

Fall Enrollment 2023-24

Institution: Southwestern Oklahoma State University (207865)

User ID: P2078651

Overview

Fall Enrollment Overview

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

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

Data reporting reminders:

- Report data to accurately reflect the time period corresponding with the IPEDS survey component, even if such reporting is seemingly inconsistent with prior year reporting.
- Part B, Enrollment of students by age, is required this year.
- Part C, Residence of first-time degree/certificate-seeking undergraduates, is optional this year.
- For reporting students studying in consortium agreements, please refer to the Resource page at <https://nces.ed.gov/ipeds/report-your-data/data-tip-sheet-reporting-data-consortium-institutions>.

Changes in reporting:

The following changes were implemented for the 2023-24 data collection period:

- Rephrased "remedial education" terminology in survey materials to "developmental education," including Glossary terms
- Rephrased "dual enrolled students" terminology in survey materials to "high school students enrolled in college courses for credit"
- Revised survey materials related to Gender Unknown or Another Gender enrollment reporting in Part A, including non-reporting for small cell size
- Revised Part E Instructions to clarify that bachelor's degree completers by their second fall term among the first-time bachelor's degree-seeking student cohort should be considered retained
- Added FAQ regarding including incarcerated students in for-credit enrollment reporting
- Added FAQ regarding determining students' full- and part-time status
- Revised FAQ regarding enrollment reporting for degree-seeking students who were previously enrolled as non-degree-seeking
- Revised FAQ with an additional note about verification of F-1 visa status for undocumented and DACA students
- Removed reference to Common Data Set methodology in Instructions regarding student-to-faculty ratio
- Revised FAQ regarding experimental site participants

Resources:

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

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

Part Selection

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

Do you wish to complete Part C this year?

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

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

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

Part A - Fall Enrollment for Full-Time Undergraduate Students

Enrollment as of the institution's official fall reporting date or as of October 15, 2023

Full-time Undergraduate Students

Reporting Reminders:

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students.

Men

| Enrolled for <u>credit</u> | Degree/certificate-seeking | | | Non-degree/ non-certificate-seeking | Total, Full-time undergraduate students | |
|---|----------------------------|----------------|--------------------------|--|--|-------|
| | First-time | Non-first-time | | | | |
| | | Transfer-in | Continuing/ Returning | | | |
| U.S. Nonresident | 1 | 6 | 14 | 21 | 0 | 21 |
| Hispanic/Latino | 41 | 11 | 93 | 145 | 0 | 145 |
| American Indian or Alaska Native | 13 | 5 | 30 | 48 | 0 | 48 |
| Asian | 2 | 0 | 8 | 10 | 0 | 10 |
| Black or African American | 23 | 8 | 58 | 89 | 0 | 89 |
| Native Hawaiian or Other Pacific Islander | 0 | 0 | 0 | 0 | 0 | 0 |
| White | 183 | 44 | 490 | 717 | 3 | 720 |
| Two or more races | 33 | 5 | 87 | 125 | 0 | 125 |
| Race and ethnicity unknown | 3 | 2 | 21 | 26 | 0 | 26 |
| Total men | 299 | 81 | 801 | 1,181 | 3 | 1,184 |
| Total men prior year | 289 | 119 | 802 | 1,210 | 2 | 1,212 |

Women

| Enrolled for <u>credit</u> | Degree/certificate-seeking | | | Non-degree/ non-certificate-seeking | Total, Full-time <u>undergraduate</u> students | |
|---|----------------------------|----------------|--------------------------|--|---|-------|
| | First-time | Non-first-time | | | | |
| | | Transfer-in | Continuing/ Returning | | | |
| U.S. Nonresident | <div>8</div> | <div>8</div> | <div>20</div> | 36 | <div>0</div> | 36 |
| Hispanic/Latino | <div>76</div> | <div>20</div> | <div>191</div> | 287 | <div>0</div> | 287 |
| American Indian or Alaska Native | <div>10</div> | <div>9</div> | <div>35</div> | 54 | <div>0</div> | 54 |
| Asian | <div>3</div> | <div>2</div> | <div>12</div> | 17 | <div>0</div> | 17 |
| Black or African American | <div>5</div> | <div>10</div> | <div>42</div> | 57 | <div>0</div> | 57 |
| Native Hawaiian or Other Pacific Islander | <div>0</div> | <div>1</div> | <div>2</div> | 3 | <div>0</div> | 3 |
| White | <div>254</div> | <div>92</div> | <div>781</div> | 1,127 | <div>4</div> | 1,131 |
| Two or more races | <div>37</div> | <div>24</div> | <div>116</div> | 177 | <div>0</div> | 177 |
| Race and ethnicity unknown | <div>2</div> | <div>2</div> | <div>20</div> | 24 | <div>0</div> | 24 |
| Total women | 395 | 168 | 1,219 | 1,782 | 4 | 1,786 |
| Total women prior year | 429 | 227 | 1,222 | 1,878 | 2 | 1,880 |

| | | | | | | |
|------------------------------------|-----|-----|-------|-------|---|-------|
| Grand total (men+women) | 694 | 249 | 2,020 | 2,963 | 7 | 2,970 |
| Grand total (men+women) prior year | 718 | 346 | 2,024 | 3,088 | 4 | 3,092 |

Part A - Fall Enrollment for Part-time Undergraduate Students

Enrollment as of the institution's **official fall reporting date** or as of **October 15, 2023**

Part-time Undergraduate Students

Reporting Reminders:

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students.

