



FACT BOOK

2024-2025

Eastern Oklahoma State College
Wilburton, OK

Prepared by
Trisha White, Vice President of Business Affairs

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Introduction

Using This Book

The 2020-2021 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 cultivate growth, create futures, and change lives.

Vision Statement

We are a diverse community college dedicated to academic excellence, accessibility, and innovation. We engage students where they are to prepare them for success.

Core Values

SERVICE – We strive to ensure service to others is deeply ingrained in our culture, empowering students to become compassionate leaders and active contributors to society.

TEAMWORK – We value teamwork, embracing collaboration across disciplines, departments, and communities to provide comprehensive support systems that promote student success.

RESPECT – We believe every individual is valued and treated with dignity. We nurture an environment that creates a sense of belonging, fostering an enriching educational experience for all.

INTEGRITY – We emphasize ethical conduct, honesty, and transparency. We strive to instill values that promote ethical decision-making, social responsibility, and personal accountability in our students and employees.

VISION – We embrace innovation and a proactive approach to address challenges and opportunities. We are committed to evolving and enhancing our programs and services to meet the needs of our students and the workforce demands of a global workforce.

EXCELLENCE – We aspire for excellence in all that we do. Through a commitment to continuous improvement, we aim to exceed expectations in instruction, student support, and community engagement.

Eastern Oklahoma State College Board of Regents

Leland Walker	Chair	Red Oak
Latt Jeffrey	Vice-Chair	Wilburton
Larry Spradley	Secretary	Howe
Brian Lott	Member	McAlester
Cara Bland	Member	McAlester
Eric Bilderback	Member	El Reno
Jerry Hamilton	Member	Indianola

Administration

President	Dr. Janet Wansick
Vice President for Academic Affairs	Dr. Randy Harp
Vice President for Student & External Affairs	Dr. Kyle Foster
Vice President for Business Affairs	Ms. Trisha White

Former Presidents of Eastern Oklahoma State College

Dr. George Edgar Ladd 1908-1913	Claud Dunlap 1937-1951	Dr. J.C. Hunt Interim President, 2002
Edward P. Barrett Acting President, 1913-1915	Robert B. Mitchell Acting President, 1951	Dr. William Campion 2003
John W. Graves 1915-1916	Dr. E.T. Dunlap 1952-1961	Dr. J.C. Hunt 2004
Lynn Glover 1916-1917	Dr. J.N. Baker 1961-1969	Dr. Richard M. Bernard 2004-2007
Mead S. Johnson 1919-1923	Walter Williams Acting President, 1969	Dr. Stephen E. Smith 2007-2020
John K. Walsh 1923-1924	Dr. James M. Miller 1970-1986	Dr. Janet Wansick 2020-Present
Edward E. Tourtellotte 1924-1936	Bill H. Hill 1986-2000	
Ohland Morton 1936-1937	Dr. Rollin Reimer 2000-2002	

Academic Affairs

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

Faculty Type, Gender, Degree and Tenure Status 2023-2024			
		# OF FACULTY	% OF FACULTY
TYPE	FULL TIME	30	40%
	ADJUNCT	45	60%
GENDER	MALE	19	25%
	FEMALE	56	75%
HIGHEST DEGREE	DOCTORATE	11	15%
	MASTER'S	41	55%
	BACHELOR'S	9	12%
	ASSOCIATE	14	18%
		% OF FACULTY	
PERCENT TENURED BY DIVISION	AGRICULTURE	20%	
	BEHAVIORIAL & SOCIAL SCIENCE	67%	
	BUSINESS	67%	
	LANGUAGE, HUMANITIES & EDUCATION	57%	
	NURSING	50%	
	SCIENCE & MATHEMATICS	83%	

Table 2: Full-Time Faculty Information

Full-Time Faculty Information		
	2022-2023	2023-2024
AVERAGE YEARS OF SERVICE	9.62 years	10.4 years
RANGE OF YEARS OF SERVICE	1 year to 36 years	1 year to 37 years
AVERAGE SALARY	\$44,292	\$47,841

Table 3: Percent of Courses Taught

Percent of Courses Taught	
FULL-TIME AND EMERITUS	80%
ADJUNCTS	20%

Figure 1: Full-Time Faculty Ethnicity

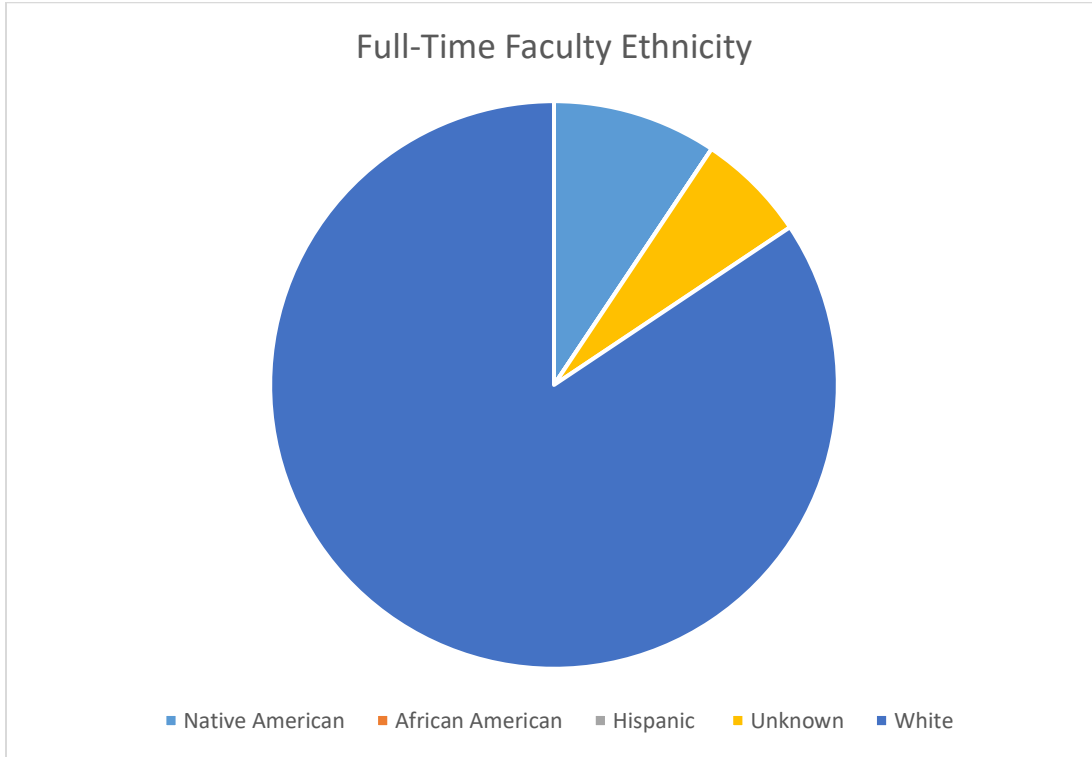


Table 4: Faculty to Student Ratio

FACULTY TO STUDENT RATIO	
Fall 2020	18 to 1
Fall 2021	16 to 1
Fall 2022	16 to 1
Fall 2023	16 to 1

Source: IPEDS Institutional Profile

Agriculture Division

Table 5: Agriculture Division Faculty

AGRICULTURE DIVISION	
FACULTY	ROLE
Larriann Livingston	Dean, Agronomy Instructor and Soils & Crop Judging Coach
Andrew Anderson	Animal Science Instructor & Assistant Livestock Judging Coach
Chris Hall	Animal Science Instructor and Livestock Judging Coach
Kolby Cato	Meat Processing & Food Safety Instructor and Meat Plant Manager
Jade Edwards	Animal Science Instructor and Meat Judging Coach
Eddie Woods	Forestry Instructor & Emeritus
Tabitha Curliss	Administrative Assistant

Table 6: Declared Majors, Agriculture Division

Degree Programs Fall Declared Majors, Agriculture Division				
Program	2020	2021	2022	2023
Agriculture (AS)	91	111	121	86
Forestry (AS)	12	14	13	11
Horticulture (AS)	9	7	4	1
Meat Processing & Food Safety (AAS), Certificate	7	12	18	10
Stocker Ranch Management (AAS)	7	9	13	9
Total	126	153	169	117

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
Paul Wills	Psychology & Sociology Chair and Instructor
Mandy Roachell	Administrative Assistant

Table 8: Declared Majors, Behavioral and Social Sciences Division

Degree Programs Declared Majors, Behavioral and Social Sciences Division				
Program	2020	2021	2022	2023
Child Development (AA), (AAS), Certificate	22	19	18	22
Criminal Justice/COPS (AS)	46	48	39	39
History and Political Science (AA)	5	5	8	5
Psychology and Sociology (AA)	40	32	31	54
Total	94	104	96	120

Business Division

Table 9: Business Division Faculty

BUSINESS DIVISION	
FACULTY	ROLE
Brenda Strange	Dean, Computer Information Systems Chair and Professor
Kellye Semeski	Instructional Designer, Computer Information Systems Professor
Andrea Smallwood	Business Administration Instructor

Table 10: Declared Majors, Business Division

Degree Programs Fall Declared Majors, Business Division				
Program	2020	2021	2022	2023
Business Administration (AS)	107	111	111	122
Computer Information Systems (AS)	21	16	21	25
Total	119	127	132	147

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
Michelle Bambeck	Nursing Instructor
Elizabeth Dorsey	Nursing Instructor
Jennifer Watson	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	2020	2021	2022	2023
Nursing (AAS) Declared Majors	199	204	181	235
Accepted to Nursing Program	53	46	55	50
Respiratory Therapy (AAS)	20	21	31	41
Total	272	271	267	326

Language, Humanities and Education Division

Table 13: Language, Humanities and Education Division Faculty

LANGUAGE, HUMANITIES AND EDUCATION DIVISION	
FACULTY	ROLE
Kristen Turner	Dean & Mass Communication Professor
John Garofoli	English Chair and Professor
Timothy O’Neal	Speech Instructor
Betty Dobry	English Instructor
Jason Miller	Humanities Instructor
Brian Harris	Music Instructor
Cullen Whisenhunt	English Instructor
Dr. Billye Givens	Professor Emeritus, English

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

Degree Programs Fall Declared Majors, Language, Humanities, and Education				
Program	2020	2021	2022	2023
Pre-Elementary Education (AA)	20	31	31	32
English (AA)	10	7	6	6
Health, Physical Education and Recreation (AS)	15	25	28	21
Mass Communication (AA)	7	9	9	18
Music	3	2	5	5
General Studies (AA)	507	402	320	476
Total	562	476	399	558

Science and Mathematics Division

Table 15: Science and Mathematics Division Faculty

SCIENCE AND MATHEMATICS DIVISION	
FACULTY	ROLE
Dr. Andrea Green	Dean, Life Science Professor, Honors Program coordinator
Philip Hawthorne	Mathematics Chair and Professor
Dr. Michael Nealon	Physical Sciences Chair and Professor
Julie Collins	Biology Instructor
Kathy Howe	Mathematics Instructor
Dr. Krishna Bastola	Chemistry 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	2020	2021	2022	2023
Life Science (AS)	58	63	58	61
Mathematics (AS)	6	7	5	6
Physical Science (AS)	16	8	5	9
Total	79	78	68	76

Enrollment Trends

(Summer 2023, Fall 2023, & Spring 2024)

Figure 2: Total Fall Headcount by Teaching Site

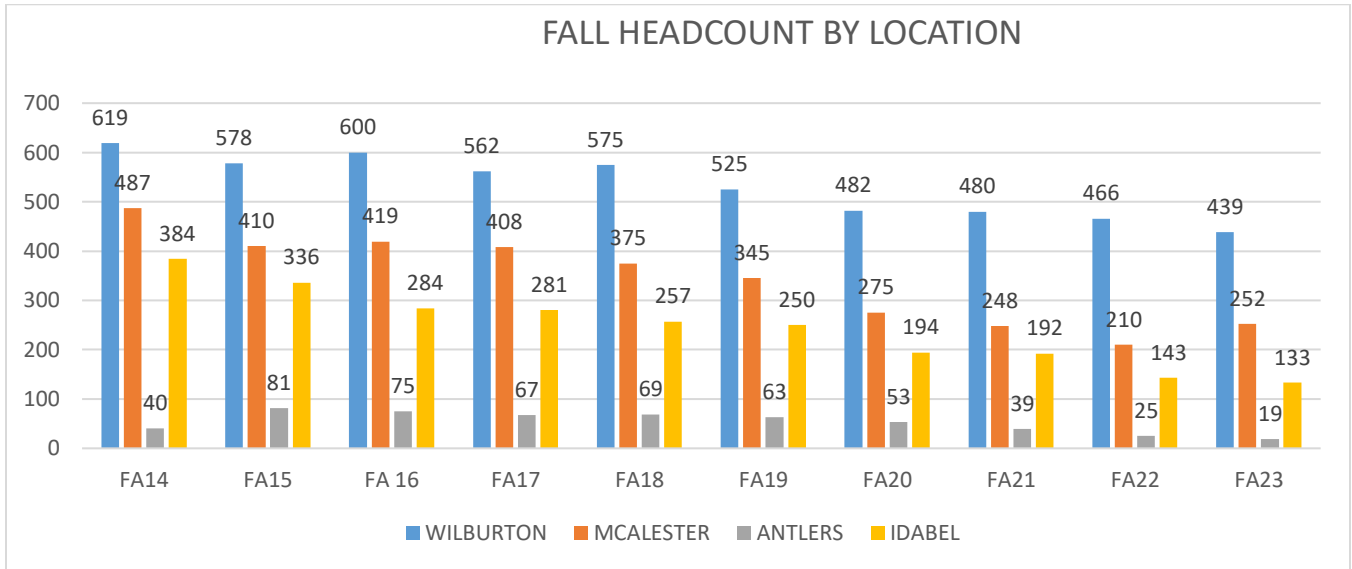


Table 17: Total Annual Credit Hour by Location

Annual Credit Hour Production by Location					
Location	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Wilburton	10,110	9,295	9,002	8,577	7,591
McAlester	4,493	2,987	2,764	2,617	2,768
Idabel	3,527	2,142	2,215	1,777	1,455
Antlers	567	393	358	210	142
Online only	5,430	6,347	6,723	8,140	7,794

Figure 3: Total Fall Headcounts, Total Students

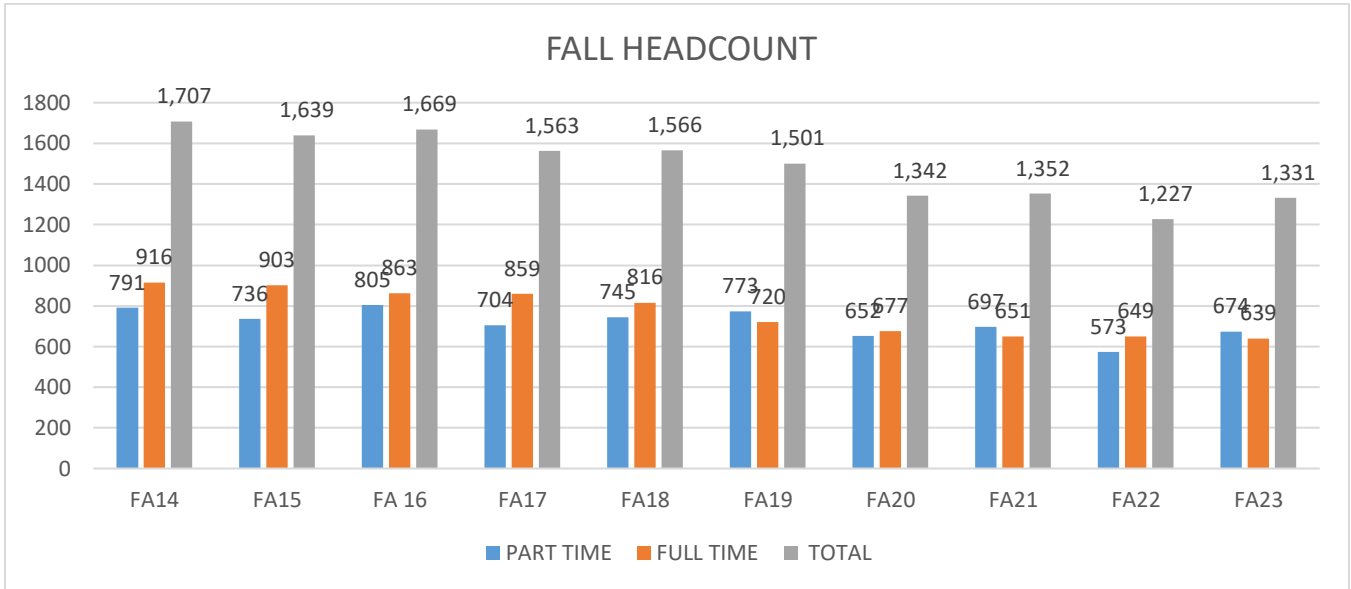


Figure 4: Total Fall Credit Hours

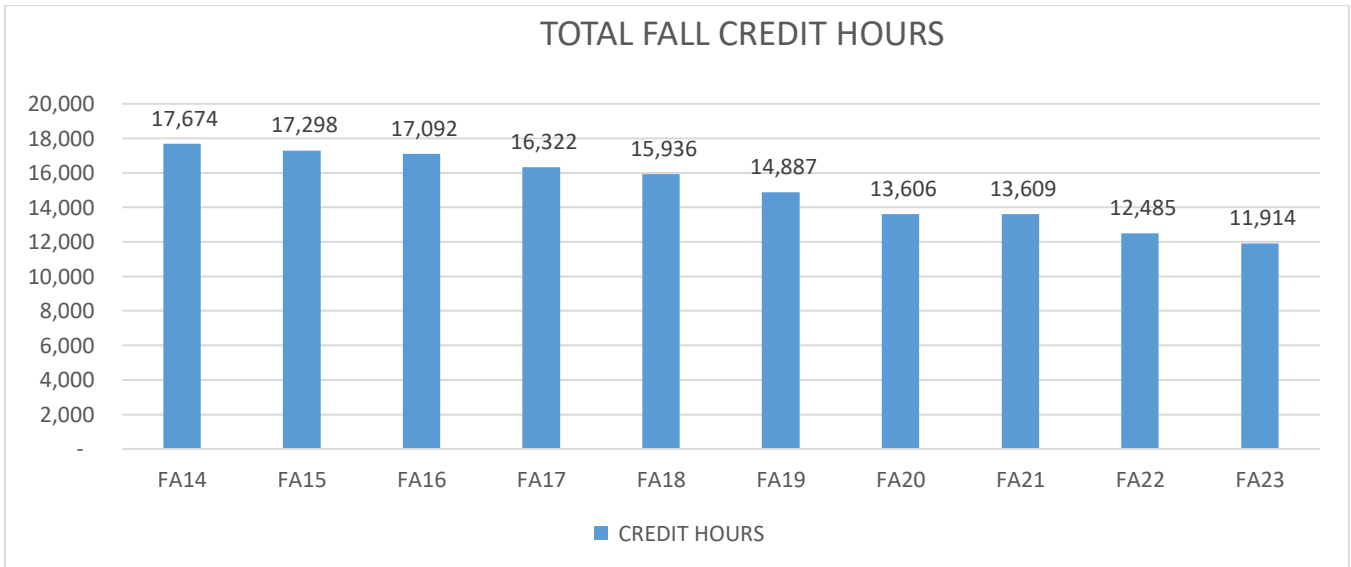


Figure 5: Total Annual Credit Hours

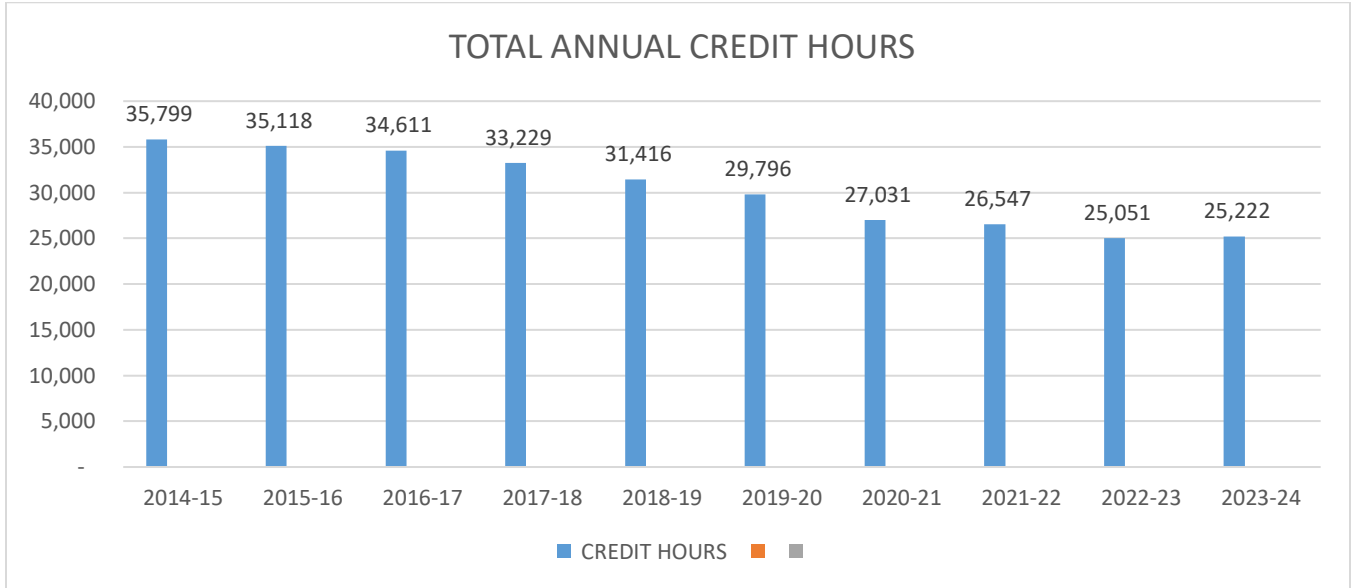


Table 18: Concurrent Enrollment Trends

Concurrent Enrollment Trends						
	Summer		Fall		Spring	
Year	Headcount	Hours	Headcount	Hours	Headcount	Hours
2019-2020	44	155	350	1,709	335	1,657
2020-2021	49	210	338	1,596	256	1,190
2021-2022	49	187	319	1,572	257	1,239
2022-2023	57	214	280	1,295	258	1,156
2023-2024	67	264	335	1,499	290	1,252

