

## IC Header 2023-24

Institution: West Virginia State University (237899)

User ID: P2378991

### Overview

#### IC Header Overview

Welcome to the Institutional Characteristics Header survey component (IC Header). This survey was introduced to collect data that are key to reporting throughout the IPEDS data collection, and must be completed and locked before any other survey can be started.

The IC Header should be completed based on the **current year**. Some IC Header questions may require nothing more than a confirmation, if nothing has changed. Please make changes as necessary, and complete items that do need a response (enrollment questions).

Remember, it is the responsibility of the keyholder to provide NCES with accurate data about the institution. Please never hesitate to call the IPEDS Help Desk at 1-877-225-2568 and ask for help to make sure that you are reporting correctly!

Because of the importance of the IC Header data in determining the screens you will receive in other surveys, be sure to report correctly, and to contact the IPEDS Help Desk if you have **ANY** questions about what you need to report.

#### The IC Header data affect other survey components in the following ways:

- The Educational Offerings question verifies your institution's inclusion in IPEDS.
- The Control and Levels page is key to all survey components, especially to Finance (F) and Graduation Rates (GR). Additionally, this is important information for students, impacts many federal reports, and is used in placing institutions in appropriate net price groupings.
- Calendar system selection impacts student charges data reported in Institutional Characteristics (IC), Fall Enrollment (EF) data, GR data, and Student Financial Aid (SFA) data related to the net price calculation.
- Enrollment levels impact student charges in IC and enrollment categories in the EF survey component.
- The Open Admission question determines whether the Admissions component will be required in the Winter collection.
- The Academic Libraries expenses question determines whether the Academic Libraries component will be required in the Spring collection. This question is asked of degree-granting institutions only.
- The operations question for new institutions determines reporting of 12-month enrollment (E12).
- The dual enrollment question will determine whether institutions report dual enrolled students in 12-month Enrollment (E12).

#### Data Reporting Reminder:

- 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.

#### Changes to reporting:

The following changes have been made for 2023-24 collection:

- Added new screening question to determine the 12-month Enrollment (E12) reporting for high school students enrolled in college courses for credit
- Rephrased "remedial education" terminology in survey materials to "developmental education," including Glossary terms
- Removed parenthetical references to "4 weeks" for text to read "1 month"
- Added FAQ regarding including incarcerated students in reporting
- Updated FAQ regarding experimental site participants

#### Resources:

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

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

## Part A - Educational Offerings

### 1. Which of the following types of for-credit instruction/programs are offered by your institution? [Check one or more]

**i** If your institution does not offer for-credit occupational, academic or continuing professional programs, you are not expected to complete this or any other IPEDS survey component.

- Occupational, may lead to a certificate, degree, or other recognized postsecondary credential
- Academic, may lead to a certificate, degree, or diploma
- Continuing professional (postbaccalaureate only)
- Recreational or avocational (leisure) programs
- Adult basic or developmental instruction or high school equivalency
- Secondary (high school)
- Developmental

### Part B - Mission Statement

1. Provide the institution's mission statement *or* a web address (URL) where the mission statement can be found. Typed statements are limited to 2,000 characters or less. The mission statement will be available to the public on College Navigator.

Mission Statement URL:

Mission Statement:

Part B - Organization - Control and Levels

2. What is your institutional control or affiliation?

Be sure to select the correct control for your institution. Errors on this question have an impact throughout the IPEDS surveys, in federal reporting, in net price groupings, and on your institutions' appearance to students. If you reported incorrectly in a previous year, please contact the IPEDS Help Desk at 877.225.2568 to correct the error.

- Public - Select primary and/or secondary controls below

Primary control

Secondary control (if applicable)

State Select One

- Private for-profit
- Private not-for-profit independent (no religious affiliation)
- Private not-for-profit religious affiliation - Select affiliation below

Select One

3. What award levels are offered by your institution? [Check all that apply]

Award Levels reported should be completed based on the current year. When reporting award levels for subbaccalaureate certificates (levels 1a, 1b, 2, and 4), determine program length by the number of credit or clock hours.

The "Other" award level should not be used unless your program truly does not fit any of the other award levels. We expect very few institutions to fit the "Other" category.

Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs. Check the applicable award level 1a, 1b, 2, or 4, depending on the length of the Teacher Preparation program.

Award Level		
<b>BELOW THE BACCALAUREATE:</b>		
1a	<input type="checkbox"/>	<u>Postsecondary award, certificate, or diploma of</u> - less than 300 clock hours, or - less than 9 semester or trimester credit hours, or - less than 13 quarter credit hours
1b	<input type="checkbox"/>	<u>Postsecondary award, certificate, or diploma of</u> - 300-899 clock hours, or - 9-29 semester or trimester credit hours, or - 13-44 quarter credit hours
2	<input checked="" type="checkbox"/>	<u>Postsecondary award, certificate, or diploma of</u> - at least 900 but less than 1,800 clock hours, or - at least 30 but less than 60 semester or trimester credit hours, or - at least 45 but less than 90 quarter credit hours
3	<input type="checkbox"/>	<u>Associate's degree</u>
4	<input type="checkbox"/>	<u>Postsecondary award, certificate, or diploma of</u> - 1,800 or more clock hours, or - 60 or more semester or trimester credit hours, or - 90 or more quarter credit hours
<b>BACCALAUREATE AND ABOVE:</b>		
5	<input checked="" type="checkbox"/>	<u>Bachelor's degree</u> or equivalent
6	<input type="checkbox"/>	<u>Postbaccalaureate certificate</u>
7	<input checked="" type="checkbox"/>	<u>Master's degree</u>
8	<input type="checkbox"/>	<u>Post-master's certificate</u>
17	<input type="checkbox"/>	<u>Doctor's degree - research/scholarship</u>
18	<input type="checkbox"/>	<u>Doctor's degree - professional practice</u>
19	<input type="checkbox"/>	<u>Doctor's degree - other</u>
12	<input type="checkbox"/>	Other (please specify in context box below)

- Yes, I confirm that I reviewed the award levels offered by my institution above.

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 B - Organization - Calendar System

Your response to the next question determines how your institution reports Institutional Characteristics student charges data in the fall, Student Financial Aid data in the winter, and Graduation Rates data in the winter. *It also impacts the net price calculation in the Student Financial Aid survey.*

If the calendar system differs from prior year or requires a change, please contact the IPEDS Help Desk at 877.225.2568.

### **4. What is the predominant calendar system at the institution? [Choose one]**

#### **Academic Year Reporting Method** (Standard academic terms)

Selecting one of the following calendar types determines that your institution will provide Student Financial Aid and Graduation Rates data based on a FALL COHORT, and student charges data for a full ACADEMIC YEAR.

- Semester
- Quarter
- Trimester
- 4-1-4 or similar plan

#### **Program Reporting Method** (Other calendar system)

Selecting one of the following calendar types determines that your institution will provide Student Financial Aid and Graduation Rates data based on a FULL-YEAR COHORT, and student charges data by PROGRAM.

- Differs by program
- Continuous basis (every 2 weeks, monthly, or other period)

#### **Hybrid/Mixed Reporting Method** (Standard academic terms, other academic calendar)

Selecting the hybrid calendar type determines that your institution will provide Graduation Rates data based on a FULL-YEAR COHORT, student charges data for a full ACADEMIC YEAR, and Student Financial Aid data for students enrolling between August 1 and October 31.

- Hybrid (Other academic calendar)

Part B - Organization - Student Enrollment

5. Does your institution enroll any of the following types of students?

Include all levels offered by your institution, even if there are no students currently enrolled at that level.

Responses to these questions determine which screens will be generated for reporting academic year tuition charges, and for reporting Fall Enrollment during the Spring collection. Additionally, checking **Yes** for full-time, first-time, degree/certificate-seeking undergraduate students determines that your institution must report cost of attendance data (on the IC component) and Student Financial Aid data for these students.

	Full-time		Part-time	
<u>Undergraduate (academic or occupational programs)</u>	<input type="radio"/> No	<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input checked="" type="radio"/> Yes
<u>First-time, degree/certificate-seeking undergraduate</u>	<input type="radio"/> No	<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input checked="" type="radio"/> Yes
<u>Graduate (not including doctor's-professional practice)</u>	<input type="radio"/> No	<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input checked="" type="radio"/> Yes

7. For Fall 2017, did your institution have any **full-time, first-time** degree/certificate-seeking students enrolled in programs at the baccalaureate level or below?

If you answer **Yes** to this question, you will be required to provide Graduation Rates data for the 2017-18 cohort in the winter collection. If you answer **No** to this question, indicate the reason you are not required to report Graduation Rates for the cohort year requested.

If you reported any full-time, first-time degree/certificate-seeking undergraduates on the 2017-18 Enrollment survey, the data will be preloaded below.

- No
  - This institution did not enroll full-time, first-time (undergraduate) students.
  - This institution did not offer programs at or below the baccalaureate level.
  - This institution was not in operation in 2017-18.
- Yes

Full-time, first-time degree/certificate-seeking students from the 2017-18 Enrollment survey (GR Cohort)

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## Part B - Multi-institution or Multi-campus Organization

### 8. Multi-institution or multi-campus organization

Is the institution part of a multi-institution or multi-campus organization that owns, governs, or controls the institution? **Do NOT indicate a religious affiliation here; that information is collected separately.**

*If you need assistance or need to make changes, contact the IPEDS Help Desk at 1-877-225-2568. You will not be able to lock your submission if this question is blank.*

- No, this institution **IS NOT** a part of a multi-institution or multi-campus organization that owns, governs, or controls the institution.
- Yes, this institution **IS** a part of a multi-institution or multi-campus organization that owns, governs, or controls the institution.

### Part C - Other Survey Screening Questions - Open Admission

**1. Does your institution have an open admission policy for all or most entering first-time degree/certificate-seeking undergraduate-level students?**

If the only requirement for admission is a high school diploma or GED/other equivalent, your institution is still considered open admission. Institutions that require only an Ability to Benefit or similar test beyond the diploma/equivalent, and only reject a very small number of students based on the test, are also considered open admission.

**i** If your institution does not have an open admission policy, you will be required to report Admissions component on your admissions procedures and admissions yield.

- No
- Yes

...

 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 - Other Survey Screening Questions - Library Access and Expenses

**2. Does your institution have access to a library collection?**

- No
- Yes (receives Academic Libraries component)

**3. Were your annual total library expenses for Fiscal Year 2023 greater than zero?**

- No
- Yes (receives Academic Libraries component)

Part C - Other Survey Screening Questions - Noncredit education

**4. Which of the following categories of noncredit education are offered by your institution? [Check all that apply]**

**Note:** Categories below may not be mutually exclusive.

- Workforce Education
- Contract Training/Customized Training
- Developmental Education
- Recreational/Avocational/Leisure/Personal Enrichment
- Adult Basic Education
- Adult High School Diploma or Equivalent
- English as a Second Language
- Continuing Professional Education
- None of the above

## Part C - Other Survey Screening Questions - Dual enrollment

### 5. Does your institution enroll high school students in college courses for credit?

If you answer **Yes** to this question, you will be able to report the unduplicated count of high school students enrolled in college courses for credit on the 12-month Enrollment (E12) survey component during the Fall collection.

- Yes.
- Within a dual enrollment program.
  - Outside a dual enrollment program.
- No

**Note:**

**Within a dual enrollment program** is defined as within an organized system with special guidelines that allows high school students to take college-level courses. The guidelines might have to do with entrance or eligibility requirements, funding, limits on course taking, etc.

**Outside a dual enrollment program** is defined as high school students who simply enroll in credit courses through your institution, and are treated as regularly enrolled college students.

## Summary

### Institutional Characteristics Header 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](mailto:ipedshelp@rti.org).

GENERAL INFORMATION	
Educational Offerings	Occupational, may lead to a certificate, degree, or other recognized postsecondary credential Academic, may lead to a certificate, degree, or diploma Continuing professional (postbaccalaureate only)
Mission Statement	<a href="https://www.wvstateu.edu/about/wvsu-at-a-glance.aspx">https://www.wvstateu.edu/about/wvsu-at-a-glance.aspx</a>
Control	Public Primary control: State Postsecondary awards, certificates, or diplomas of at least 900 clock hours but less than 1,800 clock hours...
Award Levels Offered	Bachelor's degree Master's degree
Reporter Type	Academic
Calendar System	Semester Full-time Undergraduate
Levels of Enrollment Offered	Full-time First-time, degree/certificate-seeking Undergraduate Full-time Graduate (not including doctor's professional) Part-time Undergraduate Part-time First-time, degree/certificate-seeking Undergraduate Part-time Graduate (not including doctor's professional)
System	No system
Noncredit Education	English as a Second Language

Edit Report

IC Header

**There are no errors for the selected survey and institution.**

## Institutional Characteristics 2023-24

Institution: West Virginia State University (237899)

User ID: P2378991

### Overview

#### Institutional Characteristics Overview

Welcome to the Institutional Characteristics (IC) survey component. This component collects important information about your institution's student services and student charges. Answer questions about services and costs for the 2023-24 academic year unless instructed to report for a different period.

Much of the data reported on IC appear on College Navigator, which is updated once after IC data have been reviewed. Thus, errors may stay on College Navigator for a full year.

Additionally, the cost of attendance data are used to calculate the net price of attendance in the Student Financial Aid component. This has important implications for what students see about your institution, and also for the College Affordability and Transparency Center's lists. **Revisions or changes to costs can ONLY be made in the Student Financial Aid component and not in the prior year revision system.**

Remember, it is the responsibility of the keyholder to submit accurate data about the institution. Please contact the IPEDS Help Desk for clarifications to make sure that you are reporting correctly.

#### Data Reporting Reminder:

- 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.

#### Changes in reporting:

The following changes were made for the 2023-24 collection:

- Removed temporary guidance in response to Coronavirus Pandemic
- Rephrased "room and board" terminology in survey materials to "food and housing," including Glossary terms
- Rephrased "remedial education" terminology in survey materials to "developmental education," including Glossary terms
- Removed parenthetical references to "4 weeks" and/or "4.33 weeks" for text to read "1 month"
- Added FAQ regarding including incarcerated students in reporting
- Updated FAQ regarding experimental site participants
- Added FAQ #4 and #5 regarding the expenses included in cost of attendance section
- Removed the dual enrollment option for Part B, Question 1

#### Common Errors

Quality control reviews of past IC data indicate frequently made errors. Please review the common errors below to ensure accurate reporting.

- Part C, question 8 should only be marked 'YES' if your institution is **EXCLUSIVELY** distance education. Do not mark 'YES' if your courses/programs are also available in person.
- Do not try to outsmart fatal errors; this is falsifying data. Contact the Help Desk to override, or fix, the data.
- Make sure you understand ALL definitions before responding to questions. For example, make sure that you are reporting for an 'ACADEMIC YEAR' or 'PROGRAM' as defined by IPEDS.

#### 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 A - Services and Programs for Servicemembers and Veterans

### 1. Which of the following are available to veterans, military servicemembers, or their families?

- Yellow Ribbon Program (officially known as Post-9/11 GI Bill, Yellow Ribbon Program)
- Credit for military training
- Dedicated point of contact for support services for veterans, military servicemembers, and their families
- Recognized student veteran organization
- Member of Department of Defense Voluntary Educational Partnership Memorandum of Understanding
- None of the above

 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 B - Student Services - Special Learning Opportunities

1. Does your institution accept any of the following? [Check all that apply]

- Credit for life experiences
- Advanced placement (AP) credits
- None of the above

2. What types of special learning opportunities are offered by your institution? [Check all that apply]

- ROTC
  - Army
  - Navy
    - Marine option
  - Air Force
- Study abroad
- Weekend/evening courses or programs
- Undergraduate research (co-curricula)
- 1** Teacher certification (for the elementary, middle school/junior high, or secondary level)
  - Do not include certifications to teach at the postsecondary level.
  - Students can complete their preparation in certain areas of specialization
  - Students must complete their preparation at another institution for certain areas of specialization
  - This institution is approved by the state for the initial certification or licensure of teachers
- Comprehensive transition and postsecondary program for students with intellectual disabilities
- None of the above

3. If your institution grants a bachelor's degree or higher but does not offer a full 4-year program of study at the undergraduate level, how many years of completed college-level work are required for entrance?

Number of years

Select One

Part B - Student Services: Other Student Services

4. Which of the following selected student services are offered by your institution? [Check all that apply]

- Academic/career counseling services
- Employment services for current students
- Placement services for program completers
- On-campus dependent care
- None of the above

5. Which of the following academic library resources or services does your institution provide? [Check all that apply]

- Physical facilities
- ① An organized collection of printed materials
- Access to Digital/electronic resources (databases, e-books, e-media, and e-serials)
- ① A staff trained to provide and interpret library materials
- Established library hours
- ① Access to library collections shared with other institutions
- None of the above

6a. Indicate whether or not any of the following alternative tuition plans are offered by your institution.

- No
- Yes [Check all that apply]
  - Tuition guarantee
  - Prepaid tuition plan
  - Tuition payment plan
  - Other (specify in box below)

6b. Indicate whether or not your institution participates in a Promise program.

- No
- Yes

 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 B - Student Services - Distance Education

**7. Please indicate at what level(s) your institution does or does not offer distance education courses and/or distance education programs. Check all that apply.**

	<b>i</b> <u>Distance education courses</u>	<b>i</b> <u>Distance education programs</u>	Does not offer Distance Education
Undergraduate level	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Graduate level	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**8. Are all the programs at your institution offered exclusively via distance education programs?**

- No
- Yes

Part B - Student Services: Disability Services

9. Please indicate the percentage of all undergraduate students enrolled during Fall 2022 who were formally registered as students with disabilities with the institution's office of disability services (or the equivalent office).

3 percent or less

More than 3 percent: (enter up to 2 decimal places)

 %

 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 - Student Charges Questions

**Data changed on this page cannot be saved and therefore will not be changed in the Prior Year system.**

**1. Are all full-time, first-time degree/certificate-seeking students required to live on campus or in institutionally controlled housing?**

If you answer **Yes** to this question, you will not be asked to report off-campus food and housing in the price of attendance (C11).

This is only a screening question, and your response does not show up on College Navigator.

If you make any exceptions to this rule, and have even one full-time, first-time student living off-campus, please answer **No** so that this does not cause conflicts with the Student Financial Aid survey. Making changes to the SFA component is very difficult and may lead to inaccurate reporting for your institution.

- No
- Yes, and we do not make **ANY** (even one) exceptions to this rule

**2. Does your institution charge different tuition for in-district, in-state, or out-of-state students?**

If you answer **Yes** to this question, you will be expected to report tuition amounts for in-district, in-state, and out-of-state students.

Please only select **Yes** if you really charge different tuition rates, or you will be reporting the same numbers 3 times.

- No
- Yes, please check all tuition rates charged by your institution
  - In-district
  - In-state
  - Out-of-state

**3. Does your institution offer institutionally-controlled housing (on-campus and/or off-campus)?**

If you answer **Yes** to this question, you will be expected to specify a housing capacity, and to report a housing charge or a combined food and housing charge (C10).

- No
- Yes
  - Specify housing capacity for academic year 2023-24
  -

**4. Do you offer food or meal plans to your students?**

If you answer **Yes** to this question, you will be expected to report a food charge or combined food and housing charge (C10).

- No
- Yes - Enter the number of meals per week for the meal plan with the largest number of meals available
  -
- Yes - Number of meals per week can vary (e.g., students charge meals against a meal card)

Part C - Undergraduate Student Charges

**Data changed on this page cannot be saved and therefore will not be changed in the Prior Year system.**

If the institution charges an application fee, indicate the amount.

	Amount	Prior year
<u>Undergraduate application fee</u>	20	20

**5. Charges to full-time undergraduate students for the full academic year 2023-24**

Please be sure to report an average tuition that includes all students at all levels (1st year, 2nd year, etc.).

	<u>In-district</u>	Prior year	<u>In-state</u>	Prior year	<u>Out-of-state</u>	Prior year
<u>All full-time undergraduate students</u>						
<u>Average tuition</u>	8,924	8,856	8,924	8,856	14,544	14,544
<u>Required fees</u>	575	575	575	575	675	675

**6. Per credit hour charge for part-time undergraduate students**

Please be sure to report an average per credit tuition that includes all students at all levels (1st year, 2nd year, etc.).

Do not include fees.

	<u>In-district</u>	Prior year	<u>In-state</u>	Prior year	<u>Out-of-state</u>	Prior year
<u>Per credit hour charge</u>	350	332	350	332	576	576

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 - Graduate Student Charges

**Data changed on this page cannot be saved and therefore will not be changed in the Prior Year system.**

If the institution charges an application fee, indicate the amount.

