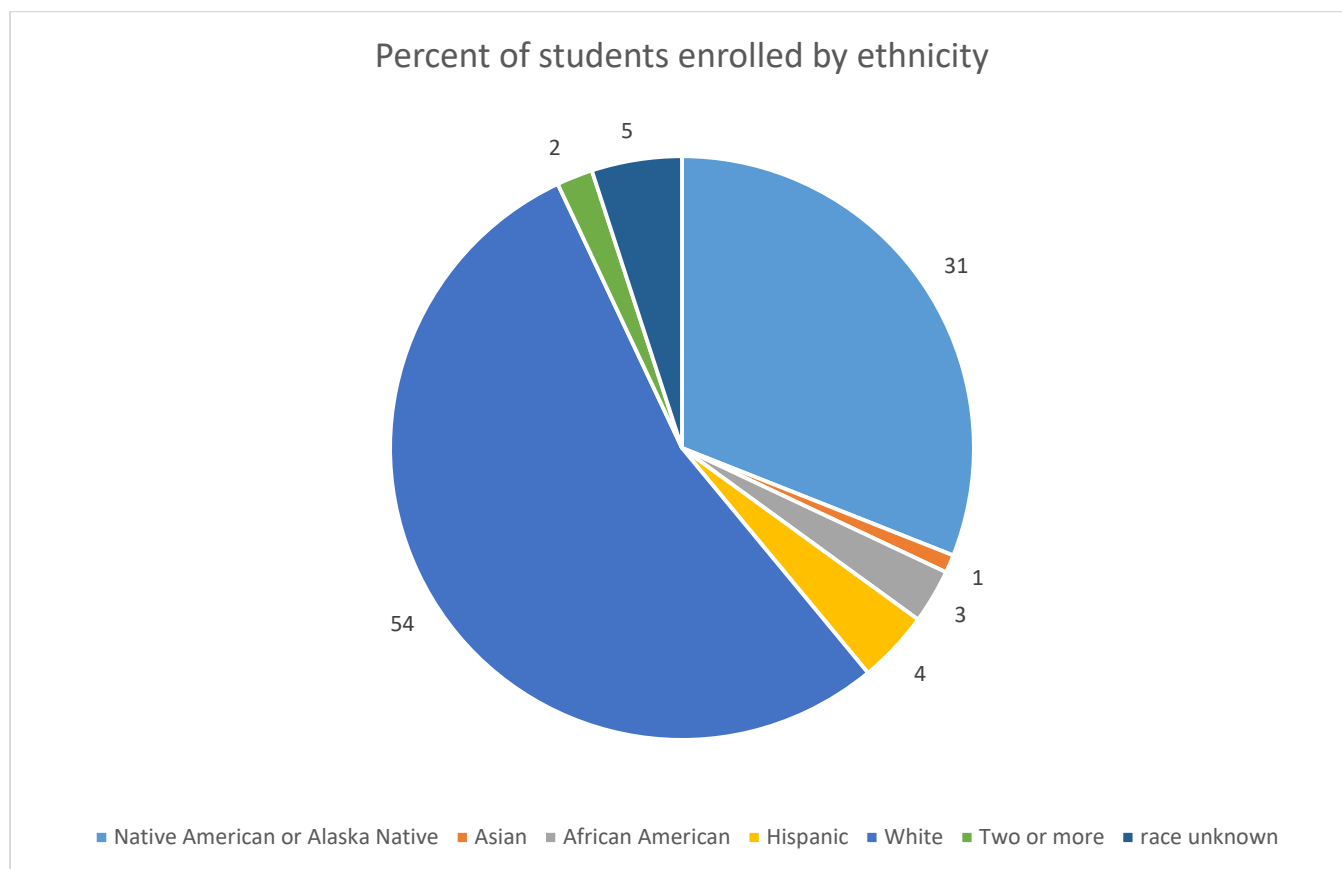
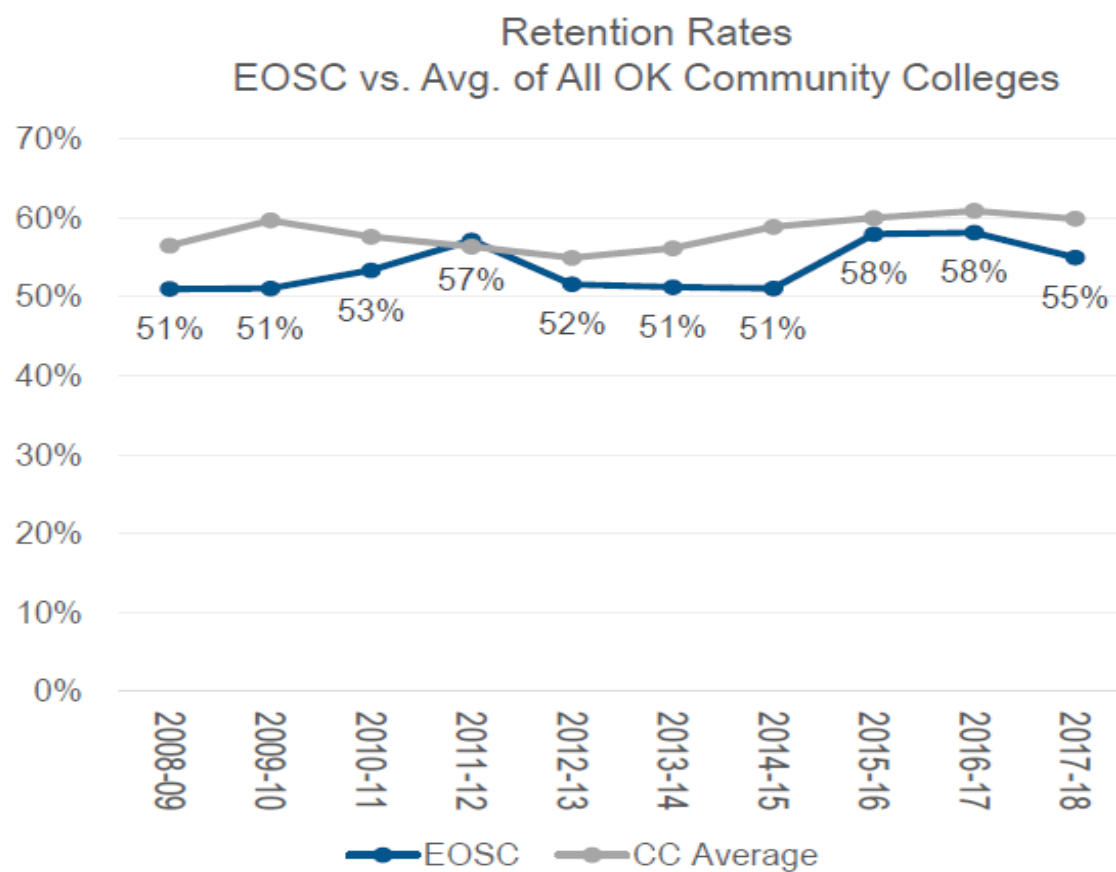


Table 21: Headcount Enrollment Summary

Headcount Enrollment Summary 2018-19			
	Summer	Fall	Spring
Total	483	1,566	1,330
Full-time	228	816	637
Part-time	253	745	688
Men	142	518	436
Women	339	1,043	889
Freshmen	212	742	497
Sophomores	166	437	488
Concurrent	87	362	329

Outcomes

Figure 14: Retention Rates



Source: Huron Study

Figure 15: First to second year retention rates

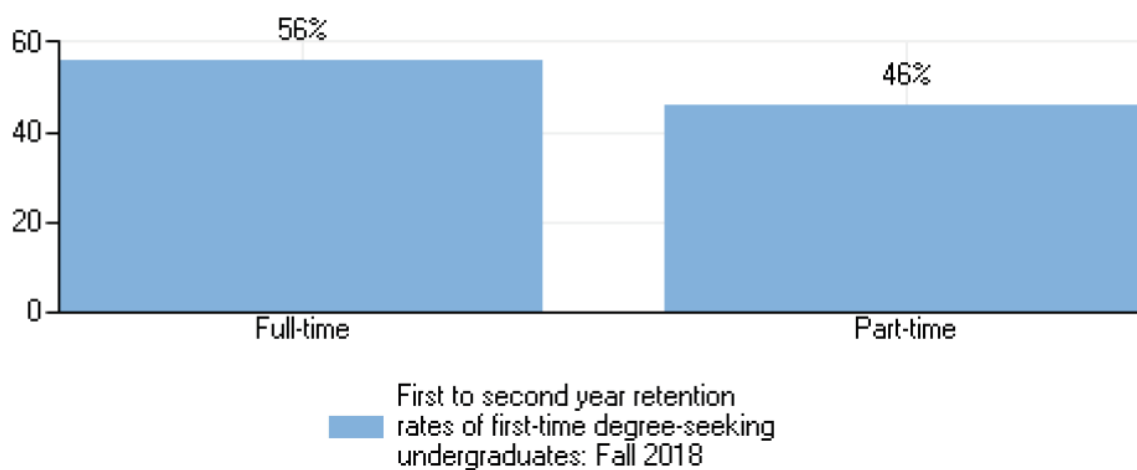
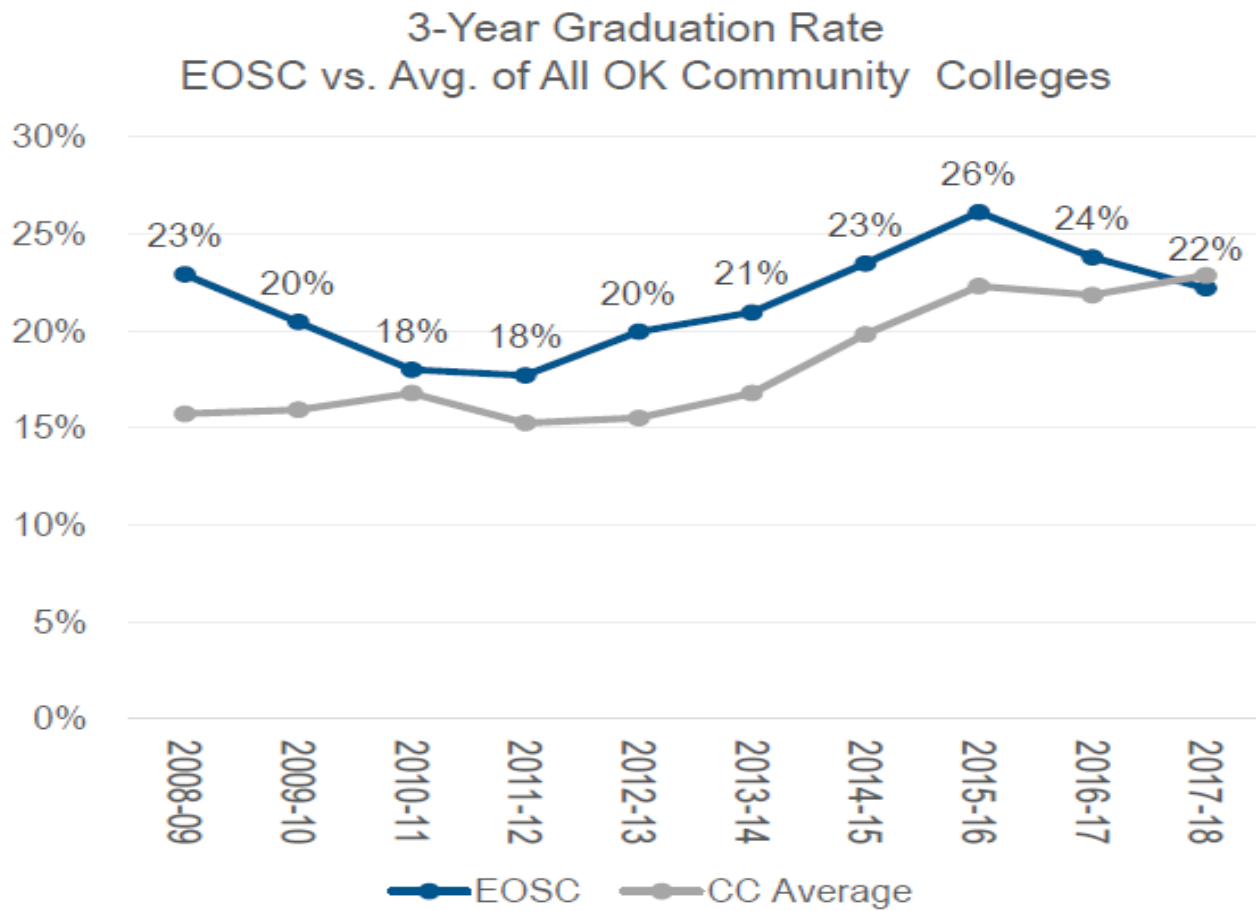


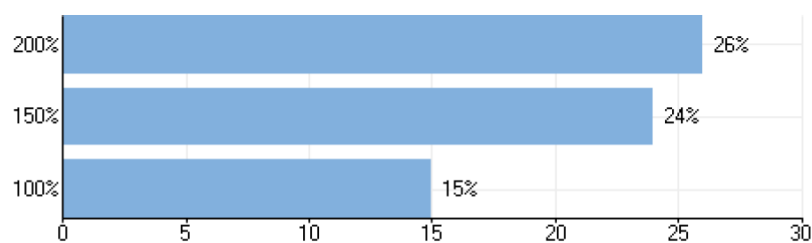
Figure 16: 3-year Graduation Rate EOSC vs. Average of All OK Community Colleges



Source: Huron Study

Figure 17: Graduation Rates of full-time, first-time, degree/certificate seeking students.

Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within normal time, and 150% and 200% of normal time to completion: 2014 cohort



Source: IPEDS Institutional Profile

Figure 18: Number of Degrees and Certificates 2014-15 to 2018-19

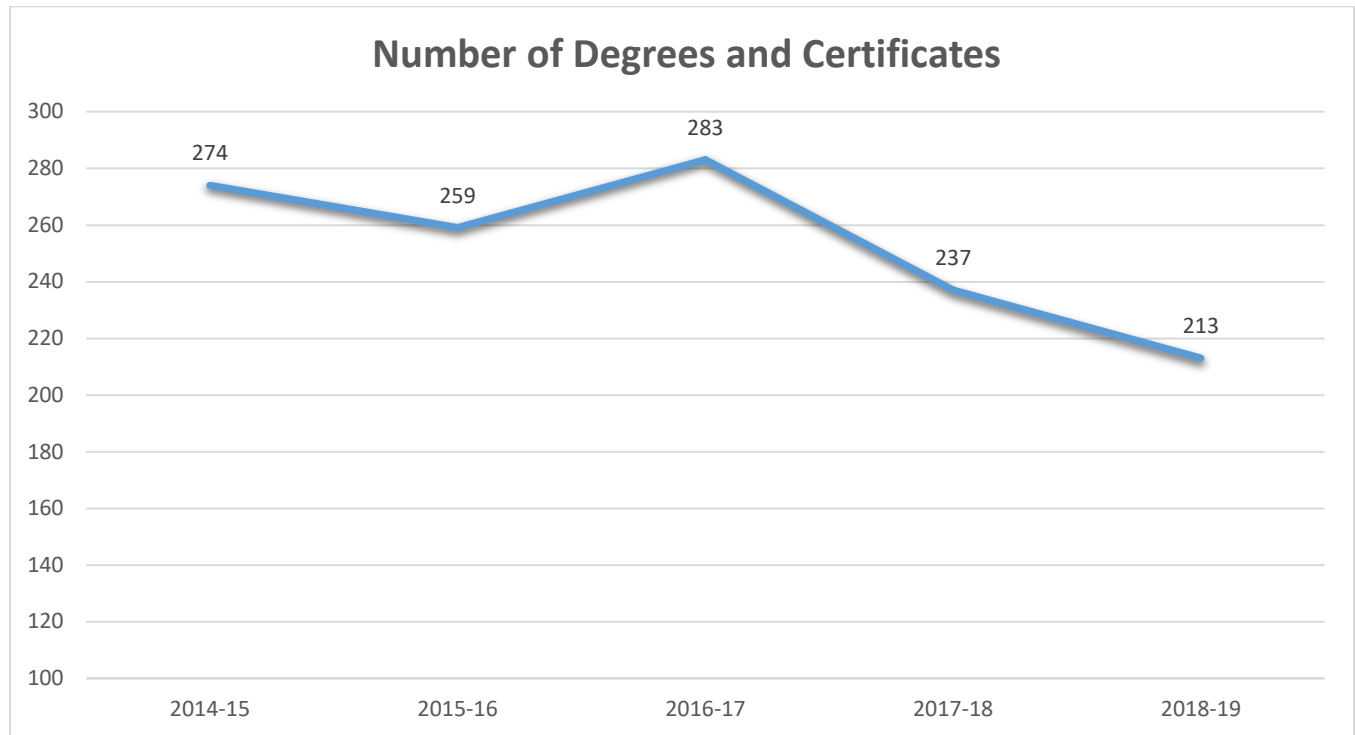


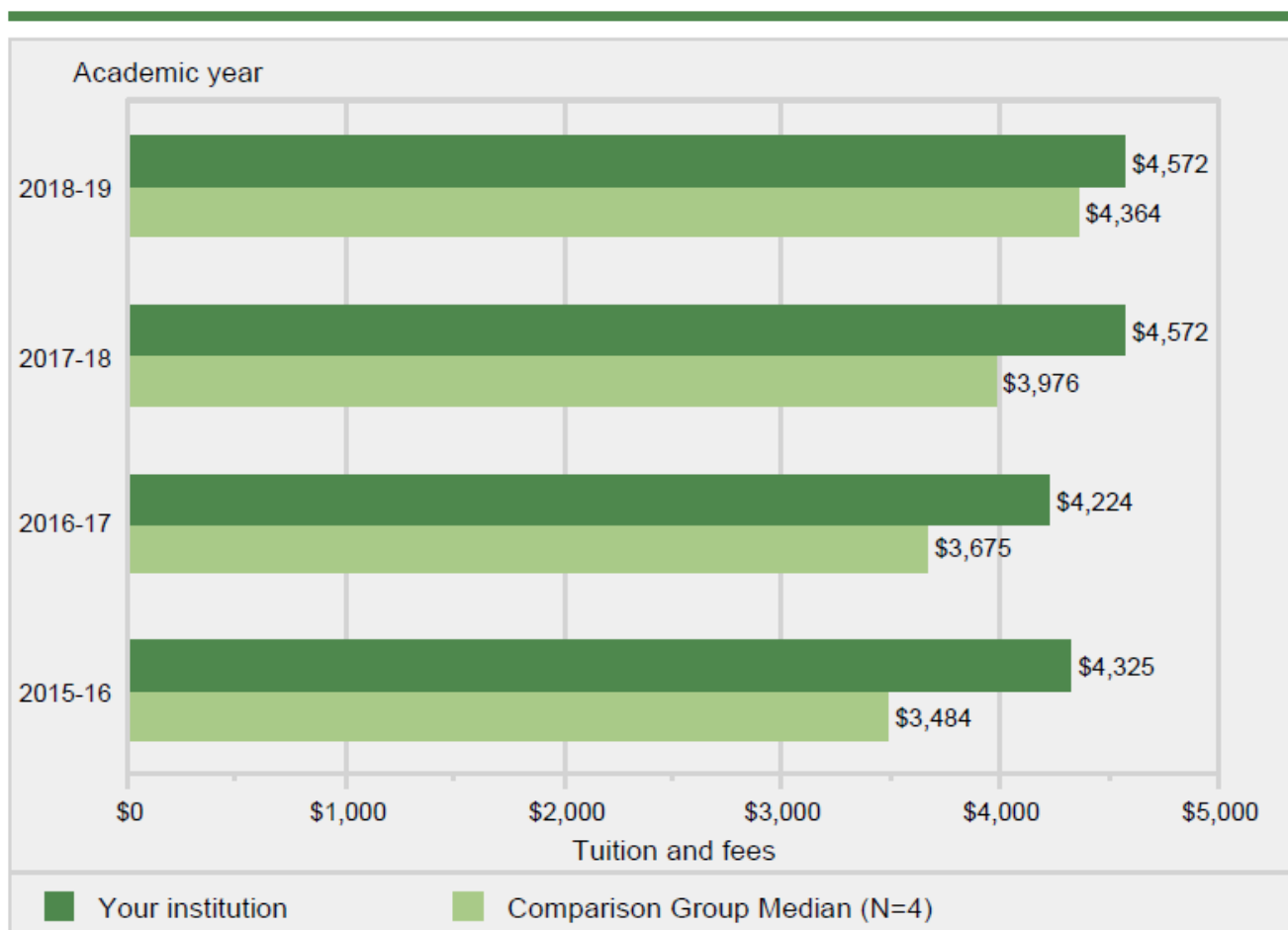
Table 22: Number of Graduates by Gender and Ethnicity

Number of Graduates by Gender and Ethnicity: 2018-19				
	Summer	Fall	Spring	Total
By Gender				
Male	3	10	64	67
Female	6	28	101	135
Unknown	1	0	0	1
By Race/Ethnicity				
Hispanic or Latino	0	1	7	8
Black or African American	3	3	7	13
Native American or Alaskan Native	2	10	42	54
White	4	24	105	133
Multiple Races	0	0	3	3
Non-Resident Alien	1	0	0	10
Unknown	0	0	1	1

Source: UDS reports.