Figure 6: Total Fall Concurrent Headcount

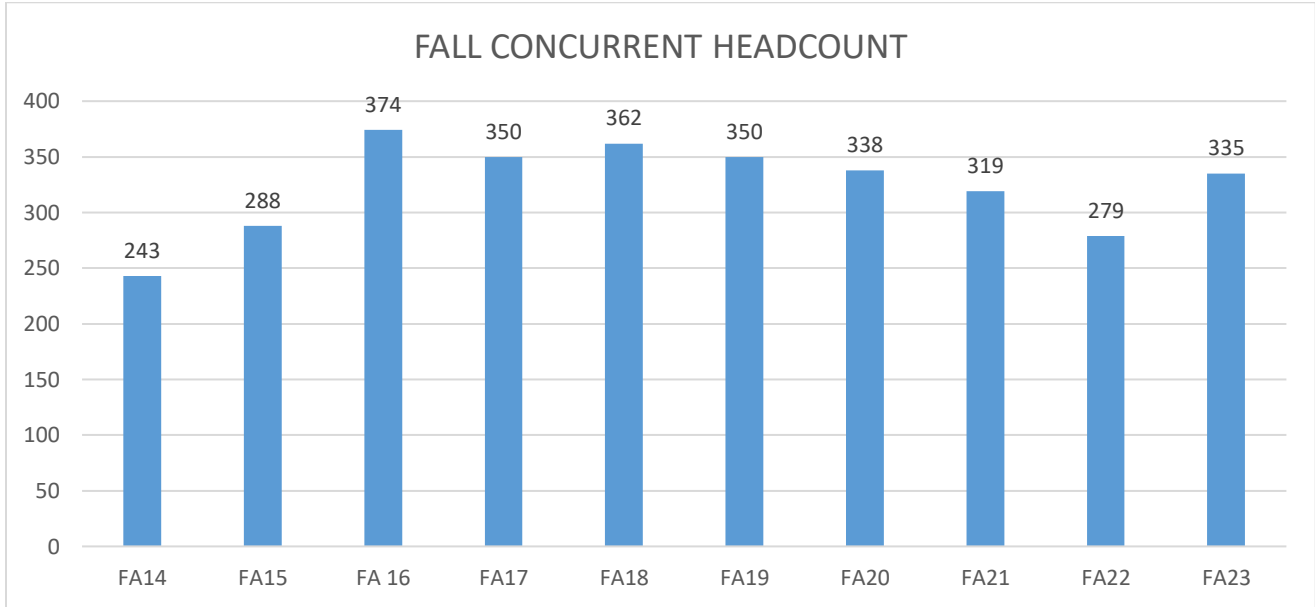


Figure 7: Total Fall Concurrent Credit Hours

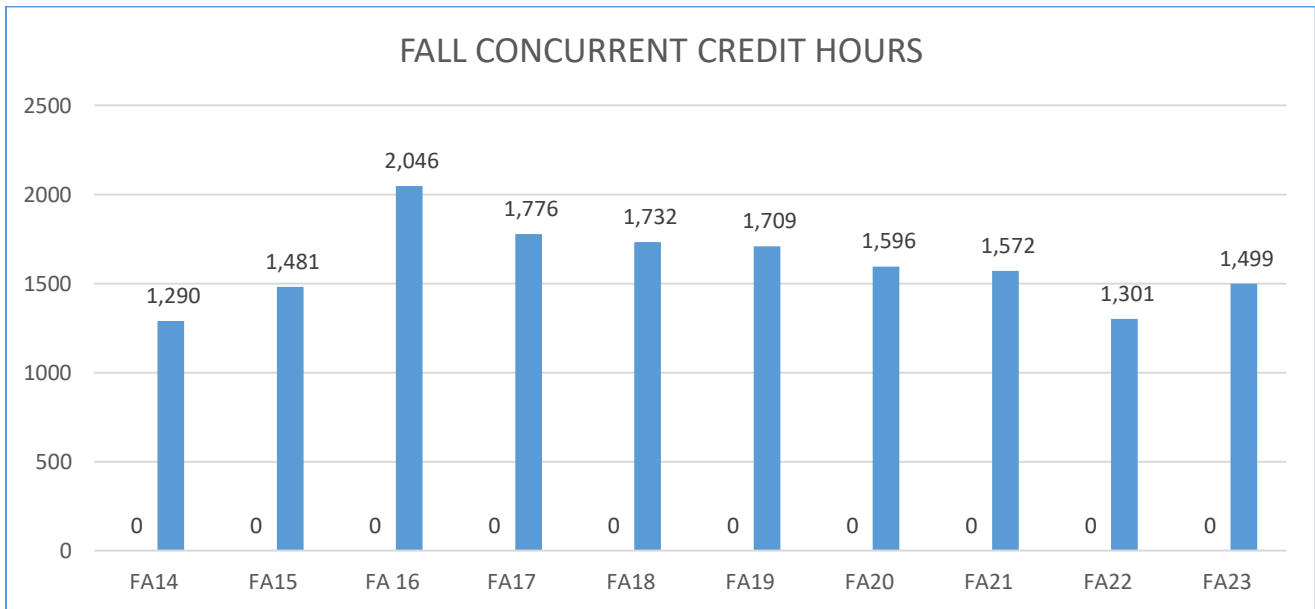


Figure 8: Total Online Annual Credit Hours

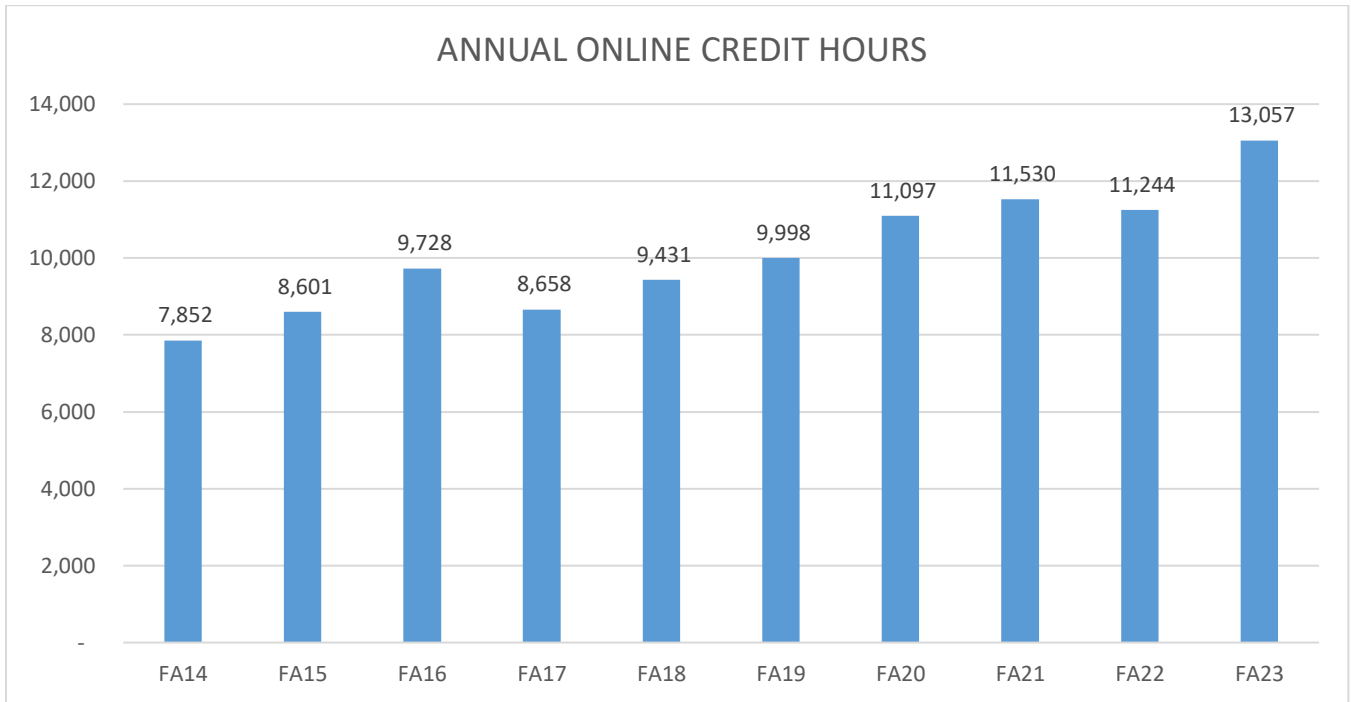


Table 19: Online Credit Hours as percent of total credit hours

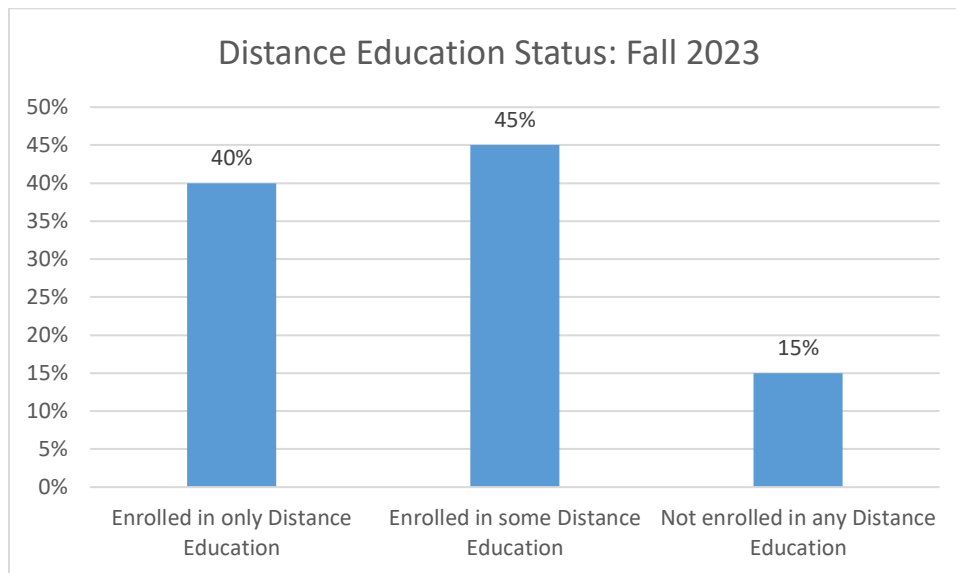
Year	Online Annual Credit Hours	Total Annual Credit Hours	Online as Percent of Total
2020-21	11,097	27,031	41.0%
2021-22	11,530	26,557	43.4%
2022-23	11,244	25,051	44.9%
2023-24	13,057	25,222	52.0%

Table 20: Residence Status as percent of total

Residence Status as Percent of Total	
Residence	Fall 2022
In-State	85%
Out-of-State	7%
Foreign Counties	7%
Unknown	0%

Source: IPEDS Feedback Report

Figure 9: Total Fall Enrollment by Distance Education



Source: IPEDS Institutional Profile

Student Demographics

Figure 10: Total Fall Gender Trend

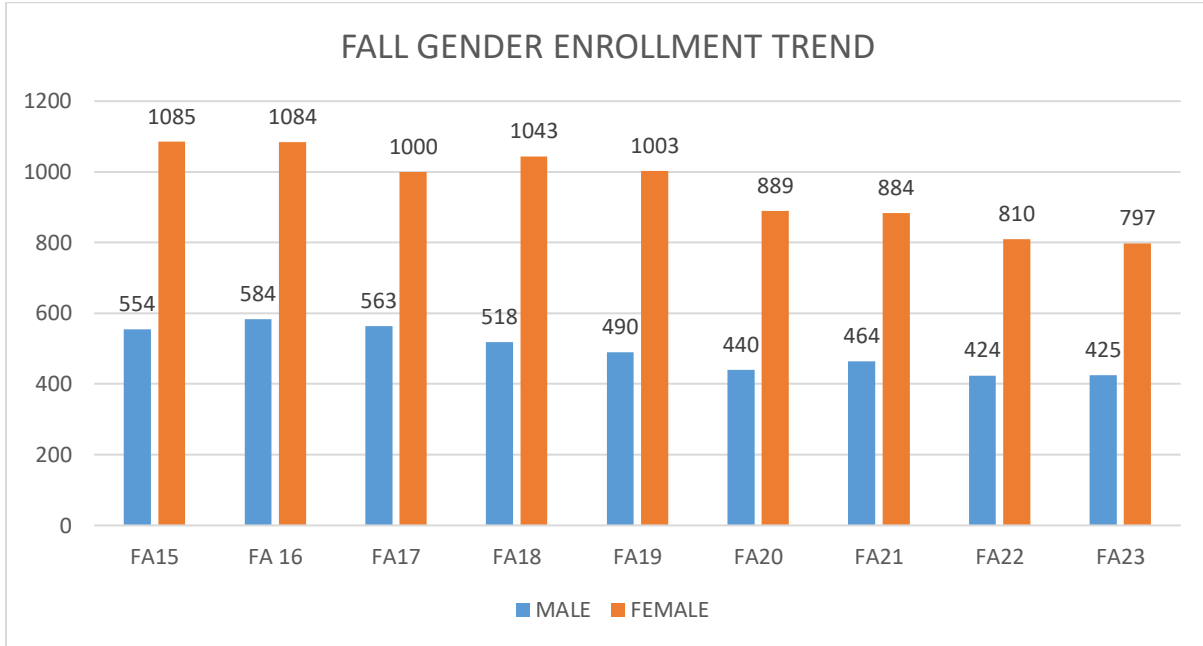


Figure 11: Total Fall Classification Enrollment Trend

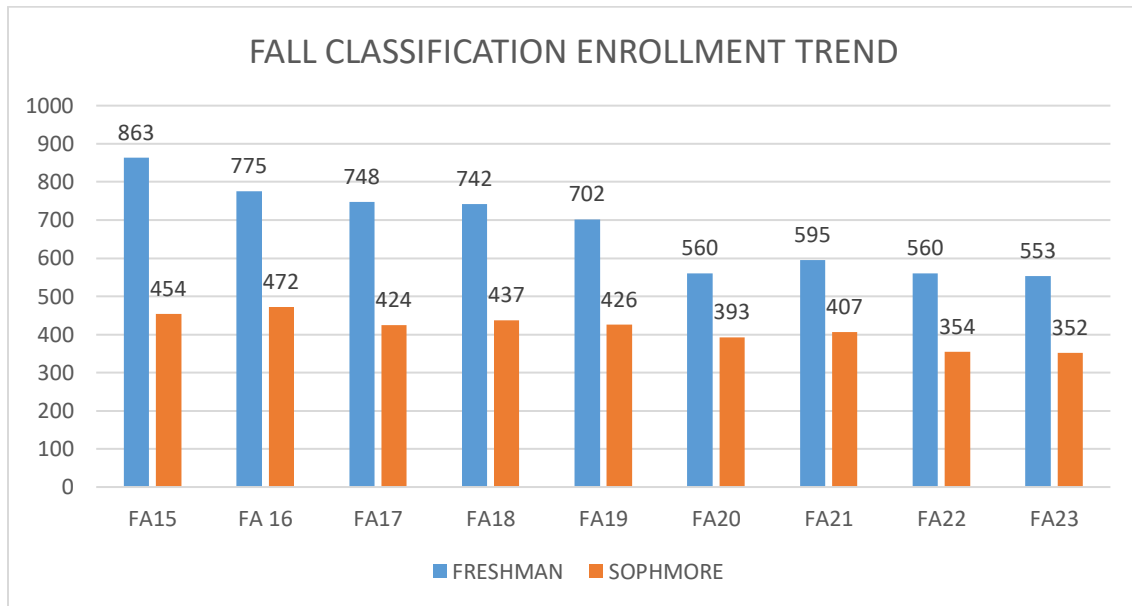
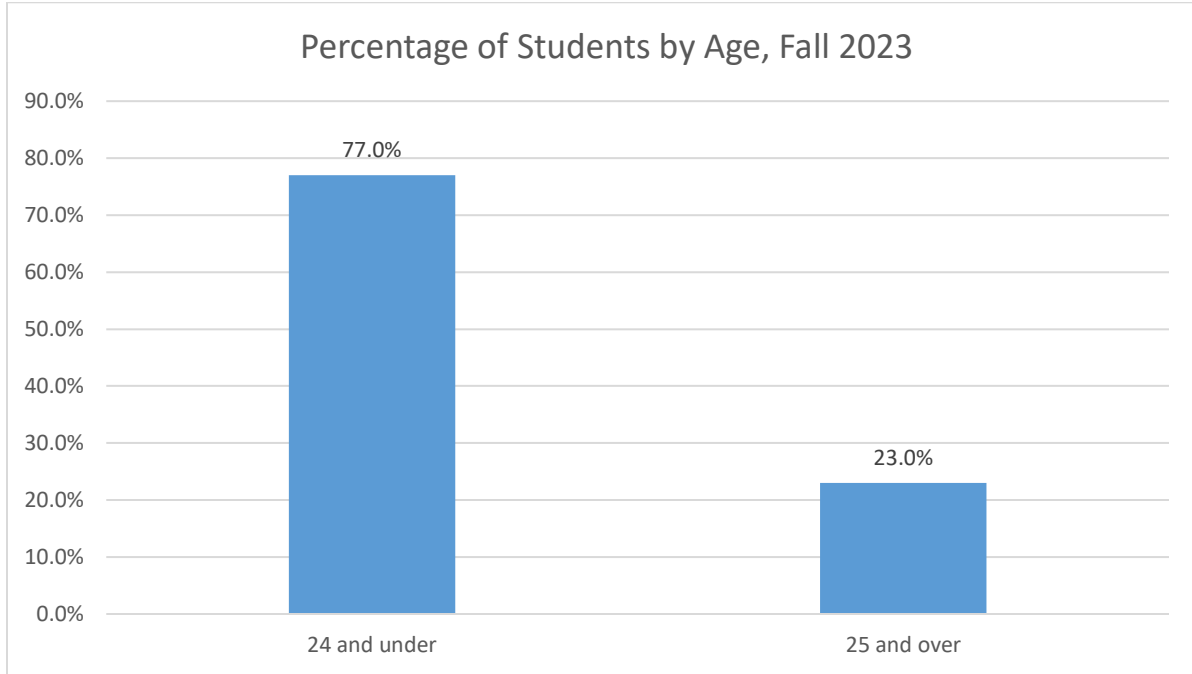
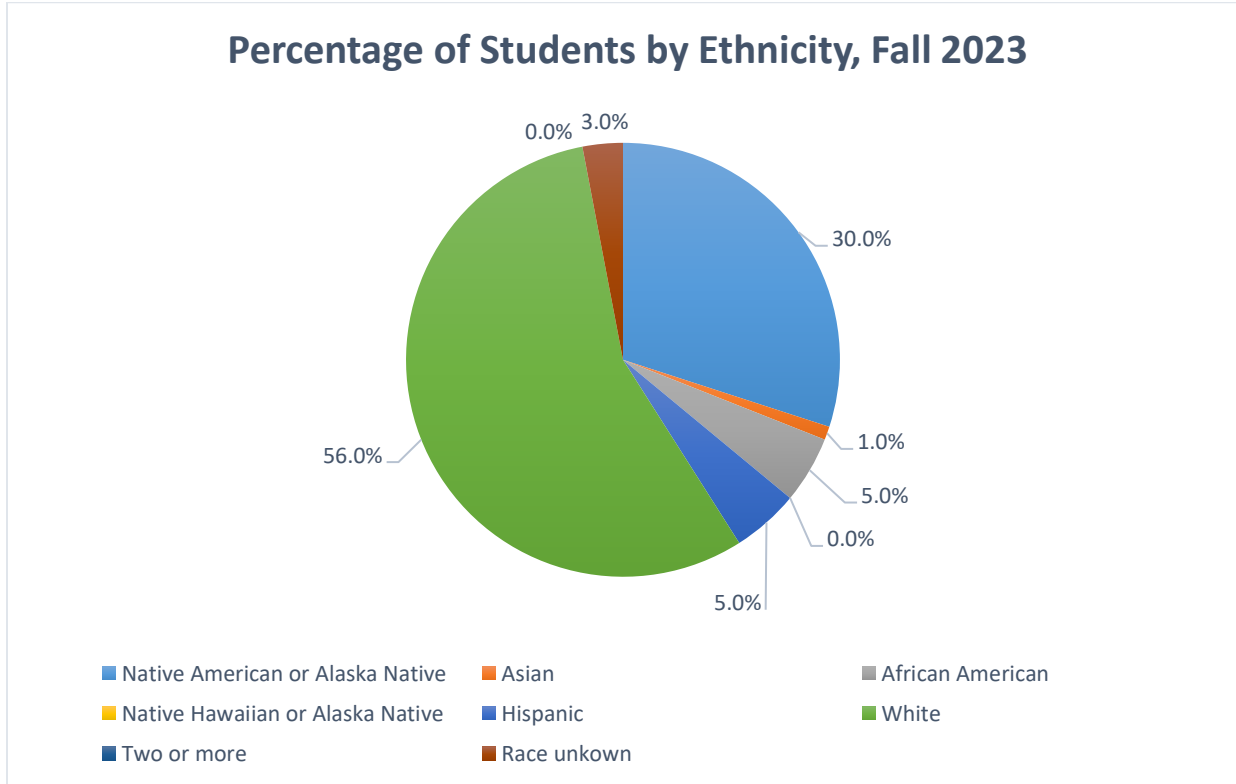