Men

| Enrolled for <u>credit</u> | <u>Degree/certificate-seeking</u> | | | Non-degree/ non-certificate-seeking | Total, <u>part-time</u> <u>undergraduate</u> students | |
|--|-----------------------------------|-----------------------|----------------------------------|--|--|----------------|
| | <u>First-time</u> | <u>Non-first-time</u> | | | | |
| | | <u>Transfer-in</u> | <u>Continuing/ Returning</u> | | | |
| <u>U.S. Nonresident</u> | <div>0</div> | <div>0</div> | <div>1</div> | <div>1</div> | <div>0</div> | <div>1</div> |
| <u>Hispanic/Latino</u> | <div>2</div> | <div>0</div> | <div>15</div> | <div>17</div> | <div>21</div> | <div>38</div> |
| <u>American Indian or Alaska Native</u> | <div>1</div> | <div>0</div> | <div>3</div> | <div>4</div> | <div>5</div> | <div>9</div> |
| <u>Asian</u> | <div>0</div> | <div>0</div> | <div>1</div> | <div>1</div> | <div>8</div> | <div>9</div> |
| <u>Black or African American</u> | <div>2</div> | <div>2</div> | <div>6</div> | <div>10</div> | <div>3</div> | <div>13</div> |
| <u>Native Hawaiian or Other Pacific Islander</u> | <div>0</div> | <div>0</div> | <div>0</div> | <div>0</div> | <div>0</div> | <div>0</div> |
| <u>White</u> | <div>5</div> | <div>9</div> | <div>57</div> | <div>71</div> | <div>136</div> | <div>207</div> |
| Two or more races | <div>1</div> | <div>2</div> | <div>11</div> | <div>14</div> | <div>20</div> | <div>34</div> |
| <u>Race and ethnicity unknown</u> | <div>0</div> | <div>0</div> | <div>2</div> | <div>2</div> | <div>18</div> | <div>20</div> |
| Total men | 11 | 13 | 96 | 120 | 211 | 331 |
| Total men prior year | 9 | 19 | 126 | 154 | 123 | 277 |

Women

| Enrolled for <u>credit</u> | <u>Degree/certificate-seeking</u> | | | Non-degree/ non-certificate-seeking | Total, <u>part-time</u> <u>undergraduate</u> students | |
|--|-----------------------------------|-----------------------|----------------------------------|--|--|-------|
| | <u>First-time</u> | <u>Non-first-time</u> | | | | |
| | | <u>Transfer-in</u> | <u>Continuing/ Returning</u> | | | |
| <u>U.S. Nonresident</u> | <div>0</div> | <div>0</div> | <div>0</div> | 0 | <div>1</div> | 1 |
| <u>Hispanic/Latino</u> | <div>3</div> | <div>11</div> | <div>38</div> | 52 | <div>38</div> | 90 |
| <u>American Indian or Alaska Native</u> | <div>2</div> | <div>3</div> | <div>25</div> | 30 | <div>6</div> | 36 |
| <u>Asian</u> | <div>0</div> | <div>3</div> | <div>5</div> | 8 | <div>6</div> | 14 |
| <u>Black or African American</u> | <div>1</div> | <div>6</div> | <div>14</div> | 21 | <div>2</div> | 23 |
| <u>Native Hawaiian or Other Pacific Islander</u> | <div>0</div> | <div>0</div> | <div>0</div> | 0 | <div>0</div> | 0 |
| <u>White</u> | <div>19</div> | <div>38</div> | <div>179</div> | 236 | <div>184</div> | 420 |
| Two or more races | <div>4</div> | <div>8</div> | <div>20</div> | 32 | <div>30</div> | 62 |
| <u>Race and ethnicity unknown</u> | <div>0</div> | <div>0</div> | <div>7</div> | 7 | <div>41</div> | 48 |
| Total women | 29 | 69 | 288 | 386 | 308 | 694 |
| Total women prior year | 16 | 89 | 249 | 354 | 218 | 572 |
| | | | | | | |
| Grand total (men+women) | 40 | 82 | 384 | 506 | 519 | 1,025 |
| Grand total (men+women) prior year | 25 | 108 | 375 | 508 | 341 | 849 |

Part A - Fall Enrollment for Undergraduate Students Total

Enrollment as of the institution's **official fall reporting date** or as of **October 15, 2023**

Undergraduate Students

Men

| Students enrolled for credit | Total full-time undergraduate students | Total part-time undergraduate students | Grand total, all undergraduate students |
|--|--|--|---|
| <u>U.S. Nonresident</u> | 21 | 1 | 22 |
| <u>Hispanic/Latino</u> | 145 | 38 | 183 |
| <u>American Indian or Alaska Native</u> | 48 | 9 | 57 |
| <u>Asian</u> | 10 | 9 | 19 |
| <u>Black or African American</u> | 89 | 13 | 102 |
| <u>Native Hawaiian or Other Pacific Islander</u> | 0 | 0 | 0 |
| <u>White</u> | 720 | 207 | 927 |
| Two or more races | 125 | 34 | 159 |
| <u>Race and ethnicity unknown</u> | 26 | 20 | 46 |
| Total men | 1,184 | 331 | 1,515 |