	Amount	Prior year
<u>Graduate application fee</u>	50	50

*Please do not include tuition for Doctor's Degree – Professional Practice programs. Data for those programs are collected separately.*

**7. Charges to full-time graduate students for the full academic year 2023-24**

*Please be sure to report an average tuition that includes all students at all levels (1st year, 2nd year, etc.).*

	<u>In-district</u>	Prior year	<u>In-state</u>	Prior year	<u>Out-of-state</u>	Prior year
Average <u>tuition</u>	9,443	9,168	9,443	9,168	20,972	19,974
<u>Required fees</u>	575	575	575	575	575	675

**8. Per credit hour charge for part-time graduate students**

*Please be sure to report an average per credit tuition that includes all graduate students (NOT doctor's degree-professional practice students).*

*Do not include fees.*

	<u>In-district</u>	Prior year	<u>In-state</u>	Prior year	<u>Out-of-state</u>	Prior year
<u>Per credit hour charge</u>	476	462	476	462	1,109	1,077

Part C - Student Charges - Food and Housing

**Data changed on this page cannot be saved and therefore will not be changed in the Prior Year system.**

**10. What are the typical food and housing charges for a student for the full academic year 2023-24?**

*If your institution offers food and housing at no charge to students, enter zero.*

*If you report food and housing separately, leave the combined charge blank. If you report a combined charge, leave the food and housing charges blank.*

<u>Food</u> and <u>Housing</u> charges	Amount	Prior year
<b>i</b> Housing charge (Double occupancy)	<input type="text" value="7,762"/>	7,762
<b>i</b> Food charge (Maximum plan)	<input type="text" value="5,760"/>	5,314
Combined food and housing charge (Answer only if you CANNOT separate food and housing charges.)	<input type="text" value="N/A"/>	

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Part C - Student Charges - Cost of Attendance

**Data changed on this page cannot be saved and therefore will not be changed in the Prior Year system.**

**11. Cost of attendance for full-time, first-time undergraduate students:**

These numbers are carried forward to the Student Financial Aid and used in net price calculations. Please enter the amounts requested below for each Cost of Attendance (COA) category. These data will be made available to the public on College Navigator. You must complete all information if your institution participates in any Title IV financial aid programs (e.g., Federal Pell Grant, Federal Direct Loans). Books and supplies, food and housing, and other expenses cost estimates are those reported to the U.S. Department of Education and used by the financial aid office to determine financial need. Please work with the financial aid office at your institution to make sure the values reported are correct.

Notes:

- If your institution offers housing but does not offer food or meal plans, refer to your institution's COA budgets to report an estimate of how much students would spend on food.
- Similarly, if your institution offers food or meal plans but does not offer housing, refer to your institution's COA budgets to report an estimate of how much students would spend on housing.

**i** If the **2023-24 tuition and/or fees as reported on this page** for full-time, first-time students are covered by a tuition guarantee program, check the applicable box(es) under 'Tuition Guarantee'. Additionally, please indicate the maximum % increase that is guaranteed. *These numbers are expected to be fairly small. Please contact the Help Desk if you are confused about these values and how to report them.*

Charges for full academic year	2020-21	2021-22	2022-23	2023-24	<b>i</b> Tuition Guarantee (check only if applicable to entering students in 2023-24)	Guaranteed increase %
<b>Published tuition and required fees:</b>						
<u>In-district</u>						
Tuition	8,098	7,912	8,122	<input type="text" value="8,524"/>	<input checked="" type="checkbox"/>	<input type="text" value="0"/>
Required fees	525	525	525	<input type="text" value="525"/>	<input type="checkbox"/>	<input type="text"/>
Tuition + fees total	8,623	8,437	8,647	9,049		
<u>In-state</u>						
Tuition	8,098	7,912	8,122	<input type="text" value="8,524"/>	<input checked="" type="checkbox"/>	<input type="text" value="0"/>
Required fees	525	525	525	<input type="text" value="525"/>	<input type="checkbox"/>	<input type="text"/>
Tuition + fees total	8,623	8,437	8,647	9,049		
<u>Out-of-state</u>						
Tuition	14,070	13,600	13,810	<input type="text" value="13,948"/>	<input checked="" type="checkbox"/>	<input type="text" value="0"/>
Required fees	525	525	575	<input type="text" value="675"/>	<input type="checkbox"/>	<input type="text"/>
Tuition + fees total	14,595	14,125	14,385	14,623		
<u>Books and supplies</u>	1,701	1,701	1,389	<input type="text" value="1,309"/>		
<b>On-campus:</b>						
<u>Food and Housing</u>	12,923	12,886	12,214	<input type="text" value="12,936"/>		
<u>Other expenses</u>	2,066	2,066	<input checked="" type="checkbox"/> 3,012	<input type="text" value="2,323"/>		
Food and housing and other expenses	14,989	14,952	15,226	15,259		
<b>Off-campus (not with family):</b>						
<u>Food and Housing</u>	9,473	9,473	9,568	<input type="text" value="11,960"/>		
<u>Other expenses</u>	3,066	3,066	3,012	<input type="text" value="2,323"/>		
Food and housing and other expenses	12,539	12,539	12,580	14,283		
<b>Off-campus (with family):</b>						
<u>Other expenses</u>	3,066	3,066	3,012	<input type="text" value="2,323"/>		

**i** 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).

- Non-applicable
- The Cost of Attendance varies by program.
- The Cost of Attendance or tuition and fee methodology changed from last year.
- We allow special Cost of Attendance allowance additions for some programs and student categories.
- Cost of Attendance updates are based on a recent (prior or current year) cost survey.
- Tuition and fee charges increased/decreased when compared to last year.
- Tuition and fees, and/or Cost of Attendance components are the same as last year.
- Tuition and fees, and Cost of Attendance components vary by campus location.
- This is a U.S. Service Academy. All costs are covered, and students receive a stipend in exchange for a U.S. Armed Forces service commitment.
- First-year students must live on campus.
- The Tuition and Fees includes the estimated cost of a computer required for all students.
- The Tuition and Fees includes the cost of books and supplies.
- The Books and Supplies includes the estimated cost of a computer required for all students.
- The Cost of Attendance (COA) is based on a weighted average of student living arrangement categories while enrolled.
- The Cost of Attendance (COA) is based on a weighted average of costs for all students across Title IV eligible programs.
- Other

Part D - Athletic Association

**Data changed on this page cannot be saved and therefore will not be changed in the Prior Year system.**

**1. Is this institution a member of a national athletic association?**

- No
- Yes - Check all that apply
  - National Collegiate Athletic Association (NCAA)
  - National Association of Intercollegiate Athletics (NAIA)
  - National Junior College Athletic Association (NJCAA)
  - United States Collegiate Athletic Association (USCAA)
  - National Christian College Athletic Association (NCCAA)
  - Other

**2. If this institution is a member of the NCAA or NAIA, specify the conference FOR EACH SPORT using the pull-down menu.**

Sport	NCAA or NAIA member	Conference
Football	<input type="radio"/> No <input checked="" type="radio"/> Yes-Specify	Mountain East Conference ▼
Basketball	<input type="radio"/> No <input checked="" type="radio"/> Yes-Specify	Mountain East Conference ▼
Baseball	<input type="radio"/> No <input checked="" type="radio"/> Yes-Specify	Mountain East Conference ▼
Cross country and/or track	<input type="radio"/> No <input checked="" type="radio"/> Yes-Specify	Mountain East Conference ▼

Prepared by

**Data changed on this page cannot be saved and therefore will not be changed in the Prior Year system.**

**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="Rebecca Taylor"/>			
Email:		<input type="text" value="rebecca.taylor@wvstateu.edu"/>			

How many staff from your institution only were involved in the data collection and reporting process of this survey component?

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?  
*Exclude the hours spent collecting data for state and other reporting purposes.*

Staff member	Collecting Data Needed	Revising Data to Match IPEDS Requirements	Entering Data	Revising and Locking Data
Your office	<input type="text" value="2.00"/> hours	<input type="text"/> hours	<input type="text" value="1.00"/> hours	<input type="text"/> hours
Other offices	<input type="text"/> hours	<input type="text"/> hours	<input type="text"/> hours	<input type="text"/> hours

Summary

**Institutional Characteristics 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](mailto:ipedshelp@rti.org).

GENERAL INFORMATION	
Reporter Type	Academic
Calendar System	Semester
Award Levels Offered	Postsecondary awards, certificates, or diplomas of at least 900 clock hours but less than 1,800 clock hours... Bachelor's degree Master's degree Full-time Undergraduate
Levels of Enrollment Offered	Full-time First-time, degree/certificate-seeking Undergraduate Full-time Graduate (not including doctor's professional) Part-time Undergraduate Part-time First-time, degree/certificate-seeking Undergraduate Part-time Graduate (not including doctor's professional)
System	No system Yellow Ribbon Program (officially known as Post-9/11 GI Bill, Yellow Ribbon Program)
Part A - Services and Programs for Servicemembers and Veterans	Credit for military training Member of Department of Defense Voluntary Educational Partnership Memorandum of Understanding
Part B - Student Services	
Credit Accepted	Credit for life experiences Advanced placement (AP) credits ROTC : Army
Special Learning Opportunities	Study abroad Undergraduate research (co-curricula) Teacher certification (for the elementary, middle school/junior high, or secondary level) Students can complete their preparation in certain areas of specialization This institution is approved by the state for the initial certification or licensure of teachers
Years of college-level work required for BS/BA program entry	N/A
Other Student Services	Academic/career counseling services Employment services for current students Placement services for program completers Physical facilities
Academic library resources	An organized collection of printed materials Access to Digital/electronic resources (databases, e-books, e-media, and e-serials) A staff trained to provide and interpret library materials Established library hours Access to library collections shared with other institutions
Distance Education	
DE program level(s)	Undergraduate and Graduate
DE course level(s)	Undergraduate and Graduate
Disability Services	3 percent or less

PRICING INFORMATION		
Alternative Tuition Plans	Tuition guarantee Tuition payment plan	
Promise program	Yes	
Full-time Undergraduate Tuition and Fees		
Average full-time undergraduate student tuition and fees for academic year 2023-24	Tuition	Fees
In-state	8,924	575
Out-of-state	14,544	675
Full-time Graduate Tuition and Fees		
Average full-time graduate student tuition and fees for academic year 2023-24	Tuition	Fees
In-state	9,443	575

	Out-of-state	20,972			575
First-time, Full-time Undergraduate Cost of Attendance					
	Estimated expenses for academic year	2020-21	2021-22	2022-23	2023-24
	Published in-state tuition and fees	8,623	8,437	8,647	9,049
	Published out-of-state tuition and fees	14,595	14,125	14,385	14,623
	Books and supplies	1,701	1,701	1,389	1,309
	On-campus food and housing	12,923	12,886	12,214	12,936
	On-campus other expenses	2,066	2,066	3,012	2,323
	Off-campus food and housing	9,473	9,473	9,568	11,960
	Off-campus other expenses	3,066	3,066	3,012	2,323
	Off-campus with family other expenses	3,066	3,066	3,012	2,323

Edit Report

Institutional Characteristics

Source	Description	Severity	Resolved	Options
<b>Screen: Cost of Attendance</b>				
Screen Entry	This value is expected to be within 20% of the prior year amount. Please correct your data or explain. (Error #11110) <b>This edit and explanation were retained from the prior year (for reference) and do not need to be re-explained in the current year edit report.</b>	Explanation	Yes	
Reason	The amount is higher from last year due a re-classification in which it is calculated compared to previous couple of years			

## Completions 2023-24

Institution: West Virginia State University (237899)

User ID: P2378991

### Overview

#### Completions Overview

Welcome to the IPEDS Completions survey component. The Completions component is one of several IPEDS components that is conducted during the Fall data collection period. It collects the number of degrees and certificates awarded by field of study, level of award, race/ethnicity, and gender. The reporting period for the Completions component is during the 12-month time period beginning July 1 of the previous calendar year and ending June 30 of the current calendar year; therefore, for this year's Completions component, the reporting period is between July 1, 2022 and June 30, 2023. The Completions component is also collecting the number of students (e.g., completers) who earned awards between July 1, 2022 and June 30, 2023.

#### Data Reporting Reminder:

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.

#### Changes in reporting

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

- Revised survey materials related to Gender Unknown or Another Gender reporting, including non-reporting for small cell size
- Revised FAQ regarding what certificates should be reported
- Added FAQ regarding including recognized postsecondary credentials awarded to incarcerated students
- Added FAQ regarding experimental site participants
- Revised FAQ with an additional note about verification of F-1 visa status for undocumented and DACA students

#### Use the 2020 CIP codes for this year's data collection.

The [CIP 2020 Website](#) includes a list of new CIP codes, a list of deleted CIP codes, a list of moved CIP Codes, and an online crosswalk of the 2010 CIP and 2020 CIP.

#### Some common Completions component errors include the following:

- Including award levels on your current year Completions that were not reported on your previous year's (PY) Institutional Characteristics (IC). [Award levels in the PY IC component cannot be changed; therefore, contact the IPEDS Help Desk at 1-877-225-2568 if you need assistance.]
- Forgetting to select CIP codes for new programs of study that are offered by the institution, but do not have completions for the reporting period.
- Forgetting to enter in zero in at least one of the cells for CIP codes that do not have completions.
- 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.

Keep in mind that some information provided by institutions on the Completions component appear in the [College Navigator](#), which is a major tool used by consumers searching for information about postsecondary education. It is therefore vitally important that you include accurate information about your institution.

Survey materials can be downloaded using the following link: [Survey Materials](#).

To access your prior year data submission for this component: [Reported Data](#)

Completions CIP Data

CIP Code	Award Level	Major	Gender	U.S. Nonresident	Hispanic / Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more Races	Race/ethnicity unknown	Total	Distance education program	
09.0101 Speech Communication and Rhetoric	5 - Bachelor's degree	1	Men	0	0	0	0	1	0	2	0	0	3		
			Women	1	0	0	0	1	0	1	1	0	4		
			Total	1	0	0	0	2	0	3	1	0	7	No	
09.0102 Mass Communication/Media Studies	7 - Master's degree	1	Men	0	0	0	0	0	0	2	0	0	2		
			Women	0	0	0	0	0	0	1	0	0	1		
			Total	0	0	0	0	0	0	3	0	0	3	No	
11.0701 Computer Science	5 - Bachelor's degree	1	Men	0	0	0	0	0	0	1	0	0	1		
			Women	0	0	0	0	0	0	2	0	0	2		
			Total	0	0	0	0	0	0	3	0	0	3	No	
11.0701 Computer Science	7 - Master's degree	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	No	
13.0401 Educational Leadership and Administration, General	7 - Master's degree	1	Men	0	0	0	0	0	0	2	0	2	4		
			Women	0	0	1	0	0	0	7	0	9	17		
			Total	0	0	1	0	0	0	9	0	11	21	Yes	
13.1202 Elementary Education and Teaching	5 - Bachelor's degree	1	Men	0	0	0	0	0	0	2	0	0	2		
			Women	0	0	0	0	0	0	14	0	0	14		
			Total	0	0	0	0	0	0	16	0	0	16	No	
13.1205 Secondary Education and Teaching	5 - Bachelor's degree	1	Men	0	0	0	0	1	0	6	1	0	8		
			Women	0	0	0	0	0	0	1	0	0	1		
			Total	0	0	0	0	1	0	7	1	0	9	No	
14.0101 Engineering, General	5 - Bachelor's degree	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	Some	
23.0101 English Language and Literature, General	5 - Bachelor's degree	1	Men	0	0	0	0	0	0	1	0	1	2		
			Women	0	0	1	0	0	0	3	0	0	4		
			Total	0	0	1	0	0	0	4	0	1	6	No	
24.0102 General Studies	5 - Bachelor's degree	1	Men	0	0	1	0	4	0	11	0	1	17		
			Women	0	0	0	0	4	0	10	2	1	17		
			Total	0	0	1	0	8	0	21	2	2	34	Yes	
26.0101 Biology/Biological Sciences, General	5 - Bachelor's degree	1	Men	1	0	0	0	0	0	3	0	0	4		
			Women	1	0	1	1	0	0	5	1	0	9		
			Total	2	0	1	1	0	0	8	1	0	13	No	
26.1201 Biotechnology	7 - Master's degree	1	Men	3	0	0	0	0	0	0	0	1	4		
			Women	2	0	0	0	0	0	0	0	0	2		
			Total	5	0	0	0	0	0	0	0	0	1	6	No
27.0101 Mathematics, General	5 - Bachelor's degree	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	1	0	0	1	
			Total	0	0	0	0	0	0	0	1	0	0	1	No
30.2001 International/Globalization Studies	5 - Bachelor's degree	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	1	0	1	
			Total	0	0	0	0	0	0	0	0	1	0	1	No
31.0501 Sports, Kinesiology, and Physical Education/Fitness, General	5 - Bachelor's degree	1	Men	0	0	0	0	7	0	4	0	0	11		
			Women	4	0	0	0	2	0	2	2	0	10		
			Total	4	0	0	0	9	0	6	2	0	21	No	
31.0501 Sports, Kinesiology, and Physical Education/Fitness, General	7 - Master's degree	1	Men	0	0	0	0	2	0	4	1	3	10		
			Women	0	0	0	0	1	0	5	0	1	7		
			Total	0	0	0	0	3	0	9	1	4	17	No	
40.0501 Chemistry, General	5 - Bachelor's degree	1	Men	1	0	0	0	0	0	1	0	0	2		
			Women	1	0	0	0	0	0	1	0	0	2		
			Total	2	0	0	0	0	0	2	0	0	4	No	
42.0101 Psychology, General	5 - Bachelor's degree	1	Men	0	0	0	0	0	0	1	0	0	1		
			Women	1	0	0	0	1	0	7	1	0	10		
			Total	1	0	0	0	1	0	8	1	0	11	No	

43.0103 Criminal Justice/Law Enforcement Administration	7 - Master's degree	1	Men	0	0	0	0	0	1	2	0	1	4	No
			Women	0	0	1	0	1	0	2	0	1	5	
			Total	0	0	1	0	1	1	4	0	2	9	
43.0104 Criminal Justice/Safety Studies	5 - Bachelor's degree	1	Men	0	0	0	0	5	0	6	1	0	12	No
			Women	0	0	0	0	2	0	8	1	2	13	
			Total	0	0	0	0	7	0	14	2	2	25	
44.0401 Public Administration	7 - Master's degree	1	Men	0	0	0	0	1	0	2	0	2	5	No
			Women	1	0	0	0	1	0	5	1	0	8	
			Total	1	0	0	0	2	0	7	1	2	13	
44.0701 Social Work	5 - Bachelor's degree	1	Men	0	0	0	0	0	0	0	2	1	3	No
			Women	0	0	0	0	0	0	10	0	0	10	
			Total	0	0	0	0	0	0	10	2	1	13	
45.0601 Economics, General	5 - Bachelor's degree	1	Men	1	0	0	0	0	0	1	1	1	4	No
			Women	0	0	0	0	0	0	0	1	0	1	
			Total	1	0	0	0	0	0	1	2	1	5	
45.1001 Political Science and Government, General	5 - Bachelor's degree	1	Men	0	0	0	0	0	0	3	1	0	4	No
			Women	0	0	0	0	0	0	0	0	1	1	
			Total	0	0	0	0	0	0	3	1	1	5	
45.1101 Sociology, General	5 - Bachelor's degree	1	Men	0	0	0	0	1	0	1	0	0	2	No
			Women	0	0	0	0	1	0	0	0	0	1	
			Total	0	0	0	0	2	0	1	0	0	3	
50.0701 Art/Art Studies, General	5 - Bachelor's degree	1	Men	0	0	0	0	0	1	0	0	0	1	No
			Women	0	0	0	0	0	0	3	0	0	3	
			Total	0	0	0	0	0	1	3	0	0	4	
50.0903 Music Performance, General	5 - Bachelor's degree	1	Men	0	0	0	0	0	0	2	0	0	2	No
			Women	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	2	0	0	2	
51.3801 Registered Nursing/Registered Nurse	5 - Bachelor's degree	1	Men	0	0	0	0	0	0	1	0	0	1	No
			Women	0	0	0	0	0	0	6	0	0	6	
			Total	0	0	0	0	0	0	7	0	0	7	
51.9999 Health Professions and Related Clinical Sciences, Other	5 - Bachelor's degree	1	Men	0	0	0	0	0	0	0	0	0	0	Some
			Women	0	0	0	0	4	0	4	1	0	9	
			Total	0	0	0	0	4	0	4	1	0	9	
52.0201 Business Administration and Management, General	5 - Bachelor's degree	1	Men	3	0	0	0	7	0	31	0	3	44	Some
			Women	2	0	0	1	2	0	24	1	0	30	
			Total	5	0	0	1	9	0	55	1	3	74	
52.0301 Accounting	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0	Some
			Women	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	0	0	0	0	
52.0301 Accounting	5 - Bachelor's degree	1	Men	0	0	0	0	0	0	0	0	0	0	Yes
			Women	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	0	0	0	0	
54.0101 History, General	5 - Bachelor's degree	1	Men	0	0	0	0	0	0	3	0	0	3	No
			Women	0	0	0	0	0	0	2	0	0	2	
			Total	0	0	0	0	0	0	5	0	0	5	

Awards Conferred Summary Report – Grand Totals

Completions: Total by First Major

99.0000 Summary Grand Totals	Award Level	U.S. Nonresident	Hispanic Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more Races	Race/ethnicity unknown	Total	PY Total
<b>Awards of at least 900 but less than 1,800 clock hours...</b>		2										
Men		0	0	0	0	0	0	0	0	0	0	0
Women		0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>		0	0	0	0	0	0	0	0	0	0	0
<b>Bachelor's degree</b>		5										
Men		6	0	1	0	26	1	80	6	7	127	136
Women		10	0	2	2	17	0	104	12	4	151	198
<b>Total</b>		16	0	3	2	43	1	184	18	11	278	334
<b>Master's degree</b>		7										
Men		3	0	0	0	3	1	12	1	9	29	30
Women		3	0	2	0	3	0	20	1	11	40	36
<b>Total</b>		6	0	2	0	6	1	32	2	20	69	66
<b>Grand Total Men</b>		9	0	1	0	29	2	92	7	16	156	166
<b>Grand Total Women</b>		13	0	4	2	20	0	124	13	15	191	234
<b>Grand Total</b>		22	0	5	2	49	2	216	20	31	347	400
<b>PY Grand Total Men</b>		4	0	2	0	31	1	109	8	11	166	166
<b>PY Grand Total Women</b>		9	0	4	1	22	1	172	14	11	234	234
<b>PY Grand Total</b>		13	0	6	1	53	2	281	22	22	400	400

All Completers

All Completers

Institutions must report the following information. (Some data will be pre-populated from the completions by CIP code data.)