Figure 12: Percent of all students enrolled by age



Source: IPEDS Institutional Profile

Figure 13: Percent of students enrolled by ethnicity



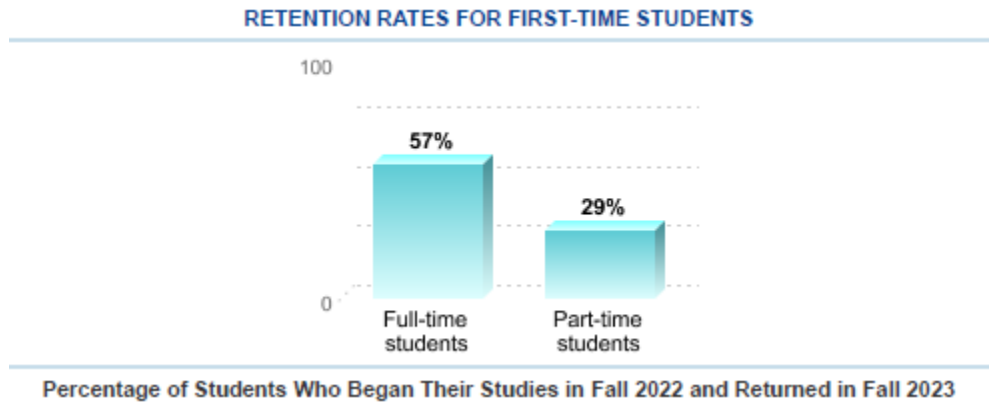
Source: IPEDS Institutional Profile

Table 21: Headcount Enrollment Summary

Headcount Enrollment Summary 2023-2024			
	Summer	Fall	Spring
Total	387	1,331	1,142
Full-time	203	639	528
Part-time	178	674	608
Men	92	404	362
Women	289	909	774
Freshmen	141	599	423
Sophomores	157	373	415
Concurrent	67	335	290
Non-Degree Seeking	22	24	12

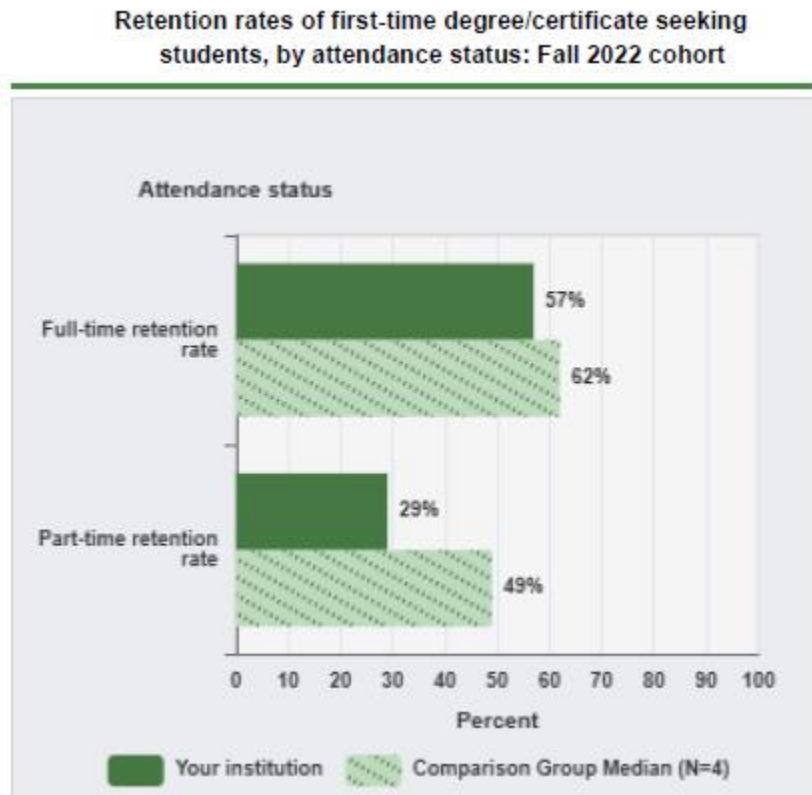
Outcomes

Figure 14: Retention Rates for First-Time Students



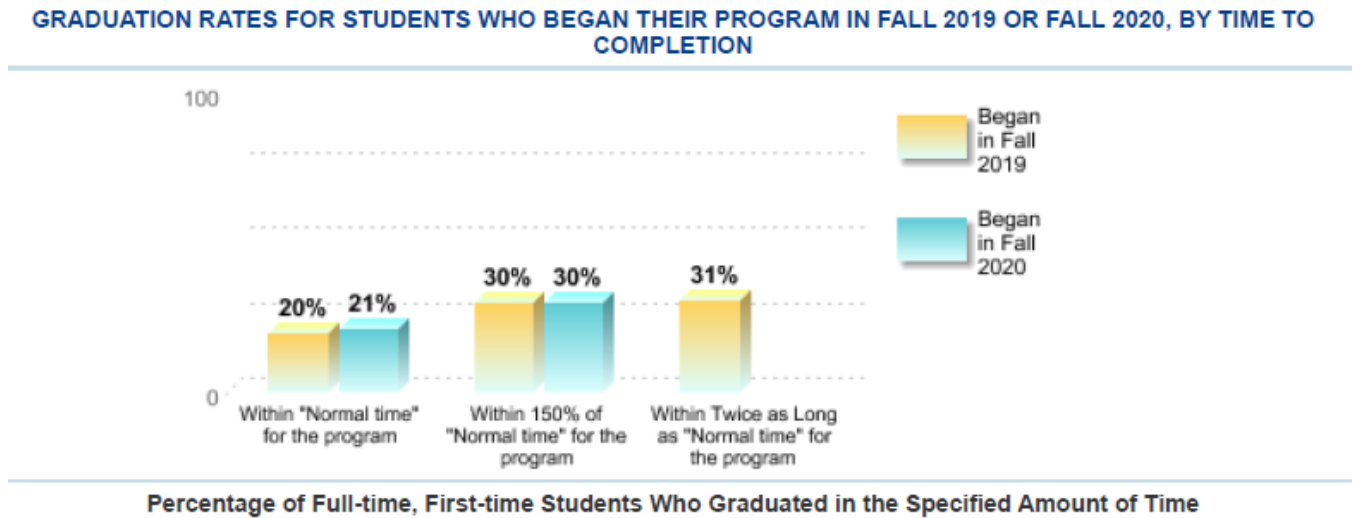
Source: IPEDS Institutional Profile

Figure 15: First to second year retention rates



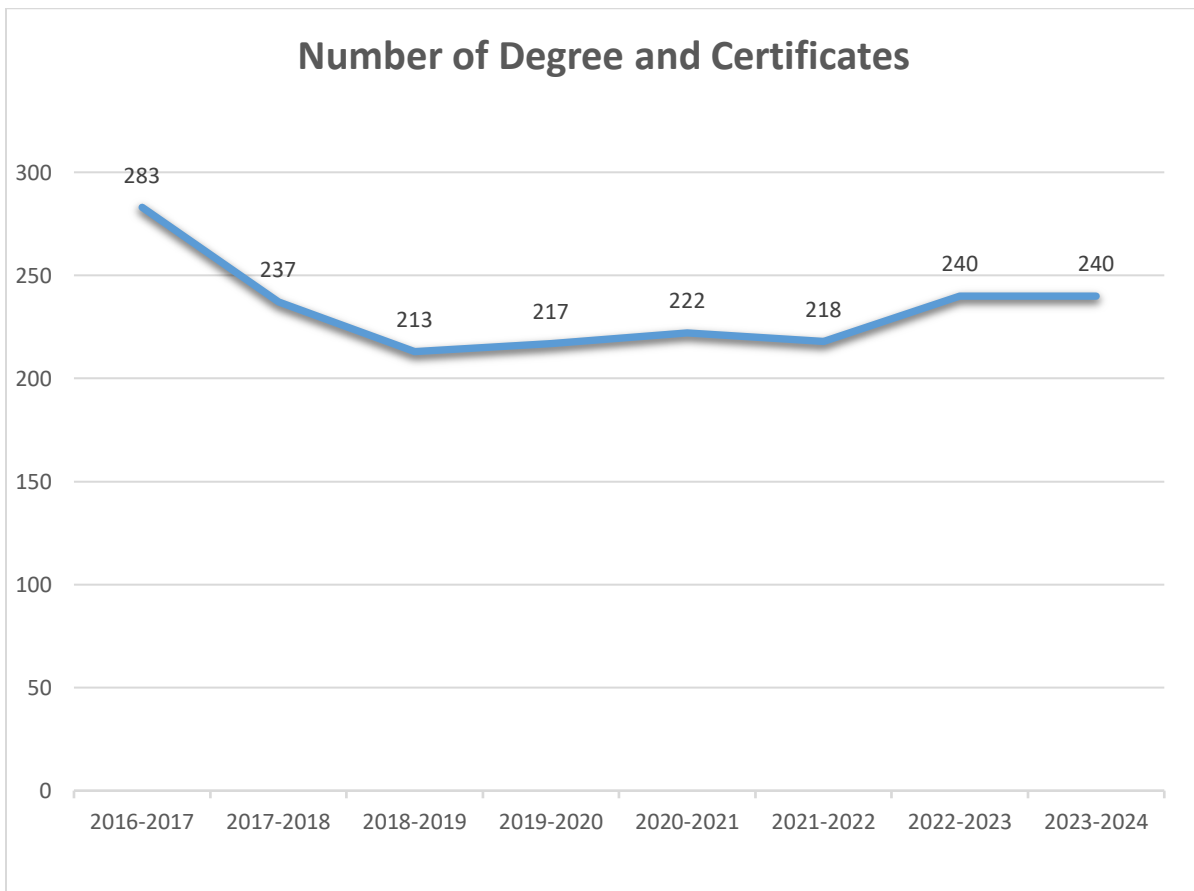
Source: IPEDS Data Feedback Report. Comparison Group: Comparison group is Carl Albert State College, Connors State College, Murray State College, and Seminole State College.

Figure 16: Graduation Rates of full-time, first-time, degree/certificate seeking students



Source: IPEDS Institutional Profile

Figure 17: Number of Degree and Certificates:



Source: IPEDS Data Profile

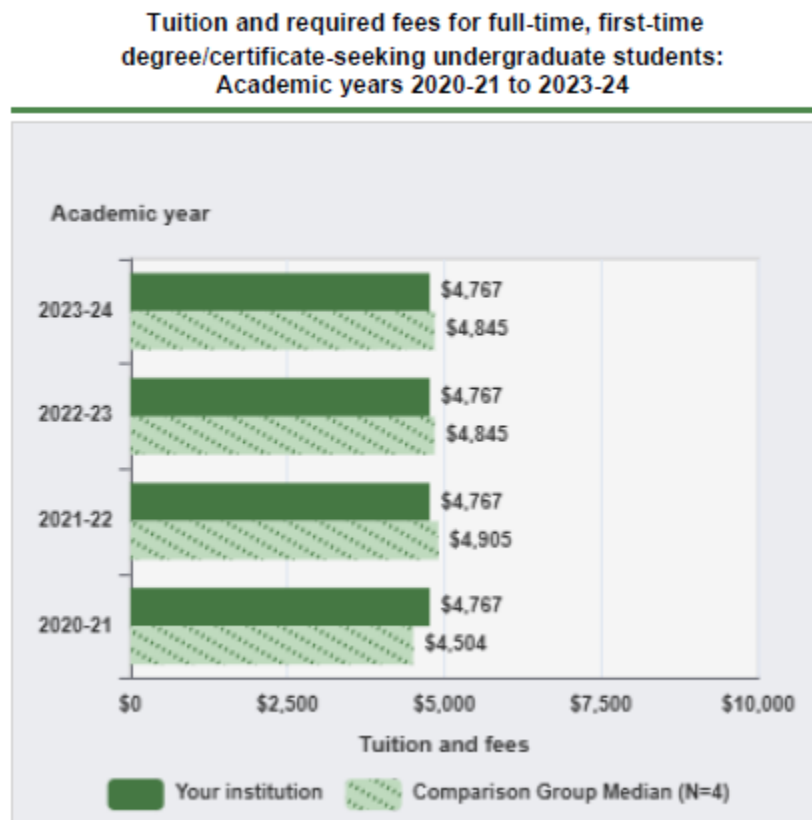
Table 22: Number of Graduates by Gender and Ethnicity

Number of Graduates by Gender and Ethnicity: 2023-2024				
	Summer	Fall	Spring	Total
By Gender				
Male	2	8	26	36
Female	11	26	131	168
Unknown	0	0	0	0
By Race/Ethnicity				
Hispanic or Latino	0	1	5	6
Black or African American	1	1	8	10
Native American or Alaskan Native	6	5	55	66
Asian	0	0	0	0
White	6	25	110	141
Unknown	0	2	5	7

Source: UDS Reports.

***Cost of Attendance
and Financial Aid***

Figure 18: Tuition and Fees EOSC as compared to a comparison group



Source: IPEDS Data Feedback Report. Comparison group: Comparison group consists of Carl Albert State College, Connors State College, Murray State College, and 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	2021-2022	2022-2023
Any Grant Aid	100%	87%
Federal Grants	99%	68%
Pell Grants	51%	51%
State Grants	24%	28%
Institutional Grants	46%	49%
Any Loans	15%	14%
Federal Loans	15%	13%
Other Loans	0%	0%

Source: IPEDS Institutional Profile

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 : 2022-2023	
Type of Aid	
Any Grant Aid	\$7,090
Federal Grants	\$4,915
Pell Grants	\$6,186
State Grants	\$2,759
Institutional Grants	\$3,537
Any Loans	\$6,628
Federal Loans	\$6,197
Other Loans	\$0

Source: IPEDS Institutional Profile.

Table 25: Military Educational Benefits

Military Educational Benefits 2021-2022		
	Number receiving benefits	Average Amount of Benefits
Post 9/11 G.I. Bill	14	\$4,710

Source: IPEDS Institutional Profile.

Table 26: Student Scholarships

Student Scholarships 2020-2021		
	Number of Awards	Total Award Amount
Institutional Awards/Waivers	1,117	\$790,263
EOSC Foundation Awards	435	\$326,992

Table 27: 3-year Cohort Default Rates

3-year Cohort Default Rates			
Year	Default Rate	Number in Default	Number in Repayment
2019	3.5%	10	278
2020	0.0%	0	221
2021	0.0%	0	207

*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			
Residence	Fall 2021	Fall 2022	Fall 2023
Dormitory	199	196	185
Regent Courts	55	57	55
Apartments	33	34	24

Table 29: Criminal Offenses

Criminal Offenses - On Campus			
Criminal Offense	2021	2023	2023
Murder/Non-negligent manslaughter	0	0	0
Negligent manslaughter	0	0	0
Rape	0	0	1
Fondling	0	0	0
Incest	0	0	0
Statutory rape	0	0	0
Robbery	0	0	0
Aggravated assault	0	0	0
Burglary	0	0	0
Motor vehicle theft	1	0	0
Arson	0	0	0

Criminal Offenses - On-Campus Student Housing Facilities			
Criminal Offense	2021	2022	2023
Murder/Non-negligent manslaughter	0	0	0
Negligent manslaughter	0	0	0
Rape	0	0	1
Fondling	0	0	0
Incest	0	0	0
Statutory rape	0	0	0
Robbery	0	0	0
Aggravated assault	0	0	0
Burglary	0	0	0
Motor vehicle theft	0	0	0
Arson	0	0	0

Table 30: VAWA Offenses

VAWA Offenses - On Campus				Arrests - On Campus				
Crime	2021	2022	2023		Law Violation	2021	2022	2023
a. Domestic Violence	0	0	0		a. Weapons: carrying, possessing, etc.	0	1	0
b. Dating Violence	1	0	1		b. Drug Abuse Violations	1	1	0
c. Stalking	0	0	0		c. Liquor Law Violations	2	0	0

VAWA Offenses - On Campus Student Housing Facilities				Arrests - On Campus Student Housing Facilities				
Crime	2021	2022	2023		Law Violation	2021	2022	2023
a. Domestic Violence	0	0	0		a. Weapons: carrying, possessing, etc.	0	1	0
b. Dating Violence	1	0	1		b. Drug Abuse Violations	1	1	0
c. Stalking	0	0	0		c. Liquor Law Violations	2	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. For further information, see <http://ope.ed.gov/security>.