Cost of Attendance and Financial Aid

Figure 19: Tuition and Fees EOSC as compared to a comparison group of 4 OK Community Colleges



Source: Customized IPEDS Data Feedback Report. Comparison group: Carl Albert State, Connors State College, Murray State College, Seminole State College.

Table 23: Percentage of Full-time First-time Students Receiving Grant or Scholarship Aid

Percentage of Full-time First-time Students Receiving Grant or Scholarship Aid		
Type of Aid	2016-17	2017-18
Any Grant Aid	94	94
Federal Grants	69	79
Pell Grants	69	79
State Grants	29	35
Institutional Grants	36	51
Any Loans	26	32
Federal Loans	26	31
Other Loans	2	2

Source: IPEDS Data Feedback Report.

Table 24: Average Amounts of Awarded Grant or Scholarship Aid for First-time, Full-time Students

Average Amounts of Awarded Grant or Scholarship Aid for Full-time, First-time Students : 2017-18	
Type of Aid	
Any Grant Aid	\$6,596
Federal Grants	\$4,652
Pell Grants	\$4,507
State Grants	\$2,663
Institutional Grants	\$3,081
Any Loans	\$5,207
Federal Loans	\$4,835
Other Loans	\$10,180

Source: IPEDS Data Feedback Report.

Table 25: Military Educational Benefits

Military Educational Benefits		
	Number receiving benefits	Average Amount of Benefits
Post 9/11 G.I. Bill	29	\$3,195

Source: IPEDS Data Feedback Report.

Table 26: Student Scholarships

Student Scholarships 2018-19		
	Number of Awards	Total Award Amount
Institutional Awards/Waivers	2,233	\$2,736,011
EOSC Foundation Awards	191	\$230,074

Table 27: 3-year Cohort Default Rates

3-year Cohort Default Rates	
2009	30%
2010	31.8%
2011	25.4%
2012	25.9%
2013	22.9%
2014	23.5%
2015	22.1%
2016	20.6*

A cohort default rate is the percentage of the school's borrowers who enter repayment and then default prior to the end of the next one or two years. Three successive years of CDR of 30% can mean loss of Direct Loan Program and possibly Pell Grant eligibility.

Student Affairs

Table 28: Residential Enrollment Trends

Residential Enrollment Trends			
Fall 2016	Fall 2017	Fall 2018	Fall 2019
202	190	207	191

Table 29: Criminal Offenses

Criminal Offenses - On Campus			
Criminal Offense	2015	2016	2017
a. Murder/Non-negligent manslaughter	0	0	0
b. Negligent manslaughter	0	0	0
c. Sex offenses – Forcible	0	0	0
d. Rape	0	0	1
e. Fondling	0	0	0
f. Sex offenses - Non-forcible	0	0	0
g. Incest	0	0	0
h. Statutory rape	0	0	0
i. Robbery	0	0	0
j. Aggravated assault	0	0	0
k. Burglary	6	5	1
l. Motor vehicle theft	0	0	0
m. Arson	0	0	0

Criminal Offenses - On-Campus Student Housing Facilities			
Criminal Offense	2015	2016	2017
a. Murder/Non-negligent manslaughter	0	0	0
b. Negligent manslaughter	0	0	0
c. Sex offenses - Forcible	0	0	0
d. Rape	0	0	1
e. Fondling	0	0	0
f. Sex offenses - Non-forcible	0	0	0
g. Incest	0	0	0
h. Statutory rape	0	0	0
i. Robbery	0	0	0
j. Aggravated assault	0	0	0
k. Burglary	5	5	1
l. Motor vehicle theft	0	0	0
m. Arson	0	0	0

Criminal Offenses – Non Campus			
Criminal Offense	2015	2016	2017
a. Murder/Non-negligent manslaughter	0	0	0
b. Negligent manslaughter	0	0	0
c. Sex offenses - Forcible	0	0	0
d. Rape	0	0	0
e. Fondling	0	0	0
f. Sex offenses - Non-forcible	0	0	0
g. Incest	0	0	0
h. Statutory rape	0	0	0
i. Robbery	0	0	0
j. Aggravated assault	0	0	0
k. Burglary	0	0	0
l. Motor vehicle theft	0	0	0
m. Arson	0	0	0

Criminal Offenses - Public Property			
Criminal Offense	2015	2016	2017
a. Murder/Non-negligent manslaughter	0	0	0
b. Negligent manslaughter	0	0	0
c. Sex offenses - Forcible	0	0	0
d. Rape	0	0	0
e. Fondling	0	0	0
f. Sex offenses - Non-forcible	0	0	0
g. Incest	0	0	0
h. Statutory rape	0	0	0
i. Robbery	0	0	0
j. Aggravated assault	0	0	0
k. Burglary	0	0	0
l. Motor vehicle theft	0	0	0
m. Arson	0	0	0

Table 30: VAWA Offenses

VAWA Offenses - On Campus				Arrests - On Campus				
Crime	2015	2016	2017		Law Violation	2015	2016	2017
a. Domestic Violence	0	0	0		a. Weapons: carrying, possessing, etc.	0	1	0
b. Dating Violence	0	0	0		b. Drug Abuse Violations	2	0	5
c. Stalking	0	0	0		c. Liquor Law Violations	0	0	0

VAWA Offenses - On Campus Student Housing Facilities				Arrests - On Campus Student Housing Facilities				
Crime	2015	2016	2017		Law Violation	2015	2016	2017
a. Domestic Violence	0	0	0		a. Weapons: carrying, possessing, etc.	0	1	0
b. Dating Violence	0	0	0		b. Drug Abuse Violations	2	0	5
c. Stalking	0	0	0		c. Liquor Law Violations	0	0	0

VAWA Offenses – Non Campus				Arrests – Non Campus				
Crime	2015	2016	2017		Law Violation	2015	2016	2017
a. Domestic Violence	0	0	0		a. Weapons: carrying, possessing, etc.	0	0	0
b. Dating Violence	0	0	0		b. Drug Abuse Violations	0	0	0
c. Stalking	0	0	0		c. Liquor Law Violations	0	0	0

VAWA Offenses – Public Property				Arrests – Public Property				
Crime	2015	2016	2017		Law Violation	2015	2016	2017
a. Domestic Violence	0	0	0		a. Weapons: carrying, possessing, etc.	0	0	0
b. Dating Violence	0	0	0		b. Drug Abuse Violations	0	0	0
c. Stalking	0	0	0		c. Liquor Law Violations	0	0	0

The crime data reported by the institutions have not been subjected to independent verification by the U.S. Department of Education. Therefore, the Department cannot vouch for the accuracy of the data reported here.

- Individual statistics for Rape, Fondling, Incest and Statutory Rape were not collected prior to the 2015 data collection. Prior to the 2015 collection, Rape and Fondling statistics were combined under Sex offenses – Forcible, and Incest and Statutory Rape statistics were combined under Sex Offenses – Non-forcible.
- As of the 2015 data collection, statistics for Sex offenses – Forcible and Sex offenses – Non-forcible were no longer collected.

For further information, see <http://ope.ed.gov/security>.

Business Affairs

Table 31: Core Revenues Fiscal Year 2018

Core Revenues Fiscal Year 2018		
Revenue Source	Percent of Core Revenue	Core Revenues per FTE
Tuition and fees	17%	\$3,372
State appropriations	25%	\$4,997
Local appropriations	0%	
Government grants and contracts	46%	\$9,238
Private gifts, grants, and contracts	0%	
Investment return	--	\$11
Other core revenues	12%	\$2,323

Figure 20: Percent Distribution of Core Revenues Fiscal Year 2018

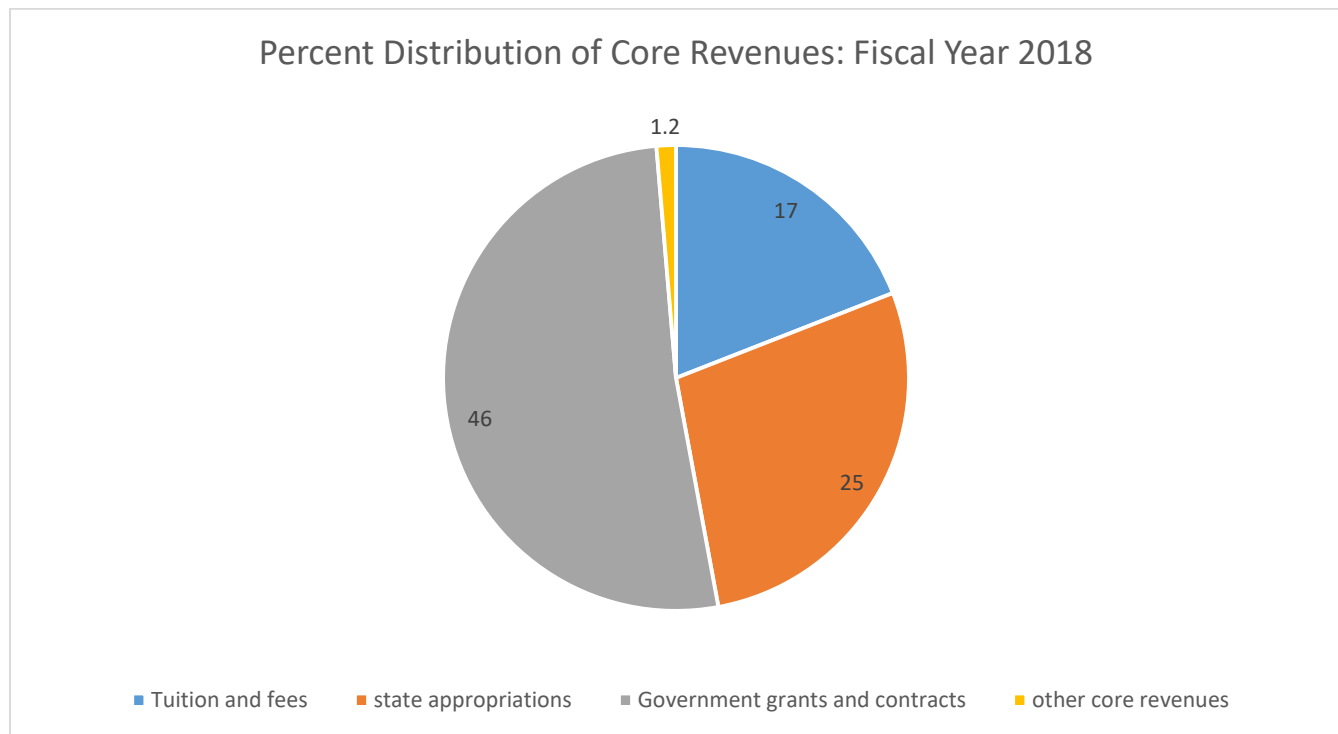


Table 32: Revenue Sources 5-year trend

Revenue Sources 5-year Trend					
Source	2013-14 % of Total	2014-15 % of Total	2015-16 % of Total	2016-17 % of Total	2018-19 % of Total
Tuition and fees	8%	12%	12%	18%	17%
State Appropriations	23%	33%	28%	28%	25%
Govt. grants and contracts	34%	47%	38%	43%	46%
Other core revenues	35%	8%	22%	11%	12%
Total	100%	100%	100%	100%	100%

Source: IPEDS Institutional Profile.

Table 33: Core Expenses Fiscal Year 2018

Core Expenses Fiscal Year 2018		
Expenses	Percent of core expenses	Core Expenses per FTE
Instruction	47%	\$8,223
Research	--	--
Public Service	--	--
Academic support	12%	\$2,175
Student Services	17%	\$2,933
Institutional support	10%	\$1,792
Other core expenses	14%	\$2,528
Total core expenses	100%	\$17,651

Source: IPEDS Institutional Profile

Figure 21: Percent Distribution of Core Expenses Fiscal Year 2018

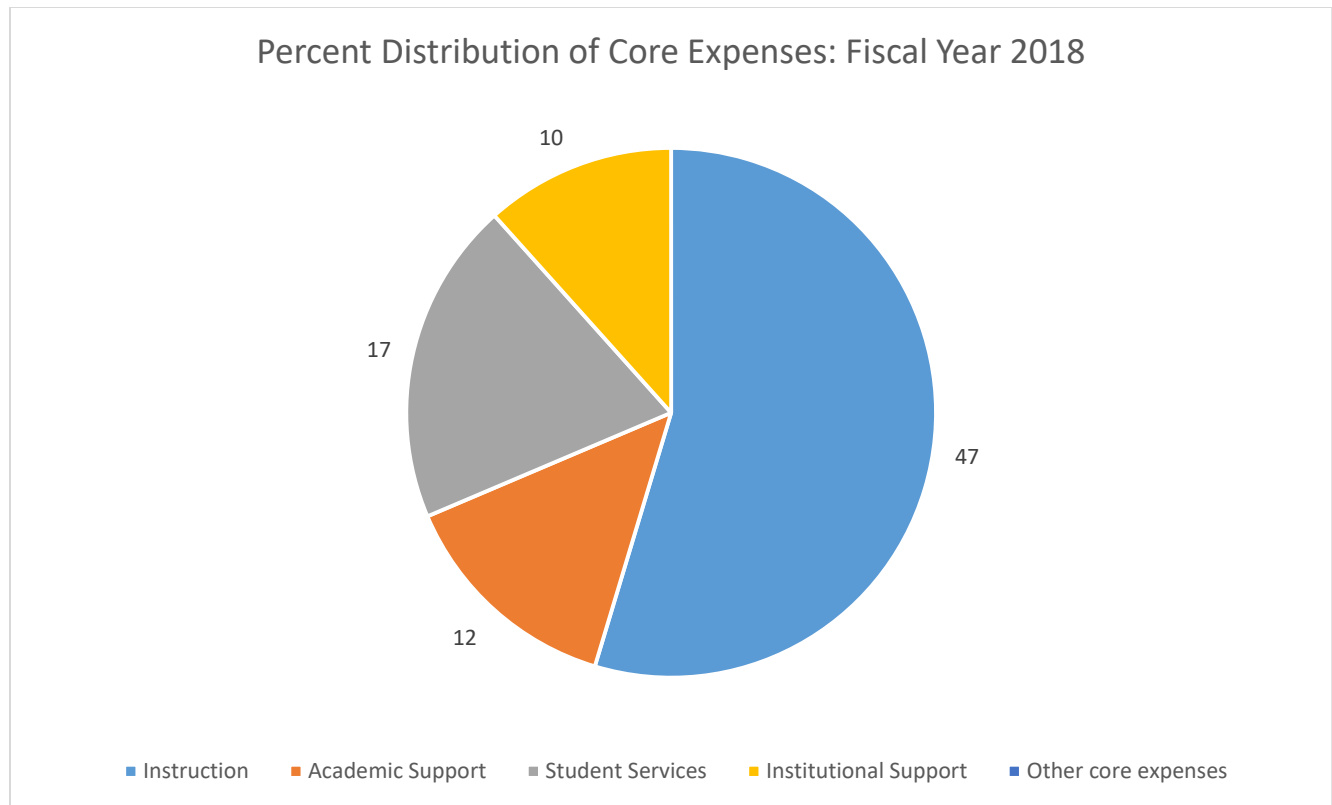
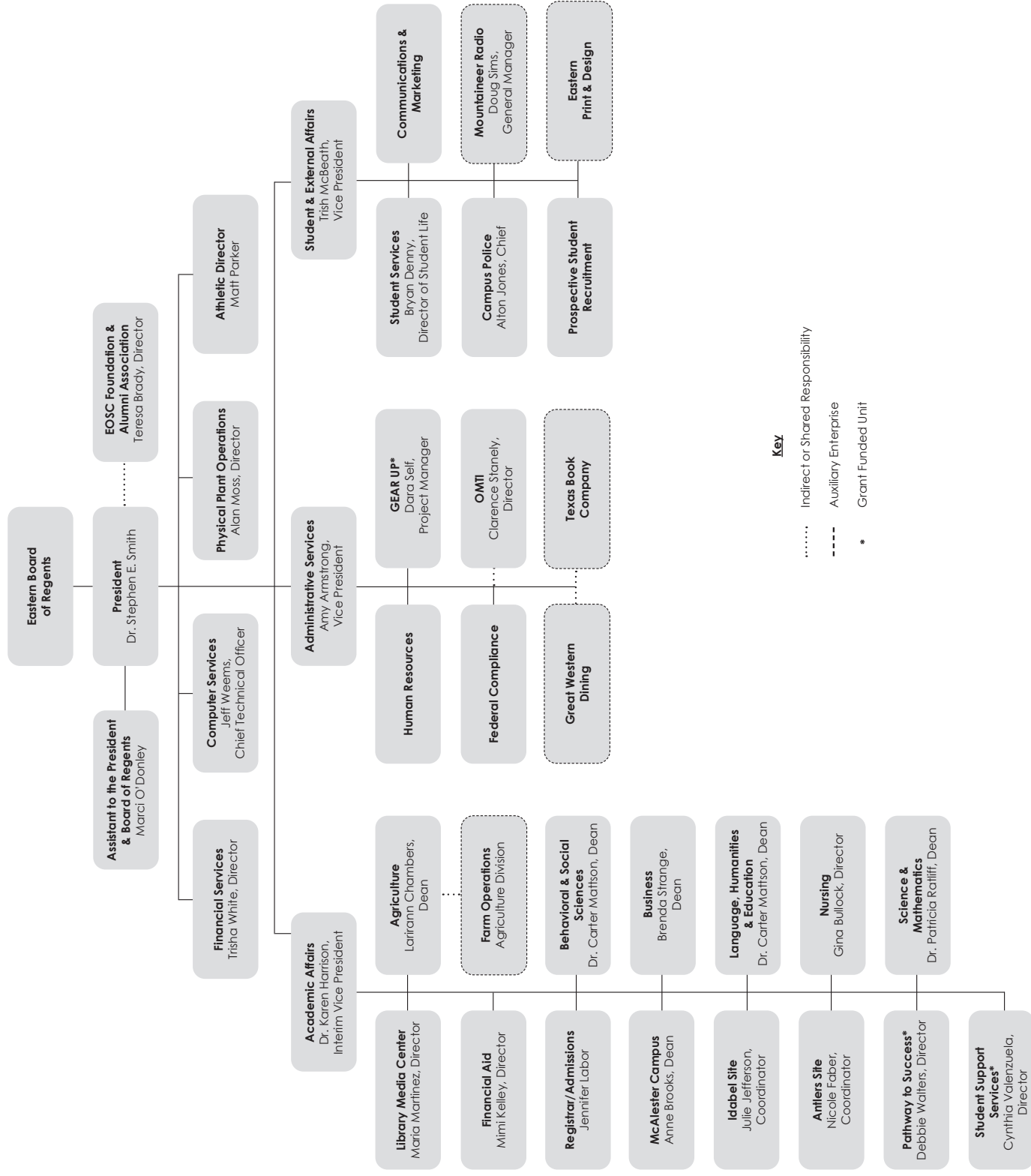


Table 34: Expense sources 5-year trend

Expense Sources 5-Year Trend					
Source	2013-14 % of Total	2014-15 % of Total	2015-16 % of Total	2016-17 % of Total	2018-19 % of Total
Instruction	43%	40%	51%	51%	47%
Academic support	14%	13%	16%	15%	12%
Student services	16%	11%	13%	14%	17%
Institutional support	11%	10%	10%	11%	13%
Other core expenses	16%	26%	7%	9%	14%
Total	100%	100%	100%	100%	100%

Source: IPEDS Institutional Profile.