Women

| Students enrolled for credit | Total full-time students | Total part-time students | Grand total, all students |
|--|--------------------------|--------------------------|---------------------------|
| <u>U.S. Nonresident</u> | 36 | 1 | 37 |
| <u>Hispanic/Latino</u> | 287 | 90 | 377 |
| <u>American Indian or Alaska Native</u> | 54 | 36 | 90 |
| <u>Asian</u> | 17 | 14 | 31 |
| <u>Black or African American</u> | 57 | 23 | 80 |
| <u>Native Hawaiian or Other Pacific Islander</u> | 3 | 0 | 3 |
| <u>White</u> | 1,131 | 420 | 1,551 |
| Two or more races | 177 | 62 | 239 |
| <u>Race and ethnicity unknown</u> | 24 | 48 | 72 |
| Total women | 1,786 | 694 | 2,480 |
| Grand Total (men+women) | 2,970 | 1,025 | 3,995 |

Part A - Fall Enrollment for Graduate Students

Enrollment as of the institution's **official fall reporting date** or as of October 15, 2023

Graduate Students

Race/Ethnicity Reporting Reminder:

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

Graduate Student Reporting Reminder:

- Report all postbaccalaureate degree and certificate students as graduate students, including any doctor's-professional practice students (formerly first-professional)
- Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students.

Men

| Enrolled for <u>credit</u> | Total <u>full-time</u> | Total <u>part-time</u> | Total graduate students |
|--|------------------------|------------------------|-------------------------|
| <u>U.S. Nonresident</u> | 11 | 0 | 11 |
| <u>Hispanic/Latino</u> | 14 | 6 | 20 |
| <u>American Indian or Alaska Native</u> | 4 | 4 | 8 |
| <u>Asian</u> | 12 | 2 | 14 |
| <u>Black or African American</u> | 9 | 3 | 12 |
| <u>Native Hawaiian or Other Pacific Islander</u> | 0 | 0 | 0 |
| <u>White</u> | 88 | 35 | 123 |
| Two or more races | 12 | 5 | 17 |
| <u>Race and ethnicity unknown</u> | 5 | 0 | 5 |
| Total men | 155 | 55 | 210 |
| Total men prior year | 163 | 80 | 243 |

Women

| Enrolled for <u>credit</u> | Total <u>full-time</u> | Total <u>part-time</u> | Total graduate students |
|--|------------------------|------------------------|-------------------------|
| <u>U.S. Nonresident</u> | 8 | 1 | 9 |
| <u>Hispanic/Latino</u> | 17 | 17 | 34 |
| <u>American Indian or Alaska Native</u> | 18 | 14 | 32 |
| <u>Asian</u> | 14 | 6 | 20 |
| <u>Black or African American</u> | 12 | 13 | 25 |
| <u>Native Hawaiian or Other Pacific Islander</u> | 0 | 0 | 0 |
| <u>White</u> | 218 | 197 | 415 |
| Two or more races | 38 | 26 | 64 |
| <u>Race and ethnicity unknown</u> | 3 | 4 | 7 |
| Total women | 328 | 278 | 606 |
| Total women prior year | 295 | 298 | 593 |

| | | | |
|------------------------------------|-----|-----|-----|
| Grand total (men+women) | 483 | 333 | 816 |
| Grand total (men+women) prior year | 458 | 378 | 836 |

Fall Enrollment Component Summary

Men

| Students enrolled for credit | Total full-time students | Total part-time students | Grand total, all students |
|--|--------------------------|--------------------------|---------------------------|
| <u>U.S. Nonresident</u> | 32 | 1 | 33 |
| <u>Hispanic/Latino</u> | 159 | 44 | 203 |
| <u>American Indian or Alaska Native</u> | 52 | 13 | 65 |
| <u>Asian</u> | 22 | 11 | 33 |
| <u>Black or African American</u> | 98 | 16 | 114 |
| <u>Native Hawaiian or Other Pacific Islander</u> | 0 | 0 | 0 |
| <u>White</u> | 808 | 242 | 1,050 |
| Two or more races | 137 | 39 | 176 |
| <u>Race and ethnicity unknown</u> | 31 | 20 | 51 |
| Total men | 1,339 | 386 | 1,725 |

Women

| Students enrolled for credit | Total full-time students | Total part-time students | Grand total, all students |
|--|--------------------------|--------------------------|---------------------------|
| <u>U.S. Nonresident</u> | 44 | 2 | 46 |
| <u>Hispanic/Latino</u> | 304 | 107 | 411 |
| <u>American Indian or Alaska Native</u> | 72 | 50 | 122 |
| <u>Asian</u> | 31 | 20 | 51 |
| <u>Black or African American</u> | 69 | 36 | 105 |
| <u>Native Hawaiian or Other Pacific Islander</u> | 3 | 0 | 3 |
| <u>White</u> | 1,349 | 617 | 1,966 |
| Two or more races | 215 | 88 | 303 |
| <u>Race and ethnicity unknown</u> | 27 | 52 | 79 |
| Total women | 2,114 | 972 | 3,086 |
| Grand Total (men+women) | 3,453 | 1,358 | 4,811 |