Business Affairs

Table 31: Core Revenues Fiscal Year

Core Revenues Fiscal Year 2023		
Revenue Source	Percent of Core Revenue	Core Revenues per FTE
Tuition and Fees	17%	\$4,298
State Appropriations	25	\$6,377
Local Appropriations	0%	0
Government Grants and Contracts	44	\$11,191
Private Gifts, Grants, and Contracts	0%	0
Investment Income	0%	\$31
Other Core Revenues	13	\$3,348
Total Core Revenues	100%	\$25,488

Figure 19: Percent Distribution of Core Revenues

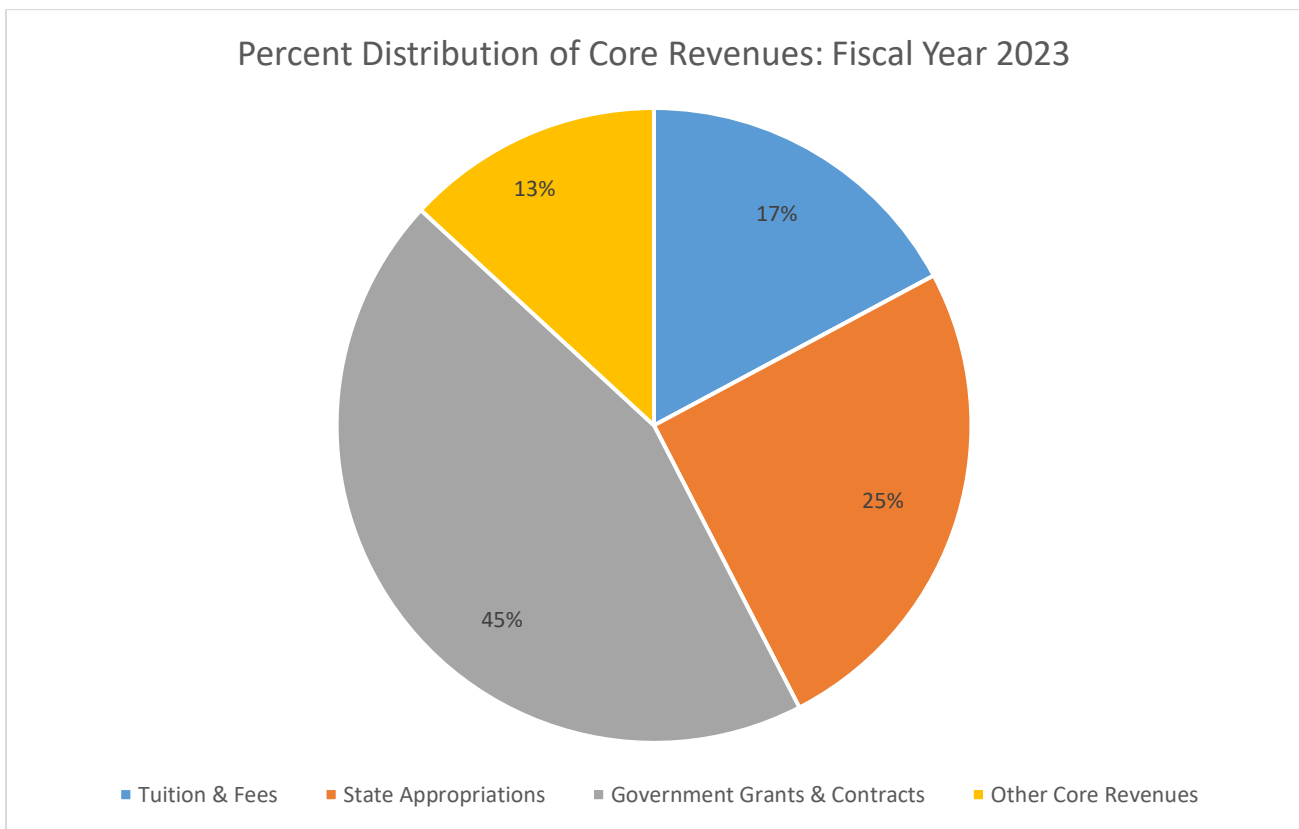


Table 32: Revenue Sources 5-year trend

Revenue Sources 5-year Trend					
Source	2018-19 % of Total	2019-20 % of Total	2020-2021 % of Total	2021-2022 % of Total	2022-2023 % of Total
Tuition and Fees	19%	19%	19%	15%	17%
State Appropriations	23%	25%	22%	21%	25%
Govt. Grants and Contracts	46%	47%	47%	51%	44%
Other Core Revenues	13%	9%	12%	12%	13%
Total	100%	100%	100%	100%	100%

Source: IPEDS Institutional Profile.

Table 33: Core Expenses Fiscal Year

Core Expenses Fiscal Year 2023		
Expenses	Percent of core expenses	Core Expenses per FTE
Instruction	52%	\$10,604
Research	--	--
Public Service	--	--
Academic Support	12%	\$2,501
Institutional Support	10%	\$2,111
Student Services	14%	\$2,838
Other core expenses	12%	\$2,355
Total core expenses	100%	\$20,409

Source: IPEDS Institutional Profile

Figure 20: Percent Distribution of Core Expenses

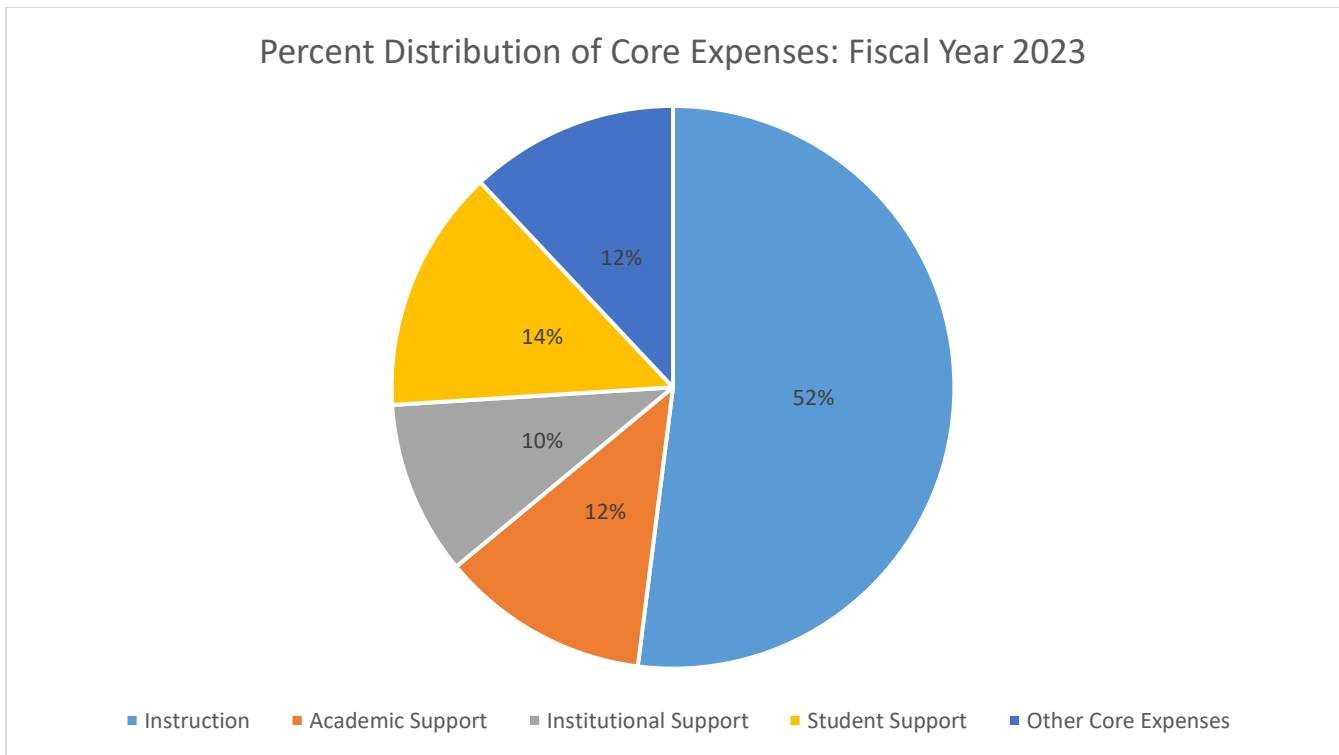


Table 34: Expense sources 5-year trend

Expense Sources 5-Year Trend					
Source	2018-19 % of Total	2019-20 % of Total	2020-2021 % of Total	2021-2022 % of Total	2022-2023 % of Total
Instruction	51%	46%	48%	50%	52%
Academic Support	12%	12%	11%	11%	12%
Institutional Support	10%	10%	9%	9%	10%
Student Support	16%	15%	11%	11%	14%
Other Core Expenses	11%	17%	21%	19%	12%
Total	100%	100%	100%	100%	100%

Source: IPEDS Institutional Profile.

Appendices

Customized **IPEDS DATA FEEDBACK REPORT 2024**

What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from all institutions that provide postsecondary education and are eligible to receive Title IV funding across the United States and other U.S. jurisdictions.

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 2023-24 IPEDS collection cycle and are the most recent data available. The inside cover of this report lists your 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 2024 report by using a different comparison group and IPEDS variables of its choosing. To learn how to customize the 2024 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.

COMPARISON GROUP

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

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

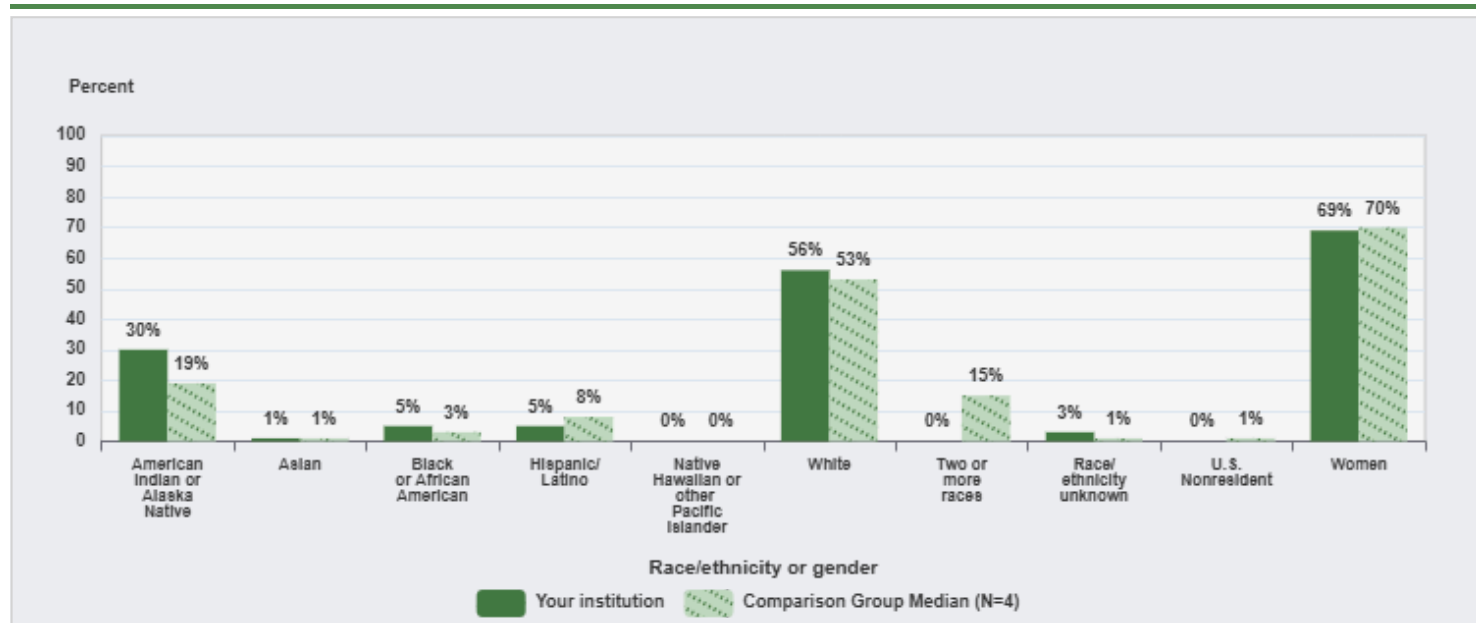
- ▶ [Carl Albert State College](#) (Poteau, OK)
- ▶ [Connors State College](#) (Warner, OK)
- ▶ [Murray State College](#) (Tishomingo, OK)
- ▶ [Seminole State College](#) (Seminole, OK)

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

Topic Area	Figures	Pages
1) Admissions (only for non-open-admissions schools)	[Not applicable]	
2) Student Enrollment	1, 2, 3, 4, 5, 6 and 7	3 and 4
3) Awards	8 and 9	5
4) Charges and Net Price	10 and 11	5
5) Student Financial Aid	12, 13, 14, 15, 16 and 17	6 and 7
6) Military Benefits*	18 and 19	7
7) Retention and Graduation Rates	20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31 and 32	8, 9, 10, 11 and 12
8) Finance	33, 34, 35, 36, 37 and 38	13 and 14
9) Staff	39, 40 and 41	14 and 15
10) Libraries*	42 and 43	15

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

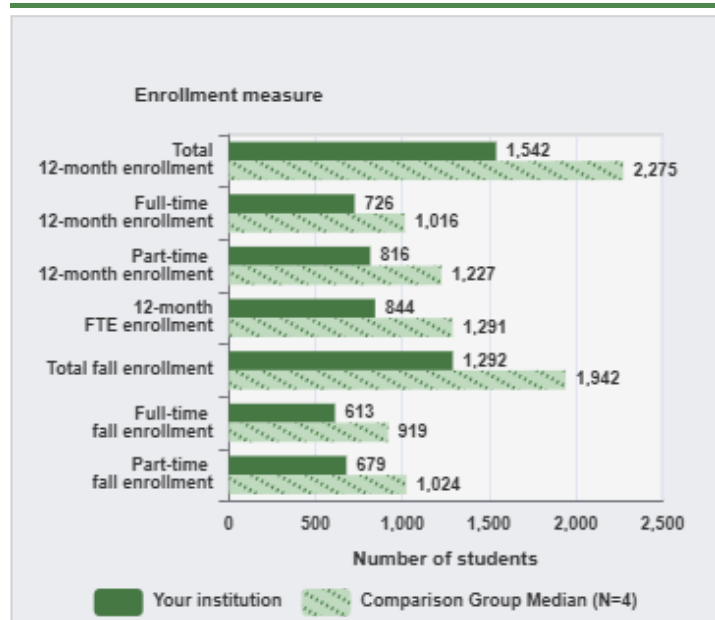
Figure 1. Percent of all students enrolled, by race/ethnicity, and percent of students who are women: Fall 2023



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 2024, Fall Enrollment survey component.

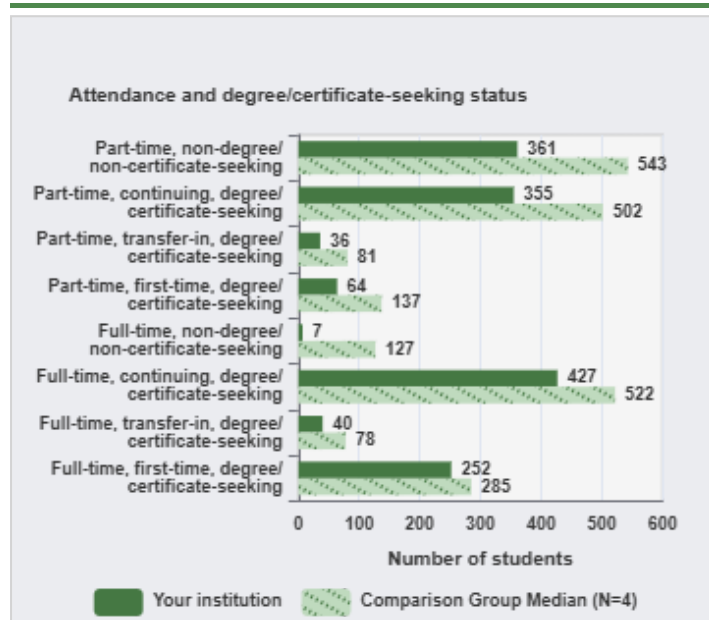
Figure 2. Total 12-month enrollment, full-time and part-time 12-month enrollment, 12-month FTE enrollment (2022-23), and total fall enrollment, full-time and part-time fall enrollment (Fall 2023)



NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes. Total headcount, FTE, and full- and part-time fall enrollment include both undergraduate and postbaccalaureate students, when applicable. 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 2023, 12-month Enrollment survey component and Spring 2024, Fall Enrollment survey component.

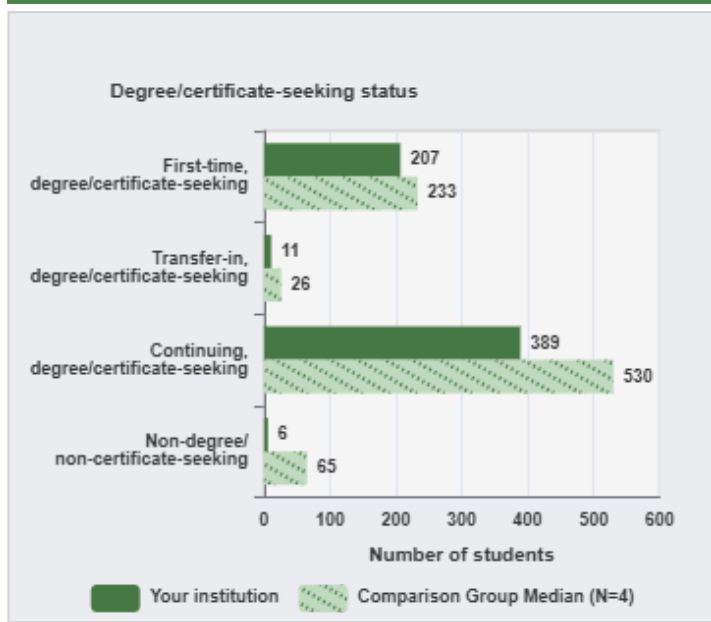
Figure 3. Total 12-month undergraduate enrollment, by attendance and degree/certificate-seeking status: 2022-23



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

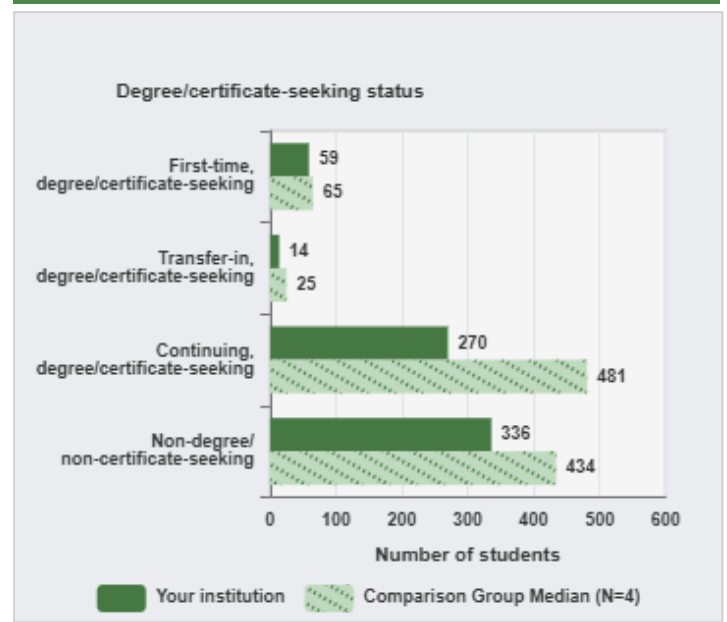
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2023, 12-month Enrollment survey component.