Number of students by gender and race and ethnicity earning an award between July 1, 2022 and June 30, 2023. Count each student only once, regardless of how many awards he/she earned. The intent of this screen is to collect an unduplicated count of total numbers of *completers*.

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

	Men		Women		Total Students
	Number of Students	Total Awards	Number of Students	Total Awards	
<u>U.S. Nonresident</u>	<input type="text" value="9"/>	9	<input type="text" value="13"/>	13	22
<u>Hispanic/Latino</u>	<input type="text"/>	0	<input type="text"/>	0	0
<u>American Indian or Alaska Native</u>	<input type="text" value="1"/>	1	<input type="text" value="4"/>	4	5
<u>Asian</u>	<input type="text"/>	0	<input type="text" value="2"/>	2	2
<u>Black or African American</u>	<input type="text" value="29"/>	29	<input type="text" value="20"/>	20	49
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text" value="2"/>	2	<input type="text"/>	0	2
<u>White</u>	<input type="text" value="92"/>	92	<input type="text" value="124"/>	124	216
Two or more races	<input type="text" value="7"/>	7	<input type="text" value="13"/>	13	20
<u>Race and ethnicity unknown</u>	<input type="text" value="16"/>	16	<input type="text" value="15"/>	15	31
<b>TOTAL AWARDS</b>	<b>156</b>	<b>156</b>	<b>191</b>	<b>191</b>	<b>347</b>
<b>PY TOTAL AWARDS</b>	<b>166</b>		<b>234</b>		<b>400</b>

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 method commonly used by institutions is to allocate these students to the binary categories required in other parts of the form using the proportion of men to women reported.

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	Total	PY Total
<b>Grand total</b>			<b>347</b>	<b>400</b>
Gender unknown (i.e., gender information is not known or not collected).	<input type="text" value="0"/>	<input type="text" value="0"/>	0	0
<b>Another gender</b> (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"/>		
<b>Total of Gender unknown + Another gender</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total of Students for whom gender is known and falls into one of the mutually exclusive binary categories provided [Men/Women]</b>			<b>347</b>	<b>400</b>

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

Bachelor's degree

Completers by Level

Bachelor's degree

Number of students by gender, by race and ethnicity, and by age earning this award between July 1, 2022 and June 30, 2023. Each student should be counted once per award level. For example, if a student earned a master's degree and a doctor's degree, he/she should be counted once in master's and once in doctor's. A student earning two master's degrees should be counted only once.

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

By Gender

	Number of Students	Total Awards
Men	127	127
Women	151	151
<b>TOTAL</b>	<b>278</b>	<b>278</b>
<b>PY TOTAL</b>	<b>334</b>	

By Race/Ethnicity

	Number of Students	Total Awards
<u>U.S. Nonresident</u>	16	16
<u>Hispanic/Latino</u>	0	0
<u>American Indian or Alaska Native</u>	3	3
<u>Asian</u>	2	2
<u>Black or African American</u>	43	43
<u>Native Hawaiian or Other Pacific Islander</u>	1	1
<u>White</u>	184	184
Two or more races	18	18
<u>Race and ethnicity unknown</u>	11	11
<b>TOTAL</b>	<b>278</b>	<b>278</b>

By Age

	Number of Students	Total Awards
Under 18	0	
18-24	157	
25-39	88	
40 and Above	33	
Age Unknown	0	
<b>TOTAL</b>	<b>278</b>	<b>278</b>

## Master's degree

### Completers by Level

#### Master's degree

Number of students by gender, by race and ethnicity, and by age earning this award between July 1, 2022 and June 30, 2023. Each student should be counted once per award level. For example, if a student earned a master's degree and a doctor's degree, he/she should be counted once in master's and once in doctor's. A student earning two master's degrees should be counted only once.

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

#### By Gender

	Number of Students	Total Awards
Men	<input type="text" value="29"/>	29
Women	<input type="text" value="40"/>	40
<b>TOTAL</b>	<b>69</b>	<b>69</b>
<b>PY TOTAL</b>	<b>66</b>	

#### By Race/Ethnicity

	Number of Students	Total Awards
<u>U.S. Nonresident</u>	<input type="text" value="6"/>	6
<u>Hispanic/Latino</u>	<input type="text" value="0"/>	0
<u>American Indian or Alaska Native</u>	<input type="text" value="2"/>	2
<u>Asian</u>	<input type="text" value="0"/>	0
<u>Black or African American</u>	<input type="text" value="6"/>	6
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text" value="1"/>	1
<u>White</u>	<input type="text" value="32"/>	32
Two or more races	<input type="text" value="2"/>	2
<u>Race and ethnicity unknown</u>	<input type="text" value="20"/>	20
<b>TOTAL</b>	<b>69</b>	<b>69</b>

#### By Age

	Number of Students	Total Awards
Under 18	<input type="text" value="0"/>	
18-24	<input type="text" value="16"/>	
25-39	<input type="text" value="38"/>	
40 and Above	<input type="text" value="15"/>	
Age Unknown	<input type="text" value="0"/>	
<b>TOTAL</b>	<b>69</b>	<b>69</b>

Prepared By

**Prepared by**

Reporting Reminders:

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

This survey component was prepared by:					
<input type="radio"/>	Keyholder	<input type="radio"/>	SFA Contact	<input type="radio"/>	HR Contact
<input type="radio"/>	Finance Contact	<input type="radio"/>	Academic Library Contact	<input type="radio"/>	Other
Name:		<input type="text"/>			
Email:		<input type="text"/>			

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

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

## Summary

### IPEDS Completion 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 after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or [ipedshelp@rti.org](mailto:ipedshelp@rti.org).

### Summary of Completions Data

Award Level	Number of Completions	
	1 <sup>st</sup> major	2 <sup>st</sup> major
2 - Postsecondary awards, certificates, or diplomas of - at least 900 but less than 1,800 clock hours, or - at least 30 but less than 60 semester or trimester credit hours, or - at least 45 but less than 90 quarter credit hours	0	0
5 - Bachelor's degree	278	0
7 - Master's degree	69	0
Total number of degrees and certificates	347	0

### Summary of Completers Data

	Number of Students		
	Men	Women	Total
All Completers	156	191	347

Edit Report

Completions

Source	Description	Severity	Resolved	Options
<b>Global Edits</b>				
Perform Edits	You reported programs using one or more CIP codes ending in 99, which is a code for "other" programs not otherwise specified. In order to assist NCES in future updates to the CIP, please use the "Other" page to write-in the program name(s) and level(s) that could not be categorized in a more specific CIP code. Please click "confirm" in order to confirm receipt of this message, and thank you for your assistance. (Error #10801)	Confirmation	Yes	

12-month Enrollment 2023-24

Institution: West Virginia State University (237899)

User ID: P2378991

Overview

**12-month Enrollment Overview**

The 12-month Enrollment survey component collects unduplicated student enrollment counts and instructional activity data for an entire 12-month period. Using the instructional activity data reported, a full-time equivalent (FTE) student enrollment at the undergraduate and graduate level is estimated (4-year institutions only). Institutions with Doctor's - professional practice students will also report the FTE enrollment of those students (4-year institutions only). NCES uses the FTE enrollment to produce indicators such as expenses by function per FTE as reported in the IPEDS Data Feedback Report.

**Data Reporting Reminder:**

- All institutions must use the July 1 - June 30 reporting period.
- 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.

**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"
- Added new Part C to collect counts of 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
- Added FAQ regarding including incarcerated students in for-credit enrollment reporting
- 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
- Added a note to Instructions regarding distance education enrollment reporting to ensure consistency with Fall Enrollment (EF) reporting
- Revised text and organization of Instructions regarding instructional activity and full-time equivalent enrollment (Note: no changes were made to methodology or reporting guidelines)
- Revised FAQ for clarity regarding reporting the estimate of full-time equivalent (FTE) students
- Added 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.

## Undergraduate Instructional Activity Type

### Which instructional activity units will you use to report undergraduate instructional activity?

- Undergraduate instructional activity data in Part B may be reported in units of clock hours or credit hours.
- Please note that any graduate level instructional activity must be reported in credit hours. (4-year institutions only)

- Clock hours
- Credit hours
- Both clock and credit hours (some undergraduate programs measured in clock hours and some measured in credit hours)

 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 - Unduplicated Count for Full-time Undergraduate Students

12-month Unduplicated Count by Race/Ethnicity and Gender - Full-time Undergraduate Students

July 1, 2022 – June 30, 2023

Reporting Reminders:

- The 12-month unduplicated count must be equal or greater than the corresponding prior year fall enrollment.
- 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

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total degree/certificate-seeking	Non-degree/non-certificate-seeking	Total, Full-time undergraduate students
	<u>First-time</u>	<u>Non-first-time</u>				
		<u>Transfer-in</u>	<u>Continuing/Returning</u>			
<u>U.S. Nonresident</u>	4	0	13	17	0	17
<u>Hispanic/Latino</u>	4	2	5	11	1	12
<u>American Indian or Alaska Native</u>	0	0	0	0	0	0
<u>Asian</u>	1	1	0	2	1	3
<u>Black or African American</u>	29	17	79	125	0	125
<u>Native Hawaiian or Other Pacific Islander</u>	0	0	0	0	0	0
<u>White</u>	89	42	223	354	34	388
Two or more races	12	3	21	36	0	36
<u>Race and ethnicity unknown</u>	6	11	10	27	7	34
<b>Total men</b>	<b>145</b>	<b>76</b>	<b>351</b>	<b>572</b>	<b>43</b>	<b>615</b>
Total men prior year	173	81	375	629	47	676

Women

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total degree/certificate-seeking	Non-degree/non-certificate-seeking	Total, Full-time undergraduate students
	<u>First-time</u>	<u>Non-first-time</u>				
		<u>Transfer-in</u>	<u>Continuing/Returning</u>			
<u>U.S. Nonresident</u>	6	4	25	35	0	35
<u>Hispanic/Latino</u>	4	2	16	22	0	22
<u>American Indian or Alaska Native</u>	0	1	0	1	1	2
<u>Asian</u>	0	1	4	5	1	6
<u>Black or African American</u>	28	20	44	92	2	94
<u>Native Hawaiian or Other Pacific Islander</u>	0	0	0	0	0	0
<u>White</u>	134	78	301	513	53	566
Two or more races	7	8	25	40	0	40
<u>Race and ethnicity unknown</u>	3	10	12	25	9	34
<b>Total women</b>	<b>182</b>	<b>124</b>	<b>427</b>	<b>733</b>	<b>66</b>	<b>799</b>
Total women prior year	171	86	459	716	80	796

<b>Grand total (2022-23)</b>	<b>327</b>	<b>200</b>	<b>778</b>	<b>1,305</b>	<b>109</b>	<b>1,414</b>
<b>Prior year data:</b>						
Grand total (men+women) prior year	344	167	834	1,345	127	1,472
Total Full-time undergraduate enrollment Fall 2022 <i>NOTE: Grand total (2022-23) calculated above is expected to be greater than total Full-time undergraduate enrollment Fall 2022.</i>	321	143	751	1,215	101	1,316

Part A - Unduplicated Count for Part-time Undergraduate Students

12-month Unduplicated Count by Race/Ethnicity and Gender - Part-time Undergraduate Students

July 1, 2022 – June 30, 2023

Reporting Reminders:

- The 12-month unduplicated count must be equal or greater than the corresponding prior year fall enrollment.
- 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**

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total degree/certificate-seeking	Non-degree/non-certificate-seeking	Total, Part-time undergraduate students
	<u>First-time</u>	<u>Non-first-time</u>				
		<u>Transfer-in</u>	<u>Continuing/Returning</u>			
<u>U.S. Nonresident</u>	0	0	1	1	0	1
<u>Hispanic/Latino</u>	0	0	2	2	13	15
<u>American Indian or Alaska Native</u>	0	0	1	1	2	3
<u>Asian</u>	0	0	0	0	24	24
<u>Black or African American</u>	1	5	15	21	33	54
<u>Native Hawaiian or Other Pacific Islander</u>	0	0	1	1	0	1
<u>White</u>	4	7	39	50	805	855
Two or more races	0	0	1	1	35	36
<u>Race and ethnicity unknown</u>	1	0	1	2	155	157
<b>Total men</b>	<b>6</b>	<b>12</b>	<b>61</b>	<b>79</b>	<b>1,067</b>	<b>1,146</b>
<i>Total men prior year</i>	<i>6</i>	<i>9</i>	<i>84</i>	<i>99</i>	<i>925</i>	<i>1,024</i>

**Women**

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total degree/certificate-seeking	Non-degree/non-certificate-seeking	Total, Part-time undergraduate students
	<u>First-time</u>	<u>Non-first-time</u>				
		<u>Transfer-in</u>	<u>Continuing/Returning</u>			
<u>U.S. Nonresident</u>	0	0	1	1	2	3
<u>Hispanic/Latino</u>	0	0	1	1	19	20
<u>American Indian or Alaska Native</u>	0	0	0	0	1	1
<u>Asian</u>	0	0	1	1	31	32
<u>Black or African American</u>	1	3	6	10	41	51
<u>Native Hawaiian or Other Pacific Islander</u>	0	0	0	0	1	1
<u>White</u>	5	21	65	91	1,226	1,317
Two or more races	1	0	4	5	54	59
<u>Race and ethnicity unknown</u>	0	4	4	8	196	204
<b>Total women</b>	<b>7</b>	<b>28</b>	<b>82</b>	<b>117</b>	<b>1,571</b>	<b>1,688</b>
<i>Total women prior year</i>	<i>4</i>	<i>24</i>	<i>107</i>	<i>135</i>	<i>1,370</i>	<i>1,505</i>

<b>Grand total (2022-23)</b>	<b>13</b>	<b>40</b>	<b>143</b>	<b>196</b>	<b>2,638</b>	<b>2,834</b>
<i>Prior year data:</i>						
<i>Grand total (men+women) prior year</i>	<i>10</i>	<i>33</i>	<i>191</i>	<i>234</i>	<i>2,295</i>	<i>2,529</i>
<i>Total Part-time undergraduate enrollment Fall 2022</i> <i>NOTE: Grand total (2022-23) calculated above is expected to be greater than total Part-time undergraduate enrollment Fall 2022.</i>	<i>10</i>	<i>18</i>	<i>119</i>	<i>147</i>	<i>2,171</i>	<i>2,318</i>

Part A - Unduplicated Count for Undergraduate Students

12-month Unduplicated Count by Race/Ethnicity and Gender - Undergraduate Student Total

July 1, 2022 – June 30, 2023

**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>	17	1	18
<u>Hispanic/Latino</u>	12	15	27
<u>American Indian or Alaska Native</u>	0	3	3
<u>Asian</u>	3	24	27
<u>Black or African American</u>	125	54	179
<u>Native Hawaiian or Other Pacific Islander</u>	0	1	1
<u>White</u>	388	855	1,243
Two or more races	36	36	72
<u>Race and ethnicity unknown</u>	34	157	191
<b>Total men</b>	<b>615</b>	<b>1,146</b>	<b>1,761</b>

**Women**

Students enrolled for credit	Total full-time undergraduate students	Total part-time undergraduate students	Grand total, all undergraduate students
<u>U.S. Nonresident</u>	35	3	38
<u>Hispanic/Latino</u>	22	20	42
<u>American Indian or Alaska Native</u>	2	1	3
<u>Asian</u>	6	32	38
<u>Black or African American</u>	94	51	145
<u>Native Hawaiian or Other Pacific Islander</u>	0	1	1
<u>White</u>	566	1,317	1,883
Two or more races	40	59	99
<u>Race and ethnicity unknown</u>	34	204	238
<b>Total women</b>	<b>799</b>	<b>1,688</b>	<b>2,487</b>
<b>Grand Total (men+women)</b>	<b>1,414</b>	<b>2,834</b>	<b>4,248</b>

Part A - Unduplicated Count for Graduate Students

12-month Unduplicated Count by Race/Ethnicity and Gender - **Full-time** and **Part-time Graduate Students**

July 1, 2022 – June 30, 2023

Reporting Reminders:

- The 12-month unduplicated count must be equal or greater than the corresponding prior year fall enrollment.
- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Report **all** postbaccalaureate degree and certificate students as graduate students, **including any doctor's - professional practice students (formerly first-professional)**

**Men**

Students <u>enrolled for credit</u>	Total <u>full-time</u>	Total <u>part-time</u>	Total <u>graduate students</u>
<u>U.S. Nonresident</u>	10	1	11
<u>Hispanic/Latino</u>	0	0	0
<u>American Indian or Alaska Native</u>	0	0	0
<u>Asian</u>	2	0	2
<u>Black or African American</u>	9	2	11
<u>Native Hawaiian or Other Pacific Islander</u>	1	0	1
<u>White</u>	20	13	33
Two or more races	1	0	1
<u>Race and ethnicity unknown</u>	8	10	18
<b>Total men</b>	<b>51</b>	<b>26</b>	<b>77</b>
<b>Total men prior year</b>			<b>66</b>

**Women**

Students <u>enrolled for credit</u>	Total <u>full-time</u>	Total <u>part-time</u>	Total <u>Graduate students</u>
<u>U.S. Nonresident</u>	8	0	8
<u>Hispanic/Latino</u>	1	2	3
<u>American Indian or Alaska Native</u>	3	0	3
<u>Asian</u>	0	0	0
<u>Black or African American</u>	6	6	12
<u>Native Hawaiian or Other Pacific Islander</u>	0	0	0
<u>White</u>	22	31	53
Two or more races	0	1	1
<u>Race and ethnicity unknown</u>	9	24	33
<b>Total women</b>	<b>49</b>	<b>64</b>	<b>113</b>
<b>Total women prior year</b>			<b>97</b>

<b>Grand total (2022-23)</b>	<b>100</b>	<b>90</b>	<b>190</b>
<b>Prior year data:</b>			
Unduplicated headcount (2021-22)			163
<b>i</b> Total graduate enrollment Fall 2022 <i>NOTE: Grand total (2022-23) calculated above is expected to be greater than Total graduate enrollment Fall 2022.</i>	82	69	151

Part A - Gender Unknown or Another Gender than Provided Categories

12-month Unduplicated Count by 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 method commonly used by institutions is to allocate these students to the binary categories required in other parts of the form using the proportion of men to women reported.

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
<b>Grand total</b>	<b>4,248</b>	<b>4,001</b>	<b>190</b>	<b>163</b>
Gender unknown (i.e., gender information is not known or not collected).	0	0	0	0
<b>Another gender</b> (i.e., gender information is known but does not fall into either of the mutually exclusive binary categories provided [Men/Women]).				
<b>Total of Gender unknown + Another gender</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total of Students for whom gender is known and falls into one of the mutually exclusive binary categories provided [Men/Women]</b>	<b>4,248</b>	<b>4,001</b>	<b>190</b>	<b>163</b>

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

Part A – 12-month Enrollment by Distance Education Status

**12-month Unduplicated Count - Distance Education Status**

July 1, 2022 – June 30, 2023

	Undergraduate Students		Graduate Students
	Degree/certificate-seeking	Non-degree/non-certificate-seeking	
Students <i>enrolled exclusively</i> in distance education courses	152	257	25
Students <i>enrolled in at least one but not all</i> distance education courses	1,126	605	123
Students <i>not enrolled in any</i> distance education courses	223	1,885	42
<b>Total (Carried forward from part A)</b>	<b>1,501</b>	<b>2,747</b>	<b>190</b>

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

### Part B - Instructional Activity

#### 12-month Instructional Activity

July 1, 2022 - June 30, 2023

##### Instructional Activity Reporting Reminder:

- Instructional activity is used to calculate an IPEDS FTE based on the institution's reported calendar system.
- Graduate credit hour activity should not include any doctor's – professional practice activity, the total of those students' FTE is entered separately instead.

##### FTE Reporting Reminder:

- Institutions need not report their own calculations of undergraduate or graduate FTE unless IPEDS FTE calculations would be misleading for comparison purposes among all IPEDS reporting institutions.