Appendices



National Center for Education Statistics

IPEDS Data Center

Eastern Oklahoma State College

UnitID	207050
OPEID	00315500
Address	1301 W Main St, Wilburton, OK, 74578-4999
Web Address	www.eosc.edu

Institution Characteristics

General information: Academic year 2018-19

UnitID	207050
Name	Eastern Oklahoma State College
City	Wilburton
State	OK
Web Address	www.eosc.edu
OPEID	00315500
Title IV Institution	Participates in Title IV federal financial aid programs
Control	Public
Level	At least 2 but less than 4 years
Institution Category	Degree-granting, associate's and certificates
Carnegie Classification	Associate's Colleges: High Transfer-High Traditional
Award levels	One but less than two years certificate Associate's degree
Religious Affiliation	Not applicable
Calendar System	Semester
Reporting Method	Student charges for full academic year and fall GR/SFA/retention rate cohort
Campus Setting	Town: Remote
Distance Learning	Offers undergraduate courses and/or programs

Student Charges

Cost of attendance for full-time, first-time, degree/certificate-seeking undergraduates: Academic year 2018-19

Published tuition and required fees	
In-state	\$4,572
Out-of-state	\$8,189
Books and supplies	\$1,500
On-campus room and board	\$5,805
On-campus other expenses	\$2,000
Off-campus (not with family) room and board	\$6,098
Off-campus (not with family) other expenses	\$2,500
Off-campus (with family) other expenses	\$2,781
Total Cost	
On-campus, in-state	\$13,877
On-campus, out-of-state	\$17,494
Off-campus (not with family), in-state	\$14,670
Off-campus (not with family), out of state	\$18,287
Off-campus (with family), in-state	\$8,853
Off-campus (with family), out-of-state	\$12,470

Typical tuition and required fees for full-time students: Academic year 2018-19

Level of student	In-state	Out-of-state
Undergraduate	\$4,572	\$8,189
Graduate		

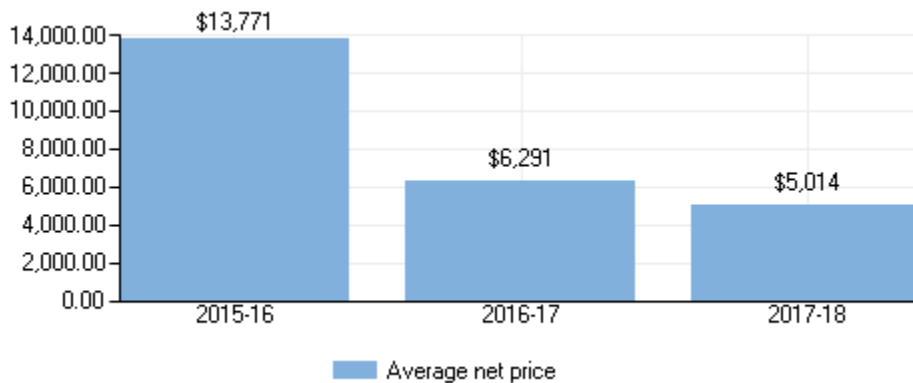
Student Financial Aid

Student Financial Aid, 2017-18

	Percent receiving aid	Average amount of aid received
All undergraduate students		
Any grant or scholarship aid	77%	\$5,198
Pell grants	54%	\$4,351
Federal student loans	27%	\$6,010
Full-time, first-time, degree/certificate-seeking undergraduate students		
Any student financial aid	99%	
Grants or scholarship aid	94%	\$6,596
Federal grants	79%	\$4,652
Pell grants	79%	\$4,507
Other federal grants	24%	\$483
State or local grants and scholarships	35%	\$2,663
Institutional grants and scholarships	51%	\$3,081
Student loan aid	32%	\$5,207
Federal student loans	31%	\$4,835
Other student loans	2%	\$10,180

Net Price

Average net price of attendance for full-time, first-time, degree/certificate-seeking undergraduate students who paid the in-state or in-district tuition rate and were awarded grant or scholarship aid: 2015-16 - 2017-18

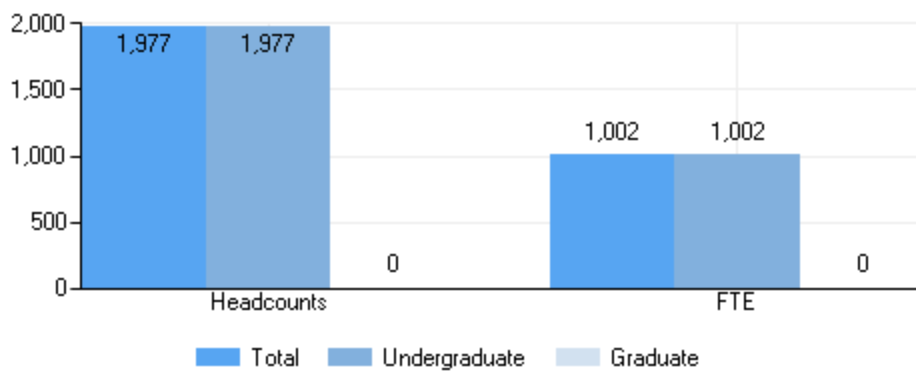


Average net price of attendance for full-time, first-time, degree/certificate-seeking undergraduate students who paid the in-state or in-district tuition rate and were awarded Title IV aid, by income: 2015-16 - 2017-18

Income	2015-16	2016-17	2017-18
\$0 - \$30,000	\$15,525	\$6,117	\$4,328
\$30,001 - \$48,000	\$16,070	\$0	\$4,052
\$48,001 - \$75,000	\$16,420	\$0	\$5,676
\$75,001 - \$110,000	\$16,567	\$0	\$8,321
\$110,001 and more	\$0	\$0	\$3,446

Enrollment

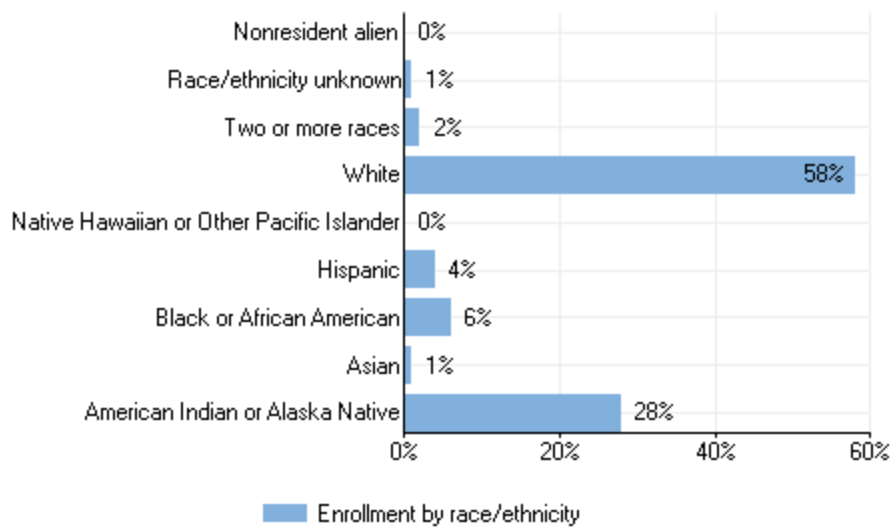
Unduplicated 12-month headcount and total FTE, by student level: 2017-18



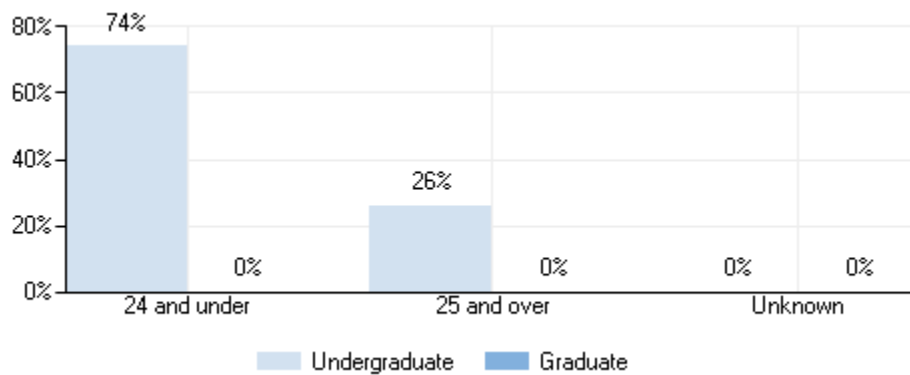
Enrollment by gender, student level, and full- and part-time status: Fall 2018

	Total	Men	Women
All students	1,541	509	1,032
Undergraduate	1,541	509	1,032
Degree/certificate seeking	1,160	387	773
First-time	336	134	202
Transfer-ins	89	28	61
Continuing	735	225	510
Nondegree/certificate seeking	381	122	259
Full-time students	781	298	483
Undergraduate	781	298	483
Degree/certificate seeking	780	297	483
First-time	286	114	172
Transfer-ins	46	15	31
Continuing	448	168	280
Nondegree/certificate seeking	1	1	0
Part-time students	760	211	549
Undergraduate	760	211	549
Degree/certificate seeking	380	90	290
First-time	50	20	30
Transfer-ins	43	13	30
Continuing	287	57	230
Nondegree/certificate seeking	380	121	259

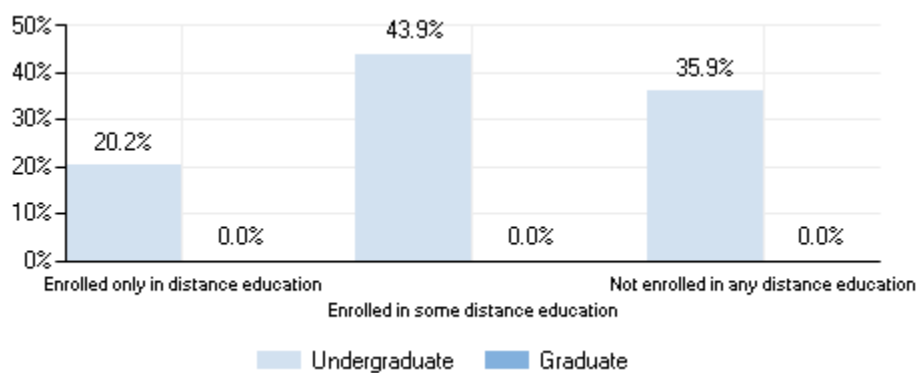
Percent of all students enrolled, by race/ethnicity: Fall 2018



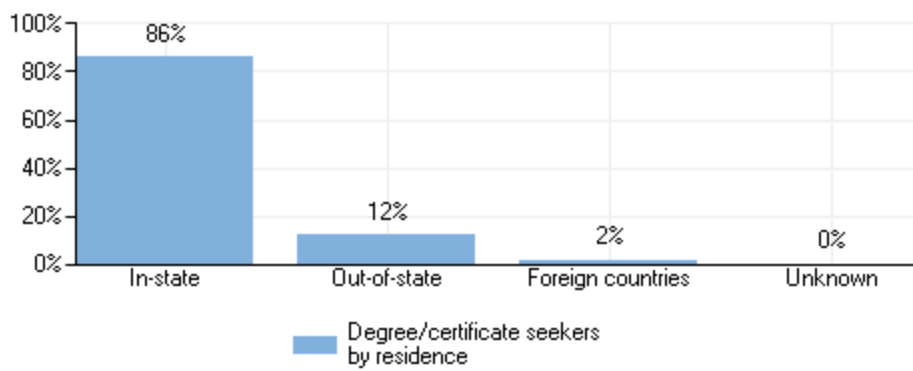
Percent of all students enrolled, by age: Fall 2018



Enrollment by distance education: Fall 2018



Residence of first-time degree/certificate-seeking undergraduates: Fall 2018



Completions

Number of degrees and certificates awarded, by level and race/ethnicity and gender: July 1, 2017 - June 30, 2018

Total Race/ethnicity and Gender	Certificates Below Bachelor's	Certificates Above Bachelor's	Associate's	Bachelor's	Master's	Doctor's research/scholarship	Doctor's professional practice	Doctor's other
Grand total	124	0	148	0	0	0	0	0
American Indian or Alaska Native	30	0	37	0	0	0	0	0
Asian	2	0	5	0	0	0	0	0
Black or African American	8	0	3	0	0	0	0	0
Hispanic or Latino	11	0	5	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0
White	71	0	93	0	0	0	0	0
Two or more races	2	0	3	0	0	0	0	0
Race/ethnicity unknown	0	0	1	0	0	0	0	0
Nonresident alien	0	0	1	0	0	0	0	0
Men Race/ethnicity and Gender	Certificates Below Bachelor's	Certificates Above Bachelor's	Associate's	Bachelor's	Master's	Doctor's research/scholarship	Doctor's professional practice	Doctor's other
Grand total	54	0	54	0	0	0	0	0
American Indian or Alaska Native	12	0	15	0	0	0	0	0
Asian	1	0	2	0	0	0	0	0
Black or African American	5	0	2	0	0	0	0	0
Hispanic or Latino	6	0	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0
White	30	0	35	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0
Race/ethnicity unknown	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0
Women Race/ethnicity and Gender	Certificates Below Bachelor's	Certificates Above Bachelor's	Associate's	Bachelor's	Master's	Doctor's research/scholarship	Doctor's professional practice	Doctor's other
Grand total	70	0	94	0	0	0	0	0
American Indian or Alaska Native	18	0	22	0	0	0	0	0
Asian	1	0	3	0	0	0	0	0
Black or African American	3	0	1	0	0	0	0	0
Hispanic or Latino	5	0	5	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0
White	41	0	58	0	0	0	0	0
Two or more races	2	0	3	0	0	0	0	0
Race/ethnicity unknown	0	0	1	0	0	0	0	0

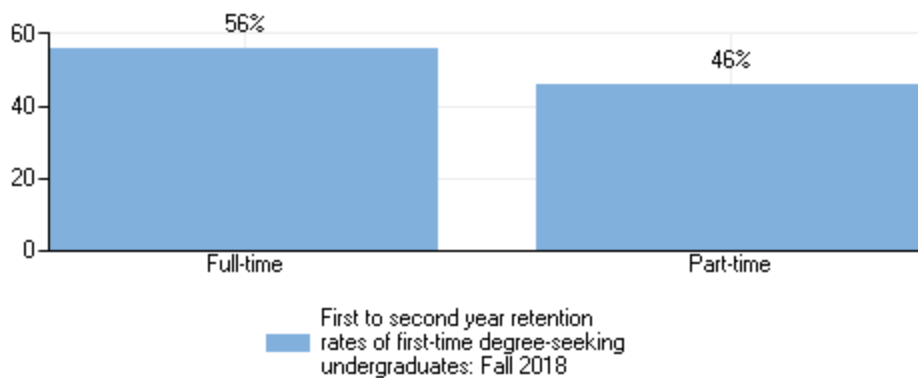
Nonresident alien	0	0	1	0	0	0	0	0
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Number of degrees and certificates awarded, by level and program: July 1, 2017 - June 30, 2018

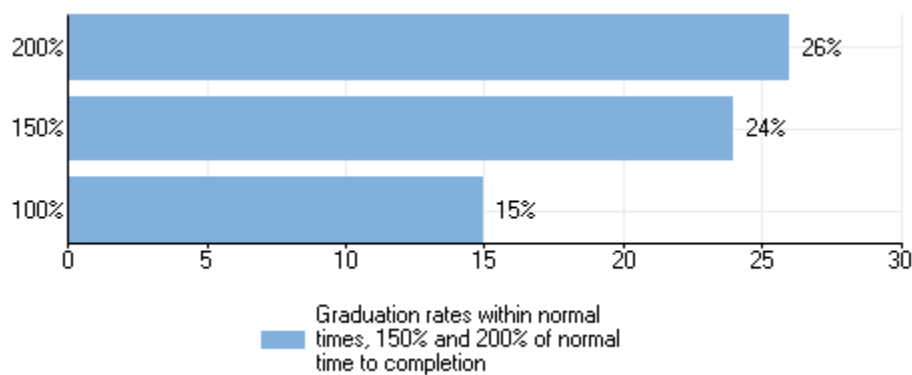
Program	Certificates Below Bachelor's	Certificates Above Bachelor's	Associate's	Bachelor's	Master's	Doctor's research/ scholarship	Doctor's professional practice	Doctor's other
Grand total	124	-	148	-	-	-	-	-
Agriculture, Agriculture Operations and Related Sciences	20	-	2	-	-	-	-	-
Natural Resources and Conservation	3	-	3	-	-	-	-	-
Communication, Journalism, and Related Programs	-	-	3	-	-	-	-	-
Computer and Information Sciences and Support Services	0	-	1	-	-	-	-	-
Personal and Culinary Services	1	-	1	-	-	-	-	-
Education	-	-	2	-	-	-	-	-
Family and Consumer Sciences/Human Sciences	5	-	5	-	-	-	-	-
English Language and Literature/Letters	-	-	0	-	-	-	-	-
Liberal Arts and Sciences, General Studies and Humanities	95	-	-	-	-	-	-	-
Biological and Biomedical Sciences	-	-	14	-	-	-	-	-
Mathematics and Statistics	-	-	3	-	-	-	-	-
Multi/Interdisciplinary Studies	-	-	0	-	-	-	-	-
Physical Sciences	-	-	0	-	-	-	-	-
Psychology	-	-	11	-	-	-	-	-
Homeland Security, Law Enforcement, Firefighting, and Related Protective Service	-	-	13	-	-	-	-	-
Social Sciences	-	-	4	-	-	-	-	-
Visual and Performing Arts	-	-	2	-	-	-	-	-
Health Professions and Related Programs	-	-	34	-	-	-	-	-
Business, Management, Marketing, and Related Support Services	0	-	50	-	-	-	-	-

Retention and Graduation

First to second year retention rates of first-time degree-seeking undergraduates: Fall 2018



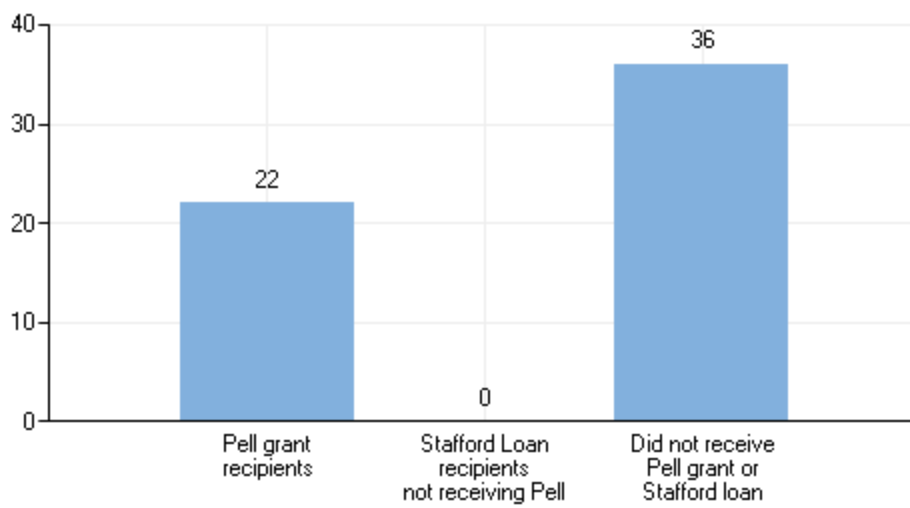
Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within normal time, and 150% and 200% of normal time to completion: 2014 cohort



Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 150% of normal time to program completion, by gender and race/ethnicity and transfer out-rate: 2015 cohort

	Rate
Overall graduation rates	
Total	27%
Men	29%
Women	25%
American Indian or Alaska Native	29%
Asian	0%
Black or African American	23%
Hispanic or Latino	22%
Native Hawaiian or Other Pacific Islander	0%
White	28%
Two or more races	25%
Race/ethnicity unknown	0%
Nonresident alien	33%
Transfer out-rate	15%

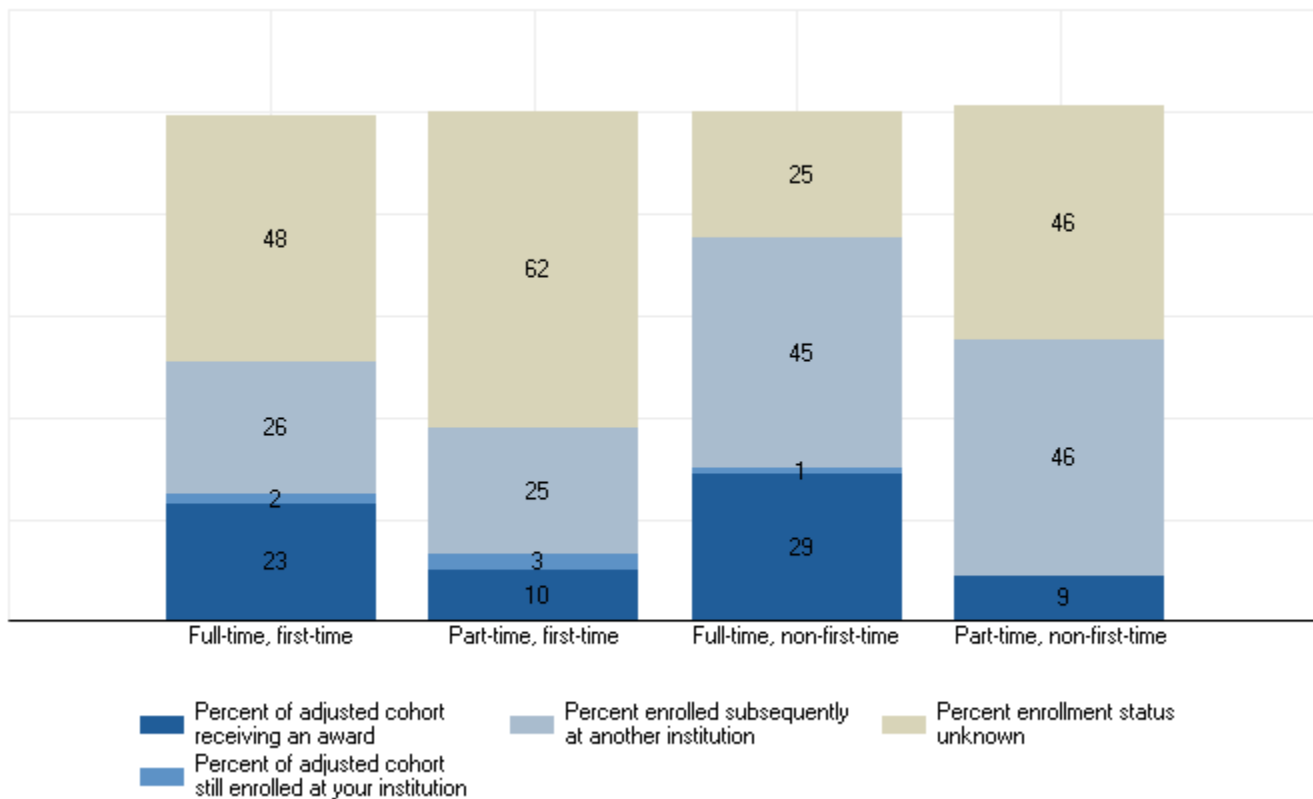
Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 150% of normal time to program completion, by Title IV aid status: 2015 cohort



Graduation rates are based on the student's completion status as of August 31, 2018.

Outcome Measures

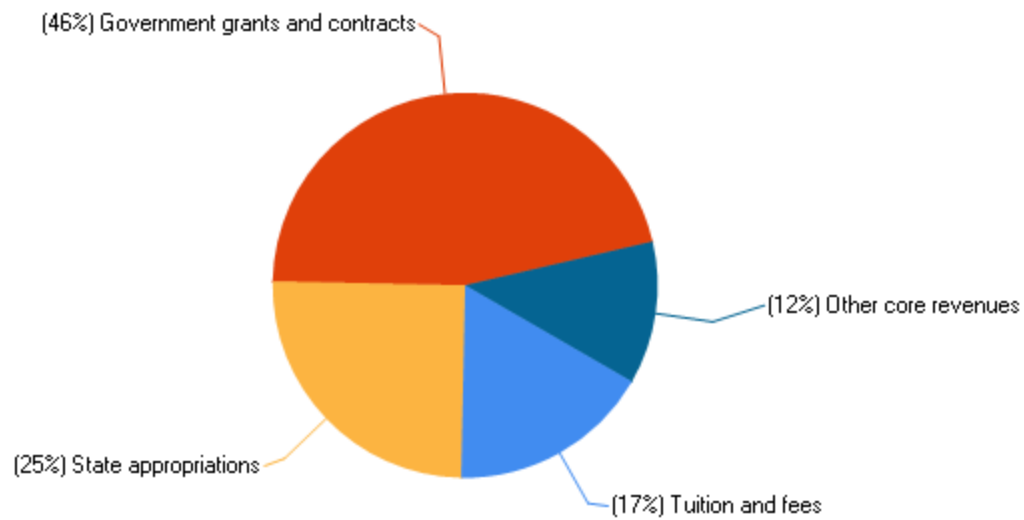
Award and enrollment rates of degree/certificate-seeking undergraduate students who entered the institution in 2010-11, by cohort



Award and enrollment status are based on the student's completion status as of August 31, 2018.

Finance

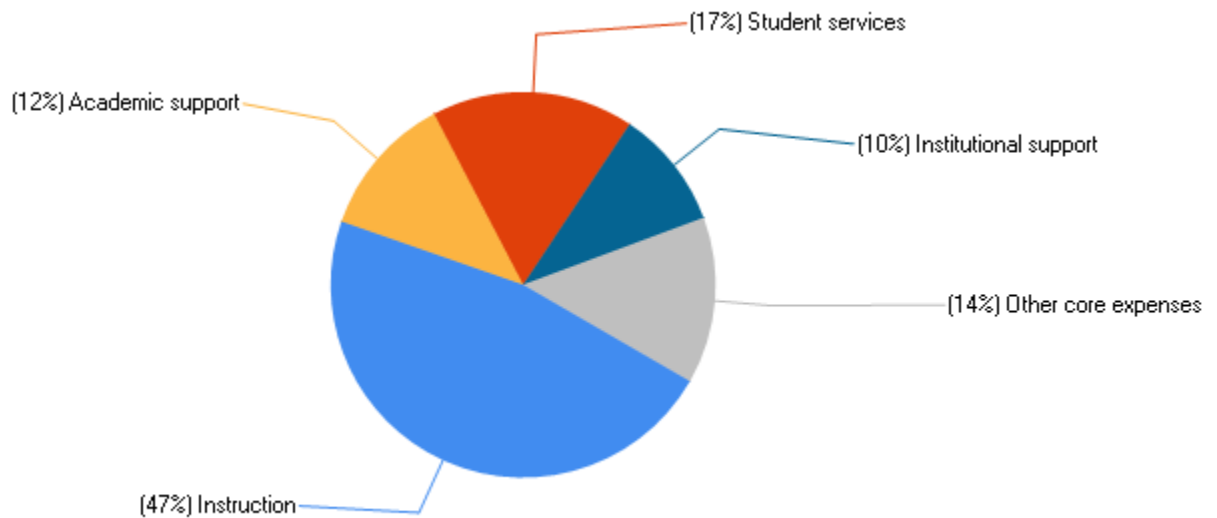
Percent distribution of core revenues, by source: Fiscal year 2018



Core revenues per FTE enrollment, by source: Fiscal year 2018

Tuition and fees	\$3,372
State appropriations	\$4,977
Local appropriations	\$0
Government grants and contracts	\$9,238
Private gifts, grants, and contracts	\$0
Investment return	\$11
Other core revenues	\$2,323

Percent distribution of core expenses, by function: Fiscal year 2018



Core expenses per FTE enrollment, by function: Fiscal year 2018

Instruction	\$8,223
Research	\$0
Public service	\$0
Academic support	\$2,175
Student services	\$2,933
Institutional support	\$1,792
Other core expenses	\$2,528

Human Resources

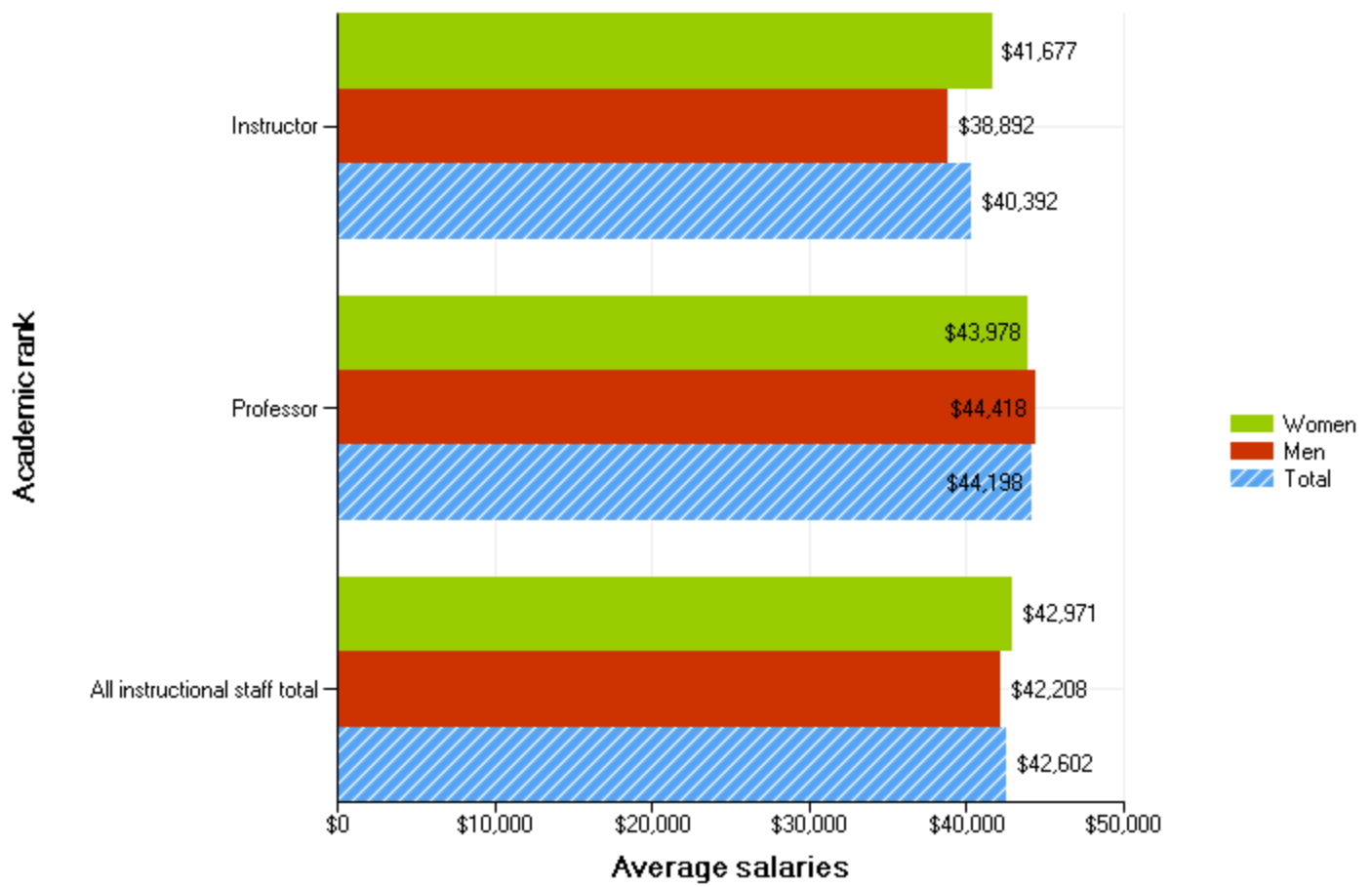
Number of full- and part-time staff and graduate assistants, by primary occupational category: Fall 2018

Occupational category	Total	Full-time	Part-time
All staff	218	153	65
Instructional Staff	78	31	47
Research	0	0	0
Public Service	0	0	0
Librarians, Curators, and Archivists	3	3	0
Archivists, Curators, and Museum Technicians	0	0	0
Librarians	2	2	0
Library Technicians	1	1	0
Student and Academic Affairs and Other Education Services	19	11	8
Management	24	23	1
Business and Financial Operations	6	6	0
Computer, Engineering, and Science	7	7	0
Community Service, Legal, Arts, and Media	16	15	1
Healthcare Practitioners and Technical	0	0	0
Service Occupations	21	19	2
Sales and Related Occupations	2	2	0
Office and Administrative Support	31	26	5
Natural Resources, Construction, and Maintenance	8	8	0
Production, Transportation, and Material Moving	3	2	1

Number of full-time instructional, research, and public service staff, by tenure status: Fall 2018

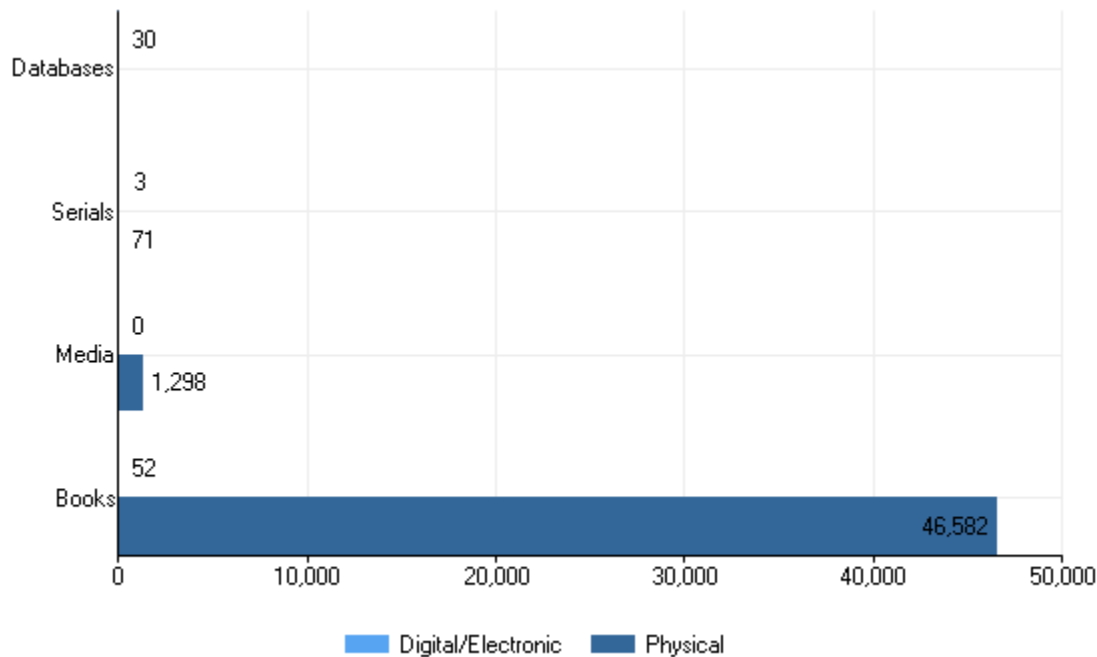
	Total	Instructional Staff	Research	Public Service
Total	31	31	0	0
With faculty status	31	31	0	0
Tenured	18	18	0	0
On tenure track	13	13	0	0
Not on tenure track	0	0	0	0
Multi-year contract	0	0	0	0
Indefinite contract	0	0	0	0
Annual contract	0	0	0	0
Less-than annual contract	0	0	0	0
Without faculty status	0	0	0	0

Average salaries of full-time instructional nonmedical staff equated to 9-months worked, by academic rank and gender: Academic year 2018-19

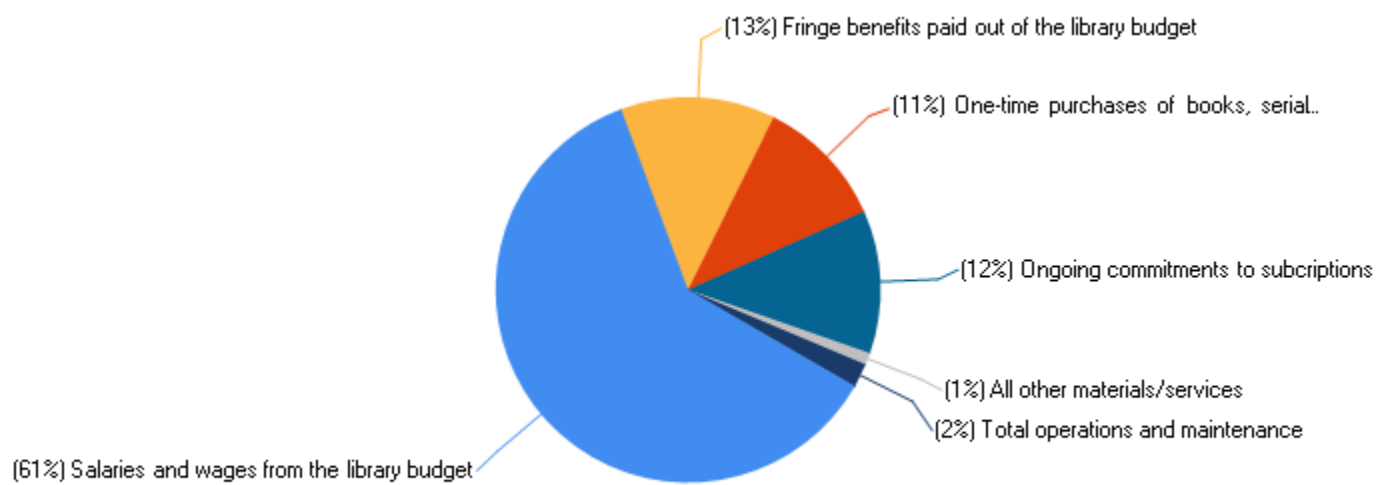


Academic Libraries

Library collection by material type: Fiscal year 2018



Percent distribution of library expenses, by function: Fiscal year 2018



Customized **IPEDS** **DATA** **FEEDBACK** **REPORT** **2019**

What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from about 6,400 institutions that provide postsecondary education across the United States.

These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (<https://nces.ed.gov/collegenavigator/>), an online tool to aid in the college search process. Additional information about IPEDS can be found on the website at <https://nces.ed.gov/ipeds>.

What Is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. The purpose of this report is to provide institutional executives a useful resource and to help improve the quality and comparability of IPEDS data.

What Is in This Report?