Part A - Fall Enrollment- Gender Unknown or Another Gender than Provided Categories

Part A - Fall Enrollment - Gender Unknown or another gender than Provided Categories

- The ‘gender unknown’ category is to report students for whom the institution does not know a gender.
- Institutions should not ask students that do not select a binary gender to allocate themselves to a binary gender category; it is up to the institution to allocate unknown students and students that indicate another gender into the binary categories throughout the forms where required. One commonly used method to allocate students is to use the known portion of men to women.

Is your institution able to report **another gender** for the 2023-24 data collection?

If you indicate 'No, my institution does not collect data on another gender,' leave the cells in the rows for '**Another gender**' blank (i.e., do not report 0). If you indicate 'No, some cells will have a value of less than 5 students,' your institution collects data on another gender, but some cells have a value of less than 5 students, do not report the data and leave the cells in the rows for 'Another gender' blank. If you indicate 'Yes', but no students identified as another gender, please enter '0'.

Undergraduate students:

☐ Yes

☐ No, some cells will have a value of less than 5 students (do not report)

☒ No, my institution does not collect data on another gender

Graduate students:


☐ Yes

☐ No, some cells will have a value of less than 5 students (do not report)

☒ No, my institution does not collect data on another gender


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


| | | Number of students | | | |
|--|--|--------------------------------|------------|--------------------------------|------------|
| | | Undergraduate students | | Graduate students | |
| | | Current Year | Prior year | Current Year | Prior year |
| Grand total | | 3,995 | 3,941 | 816 | 836 |
| | Gender unknown (i.e., gender information is not known or not collected). | <input type="text" value="0"/> | 0 | <input type="text" value="0"/> | 0 |
| | Another gender (i.e., gender information is known but does not fall into either of the mutually exclusive binary categories provided [Men/Women]). | <input type="text"/> | | <input type="text"/> | |
| Total of Gender unknown + Another gender | | 0 | 0 | 0 | 0 |
| Total of Students for whom gender is known and falls into one of the mutually exclusive binary categories provided [Men/Women] | | 3,995 | 3,941 | 816 | 836 |

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

Part A - Fall Enrollment by Distance Education Status

Enrollment as of the institution's **official fall reporting date** or as of October 15, 2023

| | Undergraduate Students | | Graduate Students |
|---|-----------------------------------|------------------------------------|-------------------|
| | <u>Degree/certificate-seeking</u> | Non-degree/non-certificate-seeking | |
|  Enrolled <i>exclusively</i> in <u>distance education courses</u> | <div>921</div> | <div>234</div> | <div>511</div> |
| Enrolled in <i>at least one</i> but not all distance education courses | <div>1,703</div> | <div>117</div> | <div>111</div> |
| <i>Not enrolled</i> in any distance education courses | 845 | 175 | 194 |
| | | | |
| Total (Carried forward from part A) | 3,469 | 526 | 816 |

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

Part A - Fall Enrollment by Distance Education Status

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

| | | Undergraduate Students | | Graduate Students |
|--|----|-----------------------------------|---|-------------------|
| | | <u>Degree/certificate-seeking</u> | Non-degree/non-certificate-seeking | |
| Located in | OK | <div>891</div> | <div><input checked="" type="checkbox"/></div> <div>234</div> | <div>484</div> |
| Located in the U.S. but not in | OK | <div>29</div> | <div>0</div> | <div>27</div> |
| Located in the U.S. but state/jurisdiction unknown | | <div>0</div> | <div>0</div> | <div>0</div> |
| Located outside the U.S. | | <div>0</div> | <div>0</div> | <div>0</div> |
| Location unknown/unreported | | 1 | 0 | 0 |
| Total students exclusively enrolled in distance education (Carried forward from section above) | | 921 | 234 | 511 |

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

Enrollment as of the institution's **official fall reporting date** or as of October 15, 2023

| Age | Full-time Undergraduate Students | |
|--|----------------------------------|----------------|
| | Men | Women |
| Under 18 | <div>4</div> | <div>1</div> |
| 18-19 | <div>255</div> | <div>359</div> |
| 20-21 | <div>419</div> | <div>601</div> |
| 22-24 | <div>382</div> | <div>441</div> |
| 25-29 | <div>73</div> | <div>142</div> |
| 30-34 | <div>17</div> | <div>88</div> |
| 35-39 | <div>14</div> | <div>66</div> |
| 40-49 | <div>13</div> | <div>70</div> |
| 50-64 | <div>7</div> | <div>18</div> |
| 65 and over | <div></div> | <div></div> |
| Age unknown/unreported | 0 | 0 |
| Total full-time undergraduate students (Carried forward from part A) | 1,184 | 1,786 |