Figure 4. Full-time enrollment, by degree/certificate-seeking status: Fall 2023



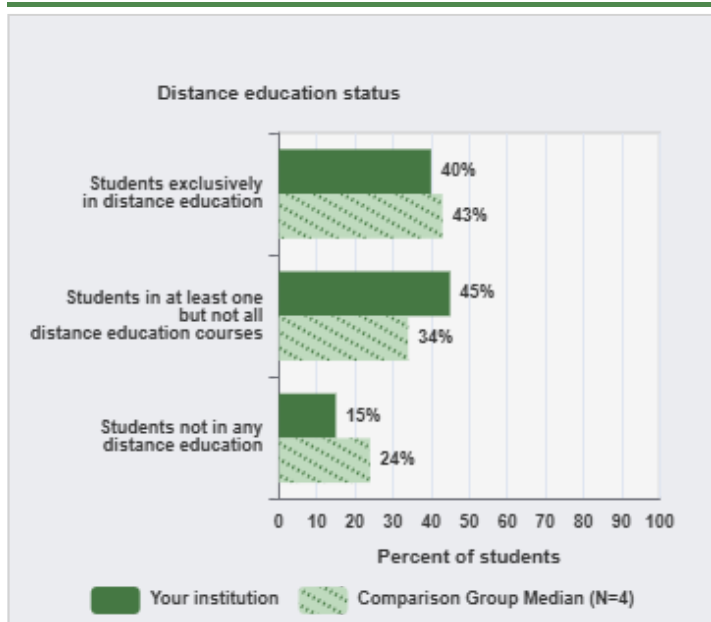
NOTE: N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2024, Fall Enrollment survey component.

Figure 5. Part-time enrollment, by degree/certificate-seeking status: Fall 2023



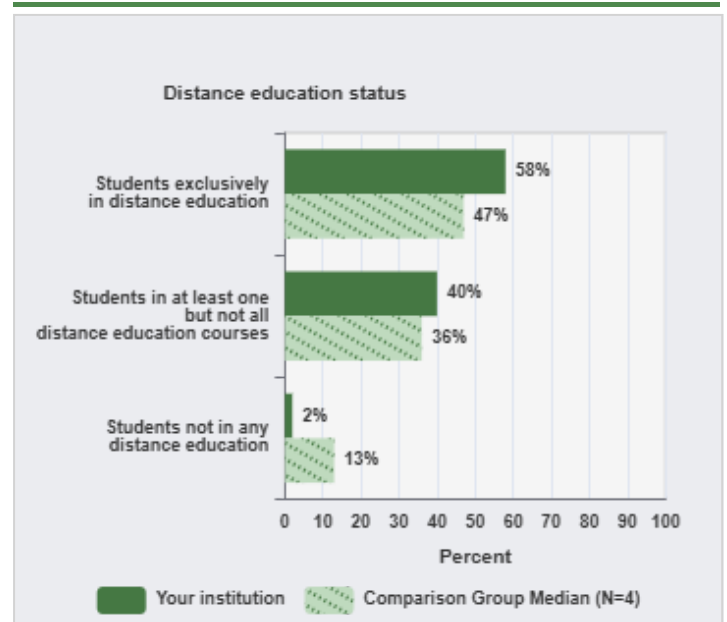
NOTE: N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2024, Fall Enrollment survey component.

Figure 6. Percent of students enrolled in distance education courses, by distance education status: Fall 2023



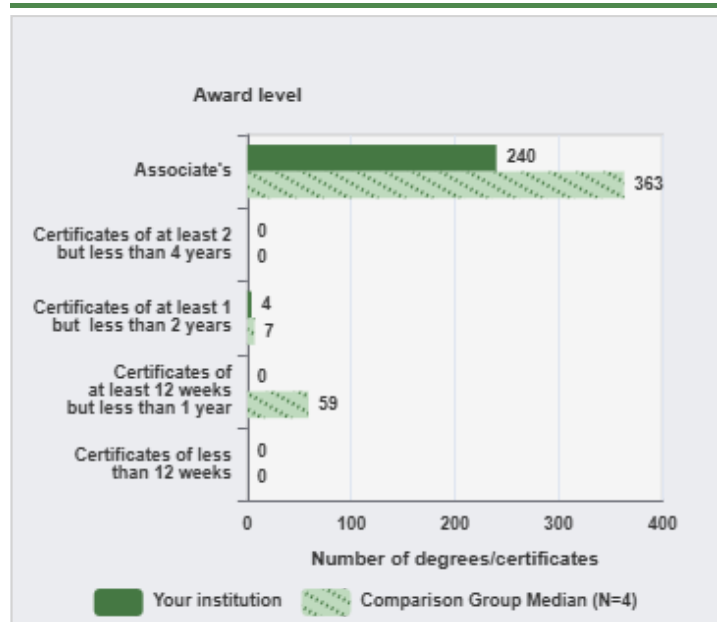
NOTE: N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2024, Fall Enrollment survey component.

Figure 7. Percent of students enrolled in distance education courses, by distance education status: 2022-23



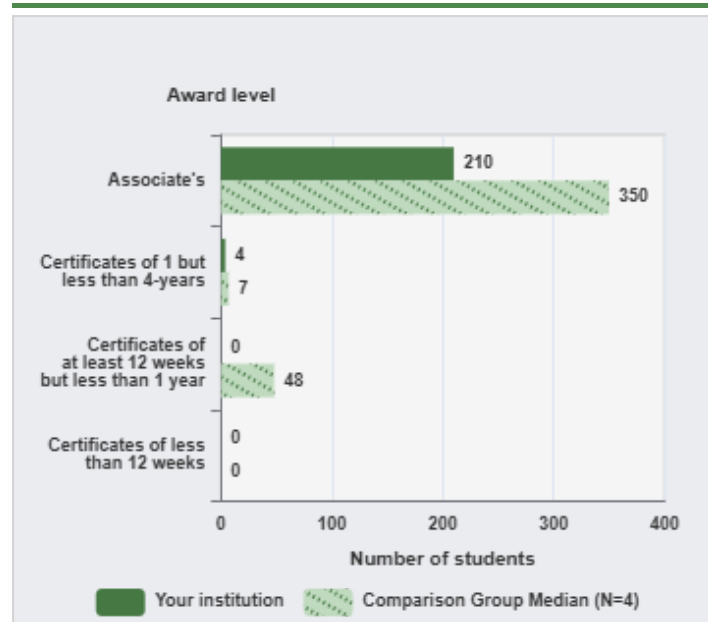
NOTE: N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2023, 12-month Enrollment survey component.

Figure 8. Number of subbaccalaureate degrees and certificates conferred, by award level: 2022-23



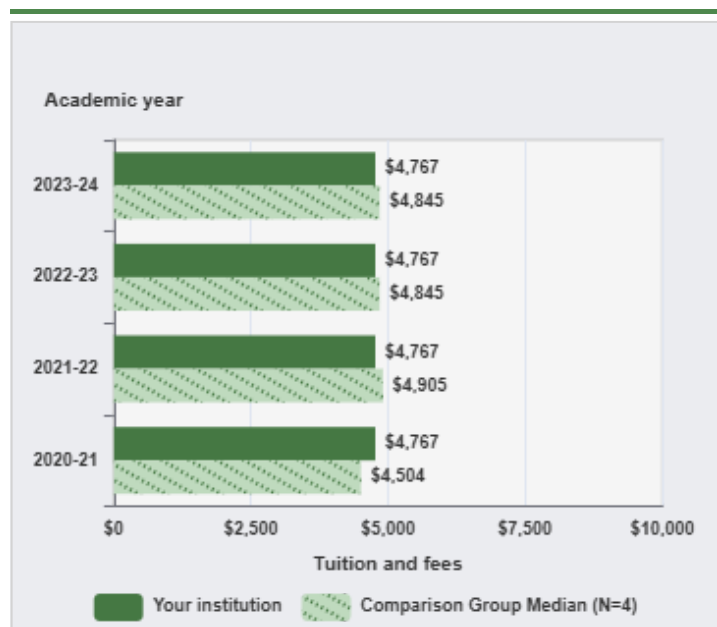
NOTE: N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2023, Completions survey component.

Figure 9. Number of students who earned a degree/certificate, by award level: 2022-23



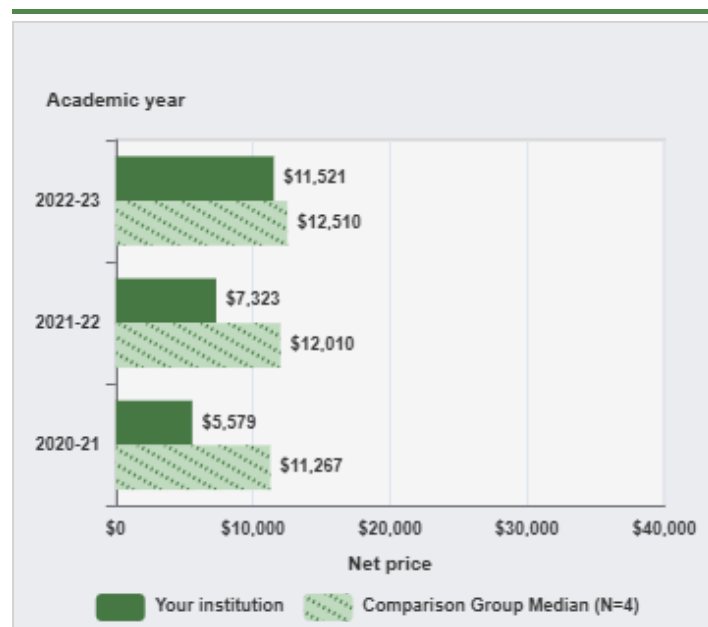
NOTE: N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2023, Completions survey component.

Figure 10. Tuition and required fees for full-time, first-time degree/certificate-seeking undergraduate students: Academic years 2020-21 to 2023-24



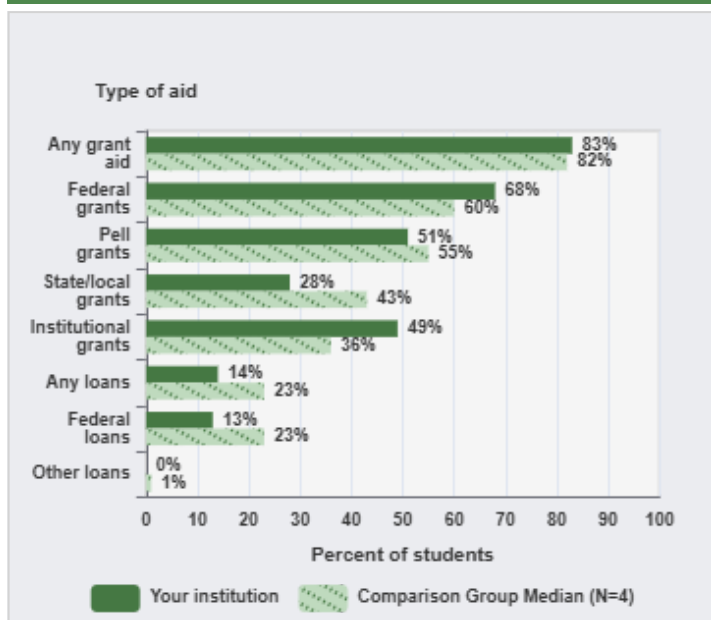
NOTE: The tuition and required fees shown here are the lowest reported from the categories of in-district, in-state, and out-of-state. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2023, Institutional Characteristics survey component.

Figure 11. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students, who were awarded grant or scholarship aid: Academic years 2020-21 to 2022-23



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 (lower of in-district or in-state for public institutions), books and supplies, and the weighted average of food and housing 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 2023, Institutional Characteristics survey component and Winter 2023-24, Student Financial Aid survey component.

Figure 12. Percent of full-time, first-time degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid, or loans, by type of aid: Academic year 2022-23



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants include Federal Pell grants and other federal grants. Any loans include 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 2023-24, Student Financial Aid survey component.

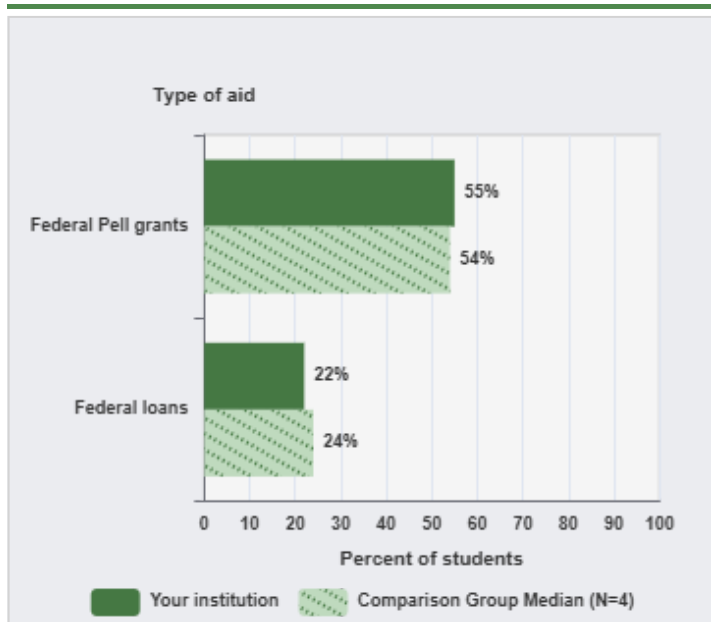
Figure 13. Average amounts of awarded grant or scholarship aid, or loans awarded to full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: Academic year 2022-23



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants include Federal Pell grants and other federal grants. Any loans include federal loans and other loans awarded to students. Average amounts of aid were calculated by dividing the total aid awarded by the unduplicated count of recipients at each institution. N is the number of institutions in the comparison group that have a value for each indicator. 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 2023-24, Student Financial Aid survey component.

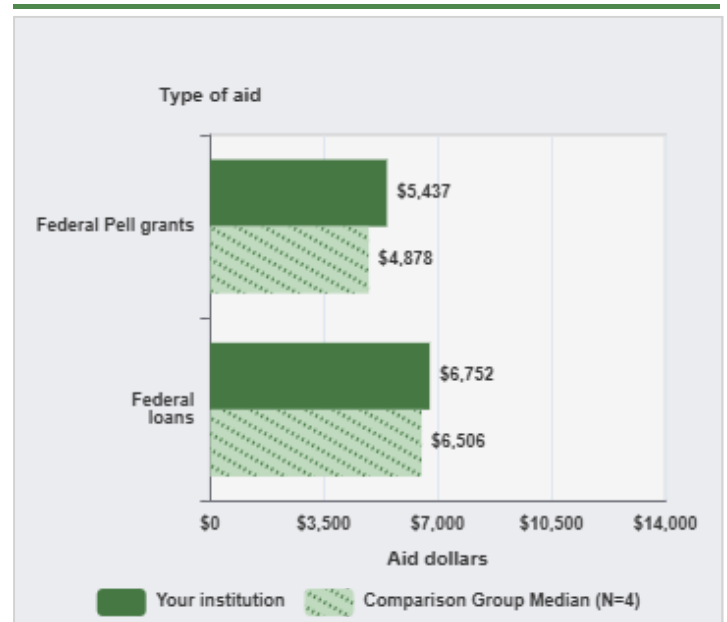
Figure 14. Percent of degree/certificate-seeking undergraduate students awarded Federal Pell grants and Federal Student loans : Academic year 2022-23



NOTE: Federal loans include federal loans awarded to students. 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 2023-24, Student Financial Aid survey component.

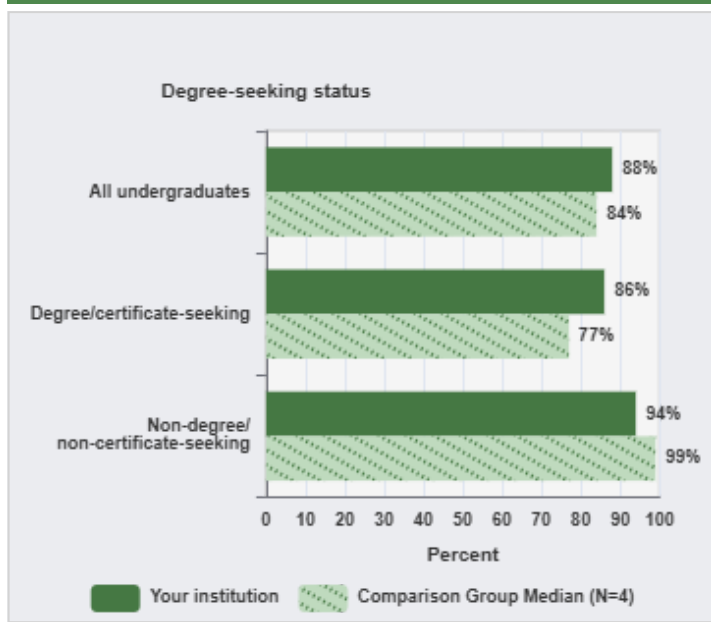
Figure 15. Average amount of Federal Pell grants and Federal Student loans awarded to degree/certificate-seeking undergraduate students: Academic year 2022-23



NOTE: Federal loans include federal loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the unduplicated count of recipients at each institution. N is the number of institutions in the comparison group.

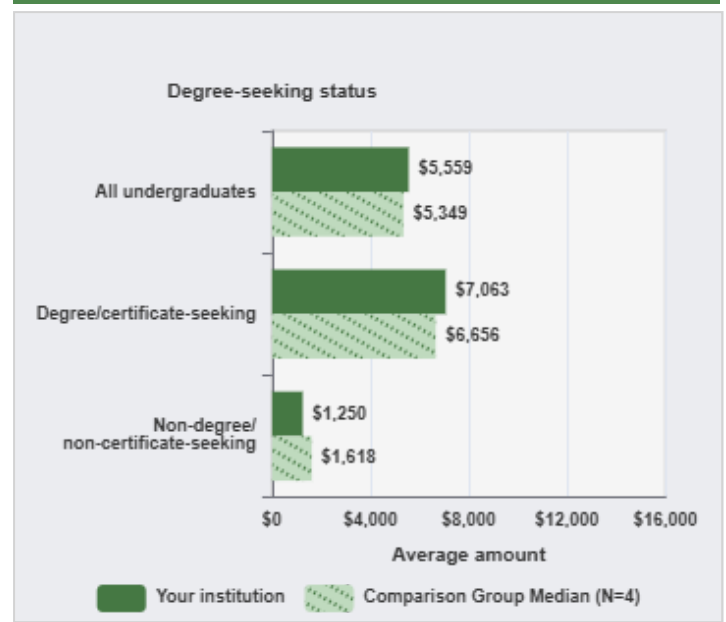
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2023-24, Student Financial Aid survey component.

Figure 16. Percent of undergraduate students awarded grant or scholarship aid, by degree/certificate-seeking status: Academic year 2022-23



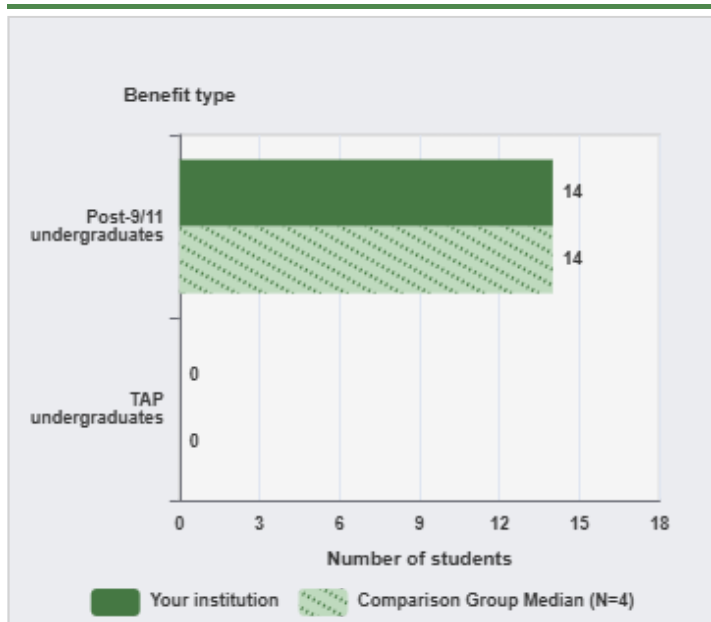
NOTE: Grant or scholarship aid includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2023-24, Student Financial Aid survey component.