The figures in this report provide a selection of indicators for your institution to compare with a group of similar institutions. The figures draw from the data collected during the 2018-19 IPEDS collection cycle and are the most recent data available. The inside cover of this report lists the pre-selected comparison group of institutions and the criteria used for their selection. The Methodological Notes at the end of the report describe additional information about these indicators and the pre-selected comparison group.

Where Can I Do More with IPEDS Data?

Each institution can access previously released Data Feedback Reports from 2005 and customize this 2019 report by using a different comparison group and IPEDS variables of its choosing. To learn how to customize the 2019 report, visit this resource page <https://nces.ed.gov/ipeds/Help/View/2>. To download archived reports or customize the current Data Feedback Report, visit the 'Use the Data' portal on the IPEDS website <https://nces.ed.gov/ipeds> and click on Data Feedback Report.



Eastern Oklahoma State College
Wilburton, OK



COMPARISON GROUP

Comparison group data are included to provide a context for interpreting your institution's statistics. For this report, you specified a custom comparison group.

The custom comparison group chosen by Eastern Oklahoma State College includes the following 4 institutions:

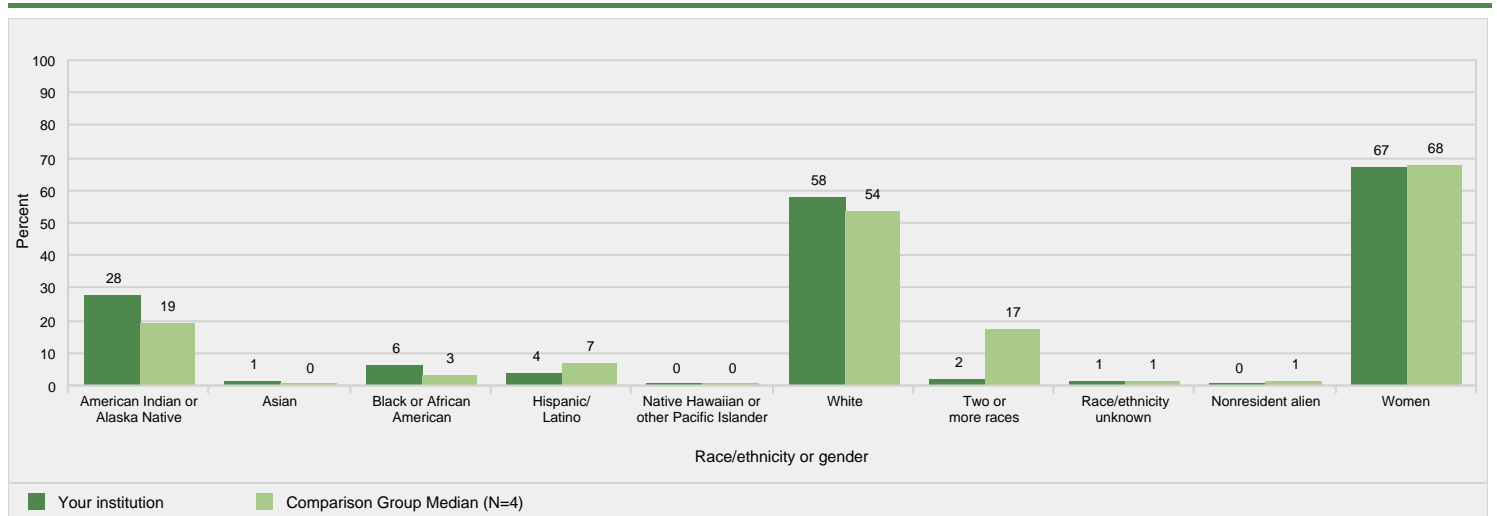
- ▶ Carl Albert State College (Poteau, OK)
- ▶ Connors State College (Warner, OK)
- ▶ Murray State College (Tishomingo, OK)
- ▶ Seminole State College (Seminole, OK)

The figures in this report have been organized and ordered into the following topic areas:

1) Admissions (only for non-open-admissions schools)	[No charts applicable]	
2) Student Enrollment	Fig. 1, 2, 3, 4 and 5	Pg. 3 and 4
3) Awards	Fig. 6 and 7	Pg. 4
4) Charges and Net Price	Fig. 8 and 9	Pg. 5
5) Student Financial Aid	Fig. 10, 11 and 12	Pg. 5 and 6
6) Military Benefits*	Fig. 13 and 14	Pg. 6
7) Retention and Graduation Rates	Fig. 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26 and 27	Pg. 6, 7, 8, 9, 10 and 11
8) Finance	Fig. 28, 29, 30, 31, 32 and 33	Pg. 12 and 13
9) Staff	Fig. 34, 35 and 36	Pg. 13 and 14
10) Libraries*	Fig. 37 and 38	Pg. 14

*These figures only appear in customized Data Feedback Reports (DFR), which are available through Use the Data portal on the IPEDS website.

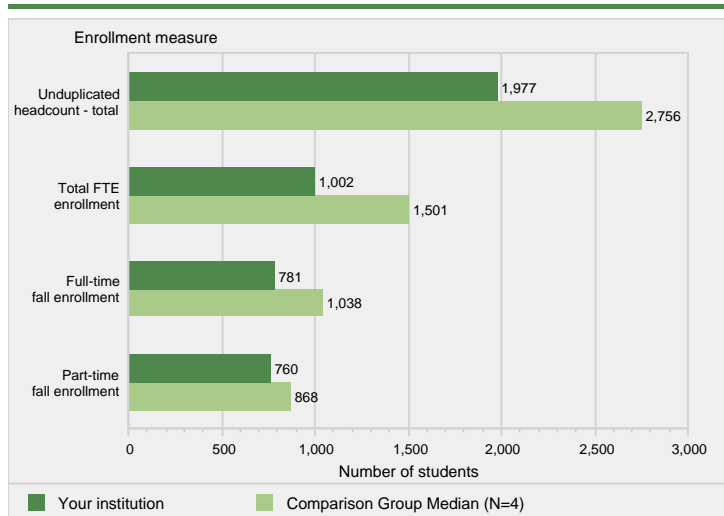
Figure 1. Percent of all students enrolled, by race/ethnicity, and percent of students who are women: Fall 2018



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. Median values for the comparison group will not add to 100%. See 'Use of Median Values for Comparison Group' for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Fall Enrollment component.

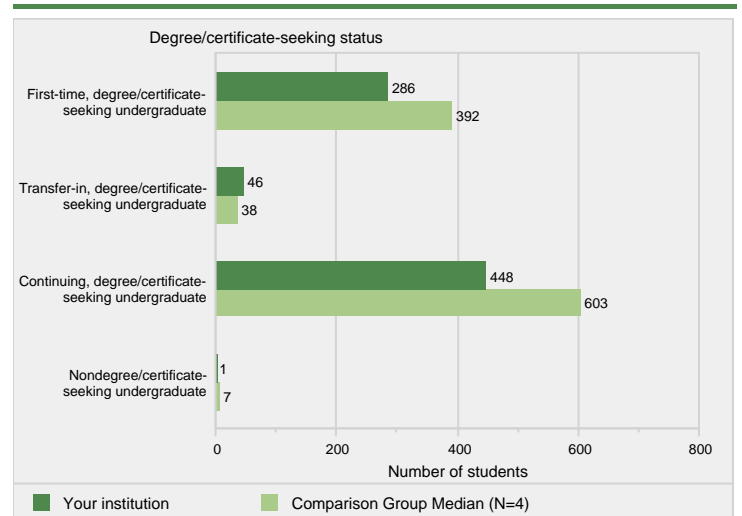
Figure 2. Unduplicated 12-month headcount (2017-18), total FTE enrollment (2017-18), and full- and part-time fall enrollment (Fall 2018)



NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2018, 12-month Enrollment component and Spring 2019, Fall Enrollment component.

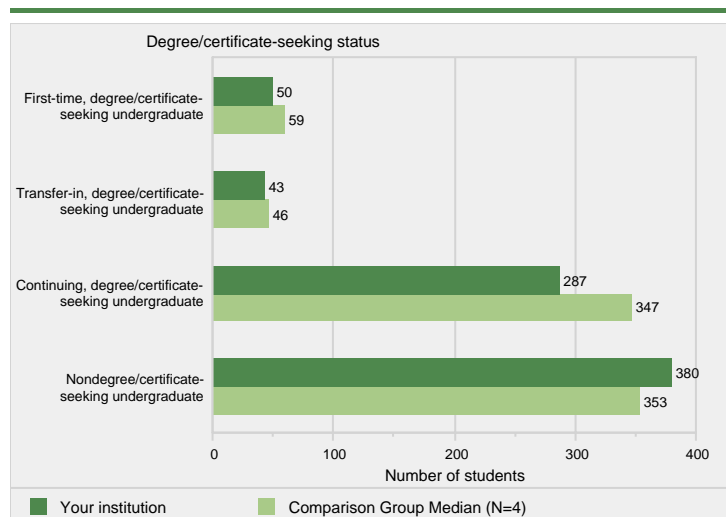
Figure 3. Full-time enrollment, by degree/certificate-seeking status: Fall 2018



NOTE: N is the number of institutions in the comparison group.

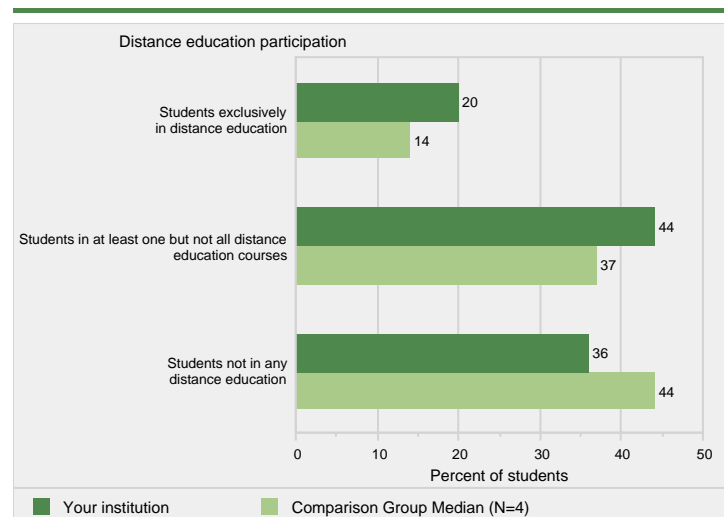
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Fall Enrollment component.

Figure 4. Part-time enrollment, by degree/certificate-seeking status: Fall 2018



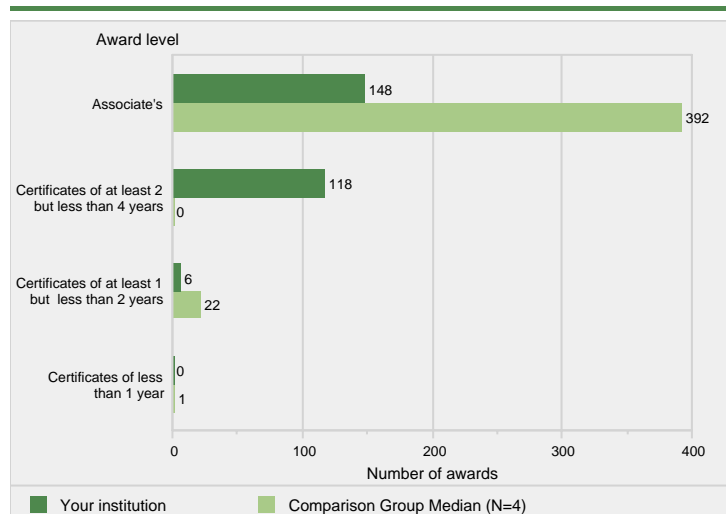
NOTE: N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Fall Enrollment component.

Figure 5. Percent of students enrolled in distance education courses, by amount of distance education: Fall 2018



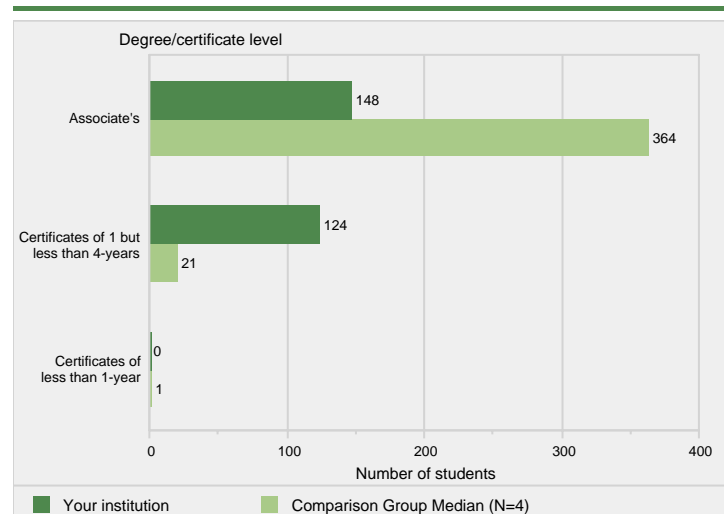
NOTE: N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Fall Enrollment component.

Figure 6. Number of subbaccalaureate degrees and certificates awarded, by level: 2017-18



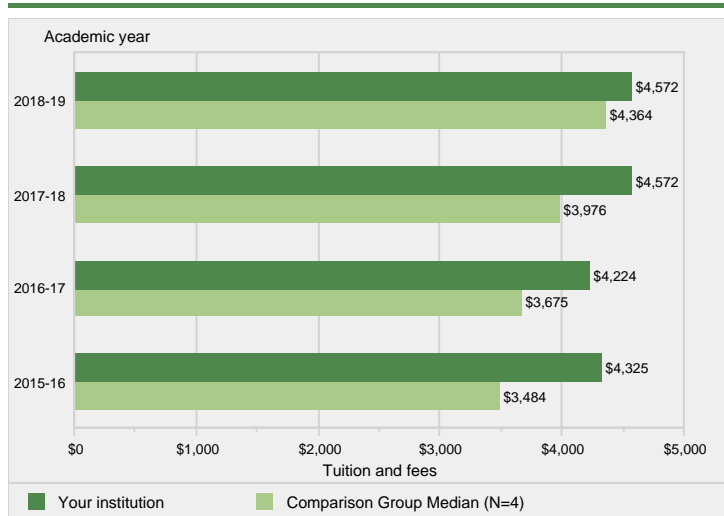
NOTE: N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2018, Completions component.

Figure 7. Number of students completing a degree/certificate, by level: 2017-18



NOTE: N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2018, Completions component.

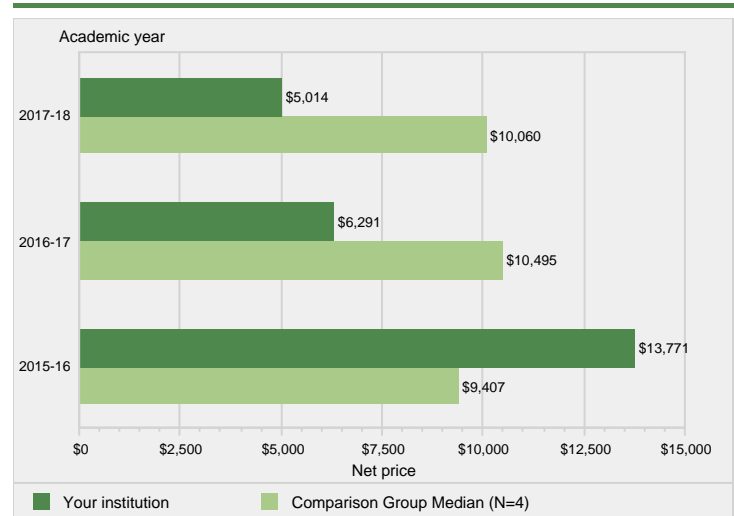
Figure 8. Academic year tuition and required fees for full-time, first-time degree/certificate-seeking undergraduates: 2015-16 to 2018-19



NOTE: The tuition and required fees shown here are the lowest reported from the categories of in-district, in-state, and out-of-state. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2018, Institutional Characteristics component.

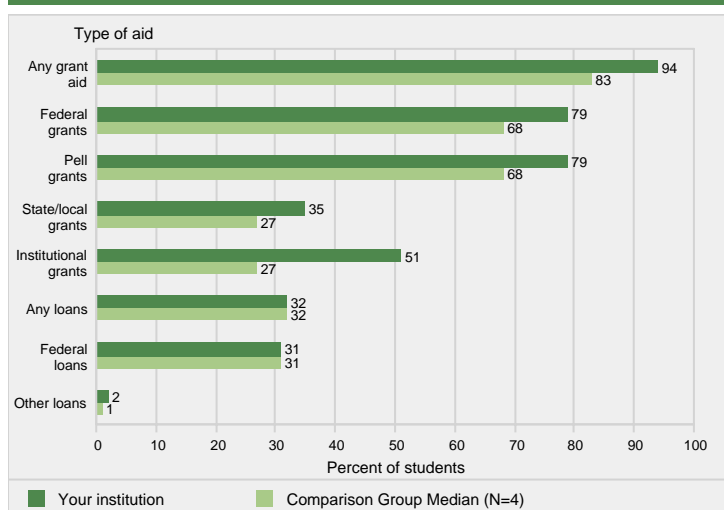
Figure 9. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students, who were awarded grant or scholarship aid: 2015-16 to 2017-18



NOTE: Average net price is for full-time, first-time degree/certificate-seeking undergraduate students and is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship awarded 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 average room and board and other expenses. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2018, Institutional Characteristics component and Winter 2018-19, Student Financial Aid component.

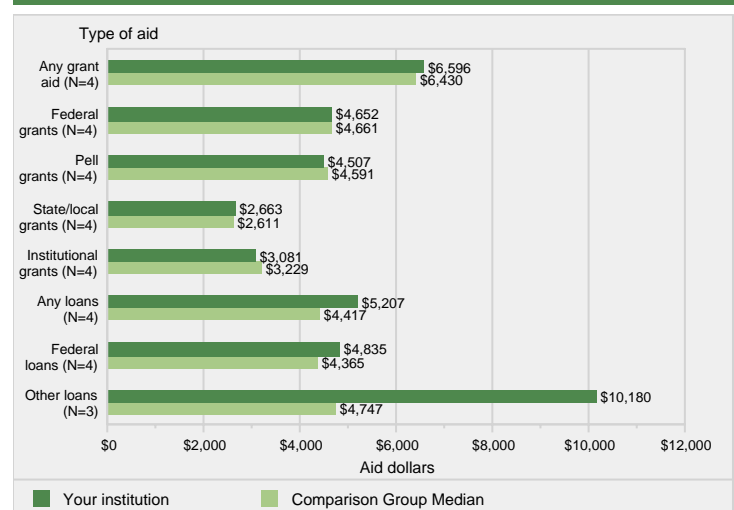
Figure 10. Percent of full-time, first-time degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid: 2017-18



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans awarded to students. For details on how students are counted for financial aid reporting, see Cohort Determination in the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Student Financial Aid component.

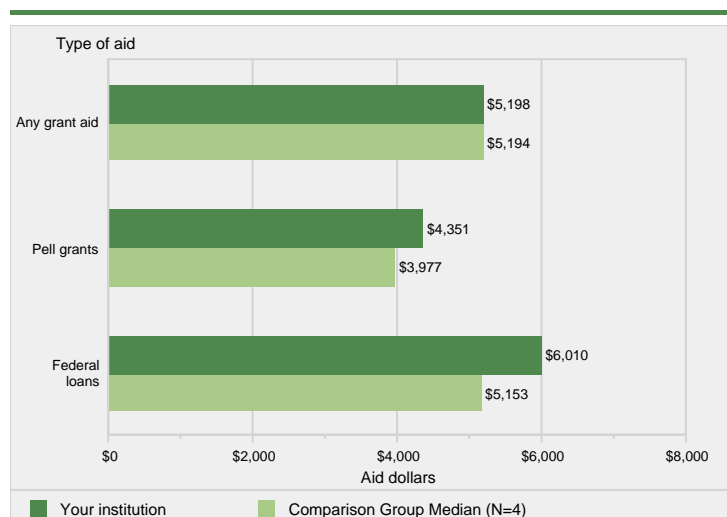
Figure 11. Average amounts of awarded grant or scholarship aid from the federal government, state/local government, or the institution, or loans awarded to full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2017-18



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans awarded to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Student Financial Aid component.