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

Enrollment as of the institution's **official fall reporting date** or as of October 15, 2023

| Age | Part-time Undergraduate Students | |
|--|----------------------------------|----------------|
| | Men | Women |
| Under 18 | <div>65</div> | <div>122</div> |
| 18-19 | <div>148</div> | <div>197</div> |
| 20-21 | <div>12</div> | <div>42</div> |
| 22-24 | <div>39</div> | <div>53</div> |
| 25-29 | <div>27</div> | <div>81</div> |
| 30-34 | <div>13</div> | <div>51</div> |
| 35-39 | <div>6</div> | <div>55</div> |
| 40-49 | <div>14</div> | <div>68</div> |
| 50-64 | <div>5</div> | <div>25</div> |
| 65 and over | <div>2</div> | <div>0</div> |
| Age unknown/unreported | 0 | 0 |
| Total part-time undergraduate students (Carried forward from part A) | 331 | 694 |

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

Enrollment as of the institution's official fall reporting date or as of October 15, 2023

| Age | Full-time Graduate Students | |
|---|-----------------------------|----------------|
| | Men | Women |
| Under 18 | <div>0</div> | <div>1</div> |
| 18-19 | <div>0</div> | <div>0</div> |
| 20-21 | <div>6</div> | <div>14</div> |
| 22-24 | <div>70</div> | <div>103</div> |
| 25-29 | <div>50</div> | <div>65</div> |
| 30-34 | <div>16</div> | <div>40</div> |
| 35-39 | <div>7</div> | <div>36</div> |
| 40-49 | <div>5</div> | <div>53</div> |
| 50-64 | <div>1</div> | <div>15</div> |
| 65 and over | <div>0</div> | <div>1</div> |
| Age unknown/unreported | 0 | 0 |
| Total full-time graduate students (Carried forward from part A) | 155 | 328 |

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


Enrollment as of the institution's official fall reporting date or as of October 15, 2023

| Age | Part-time Graduate Students | |
|---|---------------------------------|---------------------------------|
| | Men | Women |
| Under 18 | <input type="text"/> | <input type="text"/> |
| 18-19 | <input type="text"/> | <input type="text"/> |
| 20-21 | <input type="text"/> | <input type="text"/> |
| 22-24 | <input type="text" value="11"/> | <input type="text" value="22"/> |
| 25-29 | <input type="text" value="12"/> | <input type="text" value="46"/> |
| 30-34 | <input type="text" value="7"/> | <input type="text" value="39"/> |
| 35-39 | <input type="text" value="11"/> | <input type="text" value="42"/> |
| 40-49 | <input type="text" value="10"/> | <input type="text" value="88"/> |
| 50-64 | <input type="text" value="4"/> | <input type="text" value="40"/> |
| 65 and over | <input type="text" value="0"/> | <input type="text" value="1"/> |
| Age unknown/unreported | 0 | 0 |
| Total part-time graduate students (Carried forward from part A) | 55 | 278 |

Part C - Screening Question

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

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

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

Part C - Residence of First-time Undergraduates

Enrollment as of the institution's official fall reporting date or as of October 15, 2023

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

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

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

Part C - Residence of First-time Undergraduates

Enrollment as of the institution's official fall reporting date or as of October 15, 2023

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

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

| State of <u>residence</u> when student was first admitted | FIPS Code | Total <u>first-time</u> degree/certificate-seeking undergraduates (1) | Of students in column 1, those who enrolled within 12 months of high school graduation or receiving their GED (2) |
|--|-----------|--|---|
| Maryland | 24 | <input type="text"/> | <input type="text"/> |
| Massachusetts | 25 | <input type="text"/> | <input type="text"/> |
| Michigan | 26 | <input type="text"/> | <input type="text"/> |
| Minnesota | 27 | <input type="text"/> | <input type="text"/> |
| Mississippi | 28 | <input type="text"/> | <input type="text"/> |
| Missouri | 29 | <input type="text" value="1"/> | <input type="text" value="1"/> |
| Montana | 30 | <input type="text"/> | <input type="text"/> |
| Nebraska | 31 | <input type="text" value="2"/> | <input type="text" value="1"/> |
| Nevada | 32 | <input type="text"/> | <input type="text"/> |
| New Hampshire | 33 | <input type="text"/> | <input type="text"/> |
| New Jersey | 34 | <input type="text"/> | <input type="text"/> |
| New Mexico | 35 | <input type="text" value="1"/> | <input type="text" value="1"/> |
| New York | 36 | <input type="text"/> | <input type="text"/> |
| North Carolina | 37 | <input type="text" value="1"/> | <input type="text" value="0"/> |
| North Dakota | 38 | <input type="text"/> | <input type="text"/> |
| Ohio | 39 | <input type="text"/> | <input type="text"/> |
| Oklahoma | 40 | <input type="text" value="665"/> | <input type="text" value="581"/> |
| Oregon | 41 | <input type="text"/> | <input type="text"/> |
| Pennsylvania | 42 | <input type="text"/> | <input type="text"/> |
| Rhode Island | 44 | <input type="text"/> | <input type="text"/> |


Part C - Residence of First-time Undergraduates

Enrollment as of the institution's **official fall reporting date** or as of **October 15, 2023**