#### Instructional Activity

	2022-23 total activity	Prior year data
Undergraduate level:		
<u>Credit hour activity</u>	56,267	56,299
Graduate level:		
<u>Credit hour activity</u>	3,091	2,903

#### Full-Time Equivalent (FTE) of Students

Calendar system (as reported on the prior year IC Header survey component):	Semester
---	----------

If the IPEDS calculated FTE estimates below are not reasonable, **AND** you have reported the correct instructional activity hours above, enter your best FTE estimate in the "Institution reported FTE" column below and save the page. This option should be used **ONLY** if the calculated estimate is not reasonable for your institution and IPEDS comparisons.

Please provide your best estimate of undergraduate and graduate FTE for the 12-month reporting period **only if the calculated FTE estimate below is not reasonable for IPEDS comparison purposes**. Please provide an explanation in the context box if the option is used due to Coronavirus Pandemic.

	Calculated FTE 2022-23	Institution reported FTE 2022-23	Prior year FTE 2021-22
Undergraduate student FTE	1,876	1,876	1,877
Graduate student FTE	129	129	121
<b>Total FTE students</b>	<b>2,005</b>	<b>2,005</b>	<b>1,998</b>

 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 – Unduplicated Count of Dual Enrolled Students

**12-month Unduplicated count of dual enrolled students**

July 1, 2022 – June 30, 2023

- The number of high school students enrolled in college courses for credit was reported in Part A as part of the non-degree/non-certificate-seeking unduplicated enrollment.
  - The number of high school students enrolled in college courses for credit reported in Part C will have some duplication with the non-degree/non-certificate-seeking enrollment students reported in Part A.
  - The number of high school students enrolled in college courses for credit reported in Part C should be less than the number of non-degree/non-certificate-seeking students reported in Part A unless all these students at your institution are high school students enrolled in college courses for credit.
- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

In Part A, your institution reported the following number of students in the non-degree/non-certificate-seeking unduplicated headcount.	2,747
---	-------

	High school students enrolled in college courses for credit		
	Men	Women	Total
<u>U.S. Nonresident</u>	0	1	1
<u>Hispanic/Latino</u>	14	18	32
<u>American Indian or Alaska Native</u>	2	2	4
<u>Asian</u>	25	31	56
<u>Black or African American</u>	32	42	74
<u>Native Hawaiian or Other Pacific Islander</u>	0	1	1
<u>White</u>	835	1,273	2,108
Two or more races	35	54	89
<u>Race and ethnicity unknown</u>	160	202	362
<b>Total</b>	<b>1,103</b>	<b>1,624</b>	<b>2,727</b>

Prepared by

**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:

Email:

How many staff from your institution only were involved in the data collection and reporting process of this survey component?

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?  
*Exclude the hours spent collecting data for state and other reporting purposes.*

Staff member	Collecting Data Needed	Revising Data to Match IPEDS Requirements	Entering Data	Revising and Locking Data
Your office	<input type="text"/> hours	<input type="text" value="2.00"/> hours	<input type="text" value="2.00"/> hours	<input type="text"/> hours
Other offices	<input type="text"/> hours	<input type="text"/> hours	<input type="text"/> hours	<input type="text"/> hours

Summary

**12-Month 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](mailto:ipedshelp@rti.org).

12-Month Unduplicated Headcount and Full-Time Equivalent Students		
Total 12-month unduplicated headcount enrollment		4,438
Undergraduate student unduplicated headcount enrollment		4,248
Graduate student unduplicated headcount enrollment		190
Total 12-month full-time equivalent (FTE) student enrollment		2,005
Undergraduate student FTE enrollment		1,876
Graduate student FTE enrollment		129
Doctor's-professional practice FTE enrollment		

Total 12-month Undergraduate Student Characteristics		
Percent of undergraduate students who are female		59 %
Percent of undergraduate students who are full-time		33 %
Percent of undergraduate students who are enrolled exclusively in distance education courses		10 %
Percent of undergraduate 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		0 %
Asian		2 %
Black or African American		8 %
Hispanic/Latino		2 %
Native Hawaiian or Pacific Islander		0 %
White		74 %
Two or More Races		4 %
Race and ethnicity unknown		10 %
U. S. Nonresident		1 %

Total 12-month Graduate Student Characteristics		
Percent of graduate students who are female		59 %
Percent of graduate students who are full-time		53 %
Percent of graduate students who are enrolled exclusively in distance education courses		13 %
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		90 %
American Indian or Alaska Native		2 %
Asian		1 %
Black or African American		12 %
Hispanic/Latino		2 %
Native Hawaiian or Pacific Islander		1 %

	White	45 %
	Two or More Races	1 %
	Race and ethnicity unknown	27 %
U .S. Nonresident		10 %

Edit Report

12-month Enrollment

**There are no errors for the selected survey and institution.**

## Student Financial Aid 2023-24

Institution: West Virginia State University (237899)

User ID: P2378991

### Overview

#### IPEDS Student Financial Aid Component Overview - Academic Reporters

Welcome to the Student Financial Aid (SFA) survey component. The purpose of the SFA component is to collect information about financial aid provided to various groups of undergraduate students and military/veteran educational benefits for all students at your institution.

#### Data Reporting Reminders:

- Report data to accurately reflect the period corresponding with the IPEDS survey component, even if such reporting is seemingly inconsistent with prior-year reporting.
- Undergraduate Student Counts  
You will be asked to report information for:
  - All undergraduate students
  - Full-time, first-time degree/certificate-seeking undergraduate students (FTFT)
  - FTFT undergraduate students who (paid the lower of in-state/in-district tuition rate for public institutions and) were awarded any grant/scholarship aid from the federal government, state/local government, or the institution
  - FTFT undergraduate students who (paid the lower of in-state/in-district tuition rate for public institutions and) were awarded any Title IV federal student aid



- COA Revisions  
Revisions to Cost of Attendance (COA) used to calculate the net price of attendance can be made in this component. Consult the instructions and screens to make sure you are reporting the correct aid amounts for the correct groups of students.
- College Affordability and Transparency Lists  
Net price amounts calculated in SFA will be used to populate the U.S. Department of Education's College Affordability and Transparency lists.
- Interactive Edits and Error Messages  
SFA contains interactive edits that will check for blank fields, invalid values, or values that fall outside expected ranges. Some error messages will require you to confirm or explain the values that you entered. Some error messages are fatal and will require you to contact the IPEDS Help Desk at (877) 225-2568 for resolution.
- Context Boxes  
You will find optional text boxes throughout SFA. Context boxes allow you to provide more information about the data you enter. Some of these context boxes may be made available to the public on College Navigator, so make sure that the information you enter can be understood easily by students, parents, and the public.

#### Changes to reporting:

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

- Removed the 'Groups terminology'
- Renumbered lines on screens and in instructions
- Reiterated instructions on what is reported in each part for specific students and reporting periods
- Rephrased "room and board" terminology in survey materials to "food and housing," including Glossary terms
- Added FAQ regarding inclusion of incarcerated students
- 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.

Section 1: Part A - Establish Your Student Counts

**Part A - Establish Your Student Counts**

Instructions:

In the fields below, report the number of students enrolled in Fall 2022.

Reporting Reminders:

- Part A establishes student counts.
- The numbers on this screen are carried forward to other parts of the Student Financial Aid Survey component and checked for consistency with data reported in other survey components.

		YOUR CURRENT YEAR DATA	YOUR PRIOR YEAR DATA
		Fall 2022	Fall 2021
02	<b>i</b> All undergraduate students	<input type="text" value="3,634"/>	3,281
03	All degree/certificate-seeking undergraduate students Of those on line 02, those who are <b>degree/certificate-seeking</b>	<input type="text" value="1,362"/>	
04	Of those on line 02, those who are <b>non-degree/non-certificate-seeking</b> (Line 02 – Line 03)	2,272	
05	All full-time, first-time degree certificate-seeking undergraduate students Of those on line 03, those who are <b>full-time, first-time</b>	<input type="text" value="321"/>	301
06	Of those on line 05, those awarded any: <ul style="list-style-type: none"> <li>• <b>Federal Work Study</b>,</li> <li>• <u>Loans to students</u>,</li> <li>• Grant or scholarship aid from the federal government, state/local government, the institution, or</li> <li>• Other sources known to the institution</li> </ul>	<input type="text" value="281"/>	282
07	Of those on line 05, those awarded any: <ul style="list-style-type: none"> <li>• <u>loans to students</u> or</li> <li>• Grant or scholarship aid from the federal government, state/local government, or the institution</li> </ul>	<input type="text" value="279"/>	282
08	Of those on line 05, those (paying the lower of in-state or in-district tuition rate for public institutions) who were awarded grant or scholarship aid from the federal government, state/local government, or the institution	<input type="text" value="211"/>	199
09	Of those on line 05, those (paying the lower of in-state or in-district tuition rate for public institutions) who were awarded any <u>Title IV federal student aid</u>	<input type="text" value="131"/>	166

Section 1: Part B - Student Counts and Financial Aid Award Amounts

**Part B - Enter Student Counts and Financial Aid Award Amounts**

For this part, report:

For These Students	The Following Type(s) of Aid	Awarded in This Period
<ul style="list-style-type: none"> <li>All undergraduate students enrolled in Fall 2022 for the 2022-23 academic year as defined by the institution</li> </ul>	<ul style="list-style-type: none"> <li>Grant or scholarship aid from:                             <ul style="list-style-type: none"> <li>federal government</li> <li>state/local government</li> <li>the institution</li> <li>other sources known to the institution</li> </ul> </li> <li>Loans to students from:                             <ul style="list-style-type: none"> <li>the federal government</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Any time during academic year 2022-23</li> </ul>
Information from Part A		Fall 2022
All undergraduate students (This number is carried forward from Part A, Line 02.)		3,634
Degree/certificate-seeking undergraduate students (This number is carried forward from Part A, Line 03.)		1,362
Non-degree/non-certificate-seeking undergraduate students (This number is carried forward from Part A, Line 04.)		2,272

In the fields below, report the student counts and the total amount of aid awarded for each aid type and student category.

Aid Type		2022-23											
		All undergraduate students				All degree/certificate-seeking undergraduates				All non-degree/non-certificate-seeking undergraduates			
		Number students who were awarded aid	Percentage of students who were awarded aid	Total amount of aid awarded	Average amount of aid awarded (Col.3/Col.1)	Number students who were awarded aid	Percentage of students who were awarded aid	Total amount of aid awarded	Average amount of aid awarded (Col.7/Col.5)	Number students who were awarded aid (Col.1-Col.5)	Percentage of students who were awarded aid	Total amount of aid awarded (Col.3-Col.7)	Average amount of aid awarded
		Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12
01	Grant or scholarship aid from the federal government, state/local government, the institution, and other sources known to the institution ( <b>Do NOT include federal student loans</b> )	1,045	29	9,814,330	9,392	1,039	76	9,801,391	9,433	6	0	12,939	2,157
02	Federal Pell Grants	639	18	3,167,445	4,957	639	47	3,167,445	4,957	0	0	0	0
03	Federal loans to students	571	16	4,396,275	7,699	571	42	4,396,275	7,699	0	0	0	0

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).

Non-applicable

Section 1: Part C, Page 1 - full-time, first-time degree/certificate-seeking undergraduate students

**Part C, Page 1 - Enter Information about full-time, first-time degree/certificate-seeking undergraduate students**

Reporting Reminders:

- In the fields below, report the number of full-time, first-time degree/certificate-seeking undergraduate students enrolled in Fall 2022 paying the lower of in-state or in-district tuition rate. If your institution does not offer different rates, report all students as paying in-state tuition rates.

Information from Part A		Fall 2022		
01	Full-time, first-time degree/certificate-seeking undergraduate students (This number is carried forward from Part A, Line 05)	321		
Full-time, first-time students:		YOUR CURRENT YEAR DATA		YOUR PRIOR YEAR DATA
		Fall 2022		Fall 2021
		Number of students	Percentage of students	Percentage of students
02	<u>paying in-district tuition rates</u>	<input type="text" value="0"/>	0	0
03	<u>paying in-state tuition rates</u>	<input type="text" value="258"/>	80	75
04	<u>paying out-of-state tuition rates</u>	<input type="text" value="63"/>	20	25
05	Unknown (calculated value) This value is calculated using the following formula: [Line 01-(Line 02 +Line 03 +Line 04)]	0	0	0

Section 1: Part C, Page 2 - full-time, first-time degree/certificate-seeking undergraduate students

Part C, Page 2 - Enter Information about full-time, first-time degree/certificate-seeking undergraduate students.

For this part, report:

For These Students	The Following Type(s) of Aid	Awarded in This Period
<ul style="list-style-type: none"> <li>Full-time, first-time degree/certificate-seeking undergraduate students enrolled in Fall 2022 for the 2022-23 academic year as defined by the institution</li> </ul>	<ul style="list-style-type: none"> <li>Grant or scholarship aid from:                             <ul style="list-style-type: none"> <li>federal government</li> <li>state/local government</li> <li>the institution</li> </ul> </li> <li>Loans to students from:                             <ul style="list-style-type: none"> <li>the federal government</li> <li>other sources, including private or other loans</li> </ul> </li> <li>Do <b>not</b> include:                             <ul style="list-style-type: none"> <li>grant or scholarship aid from private or other sources</li> <li>PLUS loans or loans made to anyone other than the student</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Any time during academic year 2022-23</li> </ul>

Information from Part A		Fall 2022
Full-time, first-time degree/certificate-seeking undergraduate students (This number is carried forward from Part A, Line 05)		321
(This number is carried forward from Part A, Line 06)	<ul style="list-style-type: none"> <li>Full-time, first-time degree/certificate-seeking undergraduate students awarded:                             <ul style="list-style-type: none"> <li>Federal Work Study</li> <li>Loans to students</li> <li>Grant or scholarship aid from the federal government, state/local government, or the institution</li> <li>Other sources known to the institution</li> </ul> </li> </ul>	281
(This number is carried forward from Part A, Line 07)	<ul style="list-style-type: none"> <li>Full-time, first-time degree/certificate-seeking undergraduate students awarded:                             <ul style="list-style-type: none"> <li>Loans to students</li> <li>Grant or scholarship aid from the federal government, state/local government, or the institution</li> </ul> </li> </ul>	279
(This number is carried forward from Part A, Line 08)	<ul style="list-style-type: none"> <li>Full-time, first-time degree/certificate-seeking undergraduate students who paying the lower of in-state or in-district tuition rate for public institutions were awarded:                             <ul style="list-style-type: none"> <li>Grant or scholarship aid from the federal government, state/local government, or the institution</li> </ul> </li> </ul>	211

In the fields below, report the number of full-time, first-time degree/certificate-seeking undergraduate students and the total amount of aid awarded for each type of aid. Enter unduplicated student counts within a each aid category (e.g., Federal Pell Grants). However, a student can appear in more than one aid category.

Aid Type		Full-time, first-time degree/certificate-seeking undergraduate students (Part A, Line 05)				
		CURRENT YEAR DATA				YOUR PRIOR YEAR DATA
		Fall 2022				Fall 2021
		Number of FTFT students awarded aid	Percentage of FTFT students awarded aid	Total amount of aid awarded to FTFT students	Average amount of aid awarded to FTFT students	Average amount of aid awarded to FTFT students
01	Grants or scholarships from the federal government, state/local government, or the institution	<input type="text" value="266"/>	83	<input type="text" value="2,302,868"/>	<input checked="" type="checkbox"/> 8,657	<input type="text" value="9,482"/>
02	<u>Federal grants</u> and scholarship aid	<input type="text" value="156"/>	49	<input type="text" value="872,439"/>	5,593	<input type="text" value="5,361"/>
03	Federal <u>Pell Grants</u>	<input type="text" value="155"/>	48	<input type="text" value="799,874"/>	5,160	<input type="text" value="4,840"/>
04	<u>Other federal grants</u> and scholarship aid	<input type="text" value="59"/>	18	<input type="text" value="72,565"/>	1,230	<input type="text" value="1,296"/>
05	<u>State/local government grant</u> or <u>scholarship aid</u> (includes <u>fellowships</u> /tuition waivers/exemptions)	<input type="text" value="166"/>	52	<input type="text" value="683,811"/>	4,119	<input type="text" value="3,857"/>
06	<u>Institutional grant</u> or <u>scholarship aid</u> (includes <u>fellowships</u> /tuition waivers/exemptions)	<input type="text" value="163"/>	51	<input type="text" value="746,618"/>	<input checked="" type="checkbox"/> 4,580	<input type="text" value="6,995"/>
07	<u>Loans to students</u>	<input type="text" value="106"/>	33	<input type="text" value="707,044"/>	<input checked="" type="checkbox"/> 6,670	<input type="text" value="7,522"/>
08	Federal loans to students	<input type="text" value="106"/>	33	<input type="text" value="707,044"/>	6,670	<input type="text" value="7,330"/>

09	Other loans to students (including private loans)	0	0	0	<input checked="" type="checkbox"/>	10,370
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 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).

Non-applicable ▼

Section 1: Comparison Chart

**Comparison Chart**

Reporting Reminders:

- Based on the information reported on the previous screens for all undergraduate students and full-time, first-time degree/certificate-seeking undergraduate students, this comparison chart seeks to help institutions check their reported data. Assuming the information reported is correct, the calculated fields for 'All Other Undergraduate students' should be the balance. Similarly, comparison chart values for all degree/certificate and all non-degree/ certificate undergraduates should match the total reported in columns 1-4 in Section 1, Part B. If the balance does not check with your institution's calculations, please correct your reported numbers before moving forward with the completion of the SFA survey component.
- Data for all degree/certificate seeking undergraduate students and full-time, first-time undergraduate students are published on College Navigator.

Note:

- Data for the 'all other degree/certificate undergraduate' students and all non-degree/certificate undergraduate students will appear in the IPEDS Data Center for data users, but not in College Navigator.

		Fall 2022	Academic Year 2022-23	Academic Year 2022-23
		Number of students	Federal Pell grants	Federal Student Loans
01	All degree/certificate seeking undergraduate students	1,362		
02	Number of students awarded aid		639	571
03	Percentage awarded aid		47	42
04	Total amount of aid awarded		3,167,445	4,396,275
05	Average amount of aid awarded		4,957	7,699
06	Full-time, first-time degree/certificate seeking undergraduate students	321		
07	Number of students awarded aid		155	106
08	Percentage awarded aid		48	33
09	Total amount of aid awarded		799,874	707,044
10	Average amount of aid awarded		5,160	6,670
11	All other degree/certificate seeking undergraduate students	1,041		
12	Number of students awarded aid		484	465
13	Percentage awarded aid		46	45
14	Total amount of aid awarded		2,367,571	3,689,231
15	Average amount of aid awarded		4,892	7,934
16	All non-degree/non-certificate-seeking undergraduate students	2,272		
17	Number of students awarded aid		0	0
18	Percentage awarded aid		0	0
19	Total amount of aid awarded		0	0
20	Average amount of aid awarded			

Section 1: Cost of Attendance

Data changed on this page cannot be saved and therefore will not be changed in the Prior Year system.

**Cost of attendance for full-time, first-time undergraduate students**

Reporting Reminders:

- These numbers are carried forward from Institutional Characteristics (IC) Survey and should only be changed if an error was made in the reporting.
- Please review the amounts below for accuracy and consistency with your institution's records. These data will be made available to the public on College Navigator. If your institution participates in any Title IV programs (Federal Pell Grant, Federal Direct Loan, etc.), all information must be reported.
- Estimates of expenses for books and supplies, food and housing, and other expenses are those from the **Cost of Attendance report** used by the financial aid office in determining financial need. Please talk to your IC Survey data reporter before changing these numbers to ensure the data is correct.

Charges for full academic year	2020-21	2021-22	2022-23
<b>Published <u>tuition</u> and <u>required fees</u>:</b>			
<u><b>In-district</b></u>			
Tuition	8,098	7,912	8,122
Required fees	525	525	525
Tuition + fees total	8,623	8,437	8,647
<u><b>In-state</b></u>			
Tuition	8,098	7,912	8,122
Required fees	525	525	525
Tuition + fees total	8,623	8,437	8,647
<u><b>Out-of-state</b></u>			
Tuition	14,070	13,600	13,810
Required fees	525	525	575
Tuition + fees total	14,595	14,125	14,385
<b>📘 Books and supplies</b>			
	1,701	1,701	1,389
<u><b>On-campus:</b></u>			
<u>Food and housing</u>	12,923	12,886	12,214
<u>Other expenses</u>	2,066	2,066	<input checked="" type="checkbox"/> 3,012
Food and housing and other expenses	14,989	14,952	15,226
<u><b>Off-campus (not with family):</b></u>			
<u>Food and housing</u>	9,473	9,473	9,568
<u>Other expenses</u>	3,066	3,066	3,012
Food and housing and other expenses	12,539	12,539	12,580
<b>📘 Off-campus (with family):</b>			
<u>Other expenses</u>	3,066	3,066	3,012

Section 1: Part D

**Part D - Enter information about full-time, first-time degree/certificate-seeking undergraduate students paying the lower of in-state or in-district tuition rate who were awarded grant or scholarship aid from the following sources: the federal government, state/local government, or the institution**

Reporting Reminders:

- The information you report in this part will be used in Part F to calculate average institutional net price.
- Do not include students who received HEERF grants only.
- For this part, report:

For These Students	The Following Type(s) of Aid	Awarded in This Period
<ul style="list-style-type: none"> <li>• Full-time, first-time degree/certificate-seeking undergraduate students enrolled in Fall 2022 for the 2022-23 academic year as defined by the institution paying the lower of in-state or in-district tuition rate for public institutions who were awarded grant or scholarship aid from the following sources: the federal government, state/local government, or the institution</li> <li>• Do <b>not</b> include students awarded only grant or scholarship aid from private or other sources, or students awarded only non-grant aid</li> </ul>	<ul style="list-style-type: none"> <li>• Grant or scholarship aid from:                             <ul style="list-style-type: none"> <li>◦ federal government</li> <li>◦ state/local government</li> <li>◦ the institution</li> </ul> </li> <li>• Do <b>not</b> include:                             <ul style="list-style-type: none"> <li>◦ grant or scholarship aid from private or other sources</li> <li>◦ federal student loans</li> <li>◦ parent PLUS loans</li> <li>◦ private loans</li> <li>◦ HEERF grants</li> <li>◦ Federal Work Study amounts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Any time during academic year 2022-23</li> </ul>

In the fields below, report the number of full-time, first-time degree/certificate-seeking undergraduate students paying the lower of in-state or in-district tuition rate awarded grant or scholarship aid from the following sources: the federal government, state/local government, or the institution with each type of living arrangement and the total amount of grant or scholarship aid from the federal government, state/local government, or the institution awarded to these students. Do not include HEERF grants.