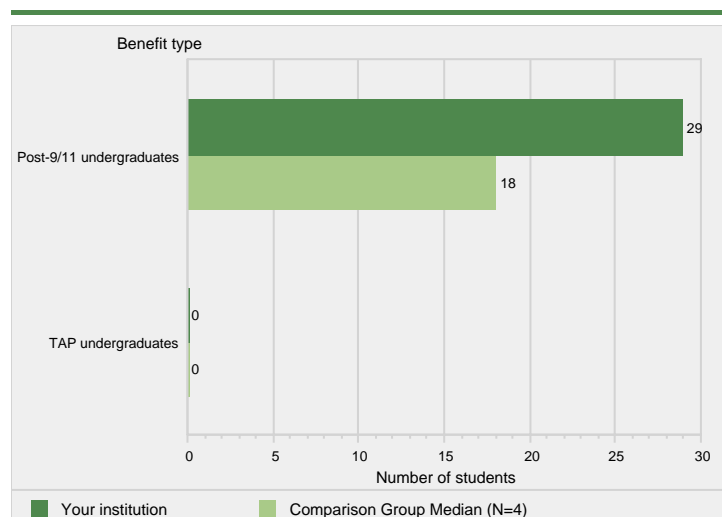
Figure 12. Average amount of aid awarded to all undergraduates, by type of aid: 2017-18



NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes federal loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Student Financial Aid component.

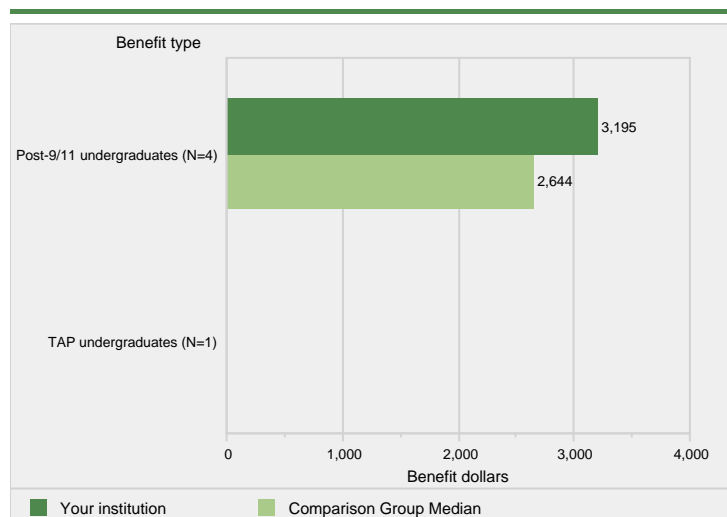
Figure 13. Number of students receiving military educational benefits, by benefit type: 2017-18



NOTE: N is the number of institutions in the comparison group. Post-9/11 refers to the Department of Veteran Affairs Post-9/11 G.I. Bill educational benefit. TAP refers to the Department of Defense Tuition Assistance Program educational benefit.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Student Financial Aid component.

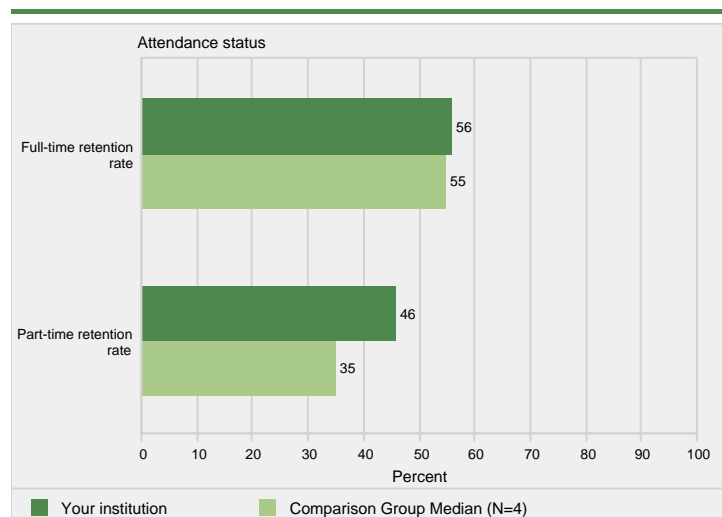
Figure 14. Average amount of military educational benefits received, by benefit type: 2017-18



NOTE: N is the number of institutions in the comparison group. Post-9/11 refers to the Department of Veteran Affairs Post-9/11 G.I. Bill educational benefit. TAP refers to the Department of Defense Tuition Assistance Program educational benefit. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Student Financial Aid component.

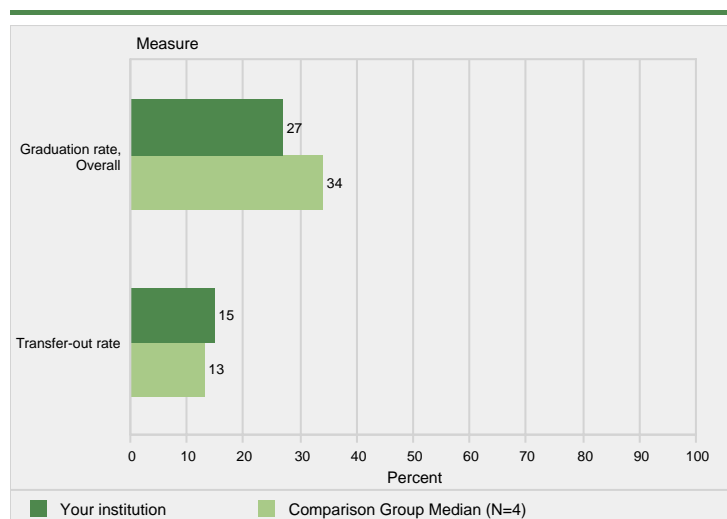
Figure 15. Retention rates of full-time, first-time degree/certificate seeking students, attendance status: Fall 2017 cohort



NOTE: Retention rates are measured from the fall of first enrollment to the following fall. Academic reporting institutions report retention data as of the institution's official fall reporting date or as of October 15, 2017. Program reporters determine the cohort with enrollment any time between August 1-October 31, 2017 and retention based on August 1, 2018. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Fall Enrollment component.

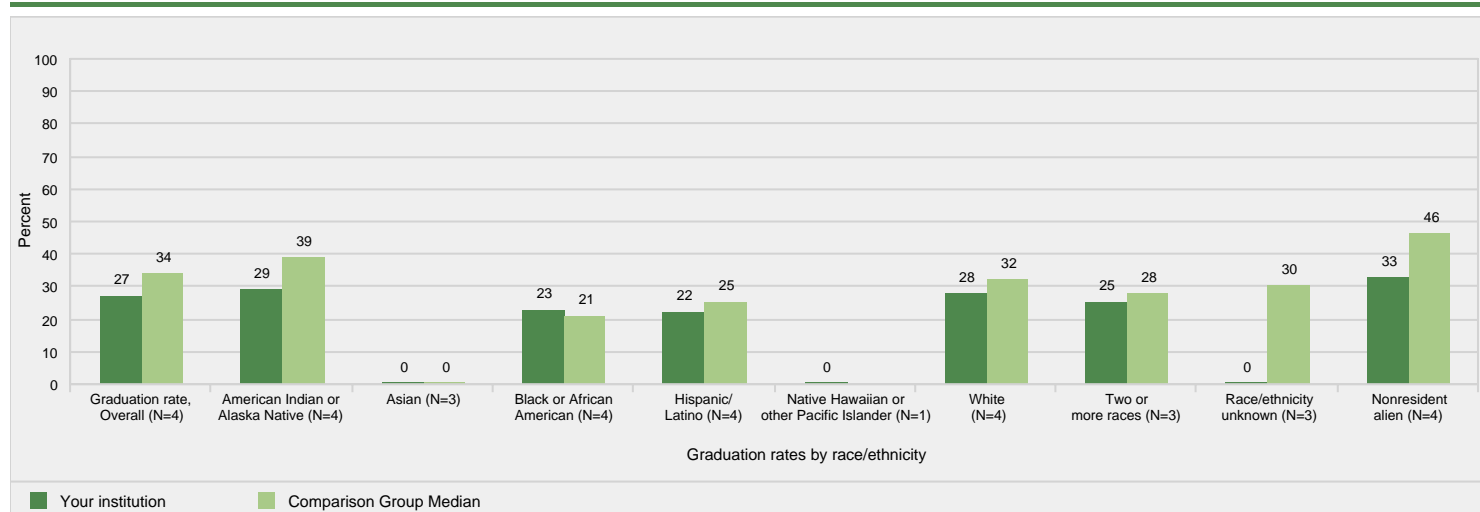
Figure 16. Graduation and transfer-out rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion: 2015 cohort



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Graduation and transfer-out rates are the Student Right-to-Know rates. Only institutions with mission to prepare students to transfer are required to report transfer out. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Graduation Rates component.

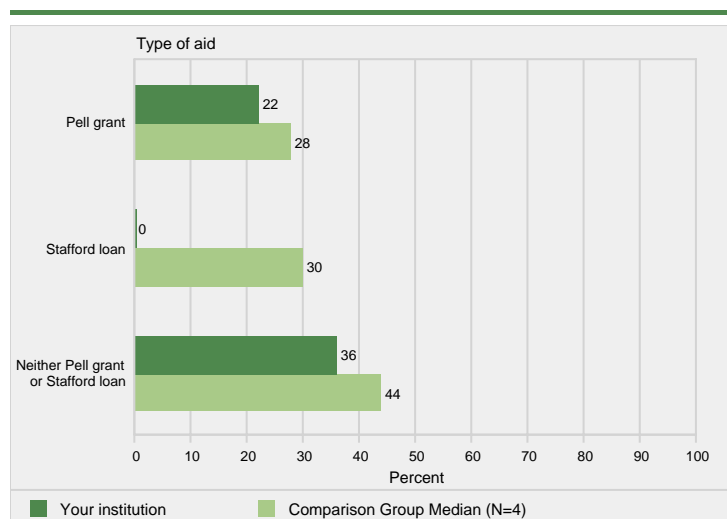
Figure 17. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2015 cohort



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. The graduation rates are the Student Right-to-Know (SRK) rates. Median values for the comparison group will not add to 100%. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Graduation Rates component.

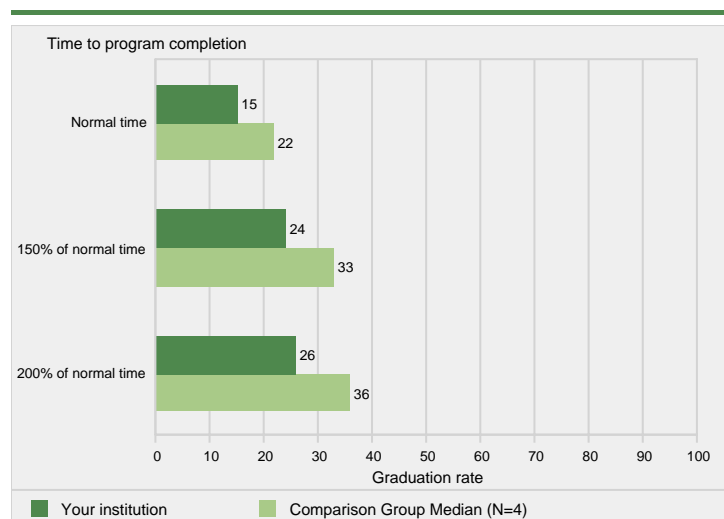
Figure 18. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by type of aid: 2015 cohort



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Data were collected on those students, who at entry of the cohort, were awarded a Pell Grant and students who were awarded a Subsidized Stafford loan, but did not receive a Pell Grant. Graduation rates are the Student Right-to-Know rates. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Graduation Rates component.

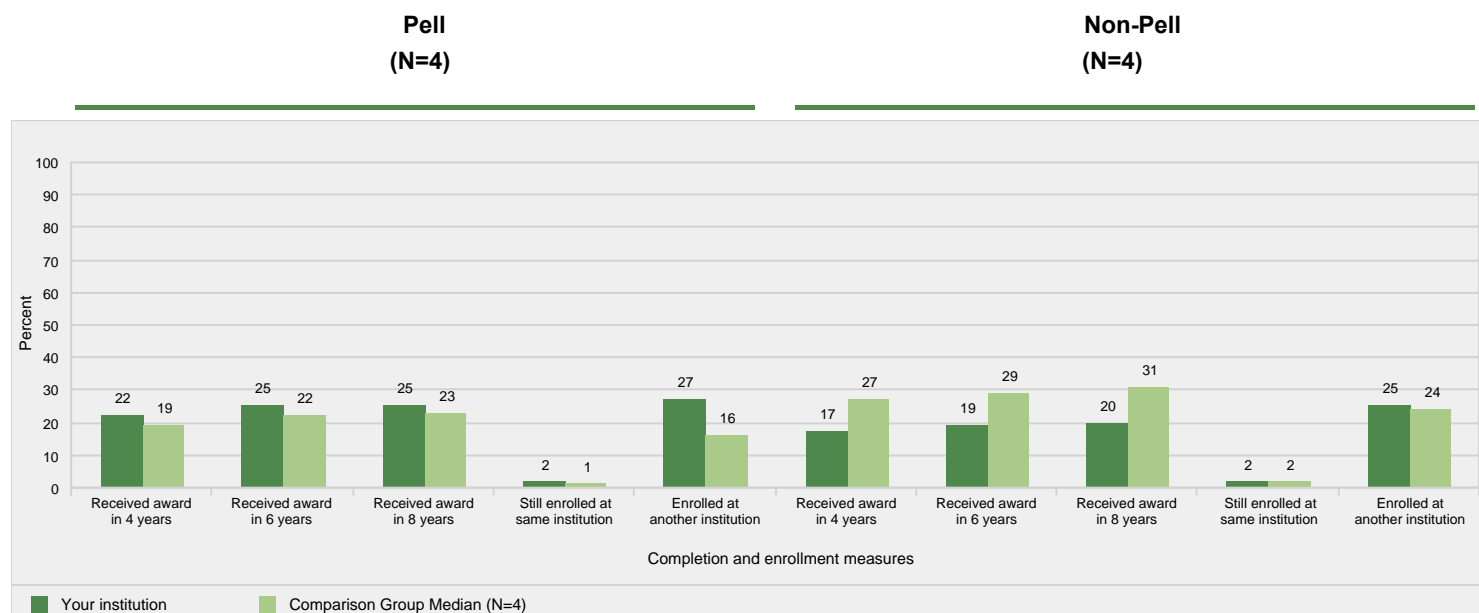
Figure 19. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within normal time, and 150% and 200% of normal time to completion: 2014 cohort



NOTE: The 150% graduation rate is the Student Right-to-Know (SRK) rates; the Normal time and 200% rates are calculated using the same methodology. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, 200% Graduation Rates component.

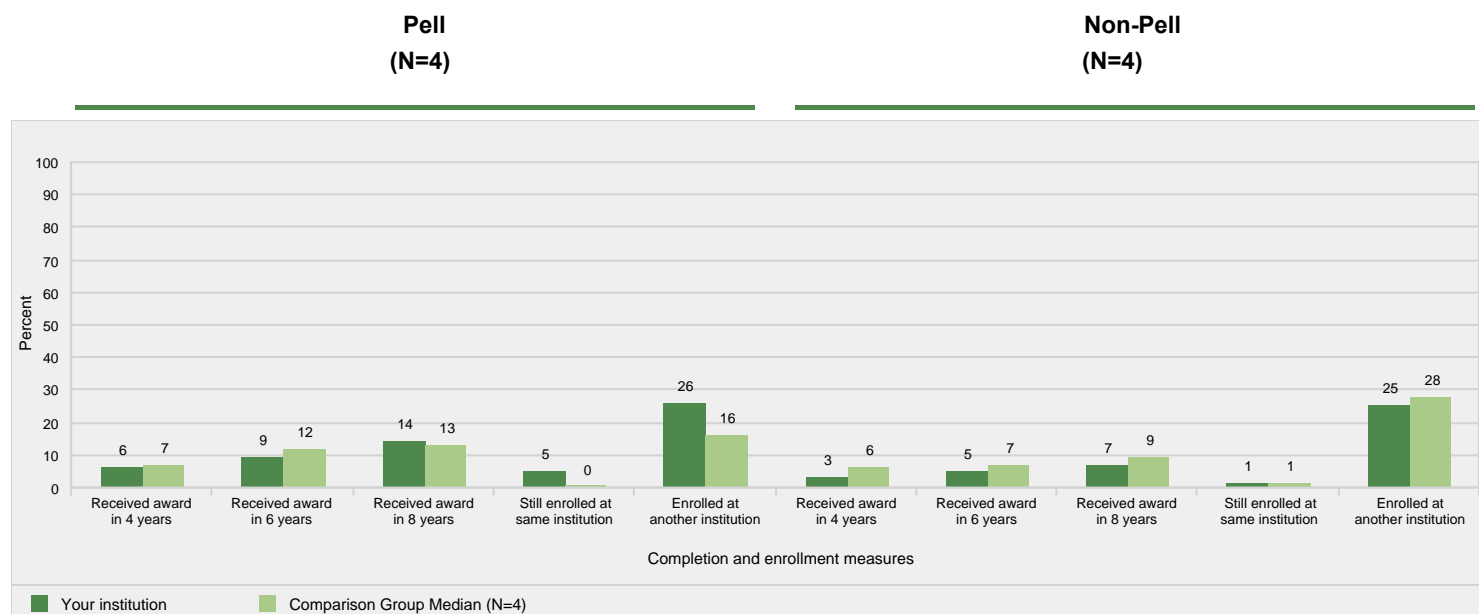
Figure 20. Award and enrollment rates of first-time, full-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status: 2010-11 cohort



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2010-June 30, 2011. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Outcome Measures component.

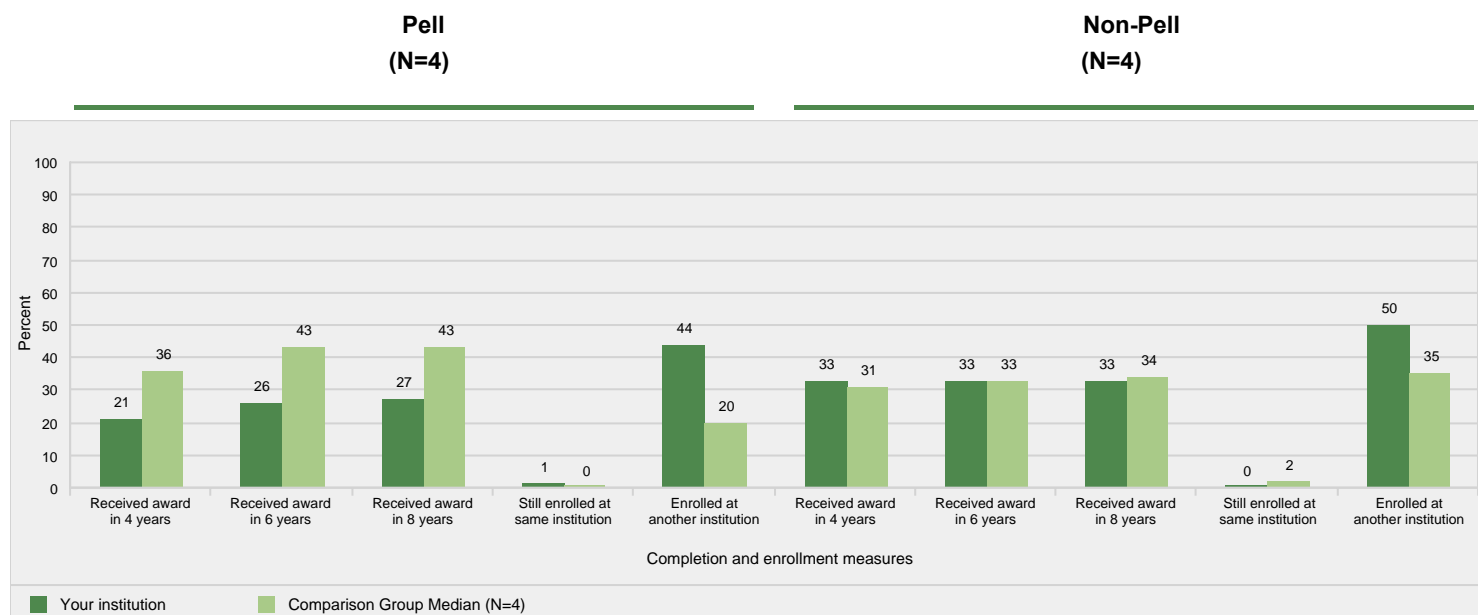
Figure 21. Award and enrollment rates of first-time, part-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status: 2010-11 cohort



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2010-June 30, 2011. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Outcome Measures component.