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

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

| State of <u>residence</u> when student was first admitted | FIPS Code | Total <u>first-time</u> degree/certificate-seeking undergraduates (1) | Of students in column 1, those who enrolled within 12 months of high school graduation or receiving their GED (2) |
|---|-----------|--|---|
| South Carolina | 45 | <input type="text"/> | <input type="text"/> |
| South Dakota | 46 | <input type="text"/> | <input type="text"/> |
| Tennessee | 47 | <input type="text"/> | <input type="text"/> |
| Texas | 48 | <input type="text" value="39"/> | <input type="text" value="37"/> |
| Utah | 49 | <input type="text"/> | <input type="text"/> |
| Vermont | 50 | <input type="text"/> | <input type="text"/> |
| Virginia | 51 | <input type="text"/> | <input type="text"/> |
| Washington | 53 | <input type="text"/> | <input type="text"/> |
| West Virginia | 54 | <input type="text"/> | <input type="text"/> |
| Wisconsin | 55 | <input type="text"/> | <input type="text"/> |
| Wyoming | 56 | <input type="text"/> | <input type="text"/> |
| <u>State Unknown</u> | 57 | <input type="text"/> | <input type="text"/> |
| American Samoa | 60 | <input type="text"/> | <input type="text"/> |
| Federated States of Micronesia | 64 | <input type="text"/> | <input type="text"/> |
| Guam | 66 | <input type="text"/> | <input type="text"/> |
| Marshall Islands | 68 | <input type="text"/> | <input type="text"/> |
| Northern Marianas | 69 | <input type="text"/> | <input type="text"/> |
| Palau | 70 | <input type="text"/> | <input type="text"/> |
| Puerto Rico | 72 | <input type="text"/> | <input type="text"/> |
| Virgin Islands | 78 | <input type="text"/> | <input type="text"/> |
| Foreign Countries | 90 | <input type="text" value="9"/> | <input type="text" value="7"/> |
| Residence unknown/unreported | 98 | <input type="text" value="7"/> | <input type="text"/> |
| Total first-time degree/certificate-seeking undergraduates (Carried forward from Part A) | | 734 | 637 |

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

Part D - Total Undergraduate Entering Class

Total Undergraduate Entering Class, Fall 2023

| | | |
|----|---|----------------|
| D1 | Total full-time, first-time degree/certificate-seeking <u>undergraduates</u> from Part A (GR <u>cohort</u>) | 694 |
| D2 | Total <u>first-time</u> degree/certificate-seeking undergraduates (full-time + part-time) from Part A | 734 |
| D3 | Total <u>transfer-in (non-first-time entering)</u> , degree/certificate-seeking undergraduates (full-time + part-time) from Part A | 331 |
| D4 | Total <u>non-degree/non-certificate-seeking</u> undergraduates (full-time + part-time) from Part A | 526 |
| D5 | Of the total non-degree/non-certificate-seeking undergraduates displayed on line D4, the number that are new to the institution in Fall 2023 | <div>434</div> |
| D6 | Total <u>entering students</u> at the undergraduate level Note: This is calculated as first-time students (line D2) + students transferring to the institution (line D3) + non-degree/non-certificate-seeking undergraduates entering in Fall 2023 (line D5). | 1,499 |
| D7 | Percentage of undergraduate entering class represented by your GR <u>cohort</u> (line D1/line D6) | 46 |

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

Retention Rates - Full-time, First-time Bachelor's Seeking Cohort from Fall 2022


Academic reporters determine the cohort and retention as of the institution's official fall reporting date or as of October 15. Program reporters determine the cohort with enrollment any time between August 1 and October 31, 2022 and retention based on August 1, 2023.

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

Retention Data Reporting Reminders:

- Include only **full-time, first-time bachelor's-seeking** students in this cohort.
- Determine the full-time cohort using Fall 2022 status (e.g., if a student was full-time in Fall 2022, report them in the full-time cohort regardless of their Fall 2023 status).
- If there are no students to report in the cohort, enter zero. Do not leave the field blank.
- Report in the exclusions box (line E2a) the number of students from the cohort who left the institution for any of the following reasons: died or were totally and permanently disabled; to serve in the armed forces (including those called to active duty); to serve with a foreign aid service of the Federal Government (e.g., Peace Corps); or to serve on official church missions.
- Report in the inclusion box (line E2b) first-time bachelor's-seeking study abroad students who were excluded from the first-time cohort (line E1) but who have re-enrolled at the institution their second year.

| FULL-TIME, FIRST-TIME BACHELOR'S COHORT RETENTION: | | | Prior year data (Fall 2021 cohort) | |
|--|--|------|---------------------------------------|--|
| E1 | Full-time, first-time Fall 2022 bachelor's seeking cohort | 564 | 545 | |
| E2a | Exclusions from the Fall 2022 cohort | 0 | 0 | |
| E2b | Inclusion to the Fall 2022 cohort | 0 | 0 | |
| E3 | Adjusted Fall 2022 cohort (line E1 - E2a + E2b) | 564 | 545 | |
| E4 | Students from Fall 2022 cohort still enrolled as of Fall 2023 | 393 | 372 | |
| E5 | Full-time, first-time Fall 2022 bachelor's cohort retention rate (line E4 / line E3) | 70 % | 68 % | |

 The notes below provide context for the data you've reported above and **may** be posted on the College Navigator website. Choose one option that best explains your data or choose "Not Applicable" if you do not wish to provide context notes. If none of the options provided explain your institution's data, then choose "Other" and write your own context notes. Therefore, you should write all context notes using proper grammar (e.g., complete sentences with punctuation) and common language that can be easily understood by students and parents (e.g., spell out acronyms).