Information from Part A:		YOUR PRIOR YEAR DATA 2020-21	YOUR PRIOR YEAR DATA 2021-22	YOUR CURRENT YEAR DATA 2022-23
01	Full-time, first-time degree/certificate-seeking undergraduate students paying the lower of in-state or in-district tuition rate for public institutions who were awarded grant or scholarship aid from the following sources: the federal government, state/local government, or the institution (This number is carried forward from Part A, Line 08)	176	199	211
Report the number of these students from Part A, Line 08 with the following living arrangements:		YOUR PRIOR YEAR DATA	YOUR PRIOR YEAR DATA	YOUR CURRENT YEAR DATA
		2020-21	2021-22	2022-23
02	<u>On-campus</u>	60	66	<input type="text" value="65"/>
03	<u>Off-campus (with family).</u>	86	92	<input type="text" value="101"/>
04	<u>Off-campus (not with family).</u>	30	<input checked="" type="checkbox"/> 41	<input type="text" value="45"/>
05	Unknown (calculated) This value is calculated using the following formula: Line 01 - (Line 02 +Line 03 +Line 04)	0	0	0
06	<b>Report the total amount of grant or scholarship aid from the federal government, state/local government, or the institution awarded to these students. Do not include HEERF grants.</b>	1,439,749	1,475,378	<input type="text" value="1,682,230"/>
07	Average grant or scholarship aid from the federal government, state/local government, or the institution awarded to full-time, first-time degree/certificate undergraduate students (calculated value). This value is calculated using the following formula: Line 06/Line 01	8,180	7,414	7,973

 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).

Non-applicable ▼

Section 1: Part E

**Part E – Enter Information about full-time, first-time degree/certificate-seeking undergraduate students paying the lower of in-state or in-district tuition rate awarded any Title IV federal student aid, including federal grants or federal student loans.**

Reporting Reminders:

- The information you report in this part will be used in Part G to calculate average institutional net price by income level.
- Do not include students who received HEERF grants only.
- For this part, report:

For These Students	The Following Type(s) of Aid	Awarded in This Period
<ul style="list-style-type: none"> <li>• Full-time, first-time degree/certificate-seeking undergraduate students enrolled Fall 2022 for the 2022-23 academic year as defined by the institution paying the lower of in-state or in-district tuition rate for public institutions who were awarded any Title IV federal student aid</li> </ul>	<ul style="list-style-type: none"> <li>• Grant or scholarship aid from:                             <ul style="list-style-type: none"> <li>◦ federal government</li> <li>◦ state/local government</li> <li>◦ the institution</li> </ul> </li> <li>• Do <b>not</b> include:                             <ul style="list-style-type: none"> <li>◦ grant or scholarship aid from private or other sources</li> <li>◦ federal student loans</li> <li>◦ parent PLUS loans</li> <li>◦ private loans</li> <li>◦ HEERF grants</li> <li>◦ Federal Work Study amounts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Any time during academic year 2022-23</li> </ul>

- In the fields below, report the number of full-time, first-time degree/certificate-seeking undergraduate students awarded any Title IV students with each type of living arrangement and the total amount of grant or scholarship aid from the federal government, state/local government, or the institution awarded to these students by income level.

Information from Part A:		2020-21	2021-22	2022-23
01	Full-time, first-time degree/certificate-seeking undergraduate students paying the lower of in-state or in-district tuition rate for public institutions who were awarded any Title IV federal student aid (This number is carried forward from Part A, Line 09) Report the number of these students with the following living arrangements:	137	166	131
Report the number of these students from Part A, Line 09 with the following living arrangements:		YOUR PRIOR YEAR DATA	YOUR PRIOR YEAR DATA	YOUR CURRENT YEAR DATA
		2020-21	2021-22	2022-23
02	<u>On-campus</u>	51	54	<input type="text" value="43"/>
03	<u>Off-campus (with family)</u>	62	75 <input checked="" type="checkbox"/>	<input type="text" value="49"/>
04	<u>Off-campus (not with family)</u>	24	<input checked="" type="checkbox"/> 37	<input type="text" value="39"/>
05	Unknown (calculated) This value is calculated using the formula: [Line 01 - (Line 02 +Line 03 + Line 04)]	0	0	0

Full-Time, First-Time Degree/Certificate Undergraduates Awarded Title IV Aid				
2020-21				
	Number of students awarded any Title IV aid	Of those in Column 1, the <b>number</b> awarded any grant or scholarship aid from the following sources: the federal government, state/local government, or the institution	For those in Column 1, the <b>total amount</b> of grant or scholarship aid awarded from the following sources: the federal government, state/local government, or the institution	<b>i</b> Average amount of federal, state/local, and institutional grant or scholarship aid awarded to students in Column 1
Income level	Col. 1	Col. 2	Col. 3	Col. 4
01	\$0-30,000	47	47	287,287
02	\$30,001-48,000	26	26	125,255
03	\$48,001-75,000	19	13	29,499
04	\$75,001-110,000	25	0	0
05	\$110,001 and more	20	0	0
06	Total all income levels	137	86	442,041

2021-22				
	Number of students awarded any Title IV aid	Of those in Column 1, the <b>number</b> awarded any grant or scholarship aid from the following sources: the federal government, state/local government, or the institution	For those in Column 1, the <b>total amount</b> of grant or scholarship aid awarded from the following sources: the federal government, state/local government, or the institution	<b>i</b> Average amount of federal, state/local, and institutional grant or scholarship aid awarded to students in Column 1

Income level		Col. 1	Col. 2	Col. 3	Col. 4
01	\$0-30,000	59	59	584,594	9,908
02	\$30,001-48,000	28	28	246,021	8,786
03	\$48,001-75,000	33	32	219,484	6,651
04	\$75,001-110,000	28	25	113,232	4,044
05	\$110,001 and more	18	12	63,550	3,531
06	Total all income levels	166	<input checked="" type="checkbox"/> 156	<input checked="" type="checkbox"/> 1,226,881	7,391

2022-23

Income level		Number of students awarded any Title IV aid	Of those in Column 1, the <b>number</b> awarded any grant or scholarship aid from the following sources: the federal government, state/local government, or the institution	For those in Column 1, the <b>total amount</b> of grant or scholarship aid awarded from the following sources: the federal government, state/local government, or the institution	<b>i</b> Average amount of federal, state/local, and institutional grant or scholarship aid awarded to students in Column 1
Income level		Col. 1	Col. 2	Col. 3	Col. 4
01	\$0-30,000	80	80	875,529	10,944
02	\$30,001-48,000	24	24	198,084	8,254
03	\$48,001-75,000	22	22	167,701	7,623
04	\$75,001-110,000	5	5	31,366	6,273
05	\$110,001 and more	0	0	0	
06	Total all income levels	131	131	1,272,680	9,715

 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).

Non-applicable ▼

Section 1: Part F

**Part F – Net Price Calculation for Full-time, first-time degree/certificate-seeking undergraduate students awarded grant or scholarship aid from the federal government, state/local government, or the institution**

Note:

- The following net price calculation is based on information that your institution reported in the Institutional Characteristics and Student Financial Aid components. For more information about the data your institution reported in the Institutional Characteristics component, please contact your institution's IPEDS Keyholder.

Cost of attendance components		YOUR PRIOR YEAR DATA	YOUR PRIOR YEAR DATA	YOUR CURRENT YEAR DATA
		2020-21	2021-22	2022-23
01	Published <u>tuition</u> and <u>required fees</u> (lower of in-state or in-district tuition rate for public institutions)	8,623	8,437	8,647
02	<u>Books and supplies</u>	1,701	1,701	1,389
03	<u>Food</u> and <u>housing</u> and <u>other expenses</u> by living arrangement			
	03a <u>On-campus</u>	14,989	14,952	15,226
	03b <u>Off-campus (with family)</u>	3,066	3,066	3,012
	03c <u>Off-campus (not with family)</u>	12,539	12,539	12,580
04	Number of these students by living arrangement	YOUR PRIOR YEAR DATA	YOUR PRIOR YEAR DATA	YOUR CURRENT YEAR DATA
		2020-21	2021-22	2022-23
	04a <u>On-campus</u>	60	66	65
	04b <u>Off-campus (with family)</u>	86	92	101
	04c <u>Off-campus (not with family)</u>	30	41	45
	04d Unknown	0	0	0
05	Weighted average for food and housing and other expenses by number of students for each living arrangement (excluding unknown values) See instructions for the formula for this calculation	8,745	8,960	8,815
06	Total cost of attendance This value is calculated using the following formula: [F01+F02+F05]	19,069	19,098	18,851
07	Average amount of grant or scholarship aid awarded to these students from the following sources: the federal government, state/local government, and the institution	8,180	7,414	7,973
08	Average institutional <u>net price</u> for these students This value is calculated using the following formula: [F06-F07]	10,889	11,684	10,878

As required by the *Higher Education Act of 1965, as amended*, these amounts will be posted on the U.S. Department of Education's College Navigator website and used in the U.S. Department of Education's College Affordability and Transparency Lists.

⚙️ 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).

Non-applicable ▼

Section 1: Part G

Part G – Net Price Calculation for Full-time, first-time degree/certificate-seeking undergraduate students awarded any Title IV federal student aid.

Note:

- The following net price calculation is based on information that your institution reported in the Institutional Characteristics and Student Financial Aid components. For more information about the data your institution reported in the Institutional Characteristics survey component, please contact your institution's IPEDS Keyholder.

Cost of attendance of components			YOUR PRIOR YEAR DATA	YOUR PRIOR YEAR DATA	YOUR CURRENT YEAR DATA
			2020-21	2021-22	2022-23
01	Published <u>tuition</u> and <u>required fees</u> (lower of in-state or in-district tuition rate for public institutions)		8,623	8,437	8,647
02	<u>Books and supplies</u>		1,701	1,701	1,389
03	<u>Food and housing and other expenses</u> by living arrangement				
	03a	<u>On-campus</u>	14,989	14,952	15,226
	03b	<u>Off-campus (with family)</u>	3,066	3,066	3,012
	03c	<u>Off-campus (not with family)</u>	12,539	12,539	12,580
04	Number of these students by living arrangement				
	04a	<u>On-campus</u>	51	54	43
	04b	<u>Off-campus (with family)</u>	62	75	49
	04c	<u>Off-campus (not with family)</u>	24	37	39
	04d	Unknown	0	0	0
05	Weighted average for food and housing and other expenses by number of students for each living arrangement (excluding unknown values) See instructions for the formula for this calculation		9,164	9,044	9,870
06	Total cost of attendance by income level This value is calculated using the following formula: [G01+G02+G05]		19,488	19,182	19,906
07	Average amount of grant or scholarship aid awarded to these students from the following sources: the federal government, state/local government, and the institution				
	07a	\$0-30,000	6,112	9,908	10,944
	07b	\$30,001-48,000	4,818	8,786	8,254
	07c	\$48,001-75,000	1,553	6,651	7,623
	07d	\$75,001-110,000	0	4,044	6,273
	07e	\$110,001 and more	0	3,531	
	07f	Total all income levels	3,227	7,391	9,715
08	Average institutional <u>net price</u> for full-time, first-time degree/certificate-seeking undergraduate students (paying the lower of in-state or in-district tuition rate for public institutions) who were awarded any Title IV federal student aid by income level. This value is calculated using the following formula: [G06-G07]				
	08a	\$0-30,000	13,376	9,274	8,962
	08b	\$30,001-48,000	14,670	10,396	11,652
	08c	\$48,001-75,000	17,935	12,531	12,283
	08d	\$75,001-110,000	19,488	15,138	13,633
	08e	\$110,001 and more	19,488	15,651	
	08f	Total all income levels	16,261	11,791	10,191

As required by the *Higher Education Act of 1965, as amended*, these amounts will be posted on the U.S. Department of Education's College Navigator website.

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).

Non-applicable



## Section 2: Military Servicemembers and Veteran's Benefits - Undergraduate and Graduate Students

### Section 2: Military Servicemembers and Veteran's Benefits - Undergraduate and Graduate Students

**Important Note:**

- Report for **Post-9/11 GI Bill Benefits**: July 1, 2022 - June 30, 2023.
- Report for **Department of Defense Tuition Assistance Program**: October 1, 2022 - September 30, 2023

**Reporting Reminders:**

- Report program student counts and disbursed amounts known to the institution for the Veteran's Affairs and Department of Defense programs listed.
- Report unduplicated student counts within a category (e.g., Post 9/11 GI Bill Benefits), however, a student can appear in both categories (i.e., a student can be counted as a Post 9/11 GI Bill Benefits recipient and a Department of Defense Tuition Assistance recipient).
- Student recipients can also include eligible dependents.
- Consult with your campus certifying official, who may not be in the student financial aid office.
- For Post-9/11 GI Bill Benefits, do not include the matching institutional aid provided through the [Yellow Ribbon Program](#) if your school participated.
- Do not leave a cell blank. Enter zero (0) if your institution did not have beneficiaries for the financial assistance program or program level.

Type of benefit/assistance	YOUR CURRENT YEAR DATA			YOUR PRIOR YEAR DATA
	2022-23			2021-22
	Number of students receiving benefits/assistance	Total dollar amount of benefits/assistance disbursed through the institution	Average dollar amount of benefits/assistance disbursed through the institution	Average dollar amount of benefits/assistance disbursed through the institution
	(1)	(2)	(3)	
<b><u>Post-9/11 GI Bill Benefits</u></b>				
Undergraduate students	20	151,906	7,595	5,178
Graduate students	3	17,754	5,918	4,585
<b>Total</b>	<b>23</b>	<b>169,660</b>	<b>7,377</b>	<b>5,097</b>
<b><u>Department of Defense Tuition Assistance Program</u></b>				
Undergraduate students	0	0		
Graduate students	0	0		
<b>Total</b>	<b>0</b>	<b>0</b>		

Prepared by

**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"/>	Finance Contact	<input type="radio"/>	Academic Library Contact
		<input type="radio"/>	HR Contact
		<input type="radio"/>	Other
Name:	<input type="text" value="Rebecca Taylor"/>		
Email:	<input type="text" value="rebecca.taylor@wvstateu.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="2.00"/> 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?  
*Exclude the hours spent collecting data for state and other reporting purposes.*

Staff member	Collecting Data Needed	Revising Data to Match IPEDS Requirements	Entering Data	Revising and Locking Data
Your office	<input type="text"/> hours	<input type="text"/> hours	<input type="text"/> hours	<input type="text"/> hours
Other offices	<input type="text"/> hours	<input type="text"/> hours	<input type="text"/> hours	<input type="text"/> hours

Summary

Student Financial Aid 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](mailto:ipedshelp@rti.org).

GENERAL INFORMATION	
Reporter Type	Academic
Calendar System	Semester
Award Levels Offered	Postsecondary awards, certificates, or diplomas of at least 900 clock hours but less than 1,800 clock hours... Bachelor's degree Master's degree Full-time Undergraduate
Levels of Enrollment Offered	Full-time First-time, degree/certificate-seeking Undergraduate Full-time Graduate (not including doctor's professional) Part-time Undergraduate Part-time First-time, degree/certificate-seeking Undergraduate Part-time Graduate (not including doctor's professional)
System	No system

Financial Aid Information Summary				
		Fall 2022	Academic Year 2022-23	Academic Year 2022-23
		Number of students	Federal Pell grants	Federal Student Loans
01	All degree/certificate seeking undergraduate students	1,362		
02	Number of students awarded aid		639	571
03	Percentage awarded aid		47	42
04	Total amount of aid awarded		3,167,445	4,396,275
05	Average amount of aid awarded		4,957	7,699
06	Full-time, first-time degree/certificate seeking undergraduate students	321		
07	Number of students awarded aid		155	106
08	Percentage awarded aid		48	33
09	Total amount of aid awarded		799,874	707,044
10	Average amount of aid awarded		5,160	6,670
11	All other degree/certificate seeking undergraduate students	1,041		
12	Number of students awarded aid		484	465
13	Percentage awarded aid		46	45
14	Total amount of aid awarded		2,367,571	3,689,231
15	Average amount of aid awarded		4,892	7,934
16	All non-degree/non-certificate-seeking undergraduate students	2,272		
17	Number of students awarded aid		0	0
18	Percentage awarded aid		0	0
19	Total amount of aid awarded		0	0
20	Average amount of aid awarded			

Pricing Information			
Cost of attendance for full-time, first-time undergraduate students			
Charges for full academic year	2020-21	2021-22	2022-23
Published <a href="#">In-state</a> Tuition + fees total	8,623	8,437	8,647

Published <u>Out-of-state</u> Tuition + fees total	14,595	14,125	14,385
<u>Books and supplies</u>	1,701	1,701	1,389
<u>On-campus: Food and housing</u>	12,923	12,886	12,214
<u>On-campus: Other expenses</u>	2,066	2,066	3,012
<u>Off-campus (not with family): Food and housing</u>	9,473	9,473	9,568
<u>Off-campus (not with family): Other expenses</u>	3,066	3,066	3,012
<u>Off-campus (with family): Other expenses</u>	3,066	3,066	3,012

Average Net Price			
	2020-21	2021-22	2022-23
Average institutional net price for Full-time, first-time degree/certificate-seeking undergraduate students paying the lower of in-state or in-district tuition rate for public institutions who were awarded grant or scholarship aid from the federal government, state/local government, or the institution	10,889	11,684	10,878
Average institutional net price for full-time, first-time degree/certificate-seeking undergraduate students paying the lower of in-state or in-district tuition rate for public institutions who were awarded any Title IV federal student aid by income level.			
\$0-30,000	13,376	9,274	8,962
\$30,001-48,000	14,670	10,396	11,652
\$48,001-75,000	17,935	12,531	12,283
\$75,001-110,000	19,488	15,138	13,633
\$110,001 and more	19,488	15,651	
Total all income levels	16,261	11,791	10,191

Military Service Members and Veteran's Benefits		
Type of benefit/assistance	Number of students receiving benefits/assistance	Total dollar amount of benefits/assistance disbursed through the institution
<u>Post-9/11 GI Bill Benefits</u>		
Undergraduate students	20	151,906
Graduate students	3	17,754
Total	23	169,660
<u>Department of Defense Tuition Assistance Program</u>		
Undergraduate students	0	0
Graduate students	0	0
Total	0	0

Edit Report

Student Financial Aid

Source	Description	Severity	Resolved	Options
<b>Screen: Page 2 - Full-time, first-time degree/certificate-seeking undergraduate students</b>				
Screen Entry	The average amount of this type of aid awarded to FTFT Undergraduate students is outside the expected range of between 6,313 and 7,677 when compared with the prior year value. Please check the number of students and the total amount of aid awarded to these students, and correct or explain the discrepant values. (Error #7147)	Explanation	Yes	
Reason	To reduce expenditures and increase income, the institution decreased the availability of institutional aid.			
Screen Entry	The average amount of this type of aid awarded to FTFT Undergraduate students is outside the expected range of between 8,800 and 10,164 when compared with the prior year value. Please check the number of students and the total amount of aid awarded to these students, and correct or explain the discrepant values. (Error #7147)	Explanation	Yes	
Reason	The institutional provided less aid than the previous year.			
Screen Entry	The average amount of this type of aid awarded to FTFT Undergraduate students is outside the expected range of between 9,688 and 11,052 when compared with the prior year value. Please check the number of students and the total amount of aid awarded to these students, and correct or explain the discrepant values. (Error #7147)	Explanation	Yes	
Reason	There is no record of any student in this cohort receiving a private loan.			
Screen Entry	The average amount of this type of aid awarded to FTFT Undergraduate students is outside the expected range of between 6,840 and 8,204 when compared with the prior year value. Please check the number of students and the total amount of aid awarded to these students, and correct or explain the discrepant values. (Error #7147)	Explanation	Yes	
Reason	We had fewer students taking out fewer loans for less money.			
<b>Screen: Cost of Attendance</b>				
Screen Entry	This value is expected to be within 25% of the prior year amount. Please correct your data or explain. (Error #7238)	Explanation	Yes	
Reason	We found it made more sense to house some expenses under other that used to be under food and housing.			
<b>Screen: Full-time, first-time degree/certificate-seeking undergraduate students</b>				
Screen Entry	The number entered is outside the expected range of between 21 and 39 when compared with the prior year value. Please correct your data or explain. (Error #7169) <b>This edit and explanation were retained from the prior year (for reference) and do not need to be re-explained in the current year edit report.</b>	Explanation	Yes	
Reason	Students are electing to live away from away their families at closer to pre-pandemic numbers.			
Screen Entry	The number entered is outside the expected range of between 53 and 97 when compared with the prior year value. Please correct your data or explain. (Error #7169)	Explanation	Yes	
Reason	There are 35 fewer students in the cohort, so numbers will be lower.			
Screen Entry	The number entered is outside the expected range of between 1 and 33 when compared with the prior year value. Please correct your data or explain. (Error #7169) <b>This edit and explanation were retained from the prior year (for reference) and do not need to be re-explained in the current year edit report.</b>	Explanation	Yes	
Reason	The amount of students in group 3 who are living off-campus not with family was larger this year, and we are seeing this repeated in the group 4 cohort.			
Screen Entry	The total amount of grant or scholarship aid awarded to FTFT awarded Title IV Aid students from the federal government, state/local government, or the institution across all income levels is outside the expected range of between 331,531 and 552,551 based on the prior year value. Please correct your data or explain. (Error #7332) <b>This edit and explanation were retained from the prior year (for reference) and do not need to be re-explained in the current year edit report.</b>	Explanation	Yes	
Reason	The total amount is outside the expected range as only Pell recipients were included in this group last year, so including all of Group 4 students who received grant or scholarship aid from the federal government, state/local government, or the institution, dramatically increased the amount of aid awarded.			
Screen Entry	The total number of FTFT awarded Title IV Aid students who were awarded any grant or scholarship aid from the federal government, state/local government, or the institution across all income levels is outside of the expected range of between 48 and 124 based on the prior year value. Please correct your data or explain.	Explanation	Yes	

	(Error #7334) This edit and explanation were retained from the prior year (for reference) and do not need to be re-explained in the current year edit report.			
Reason	156 of students in group 4 were awarded grant or scholarship aid from the federal government, state government or the institution. This number is outside of the expected range as only Pell recipients were included in this group last year.			