Figure 17. Average amount of grant or scholarship aid awarded to undergraduate students, by degree/certificate-seeking status: Academic year 2022-23



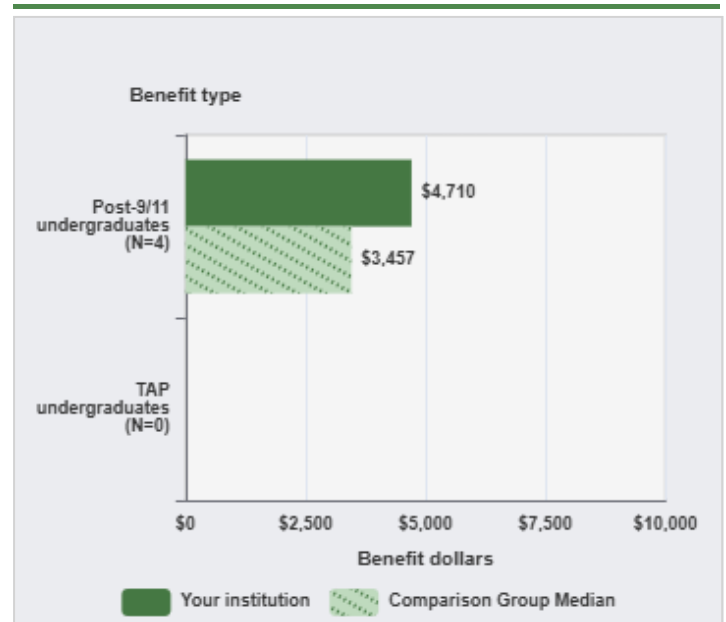
NOTE: Grant or scholarship aid includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Average amounts of aid were calculated by dividing the total aid awarded by the unduplicated count of recipients at each institution. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2023-24, Student Financial Aid survey component.

Figure 18. Number of students receiving military educational benefits, by benefit type: Academic year 2022-23



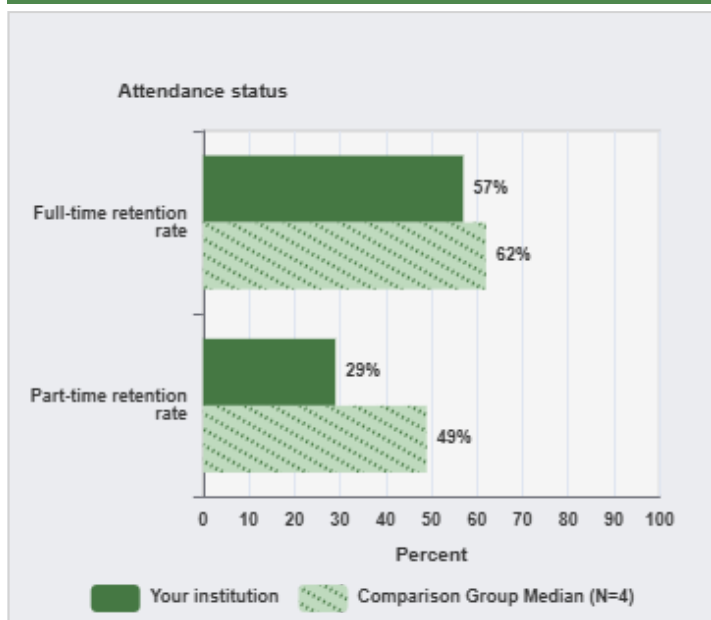
NOTE: N is the number of institutions in the comparison group. Post-9/11 refers to the Department of Veteran Affairs Post-9/11 G.I. Bill educational benefit. TAP refers to the Department of Defense Tuition Assistance Program educational benefit.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2023-24, Student Financial Aid survey component.

Figure 19. Average amount of military educational benefits received, by benefit type: Academic year 2022-23



NOTE: N is the number of institutions in the comparison group that have a value for each indicator. 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 2023-24, Student Financial Aid survey component.

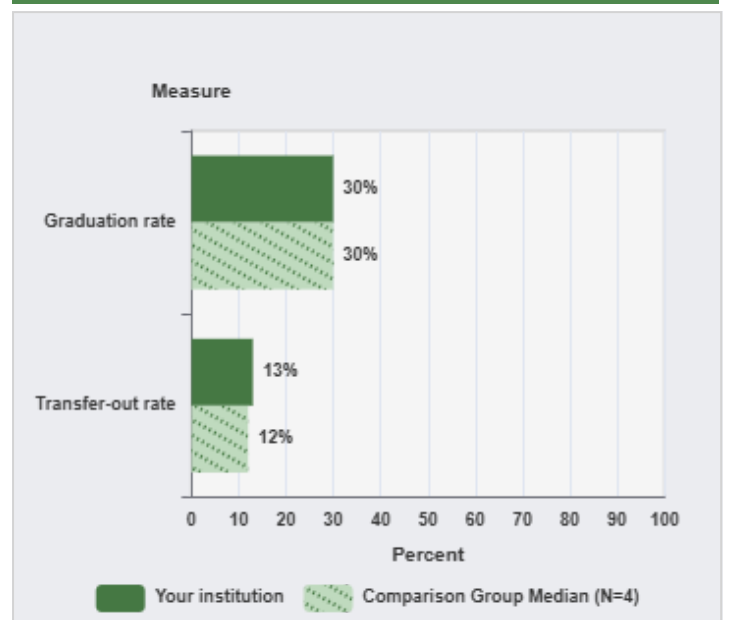
Figure 20. Retention rates of first-time degree/certificate seeking students, by attendance status: Fall 2022 cohort



NOTE: Retention rates are measured from the fall of first enrollment to the following fall. Academic reporting institutions report retention data for the Fall 2022 cohort of students who are still enrolled as of the institution's official fall reporting date or as of October 15, 2023. Program reporters determine the cohort with enrollment any time between August 1 - October 31, 2022 and retention based on August 1, 2023. Four-year institutions report retention rates for students seeking a bachelor's degree. 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 2024, Fall Enrollment survey component.

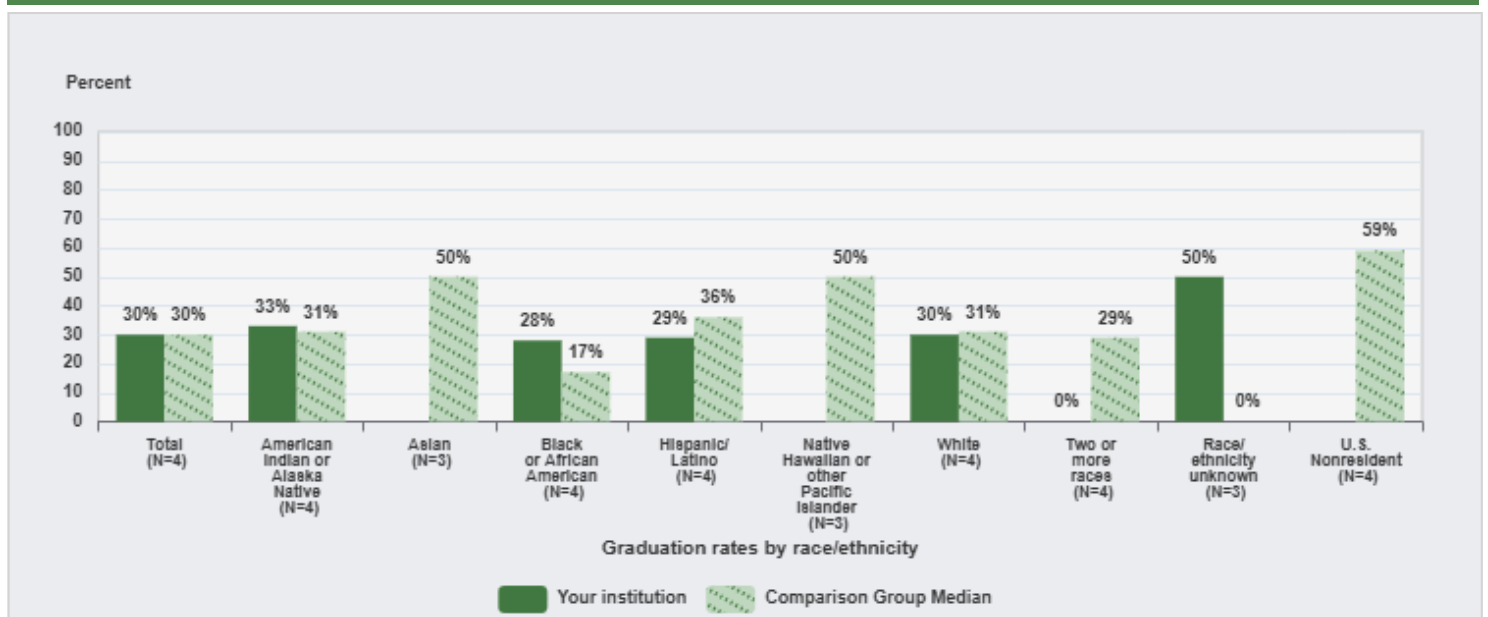
Figure 21. Graduation and transfer-out rates of full-time, first-time degree/certificate-seeking undergraduate students within 150% of normal time to program completion: 2020 cohort



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 2023-24, Graduation Rates survey component.

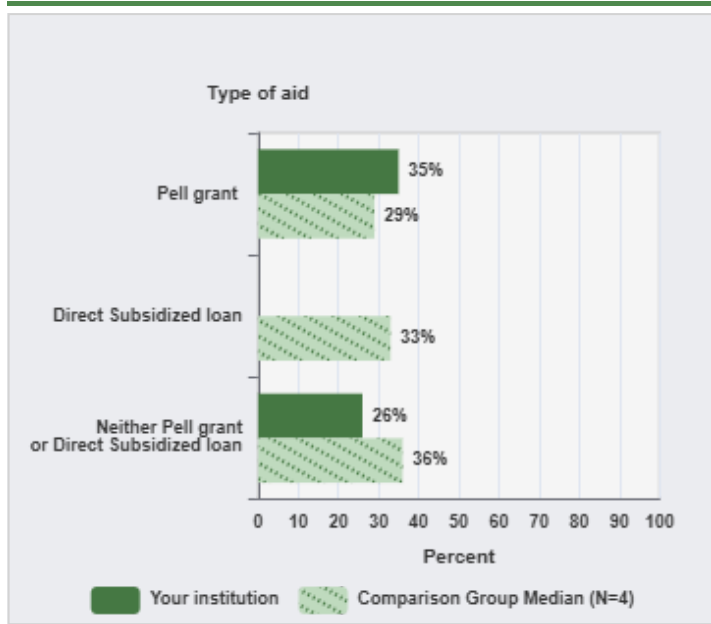
Figure 22. Graduation rates of full-time, first-time degree/certificate-seeking undergraduate students within 150% of normal time to program completion, by race/ethnicity: 2020 cohort



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 that have a value for each indicator.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2023-24, Graduation Rates survey component.

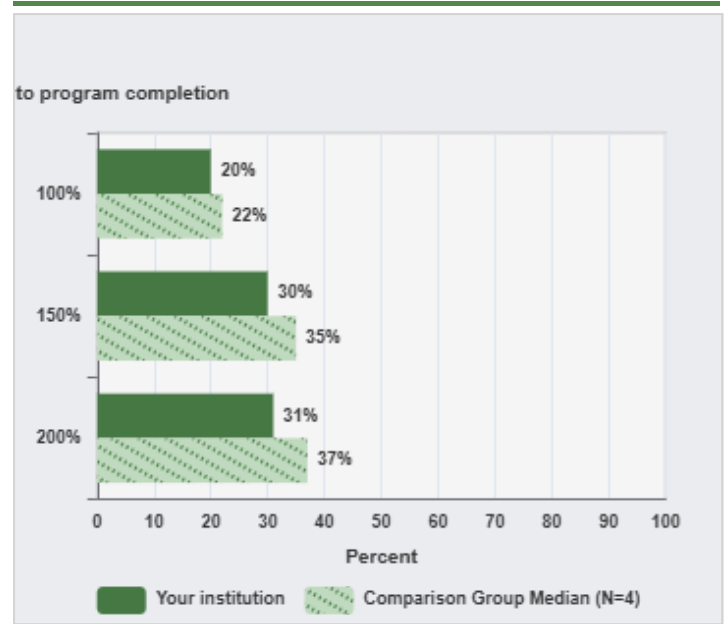
Figure 23. Graduation rates of all full-time, first-time degree/certificate-seeking undergraduate students within 150% of normal time to program completion, by type of aid: 2020 cohort



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 2023-24, Graduation Rates survey component.

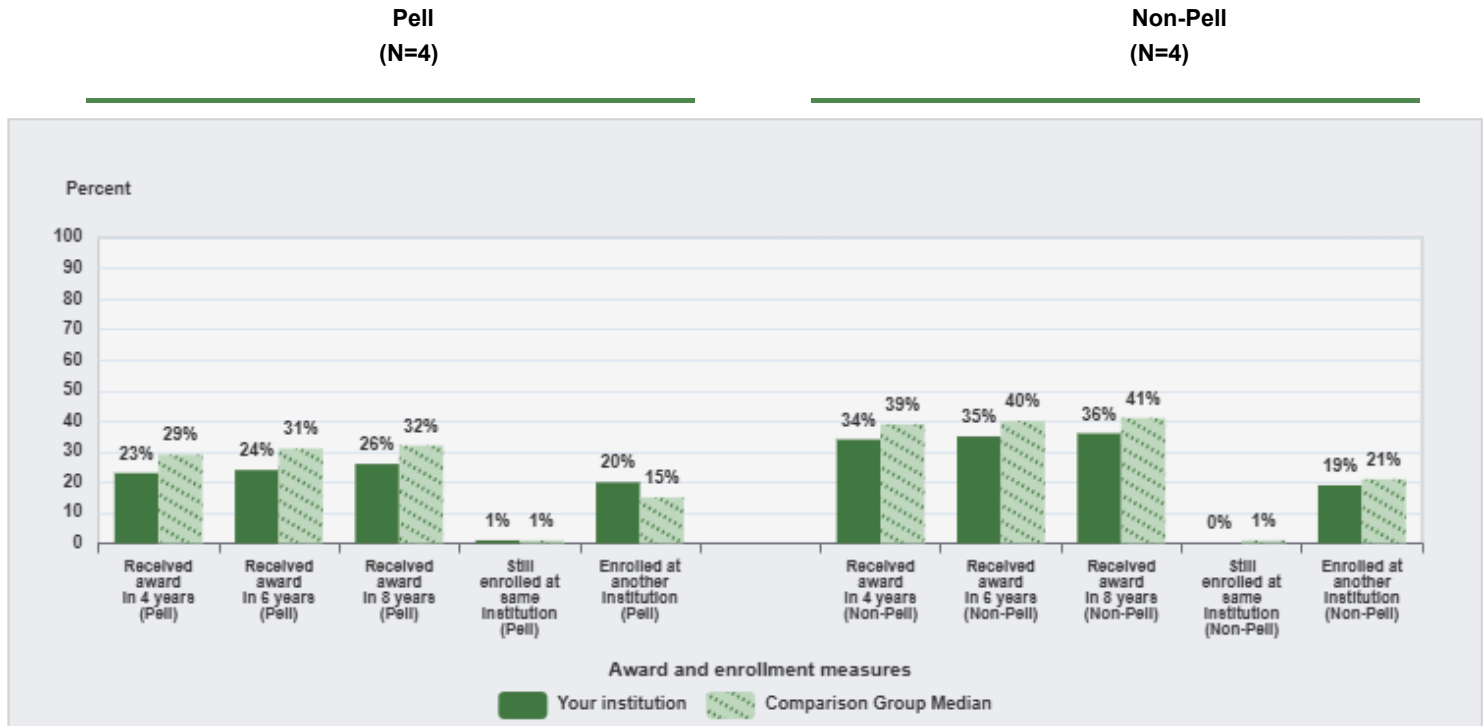
Figure 24. Graduation rates of all full-time, first-time degree/certificate-seeking undergraduate students within 100%, 150%, and 200% of normal time to program completion: 2019 cohort



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 2023-24, 200% Graduation Rates survey component.

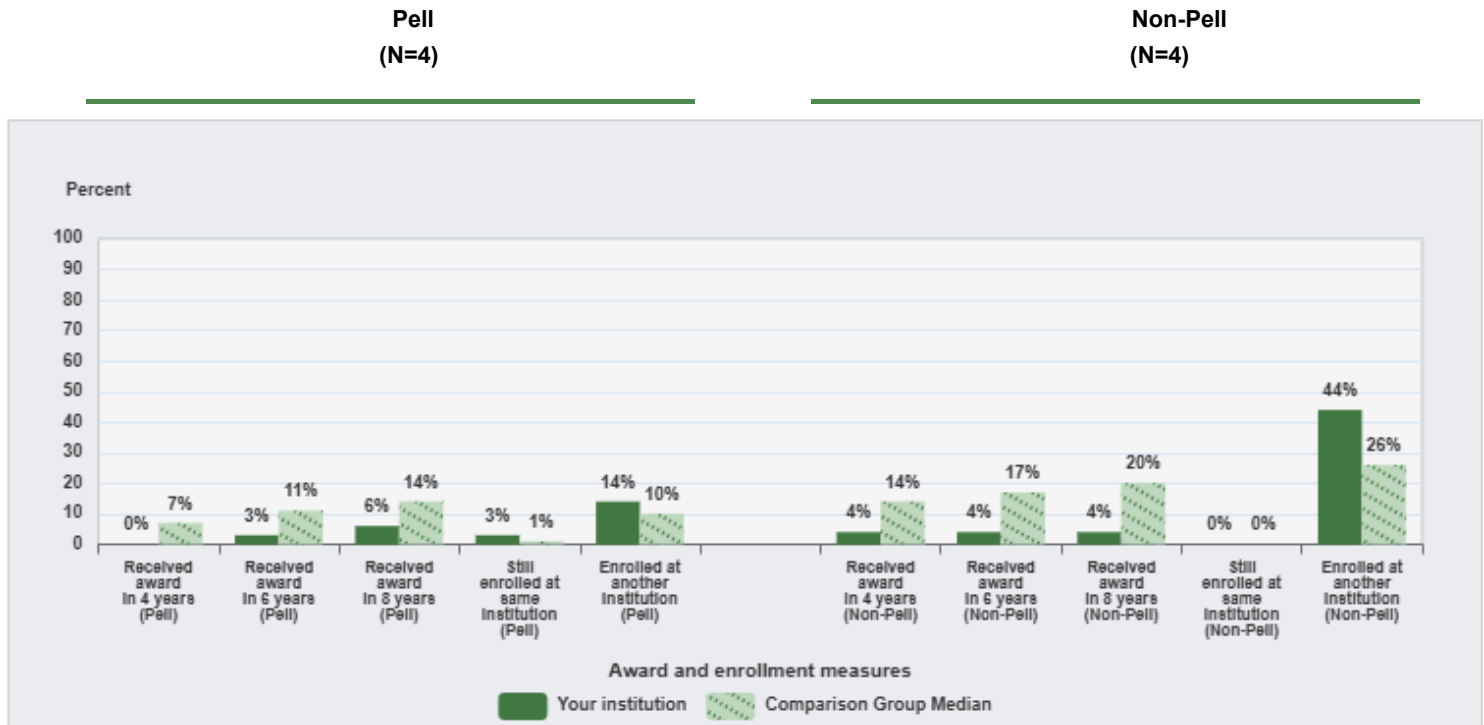
Figure 25. Award and enrollment rates of first-time, full-time, degree/certificate-seeking undergraduate students after 8 years of entry, by Pell status: 2015-16 cohort



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, 2015-June 30, 2016. 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. 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 2023-24, Outcome Measures survey component.