Not Applicable

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

Retention Rates - Part-time, First-time Bachelor's Seeking Cohort from Fall 2022


Academic reporters determine the cohort and retention as of the institution's official fall reporting date or as of October 15. Program reporters determine the cohort with enrollment any time between August 1 and October 31, 2022 and retention based on August 1, 2023.

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

Retention Data Reporting Reminders:

- Include only **part-time, first-time bachelor's-seeking** students in this cohort.
- Determine part-time using Fall 2022 attendance status (e.g., if a student was part-time in Fall 2022, report them in the part-time cohort regardless of their Fall 2023 status).
- If there are no students to report in the cohort, enter zero. Do not leave the field blank.
- Report in the exclusions box (line E7a) the number of students from the cohort who left the institution for any of the following reasons: died or were totally and permanently disabled; to serve in the armed forces (including those called to active duty); to serve with a foreign aid service of the Federal Government (e.g., Peace Corps); or to serve on official church missions.
- Report in the inclusion box (line E7b) first-time bachelor's-seeking study abroad students who were excluded from the first-time cohort (line E6) but who have re-enrolled at the institution their second year.

| PART-TIME, FIRST-TIME BACHELOR'S COHORT RETENTION: | | | Prior year data (Fall 2021 cohort) | |
|--|--|---|---------------------------------------|--|
| E6 | Part-time, first-time Fall 2022 bachelor's seeking cohort | <div>19</div> | 18 | |
| E7a | <u>Exclusions</u> from the Fall 2022 cohort | <div>0</div> | 0 | |
| E7b | Inclusions to the Fall 2022 cohort | <div>0</div> | 0 | |
| E8 | Adjusted Fall 2022 cohort (line E6 - E7a + E7b) | 19 | 18 | |
| E9 | Students from Fall 2022 cohort still enrolled as of Fall 2023 | <div>13</div> | 5 | |
| E10 | Part-time, first-time Fall 2022 bachelor's cohort retention rate (line E9 / line E8) | <div><input checked="" type="checkbox"/> 68 %</div> | 28 % | |

 The notes below provide context for the data you've reported above and **may** be posted on the College Navigator website. Choose one option that best explains your data or choose "Not Applicable" if you do not wish to provide context notes. If none of the options provided explain your institution's data, then choose "Other" and write your own context notes. Therefore, you should write all context notes using proper grammar (e.g., complete sentences with punctuation) and common language that can be easily understood by students and parents (e.g., spell out acronyms).

Not Applicable


Part F - Student-to-Faculty Ratio

Student-to-Faculty Ratio

Please provide your institution's student-to-faculty ratio (i.e., student-to-instructional staff) for undergraduate programs for Fall 2023. The student-to-faculty ratio and any accompanying context that is provided will be displayed on College Navigator.

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

| | | |
|-------------------------------------|---------------|------|
| Student-to-faculty ratio | <div>19</div> | to 1 |
| Student-to-faculty ratio prior year | 18 | to 1 |

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

Prepared by

Reporting Reminders:

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

| | | | | | |
|---|-----------------|-----------------------|--------------------------|-----------------------|------------|
| This survey component was prepared by: | | | | | |
| <input checked="" type="radio"/> | Keyholder | <input type="radio"/> | SFA Contact | <input type="radio"/> | HR Contact |
| <input type="radio"/> | Finance Contact | <input type="radio"/> | Academic Library Contact | <input type="radio"/> | Other |
| Name: <input type="text" value="Diane Fitzsimmons"/> | | | | | |
| Email: <input type="text" value="diane.fitzsimmons@swosu.edu"/> | | | | | |

| | |
|--|--------------------------------------|
| How many staff from your institution only were involved in the data collection and reporting process of this survey component? | |
| <input type="text" value="1.00"/> | Number of Staff (including yourself) |

| How many hours did you and others from your institution only spend on each of the steps below when responding to this survey component? <i>Exclude the hours spent collecting data for state and other reporting purposes.</i> | | | | | |
|---|---|---|---|---|--|
| Staff member | Collecting Data Needed | Revising Data to Match IPEDS Requirements | Entering Data | Revising and Locking Data | |
| Your office | <input type="text" value="6.00"/> hours | <input type="text" value="2.00"/> hours | <input type="text" value="6.00"/> hours | <input type="text" value="2.00"/> hours | |
| Other offices | <input type="text"/> hours | <input type="text"/> hours | <input type="text"/> hours | <input type="text"/> hours | |

Summary

Fall Enrollment Component Summary

The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the [College Navigator](#) website and/or your institution's Data Feedback Report (DFR). In addition, all data reported in IPEDS survey components become publicly available through the [IPEDS Use the Data](#) and appear as aggregated statistics in various Department of Education reports. [College Navigator](#) is updated approximately three months after the data collection period closes and DFRs will be available through the [IPEDS Use the Data](#) and sent to your institution's CEO at the end of 2024.