## Graduation Rates 2023-24

Institution: West Virginia State University (237899)

User ID: P2378991

### Overview

#### Graduation Rates Overview

Welcome to the IPEDS Graduation Rates (GR) survey component. The GR component collects data on the cohort of full-time, first-time degree/certificate-seeking undergraduate students and tracks their completion status at 150% of the normal time to complete all requirements of their program of study. This information is collected to assist institutions in complying with the requirements of the Student Right-to-Know Act.

#### 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.
- Once a student is in the cohort, they remain in the cohort, even if their status changes to part-time or they drop out or transfer out of the institution. However, adjustments can be made to the cohort for allowable exclusions, which include the death of a student, total and permanent disability, military deployment, or service on an official church mission or with a foreign aid service of the Federal government.



- When reporting award levels for sub-baccalaureate certificates, determine program length by the number of credit or clock hours.

#### Changes to reporting for 2023-24:

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
- Revised survey materials related to Gender Unknown or Another Gender reporting, including non-reporting for small cell size
- Revised FAQ with an additional note about verification of F-1 visa status for undocumented and DACA students
- Added FAQ regarding consistent reporting of awards in GR with those reported in the IPEDS Completions survey
- Added FAQ regarding including incarcerated students in reporting
- Revised FAQ regarding experimental site participants

#### Resources:

- The survey materials package for this component can be downloaded using the following link: [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**.

### Section I - Establishing cohorts

#### Establishing cohorts

Based on your institution's response to the predominant calendar system question (B3) on the Institutional Characteristics Header survey component from the IPEDS Fall 2023 data collection,

your institution must report graduation rates data using a :

Fall Cohort

A fall cohort is used by institutions with standard academic terms (semester, trimester, quarter, 4-1-4). A full-year cohort is used by institutions offering primarily occupational/vocational programs and operating on a continuous basis.

Reporting Reminder:

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

NOTE: Reporting using the new race/ethnicity categories is now mandatory. On this screen you will need to revise your preloaded 2017 cohort of full-time, first-time degree/certificate-seeking undergraduate students to the new race/ethnicity categories (if applicable). For information and assistance with this, please visit the [IPEDS Race/Ethnicity Information Center](#).

#### Men

Screen 1 of 2	Cohort year 2017	
	<u>Initial cohort</u>	<u>Revised cohort</u> (Column 01)
<u>U.S. Nonresident</u>	5	<input type="text"/>
<u>Hispanic/Latino</u>	1	<input type="text" value="2"/>
<u>American Indian or Alaska Native</u>	1	<input type="text" value="1"/>
<u>Asian</u>	0	<input type="text" value="4"/>
<u>Black or African American</u>	46	<input type="text" value="46"/>
<u>Native Hawaiian or Other Pacific Islander</u>	0	<input type="text"/>
<u>White</u>	126	<input type="text" value="124"/>
Two or more races	10	<input type="text" value="12"/>
<u>Race and ethnicity unknown</u>	4	<input type="text" value="2"/>
<b>Total men</b>	<b>193</b>	<b>191</b>

#### Women

Screen 1 of 2	Cohort year 2017	
	<u>Initial cohort</u>	<u>Revised cohort</u> (Column 01)
<u>U.S. Nonresident</u>	7	<input type="text"/>
<u>Hispanic/Latino</u>	4	<input type="text" value="7"/>
<u>American Indian or Alaska Native</u>	2	<input type="text" value="2"/>
<u>Asian</u>	0	<input type="text" value="2"/>
<u>Black or African American</u>	38	<input type="text" value="38"/>
<u>Native Hawaiian or Other Pacific Islander</u>	0	<input type="text"/>
<u>White</u>	122	<input type="text" value="118"/>
Two or more races	11	<input type="text" value="10"/>
<u>Race and ethnicity unknown</u>	8	<input type="text" value="5"/>
<b>Total women</b>	<b>192</b>	<b>182</b>
<b>Total men + women</b>	<b>385</b>	<b>373</b>

Section I - Establishing cohorts

- Incoming students seeking a bachelor's degree should be reported in Column 02. Column 03 will then be generated for you. Column 03 is meant to include any full-time, first-time entering students who were seeking a degree or certificate other than a bachelor's degree, such as an associate's degree or undergraduate certificate.
- If you have no changes to the preloaded data on this screen, click the "Save and Next" button to generate additional screens for reporting completers and transfers/exclusions.

**Establishing cohorts**

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

**Men**

Screen 2 of 2	Cohort year 2017		
	Cohort	<u>Bachelor's or equivalent degree-seeking subcohort</u>	<u>Other degree/certificate-seeking subcohort</u> (Cohort minus Bachelor's or equivalent degree-seeking subcohort)
	(Column 01)	(Column 02)	(Column 03)
<u>U.S. Nonresident</u>		<input type="text"/>	0
<u>Hispanic/Latino</u>	2	<input type="text" value="2"/>	0
<u>American Indian or Alaska Native</u>	1	<input type="text" value="1"/>	0
<u>Asian</u>	4	<input type="text" value="4"/>	0
<u>Black or African American</u>	46	<input type="text" value="46"/>	0
<u>Native Hawaiian or Other Pacific Islander</u>		<input type="text"/>	0
<u>White</u>	124	<input type="text" value="124"/>	0
Two or more races	12	<input type="text" value="12"/>	0
<u>Race and ethnicity unknown</u>	2	<input type="text" value="2"/>	0
<b>Total men</b>	<b>191</b>	<b>191</b>	<b>0</b>

**Women**

Screen 2 of 2	Cohort year 2017		
	Cohort	<u>Bachelor's or equivalent degree-seeking subcohort</u>	<u>Other degree/certificate-seeking subcohort</u> (Cohort minus Bachelor's or equivalent degree-seeking subcohort)
	(Column 01)	(Column 02)	(Column 03)
<u>U.S. Nonresident</u>		<input type="text"/>	0
<u>Hispanic/Latino</u>	7	<input type="text" value="7"/>	0
<u>American Indian or Alaska Native</u>	2	<input type="text" value="2"/>	0
<u>Asian</u>	2	<input type="text" value="2"/>	0
<u>Black or African American</u>	38	<input type="text" value="38"/>	0
<u>Native Hawaiian or Other Pacific Islander</u>		<input type="text"/>	0
<u>White</u>	118	<input type="text" value="118"/>	0
Two or more races	10	<input type="text" value="10"/>	0
<u>Race and ethnicity unknown</u>	5	<input type="text" value="5"/>	0
<b>Total women</b>	<b>182</b>	<b>182</b>	<b>0</b>
<b>Total men + women</b>	<b>373</b>	<b>373</b>	<input checked="" type="checkbox"/> <b>0</b>

Section I - Establishing cohorts - Gender Unknown or Another Gender than Provided Categories

Section I - Establishing cohorts - 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 method commonly used by institutions is to allocate these students to the binary categories required in other parts of the form using the proportion of men to women reported.

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'.

- 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 in the revised cohort, 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?

Undergraduate Students	Number of students	
	Current Year	Prior year
<b>Grand total</b>	<b>373</b>	<b>398</b>
Gender unknown (i.e., gender information is not known or not collected).	0	0
<b>Another gender</b> (i.e., gender information is known but does not fall into either of the mutually exclusive binary categories provided [Men/Women]).	[ ]	
<b>Total of Gender unknown + Another gender</b>	<b>0</b>	<b>0</b>
<b>Total of Students for whom gender is known and falls into one of the mutually exclusive binary categories provided [Men/Women]</b>	<b>373</b>	<b>398</b>

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

Section II - Bachelor's or equivalent degree-seeking subcohort - Completers within 150%

- In the columns below, report the status of the bachelor's degree-seeking subcohort of students listed in Column 10.
- Of the students in Column 10, those who attained a degree or certificate OTHER THAN A BACHELOR'S DEGREE within 150% of the normal time to complete the program as of August 31, 2023 should be reported in either Column 11 or 12, depending on the length of the program completed.
- Of the students in Column 10, those who attained a bachelor's degree or equivalent within 150% of normal time should be reported in Column 18.

**Subcohort of full-time, first-time students seeking a bachelor's or equivalent degree**

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

**Men**

Screen 1 of 4	Cohort year 2017				
	Bachelor's or equivalent degree-seeking subcohort (Column 10)	Subcohort students who completed their program within 150% of normal time to completion			Total completers within 150% (Column 29)
		Completers of programs of less than 2 academic yrs (or equivalent) (Column 11)	Completers of programs of at least 2 but less than 4 academic yrs (or equivalent) (Column 12)	Completers of bachelor's or equivalent degrees (Column 18)	
U.S. Nonresident		<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Hispanic/Latino	2	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
American Indian or Alaska Native	1	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Asian	4	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	1
Black or African American	46	<input type="text"/>	<input type="text"/>	<input type="text" value="7"/>	7
Native Hawaiian or Other Pacific Islander		<input type="text"/>	<input type="text"/>	<input type="text"/>	0
White	124	<input type="text"/>	<input type="text"/>	<input type="text" value="40"/>	40
Two or more races	12	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	3
Race and ethnicity unknown	2	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<b>Total men</b>	<b>191</b>	<b>0</b>	<b>0</b>	<b>51</b>	<b>51</b>

**Women**

Screen 1 of 4	Cohort year 2017				
	Bachelor's or equivalent degree-seeking subcohort (Column 10)	Subcohort students who completed their program within 150% of normal time to completion			Total completers within 150% (Column 29)
		Completers of programs of less than 2 academic yrs (or equivalent) (Column 11)	Completers of programs of at least 2 but less than 4 academic yrs (or equivalent) (Column 12)	Completers of bachelor's or equivalent degrees (Column 18)	
U.S. Nonresident		<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Hispanic/Latino	7	<input type="text"/>	<input type="text"/>	<input type="text" value="4"/>	4
American Indian or Alaska Native	2	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	1
Asian	2	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	1
Black or African American	38	<input type="text"/>	<input type="text"/>	<input type="text" value="15"/>	15
Native Hawaiian or Other Pacific Islander		<input type="text"/>	<input type="text"/>	<input type="text"/>	0
White	118	<input type="text"/>	<input type="text"/>	<input type="text" value="47"/>	47
Two or more races	10	<input type="text"/>	<input type="text"/>	<input type="text" value="5"/>	5
Race and ethnicity unknown	5	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	1
<b>Total women</b>	<b>182</b>	<b>0</b>	<b>0</b>	<b>74</b>	<b>74</b>
<b>Total men + women</b>	<b>373</b>	<b>0</b>	<b>0</b>	<b>125</b>	<b>125</b>

### Section II - Bachelor's completers by length of time to degree

Those students in the bachelor's or equivalent degree-seeking subcohort who attained a bachelor's degree or equivalent within 150% of normal time to completion, as reported on the previous screen, are listed in Column 18. In Column 19, report the number of these students who earned a bachelor's degree in 4 years. In Column 20, report the number of these students who earned a bachelor's degree in 5 years. Column 21 will be calculated for you.

#### Subcohort of full-time, first-time students seeking a bachelor's or equivalent degree

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

#### Men

Screen 2 of 4	Cohort year 2017				
	Bachelor's or equivalent degree-seeking subcohort	Completed bachelor's degree or equivalent within 150%	Subcohort students who attained a <u>bachelor's degree</u> or equivalent		
			Completed the program in 4 yrs or less	Completed the program in 5 yrs	Completed the program in 6 yrs
(Column 10)	(Column 18)	(Column 19)	(Column 20)	(Column 21)	
<u>U.S. Nonresident</u>			<input type="text"/>	<input type="text"/>	0
<u>Hispanic/Latino</u>	2		<input type="text"/>	<input type="text"/>	0
<u>American Indian or Alaska Native</u>	1		<input type="text"/>	<input type="text"/>	0
<u>Asian</u>	4	1	<input type="text"/>	<input type="text" value="1"/>	0
<u>Black or African American</u>	46	7	<input type="text" value="4"/>	<input type="text" value="3"/>	0
<u>Native Hawaiian or Other Pacific Islander</u>			<input type="text"/>	<input type="text"/>	0
<u>White</u>	124	40	<input type="text" value="26"/>	<input type="text" value="11"/>	3
Two or more races	12	3	<input type="text" value="2"/>	<input type="text" value="1"/>	0
<u>Race and ethnicity unknown</u>	2		<input type="text"/>	<input type="text"/>	0
<b>Total men</b>	<b>191</b>	<b>51</b>	<b>32</b>	<b>16</b>	<b>3</b>

#### Women

Screen 2 of 4	Cohort year 2017				
	Bachelor's or equivalent degree-seeking subcohort	Completed bachelor's degree or equivalent within 150%	Subcohort students who attained a <u>bachelor's degree</u> or equivalent		
			Completed the program in 4 yrs or less	Completed the program in 5 yrs	Completed the program in 6 yrs
(Column 10)	(Column 18)	(Column 19)	(Column 20)	(Column 21)	
<u>U.S. Nonresident</u>			<input type="text"/>	<input type="text"/>	0
<u>Hispanic/Latino</u>	7	4	<input type="text" value="3"/>	<input type="text"/>	1
<u>American Indian or Alaska Native</u>	2	1	<input type="text"/>	<input type="text" value="1"/>	0
<u>Asian</u>	2	1	<input type="text" value="1"/>	<input type="text"/>	0
<u>Black or African American</u>	38	15	<input type="text" value="14"/>	<input type="text" value="1"/>	0
<u>Native Hawaiian or Other Pacific Islander</u>			<input type="text"/>	<input type="text"/>	0
<u>White</u>	118	47	<input type="text" value="38"/>	<input type="text" value="6"/>	3
Two or more races	10	5	<input type="text" value="4"/>	<input type="text" value="1"/>	0
<u>Race and ethnicity unknown</u>	5	1	<input type="text" value="1"/>	<input type="text"/>	0
<b>Total women</b>	<b>182</b>	<b>74</b>	<b>61</b>	<b>9</b>	<b>4</b>
<b>Total men + women</b>	<b>373</b>	<b>125</b>	<b>93</b>	<b>25</b>	<b>7</b>

Section II - Bachelor's or equivalent degree-seeking subcohort - Transfers/exclusions

- In the columns below, report the status of those students in the **BACHELOR'S OR EQUIVALENT DEGREE-SEEKING SUBCOHORT**, listed in Column 10 who did not complete a program within 150% of **normal time to completion**.
- Report **transfers-out** who did not complete a program in Column 30. If the mission of your institution includes providing substantial preparation for students to enroll in another eligible institution WITHOUT having completed a program, you must report transfer-out data in Column 30. A school is required to report only on those students that the school knows have transferred to another eligible institution. A school must document that the student actually transferred. If it is not part of your mission, you may report transfer-out data if you wish.
- Report eligible **exclusions** from the subcohort in Column 45. The ONLY allowable categories for this column are:  
 Students who died or became totally and permanently disabled  
 Students who left school to serve in the armed forces (or have been called up to active duty)  
 Students who left school to serve with a foreign aid service of the Federal Government  
 Students who left school to serve on an official church mission
- Column 52 [No longer enrolled] will be calculated for you. This includes students who have dropped out as well as those who completed in greater than 150% of normal time.
- If you do not have any values to report in either Column 30, 45, or 51, you must enter at least one zero in a field on this screen to continue.

**Subcohort of full-time, first-time students seeking a bachelor's or equivalent degree**

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

**Men**

Screen 3 of 4	Cohort year 2017					
	<u>Bachelor's or equivalent degree-seeking subcohort</u>	<u>Total completers within 150%</u>	<u>Total transfer-out students</u>	<u>Total exclusions</u>	<u>Still enrolled</u>	<u>No longer enrolled</u>
	(Column 10)	(Column 29)	(Column 30)	(Column 45)	(Column 51)	(Column 52)
<u>U.S. Nonresident</u>		0	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Hispanic/Latino</u>	2	0	<input type="text"/>	<input type="text"/>	<input type="text"/>	2
<u>American Indian or Alaska Native</u>	1	0	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	0
<u>Asian</u>	4	1	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	2
<u>Black or African American</u>	46	7	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	37
<u>Native Hawaiian or Other Pacific Islander</u>		0	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>White</u>	124	40	<input type="text" value="16"/>	<input type="text"/>	<input type="text" value="1"/>	67
Two or more races	12	3	<input type="text" value="3"/>	<input type="text"/>	<input type="text"/>	6
<u>Race and ethnicity unknown</u>	2	0	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	1
<b>Total men</b>	<b>191</b>	<b>51</b>	<b>23</b>	<b>0</b>	<b>2</b>	<b>115</b>

**Women**

Screen 3 of 4	Cohort year 2017					
	<u>Bachelor's or equivalent degree-seeking subcohort</u>	<u>Total completers within 150%</u>	<u>Total transfer-out students</u>	<u>Total exclusions</u>	<u>Still enrolled</u>	<u>No longer enrolled</u>
	(Column 10)	(Column 29)	(Column 30)	(Column 45)	(Column 51)	(Column 52)
<u>U.S. Nonresident</u>		0	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Hispanic/Latino</u>	7	4	<input type="text"/>	<input type="text"/>	<input type="text"/>	3
<u>American Indian or Alaska Native</u>	2	1	<input type="text"/>	<input type="text"/>	<input type="text"/>	1
<u>Asian</u>	2	1	<input type="text"/>	<input type="text"/>	<input type="text"/>	1
<u>Black or African American</u>	38	15	<input type="text" value="5"/>	<input type="text"/>	<input type="text"/>	18
<u>Native Hawaiian or Other Pacific Islander</u>		0	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>White</u>	118	47	<input type="text" value="19"/>	<input type="text"/>	<input type="text" value="1"/>	51
Two or more races	10	5	<input type="text"/>	<input type="text"/>	<input type="text"/>	5
<u>Race and ethnicity unknown</u>	5	1	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	3
<b>Total women</b>	<b>182</b>	<b>74</b>	<b>25</b>	<b>0</b>	<b>1</b>	<b>82</b>

<b>Total men + women</b>	<b>373</b>	<b>125</b>	<b>48</b>	<b>0</b>	<b>3</b>	<b>197</b>
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Section II - Bachelor’s or equivalent degree-seeking cohort - Pell recipients and recipients of a subsidized Direct Loan who did not receive a Pell Grant

For each subcohort, report the number of students in the cohort, total exclusions for the cohort, the number of students that completed a bachelor’s or equivalent degree within 150% of normal time to completion, and the total completers within 150%.