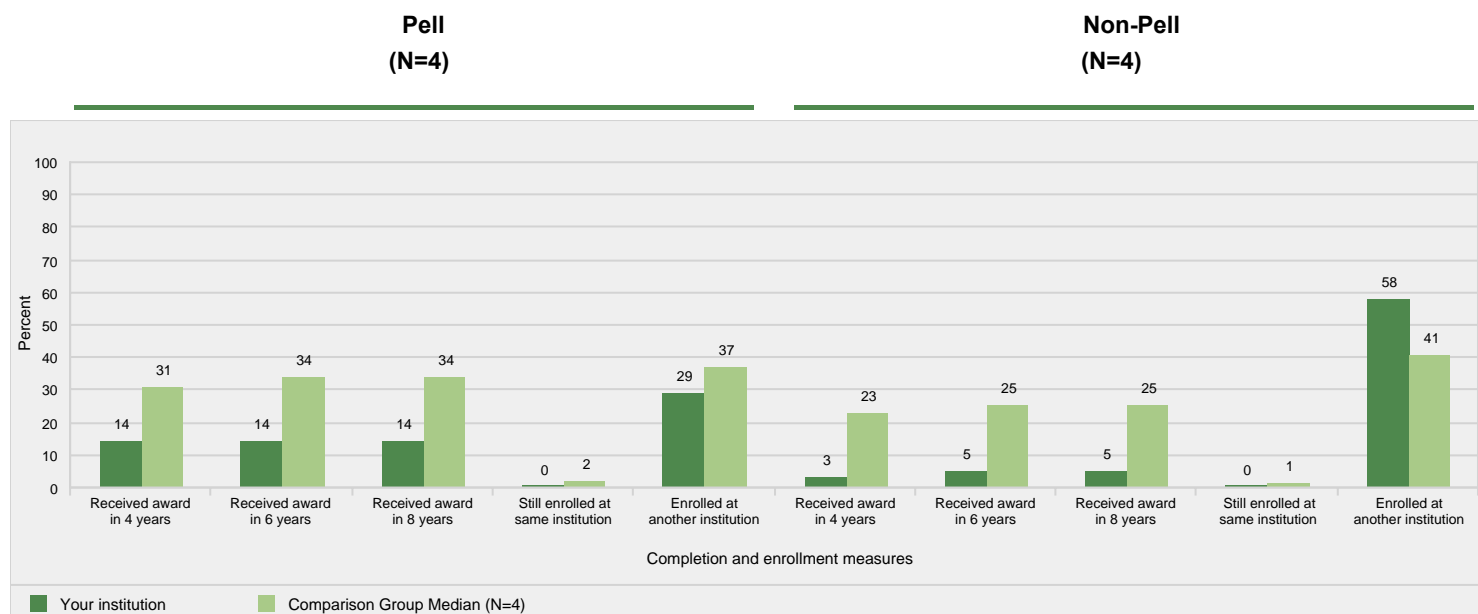
Figure 22. Award and enrollment rates of non-first-time, full-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status: 2010-11 cohort



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2010-June 30, 2011. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Outcome Measures component.

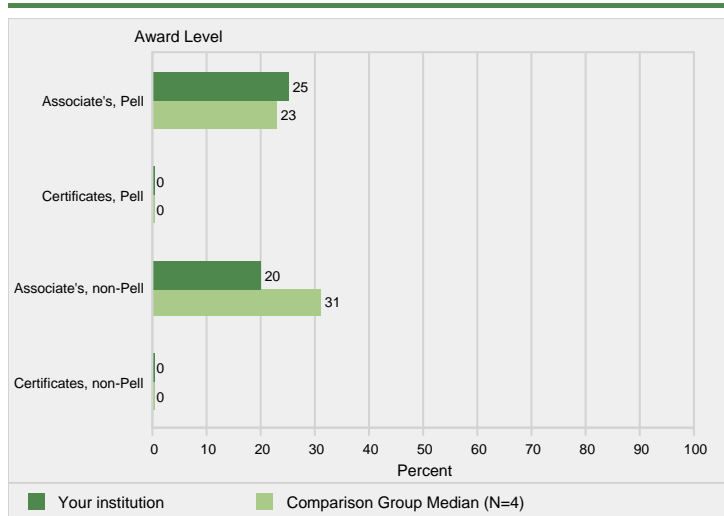
Figure 23. Award and enrollment rates of non-first-time, part-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status: 2010-11 cohort



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2010-June 30, 2011. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Outcome Measures component.

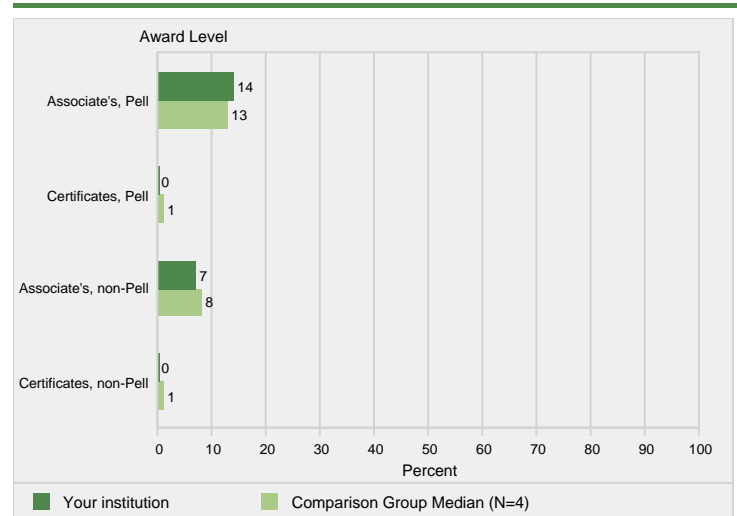
Figure 24. Award rates of first-time, full-time, degree/certificate-seeking undergraduates after 8 years of entry, by award level and Pell status: 2010-11 cohort



NOTE: Award level rates are based on the highest award received after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2010-June 30, 2011. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Outcome Measures component.

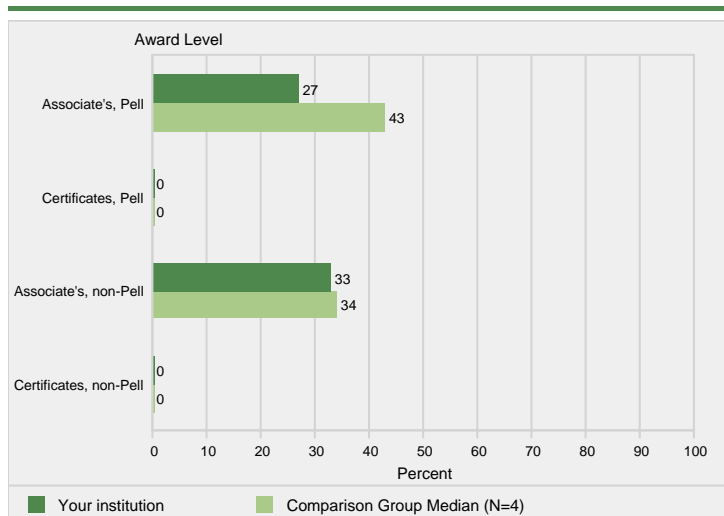
Figure 25. Award rates of first-time, part-time, degree/certificate-seeking undergraduates after 8 years of entry, by award level and Pell status: 2010-11 cohort



NOTE: Award level rates are based on the highest award received after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution on between July 1, 2010-June 30, 2011. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Outcome Measures component.

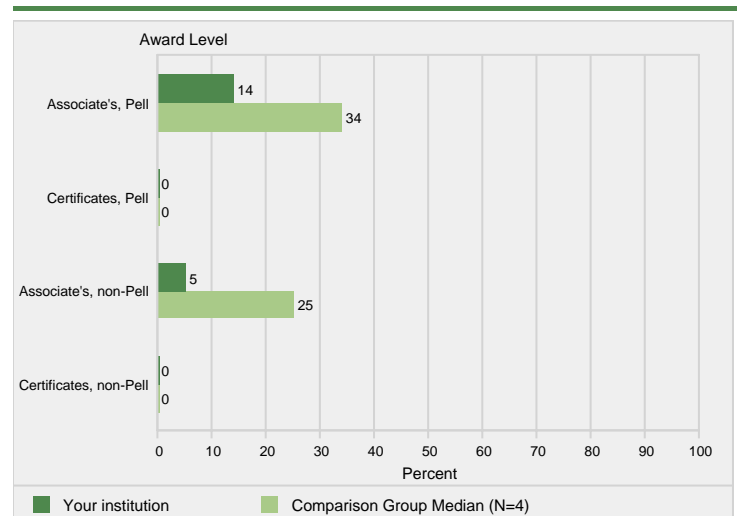
Figure 26. Award rates of non-first-time, full-time, degree/certificate-seeking undergraduates after 8 years of entry, by award level and Pell status: 2010-11 cohort



NOTE: Award level rates are based on the highest award received after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2010-June 30, 2011. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Outcome Measures component.

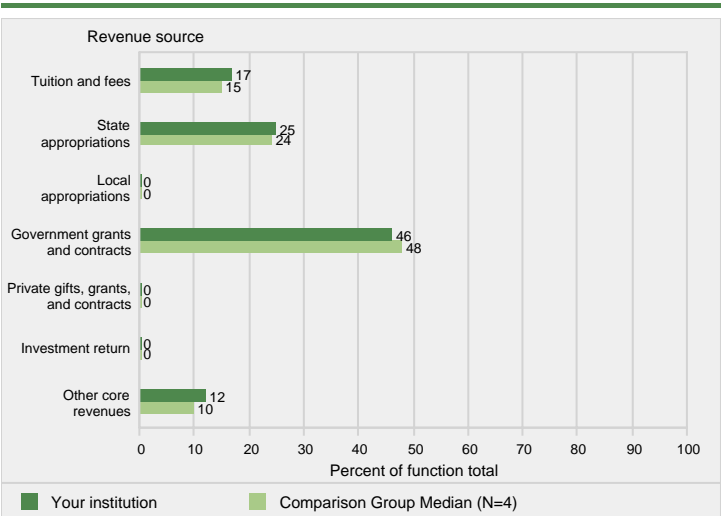
Figure 27. Award rates of non-first-time, part-time, degree/certificate-seeking undergraduates after 8 years of entry, by award level and Pell status: 2010-11 cohort



NOTE: Award level rates are based on the highest award received after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2010-June 30, 2011. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Outcome Measures component.

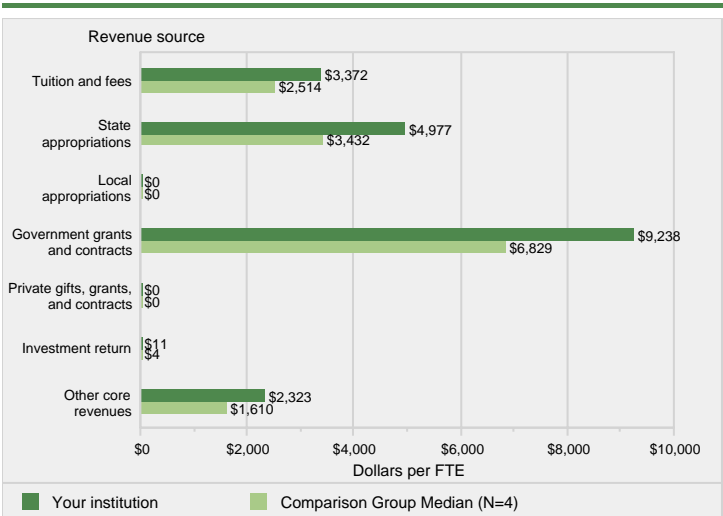
Figure 28. Percent distribution of core revenues, by source: Fiscal year 2018



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Finance component.

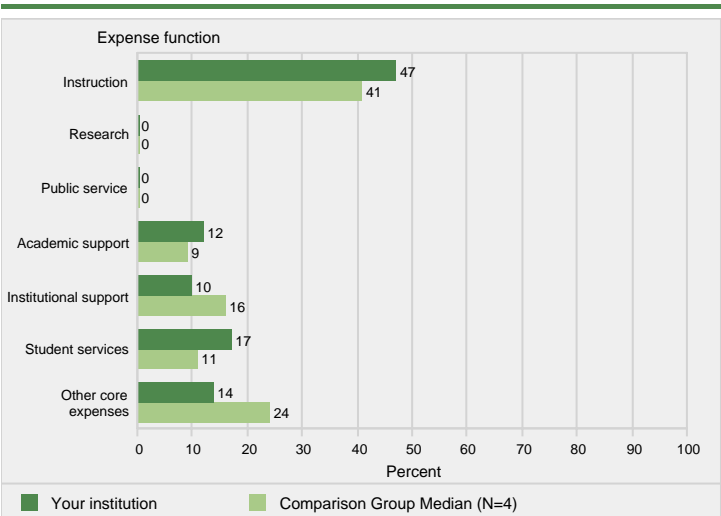
Figure 29. Core revenues per FTE enrollment, by source: Fiscal year 2018



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For details on calculating FTE enrollment and a detailed definition of core revenues, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2018, 12-month Enrollment component and Spring 2019, Finance component.

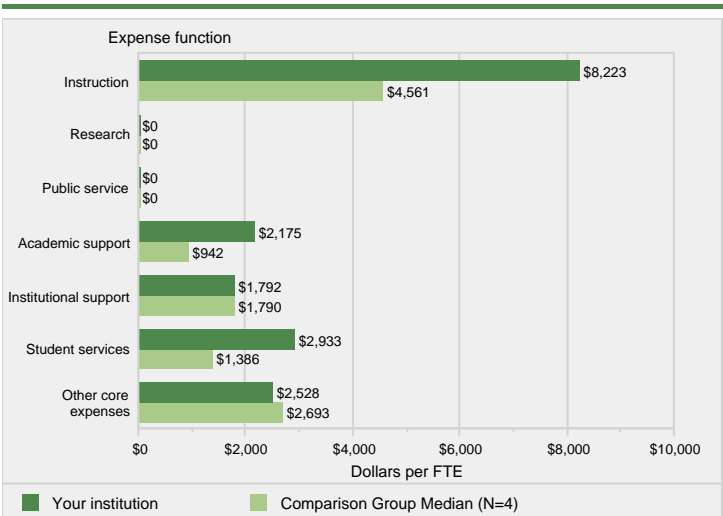
Figure 30. Percent distribution of core expenses, by function: Fiscal year 2018



NOTE: For a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Finance component.

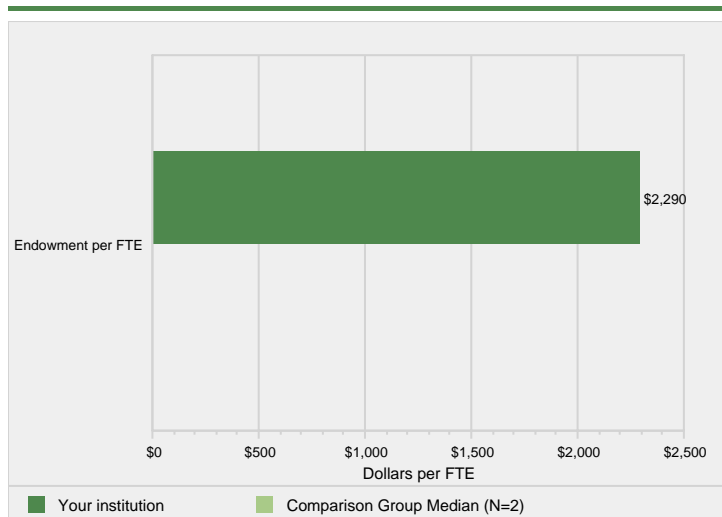
Figure 31. Core expenses per FTE enrollment, by function: Fiscal year 2018



NOTE: Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2018, 12-month Enrollment component and Spring 2019, Finance component.

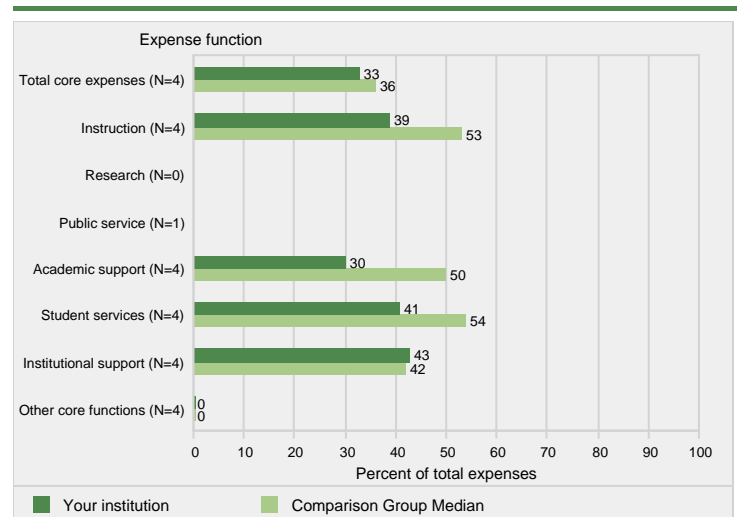
Figure 32. Endowment assets (year end) per FTE enrollment: Fiscal year 2018



NOTE: For more information on the comparison group median, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2018, 12-month Enrollment component and Spring 2019, Finance component.

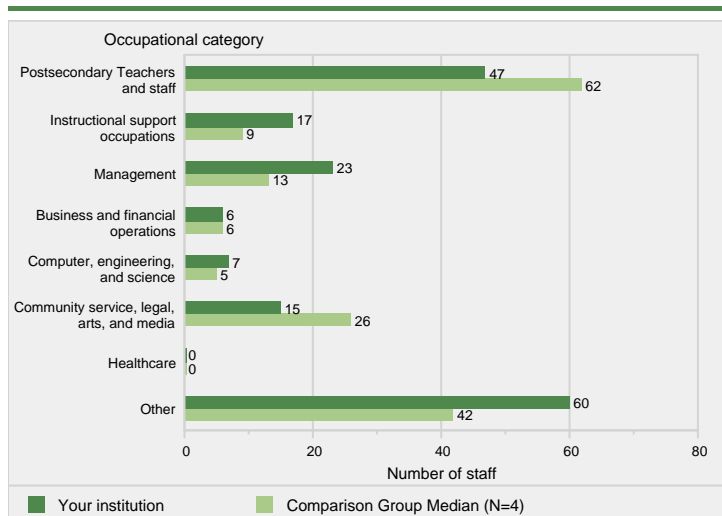
Figure 33. Expenses for salaries and wages as a percent of total expenses, by function: Fiscal year 2018



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For more information, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Finance component.