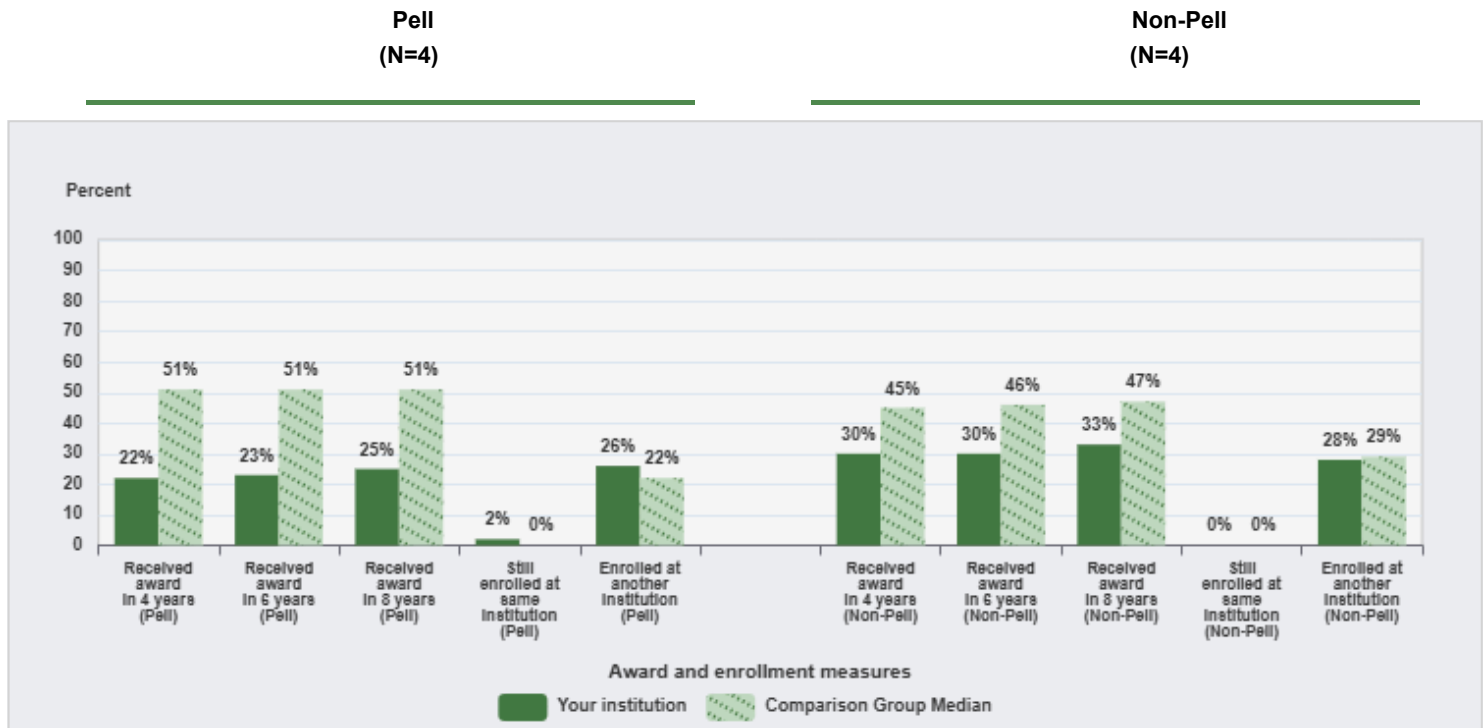
Figure 26. Award and enrollment rates of first-time, part-time, degree/certificate-seeking undergraduate students after 8 years of entry, by Pell status: 2015-16 cohort



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, 2015-June 30, 2016. 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. 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 2023-24, Outcome Measures survey component.

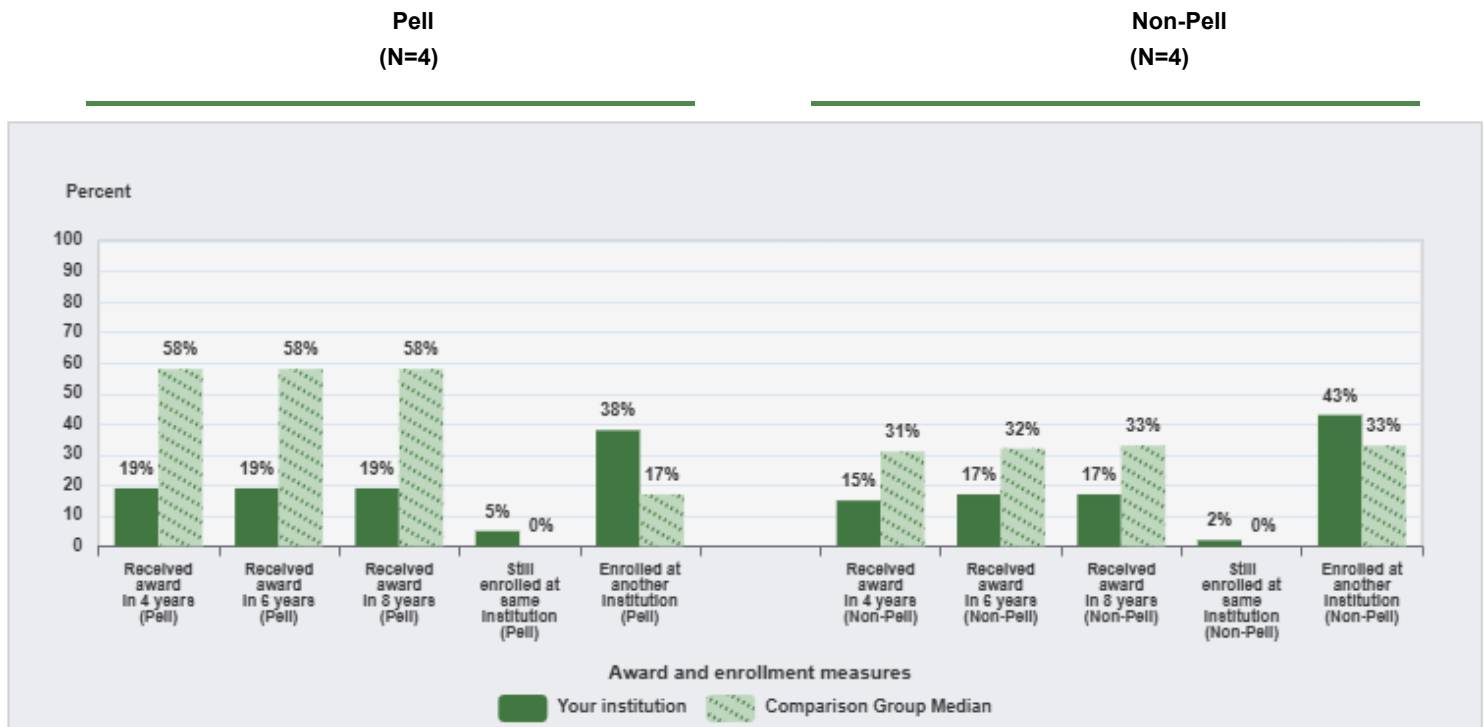
Figure 27. Award and enrollment rates of non-first-time, full-time, degree/certificate-seeking undergraduate students after 8 years of entry, by Pell status: 2015-16 cohort



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, 2015-June 30, 2016. 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. 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 2023-24, Outcome Measures survey component.

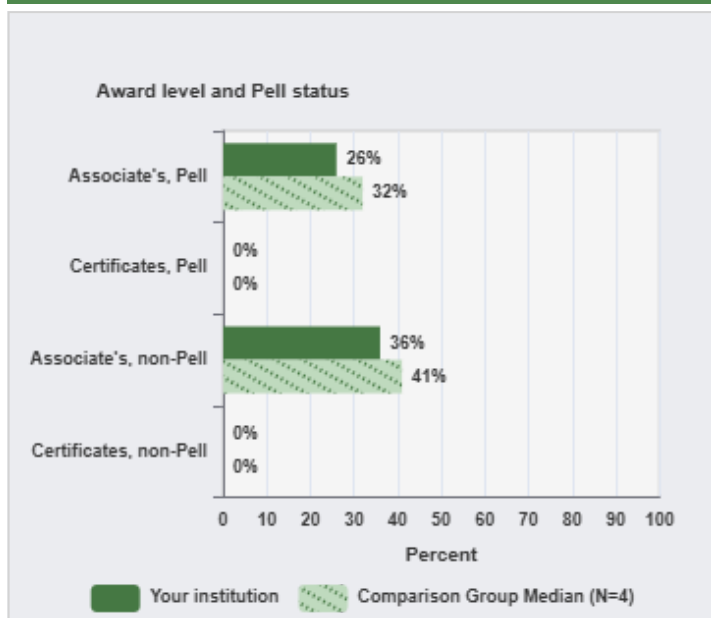
Figure 28. Award and enrollment rates of non-first-time, part-time, degree/certificate-seeking undergraduate students after 8 years of entry, by Pell status: 2015-16 cohort



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, 2015-June 30, 2016. 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. 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 2023-24, Outcome Measures survey component.

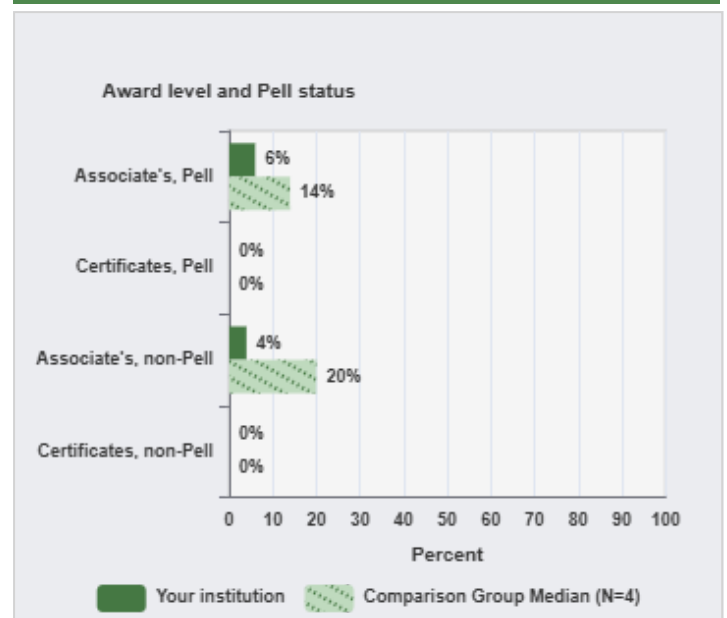
Figure 29. Award rates of first-time, full-time, degree/certificate-seeking undergraduate students after 8 years of entry, by award level and Pell status: 2015-16 cohort



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, 2015-June 30, 2016. 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 2023-24, Outcome Measures survey component.

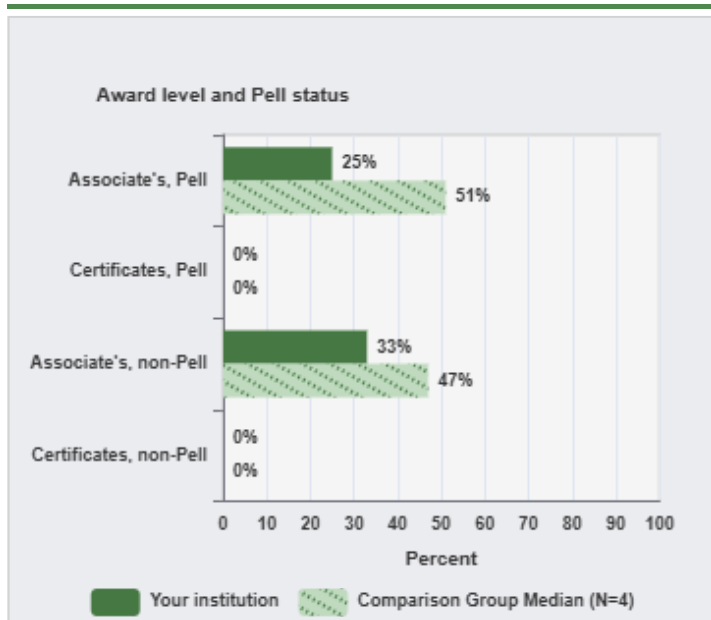
Figure 30. Award rates of first-time, part-time, degree/certificate-seeking undergraduate students after 8 years of entry, by award level and Pell status: 2015-16 cohort



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 institute on between July 1, 2015-June 30, 2016. 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 2023-24, Outcome Measures survey component.

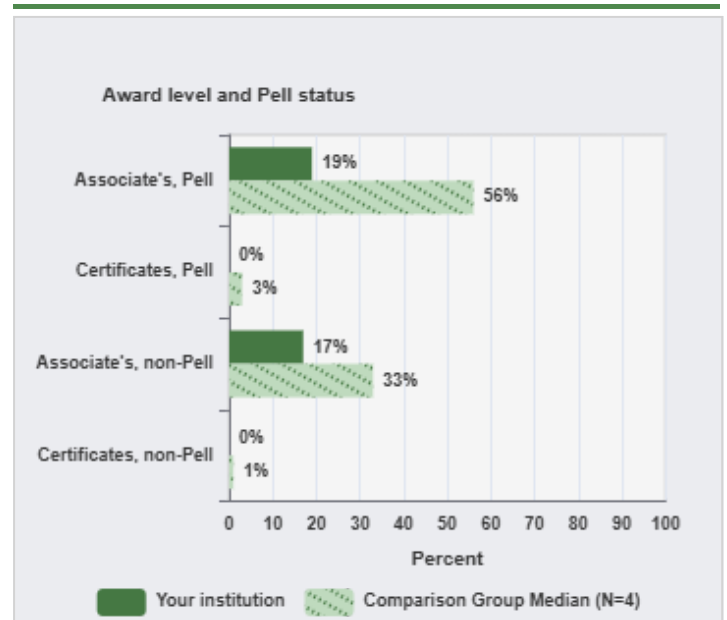
Figure 31. Award rates of non-first-time, full-time, degree/certificate-seeking undergraduate students after 8 years of entry, by award level and Pell status: 2015-16 cohort



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, 2015-June 30, 2016. 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 2023-24, Outcome Measures survey component.

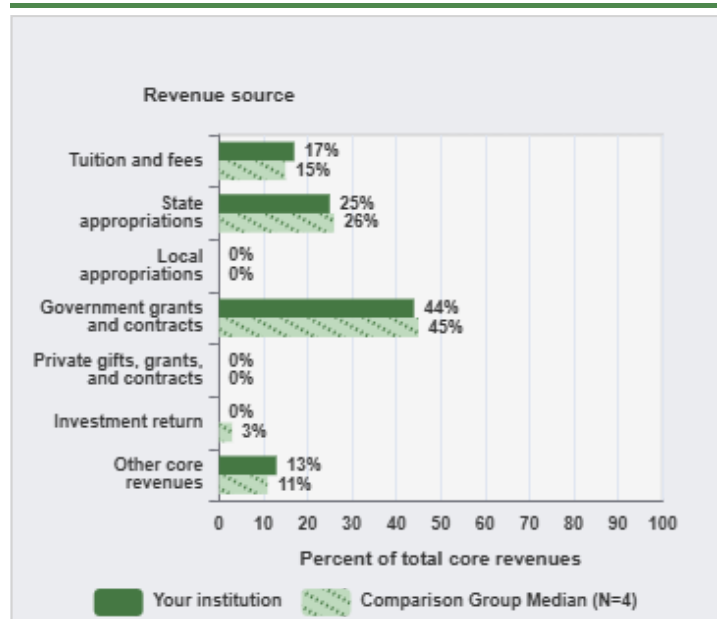
Figure 32. Award rates of non-first-time, part-time, degree/certificate-seeking undergraduate students after 8 years of entry, by award level and Pell status: 2015-16 cohort



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, 2015-June 30, 2016. 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 2023-24, Outcome Measures survey component.

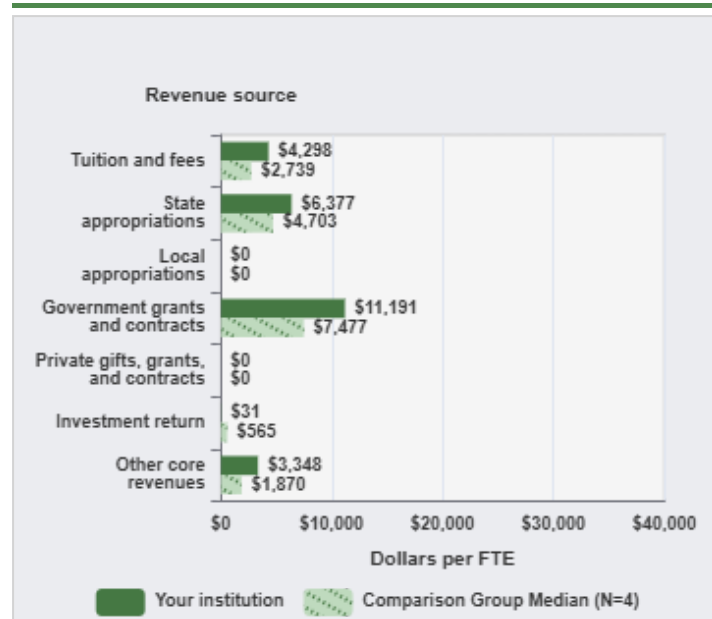
Figure 33. Percent distribution of core revenues, by source: Fiscal year 2023



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 2024, Finance survey component.

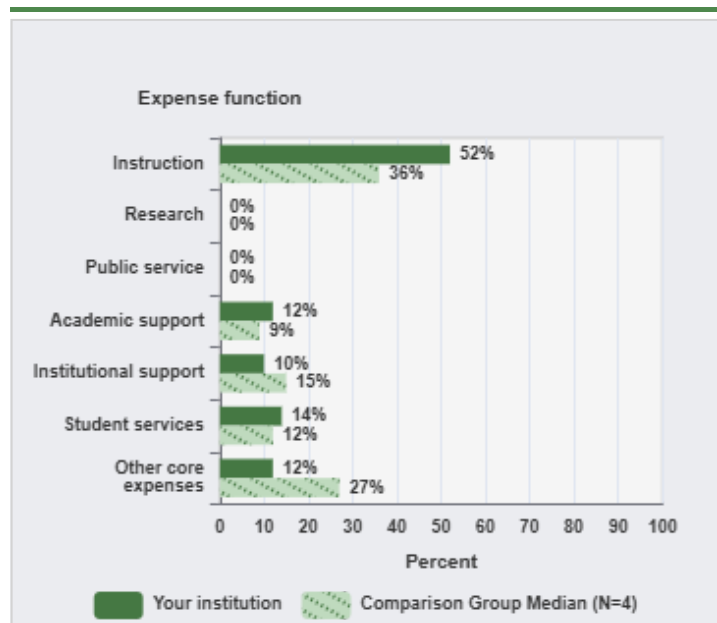
Figure 34. Core revenues per FTE enrollment, by source: Fiscal year 2023



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 2023, 12-month Enrollment survey component and Spring 2024, Finance survey component.

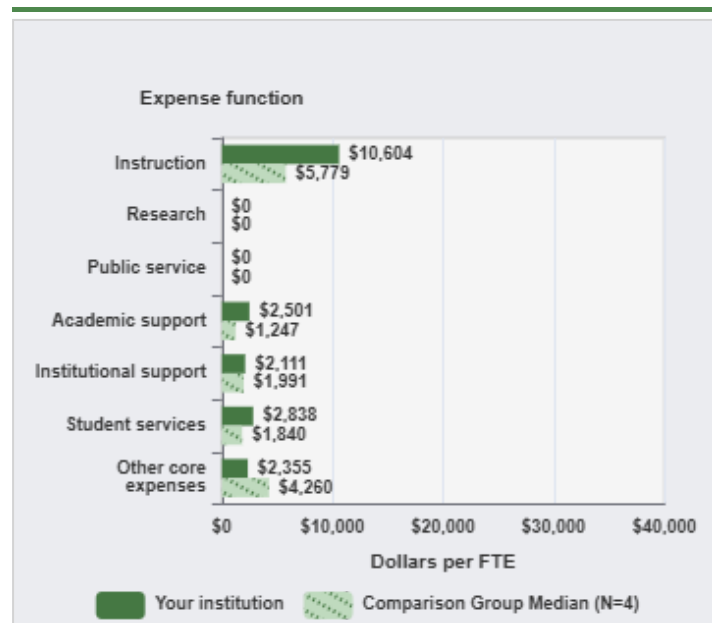
Figure 35. Percent distribution of core expenses, by function: Fiscal year 2023



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 2024, Finance survey component.