- Recipients of a Pell Grant and Recipients of a Direct Subsidized Loan that did not receive a Pell Grant are **mutually exclusive**, that is, if a student is in one cohort, they cannot be in the other cohort.
  - The total of these 2 subcohorts must be less than the Bachelor’s or equivalent degree-seeking cohort

Subcohort of **full-time, first-time** students seeking a bachelor’s or equivalent degree

Screen 4 of 4		Cohort year 2017			
		Number of students in cohort	Total <u>exclusions</u>	<u>Completed bachelor's degree or equivalent within 150%</u>	Total <u>completers within 150%</u>
		(Column 10)	(Column 45)	(Column 18)	(Column 29)
<u>Bachelor's or equivalent degree-seeking cohort</u>		373	0	125	125
Recipients of a Pell Grant (within entering year)	<input type="text" value="211"/>	<input type="text" value="0"/>	<input type="text" value="56"/>	<input type="text" value="56"/>	
Recipients of a Direct Subsidized Loan (within entering year) that did not receive a Pell Grant	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	
Did not receive either a Pell Grant or Direct Subsidized Loan (within entering year)	162	0	69	69	

### Graduation and transfer-out rates

#### Calculation of graduation and transfer-out rates

Screen 1 of 2	Cohort year 2017	
	Graduation rate	Transfer-out rate
Overall Rates (will be displayed on College Navigator)	34	13
Men	27	12
Women	41	14

#### Graduation rates displayed below in bold italics will be displayed on College Navigator

Graduation rates for students pursuing bachelor's or equivalent degrees			
	4 year graduation rate	5 year graduation rate	6 year graduation rate
Men	17	25	<b>27</b>
Women	34	38	<b>41</b>
<b>Total (men and women)</b>	<b>25</b>	<b>32</b>	<b>34</b>
<u>U.S. Nonresident</u>			
<u>Hispanic/Latino</u>	33	33	<b>44</b>
<u>American Indian or Alaska Native</u>	0	33	<b>33</b>
<u>Asian</u>	17	33	<b>33</b>
<u>Black or African American</u>	21	26	<b>26</b>
<u>Native Hawaiian or Other Pacific Islander</u>			
<u>White</u>	26	33	<b>36</b>
<u>Two or more races</u>	27	36	<b>36</b>
<u>Race and ethnicity unknown</u>	14	14	<b>14</b>

#### Do you wish to provide additional context notes?

No
  Yes

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).

4-year average rates

4-year average rates

Screen 2 of 2

**Men**

	2014	2015	2016	2017	4-year Total
Adjusted cohort	196	179	215	191	<b>781</b>
Total completers within 150%	60	46	67	51	<b>224</b>
Total transfer-out students	33	32	42	23	<b>130</b>

**Women**

	2014	2015	2016	2017	4-year Total
Adjusted cohort	196	172	183	182	<b>733</b>
Total completers within 150%	58	58	74	74	<b>264</b>
Total transfer-out students	33	38	26	25	<b>122</b>

**Total (men and women)**

	2014	2015	2016	2017	4-year Total
Adjusted cohort	392	351	398	373	<b>1,514</b>
Total completers within 150%	118	104	141	125	<b>488</b>
Total transfer-out students	66	70	68	48	<b>252</b>
4-year average Student Right-to-Know completion or graduation rate calculation (Total Completers within 150% / Adjusted Cohort)					<b>32</b>
4-year average Student Right-to-Know transfer-out rate calculation (Total Transfer-out Students / Adjusted Cohort)					<b>17</b>

Prepared by

**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="Archit Agarwal"/>				
Email:	<input type="text" value="archit.agarwal@wvstateu.edu"/>				

How many staff from your institution only were involved in the data collection and reporting process of this survey component?

<input type="text"/>	Number of Staff (including yourself)
----------------------	--------------------------------------

How many hours did you and others from your institution only spend on each of the steps below when responding to this survey component?  
*Exclude the hours spent collecting data for state and other reporting purposes.*

Staff member	Collecting Data Needed	Revising Data to Match IPEDS Requirements	Entering Data	Revising and Locking Data
Your office	<input type="text"/> hours	<input type="text"/> hours	<input type="text"/> hours	<input type="text"/> hours
Other offices	<input type="text"/> hours	<input type="text"/> hours	<input type="text"/> hours	<input type="text"/> hours

## Summary

### Graduation Rate 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](mailto:ipedshelp@rti.org).

Overall Graduation Rate	
Graduation Rate (%)	34
Total number of students in the Adjusted Cohort	373
Total number of completers within 150% of normal time	125

Overall Transfer-out Rate	
Transfer-out Rate (%)	13
Total number of students in the Adjusted Cohort	373
Total number of transfers-out within 150% of normal time	48

Graduation Rate for students pursuing Bachelor's Degrees	
Graduation Rate for Bachelor's Cohort (%)	34
Total number of students in the Adjusted Cohort	373
Total number of bachelor's degree completers within 150% of normal time	125

Edit Report

Graduation Rates

Source	Description	Severity	Resolved	Options
<b>Screen: Cohort, part 2</b>				
Perform Edits	Your institution indicated that it offered other undergraduate degrees or certificates besides a bachelor's or equivalent degree in the IC Header survey, but you did not report an Other degree/certificate-seeking subcohort in Section I of this survey. Please correct your data or explain. (Error #4210)	Explanation	Yes	
Reason	There were no students that enrolled in this cohort seeking something other than a bachelor's degree. (PK)			
Related Screens	Cohort, part 2			

Graduation Rates 200 2023-24

Institution: West Virginia State University (237899)

User ID: P2378991

Overview

**Graduation Rates 200 Overview**

Welcome to the IPEDS Graduation Rates 200 (GR200) survey component. The GR200 component is a further extension of the traditional Graduation Rates (GR) component which carries forward 100% and 150% graduation rates data previously reported in the GR component and requests information on any additional completers and exclusions from the cohort between 151% and 200% of normal time for students to complete all requirements of their program of study. This information is collected to assist institutions with complying with the requirements of the Higher Education Act, as amended.

**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.
- The reporting of data for the 200% completion period is not cumulative. Respondents are ONLY asked to report data for the time period between 151% and 200% of normal time to completion.
- When reporting award levels for sub-baccalaureate certificates, determine program length by the number of credit or clock hours.

**Changes to reporting for 2023-24:**

- Rephrased "remedial education" terminology in survey materials to "developmental education," including Glossary terms

**Resources:**

- The survey materials package for this component can be downloaded using the following link: [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**.

### Screening Question

Your institution reported to the GR survey component as having the following number of students who did not complete, but were still enrolled at your institution:

11

**Do you have students to report who, 1) received an award between 151% and 200% of the normal time to complete OR are still enrolled as of 200% of normal time?**

- No
- Yes

**Completers within 200%**

**For 4-year institutions, report on the 2015 cohort of full-time, first-time bachelor's or equivalent degree-seeking students.**

Information for this cohort was originally reported by your institution in the 2021-22 IPEDS Graduation Rates survey component. The data on lines 1-5 are preloaded based on the information provided.

			Graduation rates
1	<u>Revised cohort</u>	351	
2	<u>Exclusions</u> within 150%	0	
3	<u>Adjusted cohort</u> 150%	351	
4	Number of students in the cohort who completed a <u>bachelor's degree</u> within 100% of <u>normal time to completion</u>	62	18
5	Number of students in the cohort who completed a <u>bachelor's degree</u> within 150% of <u>normal time to completion</u>	104	30
6	Additional <u>exclusions</u> (between 151% and 200% of normal time)	<input type="text"/>	
7	<u>Adjusted cohort</u> 200% (line 3 - line 6)	351	
8	Number of students in the cohort who completed a <u>bachelor's degree</u> between 151% and 200% of <u>normal time to completion</u>	<input type="text" value="8"/>	
9	Still enrolled as of 200% of <u>normal time to completion</u>	<input type="text" value="2"/>	
10	<b>Total completers within 200% of normal time (line 5 + line 8)</b>	<b>112</b>	<b>32</b>

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

Prepared by

**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"/>	Finance Contact	<input type="radio"/>	Academic Library Contact
		<input type="radio"/>	HR Contact
		<input type="radio"/>	Other
Name:	<input type="text" value="Archit Agarwal"/>		
Email:	<input type="text" value="archit.agarwal@wvstateu.edu"/>		

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

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

## Summary

### Graduation Rate 200% 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](mailto:ipedshelp@rti.org).

Bachelor's degree graduation rates within 4 years, 6 years, and 8 years – Cohort year 2015	
4-year graduation rate (%)	18
6-year graduation rate (%)	30
8-year graduation rate (%)	32

Edit Report

Graduation Rates 200

**There are no errors for the selected survey and institution.**

## Admissions 2023-24

Institution: West Virginia State University (237899)

User ID: P2378991

### Overview

#### Admissions Overview

Welcome to the IPEDS Admissions (ADM) survey component. The primary purpose of ADM is to collect basic information about the undergraduate selection process for entering first-time, degree/certificate-seeking students in the fall term. This includes information about admissions considerations, admissions yields, and SAT and ACT test scores (if test scores are used in admissions decisions). The ADM survey component is collected only from institutions that do not have an open admissions policy for entering first-time students, which is captured on the IC Header survey component.

#### 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.
- Institutions that have scores based on the old (2016) SAT score range should convert scores using the [College Board concordance tables](#).
- Institutions operating on a traditional academic year calendar (semester, trimester, quarter, or 4-1-4) report admissions as of the institution's official fall reporting date or October 15. Institutions operating on an "other academic calendar", a calendar that differs by program, or that enrolls students on a continuous basis (referred to as program reporters) report admissions as students who enroll any time during the period of August 1 through October 31.
- ADM is only applicable to [first-time students](#); DO NOT include other students (i.e., [transfer-in students](#)) in the number of applicants, number of admits, and number (of admitted) that enrolled. Only include levels (full-time, part-time) that you indicated were offered in the IC Header. If you made an error in the IC Header, please call the IPEDS Help Desk.

#### Changes to reporting:

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

- Revised survey materials related to Gender Unknown or Another Gender reporting, including non-reporting for small cell size
- Added a clarification to Instructions regarding reporting test scores
- Added FAQ regarding including incarcerated students in reporting
- 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**.

### Admissions Considerations

1. Please select the option that best describes how your institution used any of the following data in its undergraduate selection process for the fall 2023 first-time student cohort. (If your institution has changed its admissions considerations for the fall 2024 first-time student cohort, you may indicate such changes in the context box immediately following this section).

Admission Considerations	Required to be considered for admission	Not required for admission, but considered if submitted	Not considered for admission, even if submitted
Secondary school GPA	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary school rank	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Secondary school record	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completion of college-preparatory program	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Recommendations	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Formal demonstration of competencies (e.g., portfolios, certificates of mastery, assessment instruments)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Work experience	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Personal statement or essay	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Legacy status	N/A	<input checked="" type="radio"/>	<input type="radio"/>
<b>Admission test scores</b> Select options based on whether scores are required for admissions, not placement once admitted.	Required to be considered for admission	Not required for admission, but considered if submitted (Test Optional)	Not considered for admission, even if submitted (Test Blind)
<u>SAT</u> / <u>ACT</u>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Other Test (ATB, Wonderlic, WISC-III, etc.) Note: If this is the only requirement other than a diploma or equivalent, and few students are not admitted due to this test, your institution is open enrollment. Please contact the Help Desk to correct your response to this question.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
English Proficiency Test (for applicable students)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

 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).

Selection Process - A/A/E

2. Provide the number of **first-time, degree/certificate-seeking** undergraduate students who applied, who were admitted, and who enrolled (either full- or part-time) at your institution for Fall 2023. Include **early decision, early action**, and students who began studies during the summer prior to Fall 2023.

Remember that this question applies only to first-time, degree/certificate-seeking undergraduates. Do not include any other students in these totals. Report admitted students who enrolled in the summer ONLY IF they remained enrolled into the fall.

Only include levels that you indicated were offered in the IC Header. If you made an error in the IC Header, please remember to fix the error next year.

- The 'gender unknown' category will be determined by subtracting (men + women + another gender) from the Total.

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'.

- 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

	Men	Women	Another gender	Total	Gender Unknown
Number of <u>applicants</u>	1,777	2,619		4,465	69
Number of <u>admissions</u>	1,707	2,530		4,303	66
Number (of admitted) that enrolled <u>full-time</u>	155	159		314	0
Number (of admitted) that enrolled <u>part-time</u>	4	4		8	0
Total enrolled full-time and part-time	159	163	0	322	0
Percent of admissions enrolled full-time and part-time	9	6		7	0

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).

Selection Process - Test Scores

3. Provide data for all students for whom a test score was used in the admissions decision for Fall 2023. Include new students admitted the summer prior to Fall 2023. If you report less than 5 students for any of the scores, do not report percentiles.

Institutions that use test scores for some students report the number of students for whom test scores were used.

Number of enrolled students for whom an <u>SAT</u> score was used in the admissions decision	<input type="text" value="76"/>
Percent of enrolled students for whom an <u>SAT</u> score was used in the admissions decision	<input type="text" value="24"/>
Number of enrolled students for whom an <u>ACT</u> score was used in the admissions decision	<input type="text" value="26"/>
Percent of enrolled students for whom an <u>ACT</u> score was used in the admissions decision	<input type="text" value="8"/>

Report the scores used in the admission decision, whether test scores are required or are only considered for admission. If you report less than 5 students for any of the scores, do not report percentiles.

Institutions that use test scores for some students report the percentile scores for the students for whom test scores were used.

	<u>25th Percentile</u>	<u>50th Percentile (median)</u>	<u>75th Percentile</u>
SAT Evidence-Based Reading and Writing	<input type="text" value="430"/>	<input type="text" value="495"/>	<input type="text" value="550"/>
SAT Math	<input type="text" value="400"/>	<input type="text" value="460"/>	<input type="text" value="523"/>
ACT Composite	<input type="text" value="16"/>	<input type="text" value="20"/>	<input type="text" value="22"/>
ACT English	<input type="text" value="14"/>	<input type="text" value="19"/>	<input type="text" value="22"/>
ACT Math	<input type="text" value="15"/>	<input type="text" value="17"/>	<input type="text" value="19"/>

 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

**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"/>	Finance Contact	<input type="radio"/>	Academic Library Contact
		<input type="radio"/>	HR Contact
		<input type="radio"/>	Other
Name:	<input type="text" value="Archit Agarwal"/>		
Email:	<input type="text" value="archit.agarwal@wvstateu.edu"/>		

How many staff from your institution only were involved in the data collection and reporting process of this survey component?

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?  
*Exclude the hours spent collecting data for state and other reporting purposes.*

Staff member	Collecting Data Needed	Revising Data to Match IPEDS Requirements	Entering Data	Revising and Locking Data
Your office	<input type="text"/> hours	<input type="text"/> hours	<input type="text"/> hours	<input type="text"/> hours
Other offices	<input type="text"/> hours	<input type="text"/> hours	<input type="text"/> hours	<input type="text"/> hours

Summary

**Admissions 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](mailto:ipedshelp@rti.org).

ADMISSION INFORMATION				
Undergraduate Admissions		Total	Male	Female
	Number of applicants	4,465	1,777	2,619
	Percent admitted (%)	96	96	97
	Percent admitted who enrolled (%)	7	9	6
Admissions Considerations				
	Required	Secondary school GPA Secondary school record English Proficiency Test Legacy status		
	Not required, but Considered	SAT / ACT Secondary school rank		
	Not Considered	Completion of college-preparatory program Recommendations Formal demonstration of competencies Work experience Personal statement or essay Other Test		
Test Scores				
		Number of Submitting Scores	Percent of Submitting Scores (%)	
	SAT	76	24	
	ACT	26	8	
		25th Percentile	50th Percentile	75th Percentile
	SAT Evidence-Based Reading and Writing	430	495	550
	SAT Math	400	460	523
	ACT Composite	16	20	22
	ACT English	14	19	22
	ACT Math	15	17	19

Edit Report

### Admissions

**There are no errors for the selected survey and institution.**

## Outcome Measures 2023-24

Institution: West Virginia State University (237899)

User ID: P2378991

### Overview

#### Outcome Measures Overview

Welcome to the IPEDS Outcome Measures (OM) survey component. The OM component collects award and enrollment data from degree-granting institutions on four undergraduate cohorts and eight undergraduate subcohorts at three status points: four-years, six-years, and eight-years after entry.

The four cohorts of degree/certificate-seeking undergraduates are:

- First-time, full-time entering (FTFT)
- First-time, part-time entering (FTPT)
- Non-first-time, full-time entering (NFTFT)
- Non-first-time, part-time entering (NFTPT)

For each cohort, two subcohort groups have been added to the OM component - Pell Grant recipients and Non-Pell Grant recipients - resulting in eight undergraduate subcohorts.

#### 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.
- All institutions must report on a **FULL-YEAR** cohort. The OM cohort year is 2015-16. The full-year cohort coverage period is July 1, 2015 - June 30, 2016.
- Institutions will establish their OM cohorts based on their subcohorts of entering Pell Grant recipients and Non-Pell Grant recipients. Institutions should first identify their entering degree/certificate-seeking undergraduates during the cohort coverage period of July 1, 2015 - June 30, 2016, and place each student in the appropriate subcohort. Each student should be reported only once.
- All institutions are required to report transfer-out student data.
- For each status point, institutions will report the highest type of award conferred to a student for each subcohort. The three award categories are certificates, Associate's degree, and Bachelor's degree.
- Institutions should report exclusions for the entire eight year period only on the "Establishing Cohorts" screen. Additional exclusions cannot be reported on the status point screens (i.e., four-years, six-years, or eight-years after entry).
- IPEDS will ask for an estimated time it took to complete the OM component. Include in that estimate the time to review instructions, research data sources (i.e., coordinate with IT and Student Aid offices), complete and review the component, and submit the data.

#### Changes to reporting:

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

- Added FAQ regarding inclusion of incarcerated students
- Added FAQ regarding reporting degree/certificate-seeking status changes
- Added FAQ on consistency between awards reported in the Outcome Measures and Completions survey components
- Revised FAQ regarding experimental site participants

#### Important Dates to Remember:

All reporting institutions will report on degree/certificate-seeking undergraduates who entered the 2015-16 cohort year: **(July 1, 2015-June 30, 2016)**.

- Four-year status point was as of **August 31, 2019**
- Six-year status point was as of **August 31, 2021**
- Eight-year status point was as of **August 31, 2023**

#### Reporting Tips

Carefully read each [QM FAQ](#) before reporting your institution's data.

#### 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 (877) 225-2568.

### Establishing Cohorts

#### 2015-16 Entering Undergraduate Cohort

July 1, 2015-June 30, 2016: Full Year

- Begin by identifying your entering degree/certificate-seeking undergraduates for the full year of July 1, 2015 - June 30, 2016.
- Then report each student under one of the eight subcohorts (Pell or Non-Pell Grant recipients FTFT, FTPT, NFTFT, NFTPT).
- Each entering student should be reported only once.
- The four cohorts and total entering students will be calculated based on your subcohort reporting.

NOTE: Once a student is in the cohort, the student remains in the cohort, even if the student's attendance status changes (i.e., full-time to part-time, or vice versa) or if the student drops out, transfers out, or transfers back into the institution during the eight-year period. However, institutions can make adjustments to the cohort for allowable exclusions, which include the death of a student, total and permanent disability, military deployment, or service on an official church mission or with a foreign aid service of the Federal government. Exclusions are for the ENTIRE eight years for the entering 2015-16 cohort.

Degree/Certificate-Seeking Undergraduate Students	2015-16 cohort	Exclusions to 2015-16 cohort	Adjusted 2015-16 cohort	Prior year Adjusted cohort
<b>First-time entering</b>				
Full-time	372	0	372	411
Pell Grant recipients	<input type="text" value="205"/>	<input type="text" value="0"/>	205	234
Non-Pell Grant recipients	<input type="text" value="167"/>	<input type="text" value="0"/>	167	177
Part-time	10	0	10	13
Pell Grant recipients	<input type="text" value="2"/>	<input type="text" value="0"/>	2	5
Non-Pell Grant recipients	<input type="text" value="8"/>	<input type="text" value="0"/>	8	8
<b>Non-First-time entering</b>				
Full-time	253	0	253	286
Pell Grant recipients	<input type="text" value="147"/>	<input type="text" value="0"/>	147	176
Non-Pell Grant recipients	<input type="text" value="106"/>	<input type="text" value="0"/>	106	110
Part-time	43	0	43	64
Pell Grant recipients	<input type="text" value="10"/>	<input type="text" value="0"/>	10	30
Non-Pell Grant recipients	<input type="text" value="33"/>	<input type="text" value="0"/>	33	34
<b>Total Entering</b>	<b>678</b>	<b>0</b>	<b>678</b>	<b>774</b>
<b>Pell Grant recipients</b>	<b>364</b>	<b>0</b>	<b>364</b>	<b>445</b>
<b>Non-Pell Grant recipients</b>	<b>314</b>	<b>0</b>	<b>314</b>	<b>329</b>

The following reference table is based on institutional data reported in the specified data collections. Data reported on this screen (Establishing Cohorts for OM) have been compared with the data below. To review your prior reported data, go to the Tools menu in the IPEDS Data Collection System --> Go to Collection Level Data Center --> Look up an Institution --> Select your institution --> Select "Reported Data"

	2015 Fall Enrollment, 2015-16 Spring Collection	2015 Pell Grant data from Student Financial Aid, 2016-17 Winter Collection
First-time, Full-time	356	204
First-time, Part-time	9	N/A
Non-First-time, Full-time	206	N/A
Non-First-time, Part-time	28	N/A
Total Undergraduates	N/A	1,112

**Award Status at Four Years**

**Award Status at Four Years After Entry 2015-16 Entering Undergraduate Cohort**

(July 1, 2015-June 30, 2016: Full Year)

Directions: From the adjusted 2015-16 cohort, report the number of students who earned an award at four years after entry for each subcohort. Report the highest award earned for each degree/certificate-seeking student for the four-year status point (August 31, 2019) even if a student earns multiple awards.