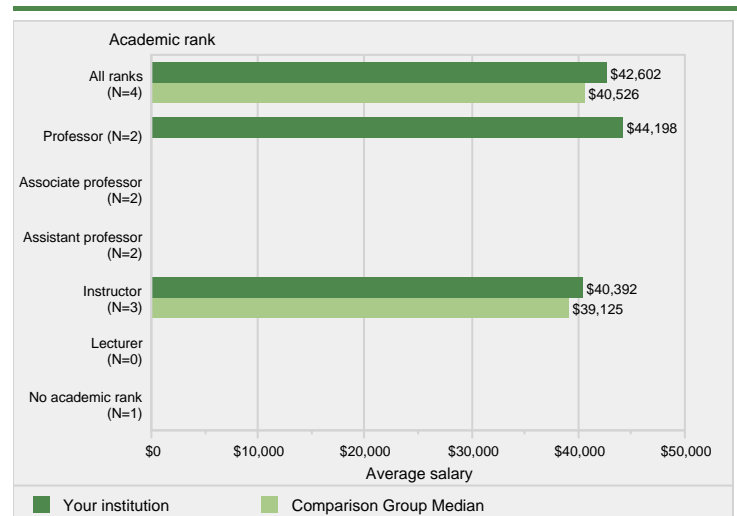
Figure 34. Full-time equivalent staff, by occupational category: Fall 2018



NOTE: Graduate assistants are not included. For calculation details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Human Resources component.

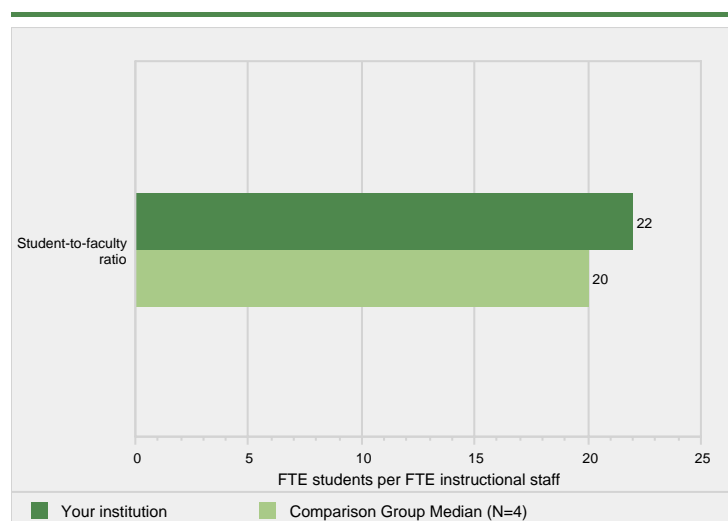
Figure 35. Average salaries of full-time instructional non-medical staff equated to 9-months worked, by academic rank: Academic year 2018-19



NOTE: See Methodology Notes for more details on average salary. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

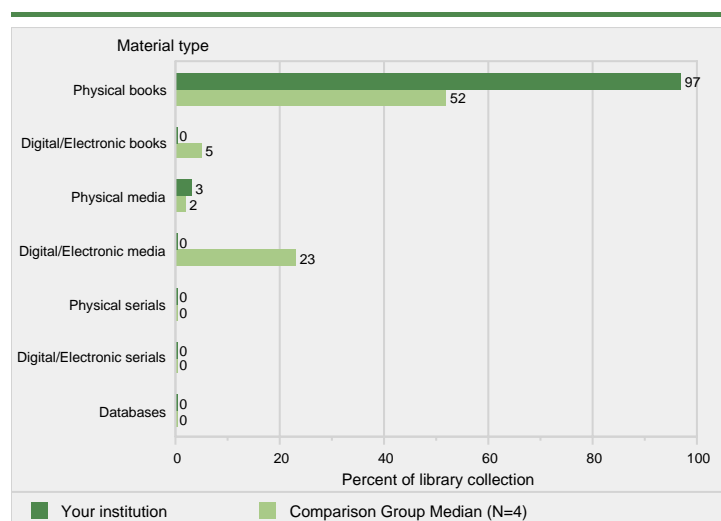
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Human Resources component.

Figure 36. Student-to-faculty ratio: Fall 2018



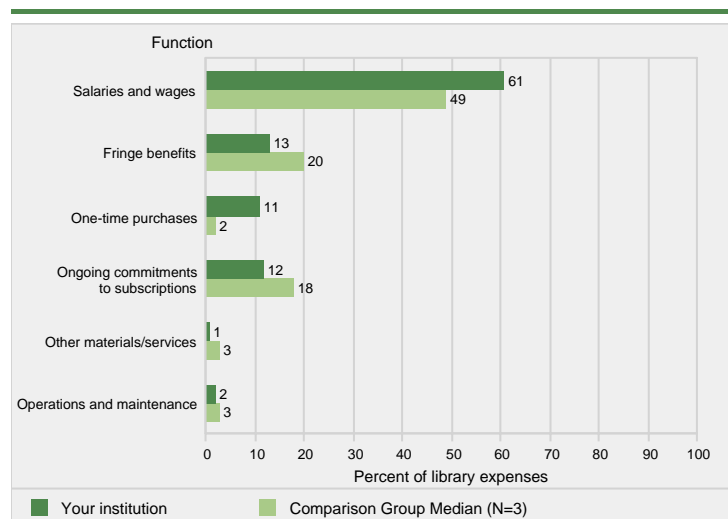
NOTE: Student-to-faculty ratio data are presented only for institutions that have undergraduate students; graduate only institutions are not included. For details, see the Methodological Notes. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Fall Enrollment component.

Figure 37. Percent distribution of library collection, by material type: Fiscal Year 2018



NOTE: N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Academic Libraries component.

Figure 38. Percent distribution of library expenses, by function: Fiscal Year 2018



NOTE: N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Academic Libraries component.

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during 2018-19 data collection year. Response rates exceeded 99% for most surveys. IPEDS First Look reports at <https://nces.ed.gov/pubsearch/getpubcats.asp?sid=010> provide some information on aggregate institutional responses. Furthermore, data used in this report are provisional level and may be revised for a limited time through the IPEDS Prior Year Revision system.

Use of Median Values for Comparison Group

This report compares your institution's data to the median value for the comparison group for each statistic shown in the figure. If more than one statistic is present in a figure, the median values are determined separately for each indicator or statistic. Medians are not displayed for comparison groups with fewer than three values. Where percentage distributions are presented, median values may not add to 100%. To access all the data used to create the figures included in this report, go to 'Use the Data' portal on the IPEDS website at this provided link (<https://nces.ed.gov/ipeds>).

Missing Statistics

If a statistic is not reported for your institution, the omission indicates that the statistic is not relevant to your institution and the data were not collected. Not all notes may be applicable to your report.

Use of Imputed Data

All IPEDS data are subject to imputation for total (institutional) and partial (item) nonresponse. If necessary, imputed values were used to prepare your report.

Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

Disaggregation of Data by Race/Ethnicity

When applicable, some statistics are disaggregated by race/ethnicity. Data disaggregated by race/ethnicity have been reported using the 1997 Office of Management and Budget categories. Detailed information about the race/ethnicity categories can be found at <https://nces.ed.gov/ipeds/Section/Resources>.

Cohort Determination for Reporting Student Financial Aid, Graduation Rates, and Outcome Measures

Student cohorts for reporting Student Financial Aid and Graduation Rates data are based on the reporting type of the institution. For institutions that report based on an academic year (those operating on standard academic terms), student counts and cohorts are based on fall term data. Student counts and cohorts for program reporters (those that do not operate on standard academic terms) are based on unduplicated counts of students enrolled during a full 12-month period.

Student cohorts for reporting Outcome Measures are based on a full-year cohort from July 1-June 30 for all degree-granting institutions.

DESCRIPTION OF STATISTICS USED IN THE FIGURES

Admissions (only for non-open-admissions schools)

Admissions and Test Score Data

Admissions and test score data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. Applicants include only those students who fulfilled all requirements for consideration for admission and who were notified of one of the following actions: admission, non-admission, placement on a wait list, or application withdrawn (by applicant or institution). Admitted applicants (admissions) include wait-listed students who were subsequently offered admission. Early decision, early action, and students who began studies during the summer prior to the fall reporting period are included. For customized Data Feedback Reports, test scores are presented only if scores are required for admission.

Student Enrollment

Enrollment Counts

12-month Enrollment captures a cumulative unduplicated headcount of enrollment over the full 12-month period beginning July 1 and ending June 30. In contrast, Fall Enrollment captures number of students enrolled on a particular date in the fall. Fall enrollment is often referred to as a “snapshot” of an institution’s enrollment at a specific time.

FTE Enrollment

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution’s FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours). See “Calculation of FTE Students (using instructional activity)” in the IPEDS Glossary at <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.

Total Entering Undergraduate Students

Total entering students are students at the undergraduate level, both full- and part-time, new to the institution in the fall term (or the prior summer term who returned in the fall). This includes all first-time undergraduate students, students transferring into the institution at the undergraduate level, and non-degree/certificate-seeking undergraduates entering in the fall. Only degree-granting, academic year reporting institutions provide total entering student data.

Completions

Completions and Completers

Completions collects data on undergraduate and graduate completions and completers in a 12-month period. Completions are the counts of postsecondary awards granted where each award reported once but multiple awards may be reported for one recipient. Completers are the counts of students granted postsecondary awards. The count of completers is collected in two ways. The first way counts all completers, while the second way counts completers by award level (e.g., number of associate’s completers, number of bachelor’s completers).

Charges and Net Price

Average Institutional Net Price

IPEDS collects data to calculate average net price at each institution for two groups of undergraduate students: those awarded grant aid and those awarded Title IV federal aid.

Average net price is calculated for full-time, first-time degree/certificate-seeking undergraduates who were awarded grant or scholarship aid from the federal government, state/local government, or the institution anytime during the full aid year. For public institutions, this includes only students who paid the in-state or in-district tuition rate. Other sources of grant aid are excluded. Average net price is generated by subtracting the average amount of federal, state/local government, and institutional grant and 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 average room and board and other expenses.

For the purpose of the IPEDS reporting, aid awarded refers to financial aid that was awarded to, and accepted by, a student. This amount may differ from the aid amount that is disbursed to a student.

Student Financial Aid

Financial Aid Recipients and Amounts

Student Financial Aid collects the counts of undergraduate students awarded different types of financial aid and the total amounts of aid awarded. The average dollar amount of aid awarded is then calculated. In addition, Student Financial Aid collects counts of full-time, first-time undergraduate student awarded aid and amounts of aid, and counts of undergraduate and graduate students receiving military educational benefits.

Military Benefits

Military Benefits

IPEDS collects data on two military educational benefit programs – Post 9/11 GI Bill and Tuition Assistance.

The Post 9/11 GI Bill is a federal education benefit for veterans, who served on active duty after September 1, 2001. This benefit provides up to 36 months of education benefits for the following college costs: tuition and fees, books and supplies and housing. The tuition and fees benefit payment is made directly to the postsecondary institution; whereas, payments for books, supplies, and housing are sent to the student.

The Tuition Assistance Program covers the tuition and course-specific fees of active, eligible service members. The benefit is directly paid to the institution by the service member's Armed service.

Retention, Graduation Rates, and Outcome Measures

Retention Rates

Retention rates are measures of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. The full-time retention rate is calculated using the percentage of full-time, first-time degree/certificate-seeking undergraduates, while the part-time rate is calculated using the percentage of part-time, first-time degree/certificate-seeking undergraduates.

Graduation Rates and Transfer-out Rate

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know Act and Higher Education Act, as amended, and are defined as the total number of individuals from a given cohort of full-time, first-time degree/certificate-seeking undergraduates who completed a degree or certificate within a given percent of normal time to complete all requirements of the degree or certificate program; divided by the total number of students in the cohort of full-time, first-time degree/certificate-seeking undergraduates minus any allowable exclusions. Institutions are permitted to exclude from the cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called up to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission.

A further extension of the traditional Graduation Rates (GR) component which carries forward 100% and 150% graduation rates data previously reported in the GR component is the Graduation Rates 200% (GR200) component, which requests information on any additional completers and exclusions from the cohort between 151% and 200% normal time for students to complete all requirements of their program of study.

Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution (without earning a degree/award) and subsequently re-enrolled at another institution within the same time period; divided by the same adjusted cohort (initial cohort minus allowable exclusions) as described above. Only institutions with a mission that includes providing substantial preparation for students to enroll in another eligible institution are required to report transfers out.

Outcome Measures Data

Alternative measures of student success are reported by degree-granting institutions to describe the outcomes of four degree/certificate-seeking undergraduate student groups: First-time, full-time (FTFT); First-time, part-time (FTPT); Non-first-time, full-time entering (NFTFT); and Non-first-time, part-time entering (NFTPT). Additionally, each of the four cohorts collects data on two subcohorts: Pell grant recipients and non-Pell grant recipients. These measures provide the 4-year, 6-year, and 8-year award rates (or completions rates) after entering an institution. NCES calculates award rates by dividing a cohort's or subcohort's adjusted cohort into the number of total awards at 4-year, 6-year, and 8-year status points.

The initial cohort can be revised and take allowable exclusions resulting in an adjusted cohort. Institutions are permitted to exclude from the initial cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called up to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission.

The highest award and the type of award (i.e., certificate, Associate's, or Bachelor's) are reported at each status point. For students who did not earn an undergraduate award after 8-years of entry, the enrollment statuses are reported as either still enrolled at the institution, or subsequently transferred out of the institution. Unlike the Graduation Rates data, all institutions must report on a full-year cohort (students entering July 1 of one year to June 30 to the next) and on their transfer out students, regardless if the institution has a mission that provides substantial transfer preparation.

Finance

Core Revenues

Core revenues for public institutions reporting under GASB standards include tuition and fees; government (federal, state, and local) appropriations and operating and nonoperating grants/contracts; private gifts, grants, and contracts (private operating grants/contracts plus gifts and contributions from affiliated entities); sales and services of educational activities; investment income; other operating and nonoperating sources; and other revenues and additions (capital appropriations and grants and additions to permanent endowments). "Other core revenues" include federal appropriations, sales and services of educational activities, other operating and nonoperating sources, and other revenues and additions.

Core revenues for private, not-for-profit institutions (and a small number of public institutions) reporting under FASB standards include tuition and fees; government (federal, state, and local) appropriations and grants/contracts; private gifts, grants and contracts (including contributions from affiliated entities); investment return; sales and services of educational activities; and other sources (a generated category of total revenues minus the sum of core and noncore categories on the Finance component). "Other core revenues" include government (federal, state, and local) appropriations, sales and services of educational activities, and other sources.

Core revenues for private, for-profit institutions reporting under FASB standards include tuition and fees; government (federal, state, and local) appropriations and grants/contracts; private grants/ contracts; investment income; sales and services of educational activities; and other sources (a generated category of total revenues minus the sum of core and noncore categories on the Finance component). "Other core revenues" include government (federal, state, and local) appropriations and other sources.

At degree-granting institutions, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores and dormitories), hospitals, and independent operations. Non-degree-granting institutions do not report revenue from auxiliary enterprises in a separate category, and thus may include these amounts in the core revenues from other sources.

Core Expenses

Core expenses include expenses for instruction, research, public service, academic support, institutional support, student services, grant aid/scholarships and fellowships (net of discounts and allowances), and other functional expenses (a generated category of total expense minus the sum of core and noncore functions on the Finance component). Expenses for operation and maintenance of plant, depreciation, and interest are allocated to each of the other functions. Core expenses at degree-granting institutions exclude expenses for auxiliary enterprises (e.g., bookstores and dormitories), hospitals, and independent operations. Non-degree-granting institutions do not report expenses for auxiliary enterprises in a separate category and thus may include these amounts in the core expenses as other expenses. "Other core expenses" is the sum of grant aid/scholarships and fellowships and other expenses.

Endowment Assets

Endowment assets, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include gross investments of endowment funds, term endowment funds, and funds functioning as endowment for the institution and any of its foundations and other affiliated organizations. Private, for-profit institutions under FASB do not hold or report endowment assets.

Salaries and Wages

Salaries and wages for public institutions under GASB standards and private (not-for-profit and for-profit) institutions under FASB standards, include amounts paid as compensation for services to all employees regardless of the duration of service, and amounts made to or on behalf of an individual over and above that received in the form of a salary or wage.

Staff

FTE Staff

The full-time-equivalent (FTE) by occupational category is calculated by summing the total number of full-time staff and adding one-third of the total number of part-time staff. Graduate assistants are not included.

Equated Instructional Non-Medical Staff Salaries

Institutions reported the number of full-time nonmedical instructional staff and their salary outlays by academic rank, gender, and the number of months worked (9-, 10-, 11-, and 12-months). Salary outlays for staff who worked 10-, 11-, and 12-months were equated to 9-months of work by multiplying the outlays reported for 10-months by 0.90, the outlays reported for 11 months by 0.818, and the outlays reported for 12-months by 0.75. The equated 10-, 11-, and 12-outlays were then added to the outlays for instructional staff that worked 9-months to generate a total 9-month equated salary outlay. The total 9-month equated outlay was then divided by total number of instructional non-medical staff to

determine an equated 9-month average salary. This calculation was done for each academic rank. Salary outlays were not reported for staff that work less than 9-months and were excluded.

Student-to-Faculty Ratio

Institutions can provide their institution's student-to-faculty ratio (i.e., student-to-instructional staff) for undergraduate programs or follow the NCES guidance in calculating their student-to-faculty ratio, which is as follows: the number of FTE students (using Fall Enrollment survey data) divided by total FTE instructional staff (using the total Primarily instruction + Instruction/research/public service staff reported in Human Resources component and adding any not primarily instructional staff that are teaching a credit course). For this calculation, FTE for students is equal to the number of the full-time students plus one-third the number of part-time students; FTE for instructional staff is similarly calculated. Students in "stand-alone" graduate or professional programs (such as, medicine, law, veterinary, dentistry, social work, or public health) and instructional staff teaching in these programs are excluded from the FTE calculations.

Libraries

Library Collections

Collections comprise of documents held locally and remote resources for which permanent or temporary access rights have been acquired. Degree-granting institutions with total library expenditures greater than zero and/or had access to a library collection reported their physical books, media, and serials collections and their digital/electronic books, media, serials and database collections.

Digital/electronic books and media are reported by titles owned or leased by the library if individual titles are cataloged and/or searchable through the library catalog or discovery system. E-serials are reported by titles that are accessible through the library's catalog or discovery system. Digital and Electronic databases are reported by the total number of licensed digital/electronic databases in the institutions collection if there is bibliographic or discovery access at the database level.

Counts in each category (i.e., physical books, media, and serials as well as digital/electronic books, media, serials, and databases) are the number of held at the end of the most recent fiscal year. The percent distribution of each resource is derived by dividing the counts in each category by the total of all categories.

Library Expenditures

Library expenditures are funds expended by the library (regardless of when received) from its regular budget and from all other sources, reported for the most recent fiscal year. Salaries and wages are reported from the library budget or all other institutional sources that are identifiable. Fringe benefits are reported only if paid from the library budget. Degree-granting institutions with total library expenditures less than \$100,000 were not required to report their expenditures to IPEDS. The percent distribution of each category of expense is derived by dividing each expense category by the sum of total library expenditure.

Additional Resources

Additional methodological information on the IPEDS components can be found in the publications available at <https://nces.ed.gov/pubsearch/getpubcats.asp?sid=010>.

Additional definitions of variables used in this report can be found in the IPEDS online glossary available at this provided link <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.

Visit the IPEDS Data Feedback Report resource page that provides instructions on creating a custom comparison report, FAQs, and video tutorials <https://nces.ed.gov/ipeds/Help/View/2>.