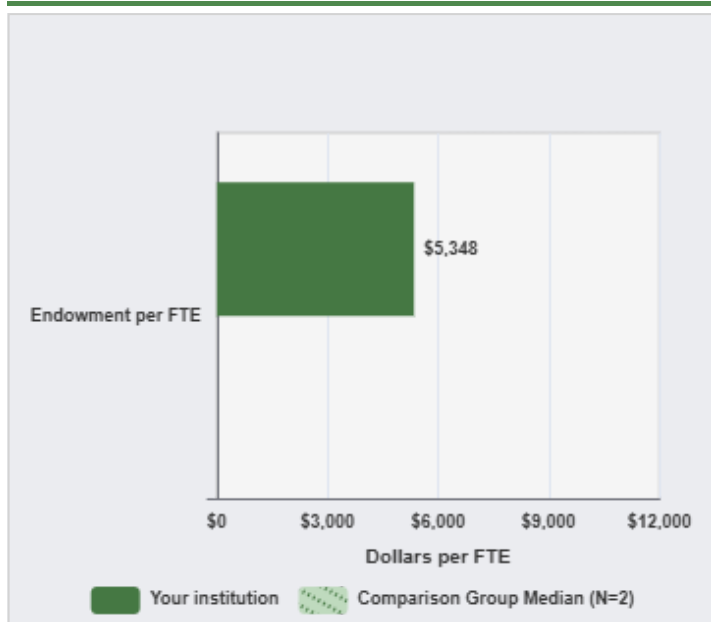
Figure 36. Core expenses per FTE enrollment, by function: Fiscal year 2023



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 2023, 12-month Enrollment survey component and Spring 2024, Finance survey component.

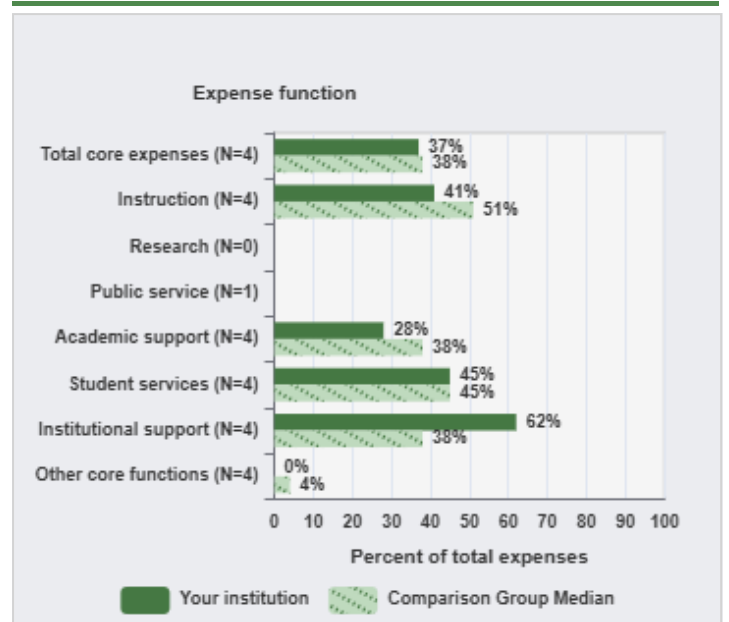
Figure 37. Endowment assets (year end) per FTE enrollment: Fiscal year 2023



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 2022, 12-month Enrollment survey component and Spring 2024, Finance survey component.

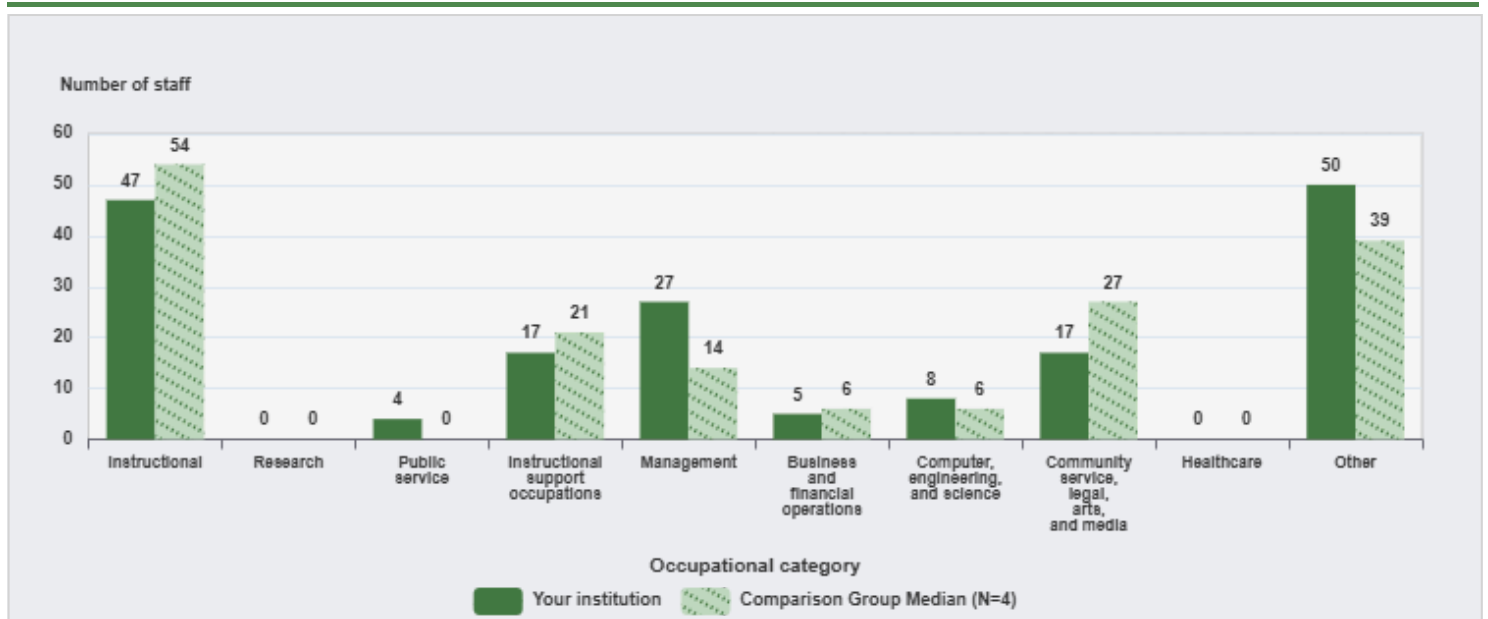
Figure 38. Expenses for salaries and wages as a percent of total expenses, by function: Fiscal year 2023



NOTE: Salaries and wages include amounts paid as compensation for services to all employees regardless of the duration of service. For more information, see the Methodological Notes. N is the number of institutions in the comparison group that have a value for each indicator. 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 2024, Finance survey component.

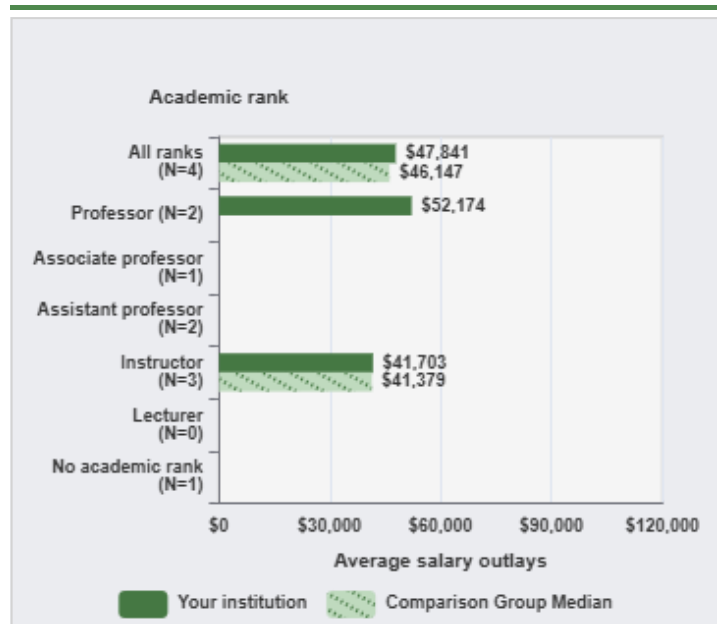
Figure 39. Full-time equivalent staff, by occupational category: Fall 2023



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 2024, Human Resources survey component.

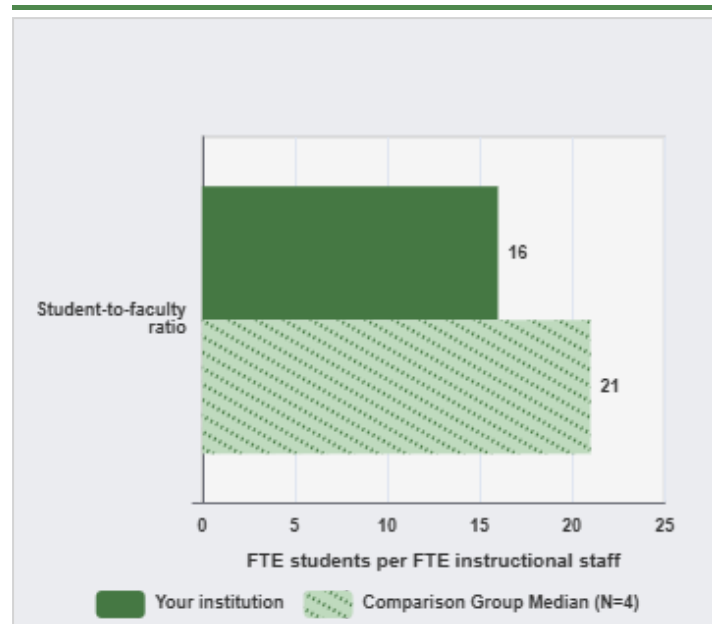
Figure 40. Average salary outlays of full-time non-medical instructional staff equated to 9-months worked, by academic rank: Academic year 2023-24



NOTE: See Methodology Notes for more details on average salary. N is the number of institutions in the comparison group that have a value for each indicator. 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 2024, Human Resources survey component.

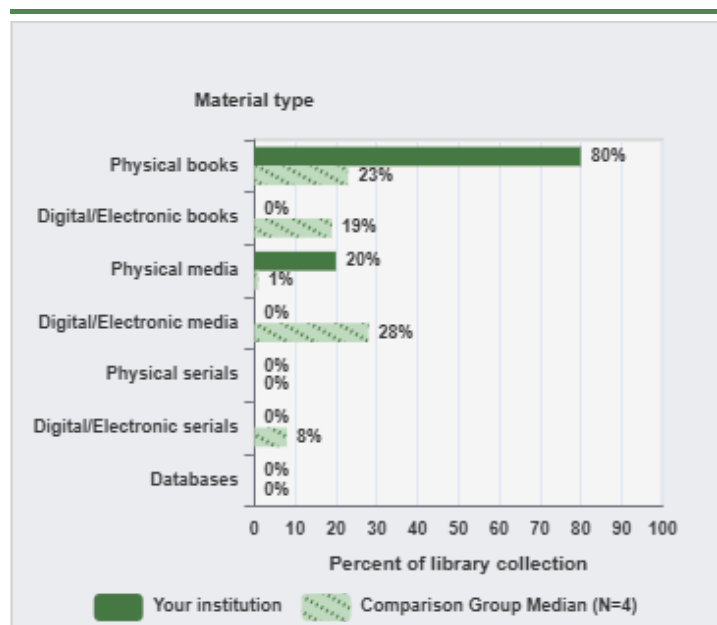
Figure 41. Student-to-faculty ratio: Fall 2023



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 2024, Fall Enrollment survey component.

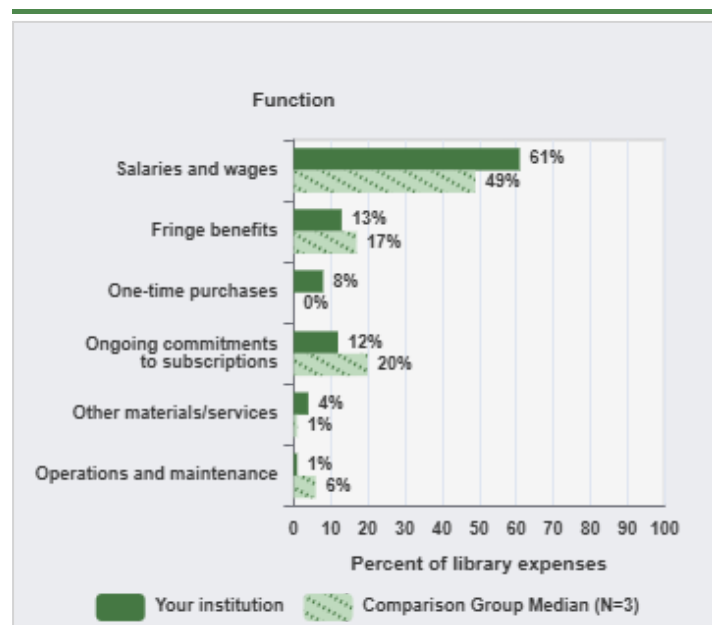
Figure 42. Percent distribution of library collection, by material type: Fiscal year 2023



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 2024, Academic Libraries survey component.

Figure 43. Percent distribution of library expenses, by function: Fiscal year 2023



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 2024, Academic Libraries survey component.

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during 2023-24 data collection year. Response rates exceeded 99% for most survey components. IPEDS data release memos at <https://nces.ed.gov/ipeds/use-the-data/survey-components> provide an overview of the number of institutions responding to the survey components. 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 values of the comparison group for each indicator shown in the figure. If a figure contains multiple indicators, median values are determined separately for each indicator. The N value represents the number of institutions in the comparison group that has a value for each indicator. If all institutions in the comparison group have values for all indicators within a figure, the N value is displayed. Medians are not displayed for comparison groups with fewer than three values. When 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 Indicators

If an indicator is not reported for your institution, the omission implies that the indicator 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 indicators 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/report-your-data/resource-center-race-ethnicity>.

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, from July 1 to June 30.

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

DESCRIPTION OF INDICATORS 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 survey component). Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or clock hours). See “Calculation of FTE Students (using instructional activity)” in the IPEDS Glossary at <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.

Completions

Completions and Completers

The Completions survey component collects data on undergraduate and graduate completions and completers in a 12-month period, from July 1 to June 30. Completions are the counts of recognized postsecondary credentials conferred by the postsecondary institution as a result of completion of an academic or occupational/vocational program of study. Each award is counted only once, regardless of whether the student earned multiple awards. Completers are the counts of students who earned a postsecondary award. This data is collected in two ways:

1. Unduplicated count of total completers.
2. Counts by award level (e.g., number of associate’s degree completers, number of bachelor’s degree completers)

Charges and Average Net Price

Tuition and Required Fees (Published)

Tuition is defined as the amount of money charged to students for instructional services, and required fees are those fixed sum charges to students for items not covered by tuition and that are required of such a large proportion of all students that the student who does not pay the charge is an exception. The amounts used in this report are for full-time, first-time degree/certificate-seeking undergraduate students and approximate those used by the financial aid office to determine the financial need. For institutions that have differential tuition rates for in-district or in-state students, the lowest tuition rate is used in the figure. Only institutions that operate on standard academic terms will have tuition figures included in their report.

Average Institutional Net Price

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

Average net price is calculated for 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 anytime during the academic year. For public institutions, this includes only students who paid the lower of 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 (lower of in-district or in-state for public institutions), books and supplies, the weighted average of food and housing, and other expenses.

Student Financial Aid

Financial Aid Recipients and Amounts

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 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 students awarded aid and amounts of aid, and counts and disbursed amounts for undergraduate and graduate students receiving select military education 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 10, 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 undergraduate students from the previous fall who are still 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 undergraduate students, while the part-time rate is calculated using the percentage of part-time, first-time degree/certificate-seeking undergraduate students.

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 of 1965, as amended, and are defined as the total number of individuals from a given cohort of full-time, first-time degree/certificate-seeking undergraduate students 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 undergraduate students 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) survey component which carries forward 100% and 150% graduation rates data previously reported in the GR survey component is the Graduation Rates 200% (GR200) survey 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 entering (FTFT); first-time, part-time entering (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 for 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 of the next year) 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 reporting 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 reporting 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 survey 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 reporting 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 survey 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, student services, institutional support, scholarships and fellowships (GASB) or net grant aid to students (FASB) and other expenses. Core expenses exclude expenses for auxiliary enterprises, 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 [Customized Data Feedback Reports only]

Endowment assets, for public institutions under GASB reporting standards, and private, not-for-profit institutions under FASB reporting 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 [Customized Data Feedback Reports only]

Salaries and wages for public institutions under GASB reporting standards and private (not-for-profit and for-profit) institutions under FASB reporting standards, include amounts paid as compensation for services to all employees regardless of the duration of service, including and all regular or periodic payments to a person for the regular or periodic performance of work or a service and payment to a person for more sporadic performance of work or a services (e.g., overtime, extra compensation, summer compensation, bonuses, sick or annual leave, etc.)

Staff

FTE Staff

The full-time-equivalent (FTE) by occupational category is calculated by summing the total number of full-time staff on the payroll as of November 1, along with one-third of the total number of part-time staff on that same date. Occupational categories include instructional staff, research staff, public service staff, instructional support staff, management staff, and other occupations. Instructional staff are primarily engaged in teaching and do a combination of teaching, research, and/or public service. Research staff are staff whose primary function is research while public service staff are staff whose primary function is public service. Instructional support occupations include archivists, curators, and museum technicians; librarians and media collections specialists; librarian technicians; student and academic affairs and other education services occupations. Other staff include staff in service occupations; sales and related occupations; office and administrative support occupations; natural resources, construction, and maintenance occupations; production, transportation and material moving occupations; and military specific occupations. Graduate assistants are not included.

Student-to-Faculty Ratio [Customized Data Feedback Reports only]

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 component data) divided by total FTE instructional staff (using the total primarily instruction + instruction/research/public service staff reported in Human Resources survey 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*

Library collections comprise of documents held locally and remote resources for which permanent or temporary access rights have been acquired. Access rights may be acquired by the library itself, by a consortium and/or through external funding. Interlibrary lending and document delivery are excluded from the collection.

Degree-granting institutions with total library expenses greater than zero and/or had access to a library collection report their physical books, media, and serials collections and their digital/electronic books, media, serials, and database collections.

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.

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.

Library Expenses

Library expenses are funds expended by the library (regardless of when received) from its regular budget and from all other sources (e.g., research grants, special projects, gifts and endowments, and fees for services) for the most recent 12-month period that corresponds to your institution's fiscal year that ends before October 1.

Degree-granting institutions with total library expenses less than \$100,000 are not required to report their expenses to IPEDS. 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. The percent distribution of each category of expense is derived by dividing each expense category by the sum of total library expenses.

Additional Resources

Additional information on the IPEDS survey components, including survey methodology, survey forms, and frequently asked questions, can be found at <https://nces.ed.gov/ipeds/use-the-data/survey-components>.

Additional information on the timing of IPEDS data collection, data coverage, and data release cycle, can be found at <https://nces.ed.gov/ipeds/use-the-data/timing-of-ipeds-data-collection>.

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

Additional resources on the IPEDS Data Feedback Report, including the instructions on creating a custom comparison report, FAQs, and video tutorials, can be found at <https://nces.ed.gov/Ipeds/Help/View/2>.