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

| Student Enrollment | | |
|--------------------------|--------------------------|---------|
| Total enrollment | | 4,811 |
| | Undergraduate enrollment | 3,995 |
| | Graduate enrollment | 816 |
| | | |
| Student-to-faculty ratio | | 19 to 1 |

| Student Characteristics (All Students) | | |
|--|---|----|
| Percent of all students who are female (%) | | 64 |
| | | |
| Percent of all students by U.S. resident status and race/ethnicity: Note: Race/ethnicity is not collected for U.S. Nonresidents. | | |
| U.S. Resident (%) | | 98 |
| | American Indian or Alaska Native (%) | 4 |
| | Asian (%) | 2 |
| | Black or African American (%) | 5 |
| | Hispanic/Latino (%) | 13 |
| | Native Hawaiian or Pacific Islander (%) | 0 |
| | White (%) | 63 |
| | Two or More Races (%) | 10 |
| | Race and ethnicity unknown (%) | 3 |
| U .S. Nonresident (%) | | 2 |

| Undergraduate Student Characteristics | | |
|--|---|----|
| Percent of all students who are female (%) | | 62 |
| Percent of undergraduates who are full-time (%) | | 74 |
| Percent of undergraduates who are transfer-in (%) | | 8 |
| Percent of undergraduates who are enrolled exclusively in distance education courses (%) | | 29 |
| | | |
| Percent of all students by U.S. resident status and race/ethnicity: Note: Race/ethnicity is not collected for U.S. Nonresidents. | | |
| U.S. Resident (%) | | 99 |
| | American Indian or Alaska Native (%) | 4 |
| | Asian (%) | 1 |
| | Black or African American (%) | 5 |
| | Hispanic/Latino (%) | 14 |
| | Native Hawaiian or Pacific Islander (%) | 0 |
| | White (%) | 62 |
| | Two or More Races (%) | 10 |
| | Race and ethnicity unknown (%) | 3 |
| U .S. Nonresident (%) | | 1 |

| | | |
|---|-----------------------|----|
| Percent of undergraduate students by age: | | |
| | 24 and under (%) | 79 |
| | 25 and over (%) | 21 |
| | Age unknown (%) | 0 |
| Percent of first-time degree/certificate seeking students by residence: | | |
| | In state (%) | 91 |
| | Out-of-state (%) | 7 |
| | Foreign countries (%) | 1 |
| | Residence unknown (%) | 1 |

| | |
|--|----|
| Undergraduate Retention and Graduation Rate Cohort | |
| First-time, full-time bachelor's seeking student fall-to-fall retention rate (%) | 70 |
| First-time, part-time bachelor's seeking student fall-to-fall retention rate (%) | 68 |
| Graduation rate cohort as percent of total entering students (%) | |
| | 46 |

| | |
|---|----|
| Graduate Student Characteristics | |
| Percent of graduate students who are female (%) | 74 |
| Percent of graduate students who are full-time (%) | 59 |
| Percent of graduate students who are enrolled exclusively in distance education courses (%) | 63 |
| Percent of graduate students by U.S. resident status and race/ethnicity: Note: Race/ethnicity is not collected for U.S. Nonresidents. | |
| U.S. Resident (%) | 98 |
| American Indian or Alaska Native (%) | 5 |
| Asian (%) | 4 |
| Black or African American (%) | 5 |
| Hispanic/Latino (%) | 7 |
| Native Hawaiian or Pacific Islander (%) | 0 |
| White (%) | 66 |
| Two or More Races (%) | 10 |
| Race and ethnicity unknown (%) | 1 |
| U .S. Nonresident (%) | 2 |

Edit Report

Fall Enrollment

| Source | Description | Severity | Resolved | Options |
|---|--|-------------|----------|---------|
| Global Edits | | | | |
| Perform Edits | The total number of first-time undergraduate students (734) in the Fall Enrollment component is different from the reported total number of first-time undergraduate students in the Admissions component (736). Please correct your data or explain the discrepancy. (Error #6824) | Explanation | Yes | |
| Reason | Incorrect data in the database led to two students being classified as first-time students at the time of the Admissions report survey. In late February, after the report was submitted, the data were corrected. The change was not discovered until the Fall Enrollment report was being created. | | | |
| Screen: Part A - Fall Enrollment by Distance Education Status | | | | |
| Screen Entry | All undergraduate non-degree/non-certificate-seeking students exclusively enrolled in distance education courses are not expected to be reported under the same location category. Please correct your data or explain. (Error #6171) | Explanation | Yes | |
| Reason | All of the students in this category live in Oklahoma. Of the 234 non-degree-seeking students, 232 are concurrent students and attend Oklahoma high schools. | | | |
| Related Screens | Distance Education Status 1, Distance Education Status 2 | | | |
| Screen: Part E - First-time Bachelor's Cohort Retention Rates (Part-time) | | | | |
| Screen Entry | The calculated cohort retention rate is outside the expected range when compared with the prior year value. Please correct your data or explain. (Error #6308) | Explanation | Yes | |
| Reason | The percentage is correct. Programs have been put into place to increase retention. | | | |