<u>Undergraduate Students</u>	Adjusted 2015-16 cohort	Number of students conferred an award by your institution (Highest Award by August 31, 2019)			Total number of adjusted cohort that received an award from your institution	Percent of adjusted cohort that received an award from your institution
		<u>Certificates</u>	<u>Associate's</u>	<u>Bachelor's</u>		
<b><u>First-time entering</u></b>						
Full-time	372	0	0	62	62	17
Pell Grant recipients	205	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="31"/>	31	15
Non-Pell Grant recipients	167	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="31"/>	31	19
Part-time	10	0	0	1	1	10
Pell Grant recipients	2	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	1	50
Non-Pell Grant recipients	8	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0	0
<b><u>Non-First-time entering</u></b>						
Full-time	253	0	0	112	112	44
Pell Grant recipients	147	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="67"/>	67	46
Non-Pell Grant recipients	106	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="45"/>	45	42
Part-time	43	0	1	19	20	47
Pell Grant recipients	10	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	3	30
Non-Pell Grant recipients	33	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="16"/>	17	52
<b><u>Total Entering</u></b>						
	678	0	1	194	195	29
Pell Grant recipients	364	0	0	102	102	28
Non-Pell Grant recipients	314	0	1	92	93	30

**Award Status at Six Years**

**Award Status at Six Years After Entry 2015-16 Entering Undergraduate Cohort**

(July 1, 2015-June 30, 2016: Full Year)

Directions: From the adjusted 2015-16 cohort, report the number of students who earned an award at six years after entry for each subcohort. Report the highest award earned for each degree/certificate-seeking student for the six-year status point (August 31, 2021) even if a student earns multiple awards.

<u>Undergraduate Students</u>	Adjusted 2015-16 cohort	Number of students conferred an award by your institution (Highest Award through August 31, 2021)			Total number of adjusted cohort that received an award from your institution	Percent of adjusted cohort that received an award from your institution
		Certificates	Associate's	Bachelor's		
<u>First-time entering</u>						
Full-time	372	0	0	104	104	28
Pell Grant recipients	205	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="56"/>	56	27
Non-Pell Grant recipients	167	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="48"/>	48	29
Part-time	10	0	0	1	1	10
Pell Grant recipients	2	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	1	50
Non-Pell Grant recipients	8	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0	0
<u>Non-First-time entering</u>						
Full-time	253	0	0	122	122	48
Pell Grant recipients	147	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="74"/>	74	50
Non-Pell Grant recipients	106	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="48"/>	48	45
Part-time	43	0	1	21	22	51
Pell Grant recipients	10	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="4"/>	4	40
Non-Pell Grant recipients	33	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="17"/>	18	55
<b>Total Entering</b>						
	<b>678</b>	<b>0</b>	<b>1</b>	<b>248</b>	<b>249</b>	<b>37</b>
Pell Grant recipients	<b>364</b>	<b>0</b>	<b>0</b>	<b>135</b>	<b>135</b>	<b>37</b>
Non-Pell Grant recipients	<b>314</b>	<b>0</b>	<b>1</b>	<b>113</b>	<b>114</b>	<b>36</b>

### Award and Enrollment Status at Eight Years

#### Award and Enrollment Status at Eight Years After Entry: 2015-16 Entering Undergraduate Cohort

(July 1, 2015-June 30, 2016: Full Year)

- From the adjusted 2015-16 cohort, report the number of students who earned an award at eight years after entry for each subcohort.
- Report the highest award earned for each degree/certificate-seeking student for the eight-year status point (August 31, 2023) even if a student earns multiple awards.
- For students who did not receive an award from your institution, first report the number of students who are still enrolled at your institution, and then report the number of students who had enrolled at another institution over the eight-year period.

Note: Subsequent enrollment should be tracked for the entire period of eight years after entry.

Undergraduate Students	Adjusted 2015-16 cohort	Award Status at Eight Years After Entry						Enrollment Status at Eight Years After Entry				
		Number of students conferred an award by your institution (From Entry through August 31, 2023)			Total number of adjusted cohort that received an award from your institution	Percent of adjusted cohort that received an award from your institution	Prior Year Total number of adjusted cohort that received an award from your institution	Number of students who did not receive an award from your institution (From entry through August 31, 2023)				Percent of adjusted cohort that did not receive an award, but are still enrolled at your institution or enrolled at another institution after leaving your institution
		Certificates	Associate's	Bachelor's				Number still enrolled at your institution	Number who enrolled at another institution after leaving your institution	Number of students whose subsequent enrollment status is unknown	Total number who did not receive an award from your institution	
<b>First-time entering</b>												
Full-time	372	0	0	112	112	30	130	2	76	182	260	21
Pell Grant recipients	205	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="60"/>	60	29	59	<input type="text" value="0"/>	<input type="text" value="41"/>	104	145	20
Non-Pell Grant recipients	167	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="52"/>	52	31	71	<input type="text" value="2"/>	<input type="text" value="35"/>	78	115	22
Part-time	10	0	0	1	1	10	0	0	0	9	9	0
Pell Grant recipients	2	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	1	50	0	<input type="text" value="0"/>	<input type="text" value="0"/>	1	1	0
Non-Pell Grant recipients	8	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0	0	0	<input type="text" value="0"/>	<input type="text" value="0"/>	8	8	0
<b>Non-First-time entering</b>												
Full-time	253	0	0	127	127	50	143	4	4	118	126	3
Pell Grant recipients	147	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="76"/>	76	52	83	<input type="text" value="1"/>	<input type="text" value="4"/>	66	71	3
Non-Pell Grant recipients	106	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="51"/>	51	48	60	<input type="text" value="3"/>	<input checked="" type="checkbox"/> <input type="text" value="0"/>	52	55	3
Part-time	43	0	1	22	23	53	30	1	0	19	20	2
Pell Grant recipients	10	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="5"/>	5	50	15	<input type="text" value="0"/>	<input type="text" value="0"/>	5	5	0
Non-Pell Grant recipients	33	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="17"/>	18	55	15	<input type="text" value="1"/>	<input type="text" value="0"/>	14	15	3
<b>Total Entering</b>	<b>678</b>	<b>0</b>	<b>1</b>	<b>262</b>	<b>263</b>	<b>39</b>	<b>303</b>	<b>7</b>	<b>80</b>	<b>328</b>	<b>415</b>	<b>13</b>
Pell Grant recipients	<b>364</b>	<b>0</b>	<b>0</b>	<b>142</b>	<b>142</b>	<b>39</b>	<b>157</b>	<b>1</b>	<b>45</b>	<b>176</b>	<b>222</b>	<b>13</b>
Non-Pell Grant recipients	<b>314</b>	<b>0</b>	<b>1</b>	<b>120</b>	<b>121</b>	<b>39</b>	<b>146</b>	<b>6</b>	<b>35</b>	<b>152</b>	<b>193</b>	<b>13</b>

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

Prepared by

**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="Archit Agarwal"/>				
Email:	<input type="text" value="archit.agarwal@wvstateu.edu"/>				

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

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

Summary

**Outcome Measures 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](mailto:ipedshelp@rti.org).

Cohort	4-year Award Rate (%)	6-year Award Rate (%)	8-year Award Rate (%)	Still enrolled at your institution after 8 years (%)	Did not receive an award and subsequently enrolled at another institution (%)	Percent enrollment status unknown after 8 years (%)
<b>First-time entering</b>						
Full-time	17	28	30	1	20	49
Pell Grant recipients	15	27	29	0	20	51
Non Pell Grant recipients	19	29	31	1	21	47
Part-time	10	10	10	0	0	90
Pell Grant recipients	50	50	50	0	0	50
Non Pell Grant recipients	0	0	0	0	0	100
<b>Non-First-time entering</b>						
Full-time	44	48	50	2	2	47
Pell Grant recipients	46	50	52	1	3	45
Non Pell Grant recipients	42	45	48	3	0	49
Part-time	47	51	53	2	0	44
Pell Grant recipients	30	40	50	0	0	50
Non Pell Grant recipients	52	55	55	3	0	42
<b>Total Entering</b>						
Pell Grant recipients	28	37	39	0	12	48
Non Pell Grant recipients	30	36	39	2	11	48

Edit Report

Outcome Measures

Source	Description	Severity	Resolved	Options
<b>Screen: Award and Enrollment Status at Eight Years</b>				
Perform Edits	You have reported for those students that did not receive an award, but whose enrollment status is unknown (0), and you have also reported zero for students who did not receive an award, but have subsequently enrolled at another institution (e.g., transfer-outs). Because it is expected that your institution would report transfer-out students, this is potentially a problem with the data as currently reported. Please explain why you are not reporting any transfer-out students. (Error #13314)	Explanation	Yes	
Reason	There were 4 transfer out students which are reported in the Non First time Pell recipient section			

## Human Resources 2023-24

Institution: West Virginia State University (237899)

User ID: P2378991

### Overview

#### Human Resources Overview

Welcome to the IPEDS Human Resources (HR) survey component. The HR component collects important information about your institution's staff.

#### 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.
- Report each employee only once. If an employee could be coded in more than one occupation, code the employee in the occupation that requires the highest level of skill OR if there is no measurable difference in skill requirements, code the employee in the occupation in which they spend the most time.
- Report staff members difficult to categorize in the "Human Resources Survey Evaluation" box at the end of the survey.
- Enter data on each displayed screen. If a screen is not applicable, enter at least one zero in a field on the screen and save before continuing.
- When reporting salary data (applicable to degree-granting institutions only) include all full-time, non-medical school, instructional staff - both with and without faculty status.

See the instructions for the **Key Reporting Concepts** section -- which will have basic reporting concepts that will assist you in completing the Human Resources survey component.

#### 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
- Added FAQ regarding staff who provide instruction or services to incarcerated students.

#### Resources:

- To download the survey materials for this component: [Survey Materials](#)
- All staff must now be reported using the new IPEDS occupational categories, which align with the 2018 Standard Occupational Classification (SOC) codes. Additional information and resources can be found in the [IPEDS HR/SOC Information Center](#), including general information about the SOC, the IPEDS/SOC crosswalk, a SOC Browse Tool, Frequently Asked Questions, and Web Tutorials.
- 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**.

## Human Resources Screening Questions

**Does your institution have any part-time staff?**

If you answer Yes to this question, you will be provided the screens to report part-time staff.

- No  
 Yes

**Does your institution have graduate assistants?**

If you answer Yes to this question, you will be provided the screens to report graduate assistants.

- No  
 Yes

**Does your institution have 15 or more full-time staff?**

- No  
 Yes

**Does your institution have a tenure system?**

If you answer Yes to this question, you will be provided the screens to report some data by tenure status.

- No  
 Yes

**Did your institution hire any persons for full-time permanent employment either for the first time (new to the institution) or after a break in service on the payroll as of November 1, 2023?**

(Exclude persons who have returned from sabbatical leave and full-time instructional staff who are working less-than-9-month contracts.)

If you answer Yes to this question, you will be provided the screens to report full-time permanent new hires in Part H.

- No  
 Yes

**Do ALL of the instructional staff at your institution fall into any of the following categories?**

If you answer Yes to any of the questions below, you will NOT be required to report Part G - Salaries for instructional staff. However, Part G will still be required for reporting data for full-time non-instructional staff.

- No  Yes Are ALL of the instructional staff military personnel?  
 No  Yes Do ALL of the instructional staff contribute their services (e.g., members of a religious order)?

You may use the box below to provide additional context for the data you have reported above.

Part A1 - Full-time Instructional Staff by Academic Rank and Tenure Status - Tenured

**Number of Full-time Instructional Staff With Faculty Status Tenured**

As of November 1, 2023

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Include both Primarily Instruction and Instruction Combined with Research and/or Public Service

**Men**

Race/ethnicity	Academic Rank					No academic rank	Total
	Professors	Associate professors	Assistant professors	Instructors	Lecturers		
<u>U.S. Nonresident</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Hispanic/Latino</u>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1
<u>American Indian or Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Asian</u>	<input type="text" value="2"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	4
<u>Black or African American</u>	<input type="text" value="3"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	5
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>White</u>	<input type="text" value="15"/>	<input type="text" value="8"/>	<input type="text" value="4"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	27
Two or more races	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Race and ethnicity unknown</u>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	3
<b>Total men</b>	<b>23</b>	<b>13</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>40</b>

**Women**

Race/ethnicity	Academic Rank					No academic rank	Total
	Professors	Associate professors	Assistant professors	Instructors	Lecturers		
<u>U.S. Nonresident</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Hispanic/Latino</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>American Indian or Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Asian</u>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	2
<u>Black or African American</u>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	4
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>White</u>	<input type="text" value="9"/>	<input type="text" value="4"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	14
Two or more races	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<b>Total women</b>	<b>12</b>	<b>5</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>20</b>

<b>Total (men+women)</b>	<b>35</b>	<b>18</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>60</b>
<b>Total from prior year</b>							<b>50</b>

Part A1 - Full-time Instructional Staff by Academic Rank and Tenure Status - On Tenure Track

**Number of Full-time Instructional Staff With Faculty Status On Tenure Track**

As of November 1, 2023

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Include both Primarily Instruction and Instruction Combined with Research and/or Public Service

**Men**

Race/ethnicity	Academic Rank					No academic rank	Total
	Professors	Associate professors	Assistant professors	Instructors	Lecturers		
<u>U.S. Nonresident</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Hispanic/Latino</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>American Indian or Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Asian</u>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	4
<u>Black or African American</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>White</u>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="3"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	4
Two or more races	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	2
<b>Total men</b>	<b>0</b>	<b>3</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>10</b>

**Women**

Race/ethnicity	Academic Rank					No academic rank	Total
	Professors	Associate professors	Assistant professors	Instructors	Lecturers		
<u>U.S. Nonresident</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Hispanic/Latino</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>American Indian or Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Asian</u>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1
<u>Black or African American</u>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	2
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>White</u>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	5
Two or more races	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<b>Total women</b>	<b>0</b>	<b>3</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>
<b>Total (men+women)</b>	<b>0</b>	<b>6</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>
<b>Total from prior year</b>							<b>15</b>

Part A1 - Full-time Instructional Staff by Academic Rank and Tenure Status - Multi-Year Contract

**Number of Full-time Instructional Staff With Faculty Status Not on Tenure Track - Multi-Year Contract**

As of November 1, 2023

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Include both Primarily Instruction and Instruction Combined with Research and/or Public Service

**Men**

Gender and race/ethnicity	Academic Rank					No academic rank	Total
	Professors	Associate professors	Assistant professors	Instructors	Lecturers		
<u>U.S. Nonresident</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Hispanic/Latino</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>American Indian or Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Asian</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Black or African American</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>White</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Two or more races	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Race and ethnicity unknown</u>	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<b>Total men</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Women**

Gender and race/ethnicity	Academic Rank					No academic rank	Total
	Professors	Associate professors	Assistant professors	Instructors	Lecturers		
<u>U.S. Nonresident</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Hispanic/Latino</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>American Indian or Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Asian</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Black or African American</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>White</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Two or more races	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Race and ethnicity unknown</u>	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<b>Total women</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>Total (men+women)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total from prior year</b>							

Part A1 - Full-time Instructional Staff by Academic Rank and Tenure Status - Annual Contract

**Number of Full-time Instructional Staff With Faculty Status Not on Tenure Track - Annual Contract**

As of November 1, 2023

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Include both Primarily Instruction and Instruction Combined with Research and/or Public Service

**Men**

Race/ethnicity	Academic Rank					No academic rank	Total
	Professors	Associate professors	Assistant professors	Instructors	Lecturers		
<u>U.S. Nonresident</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Hispanic/Latino</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>American Indian or Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Asian</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Black or African American</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1	<input type="text"/>	<input type="text"/>	1
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>White</u>	<input type="text"/>	2	3	5	<input type="text"/>	<input type="text"/>	10
Two or more races	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<b>Total men</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>11</b>

**Women**

Race/ethnicity	Academic Rank					No academic rank	Total
	Professors	Associate professors	Assistant professors	Instructors	Lecturers		
<u>U.S. Nonresident</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Hispanic/Latino</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>American Indian or Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Asian</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Black or African American</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1	<input type="text"/>	<input type="text"/>	1
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>White</u>	<input type="text"/>	<input type="text"/>	4	7	<input type="text"/>	<input type="text"/>	11
Two or more races	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<b>Total women</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>12</b>

<b>Total (men+women)</b>	<b>0</b>	<b>2</b>	<b>7</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>23</b>
<b>Total from prior year</b>							<b>35</b>

Part A1 - Full-time Instructional Staff by Academic Rank and Tenure Status - Less-Than-Annual Contract

Number of **Full-time Instructional Staff With Faculty Status Not on Tenure Track - Less-than-annual Contract**

As of November 1, 2023

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Include both Primarily Instruction and Instruction Combined with Research and/or Public Service

**Men**

Race/ethnicity	Academic Rank					No academic rank	Total
	Professors	Associate professors	Assistant professors	Instructors	Lecturers		
<u>U.S. Nonresident</u>	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<b>0</b>
<u>Hispanic/Latino</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<b>0</b>
<u>American Indian or Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<b>0</b>
<u>Asian</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<b>0</b>
<u>Black or African American</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<b>0</b>
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<b>0</b>
<u>White</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<b>0</b>
Two or more races	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<b>0</b>
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<b>0</b>
<b>Total men</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Women**

Race/ethnicity	Academic Rank					No academic rank	Total
	Professors	Associate professors	Assistant professors	Instructors	Lecturers		
<u>U.S. Nonresident</u>	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<b>0</b>
<u>Hispanic/Latino</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<b>0</b>
<u>American Indian or Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<b>0</b>
<u>Asian</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<b>0</b>
<u>Black or African American</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<b>0</b>
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<b>0</b>
<u>White</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<b>0</b>
Two or more races	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<b>0</b>
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<b>0</b>
<b>Total women</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>Total (men+women)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Total from prior year							

Part A1 - Full-time Instructional Staff by Academic Rank and Tenure Status - Indefinite duration contract

**Number of Full-time Instructional Staff With Faculty Status Not on Tenure Track - Indefinite duration contract**

As of November 1, 2023

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Include both Primarily Instruction and Instruction Combined with Research and/or Public Service

**Men**

Gender and race/ethnicity	Academic Rank					No academic rank	Total
	Professors	Associate professors	Assistant professors	Instructors	Lecturers		
<u>U.S. Nonresident</u>	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<b>0</b>
<u>Hispanic/Latino</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<b>0</b>
<u>American Indian or Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<b>0</b>
<u>Asian</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<b>0</b>
<u>Black or African American</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<b>0</b>
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<b>0</b>
<u>White</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<b>0</b>
Two or more races	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<b>0</b>
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<b>0</b>
<b>Total men</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Women**

Gender and race/ethnicity	Academic Rank					No academic rank	Total
	Professors	Associate professors	Assistant professors	Instructors	Lecturers		
<u>U.S. Nonresident</u>	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<b>0</b>
<u>Hispanic/Latino</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<b>0</b>
<u>American Indian or Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<b>0</b>
<u>Asian</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<b>0</b>
<u>Black or African American</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<b>0</b>
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<b>0</b>
<u>White</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<b>0</b>
Two or more races	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<b>0</b>
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<b>0</b>
<b>Total women</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>Total (men+women)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total from prior year</b>							

Part A1 - Full-time Instructional Staff - Without Faculty Status

**Number of Full-time Instructional Staff Without Faculty Status**

As of November 1, 2023

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Include both Primarily Instruction and Instruction Combined with Research and/or Public Service

**Men**

Race/ethnicity	Without Faculty Status
<u>U.S. Nonresident</u>	<input type="text" value="0"/>
<u>Hispanic/Latino</u>	<input type="text"/>
<u>American Indian or Alaska Native</u>	<input type="text"/>
<u>Asian</u>	<input type="text"/>
<u>Black or African American</u>	<input type="text"/>
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>
<u>White</u>	<input type="text"/>
Two or more races	<input type="text"/>
<u>Race and ethnicity unknown</u>	<input type="text"/>
<b>Total men</b>	<b>0</b>

**Women**

Race/ethnicity	Without Faculty Status
<u>U.S. Nonresident</u>	<input type="text" value="0"/>
<u>Hispanic/Latino</u>	<input type="text"/>
<u>American Indian or Alaska Native</u>	<input type="text"/>
<u>Asian</u>	<input type="text"/>
<u>Black or African American</u>	<input type="text"/>
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>
<u>White</u>	<input type="text"/>
Two or more races	<input type="text"/>
<u>Race and ethnicity unknown</u>	<input type="text"/>
<b>Total women</b>	<b>0</b>

<b>Total (men+women)</b>	<b>0</b>
Total from prior year	

Part A2 - Full-time Instructional Staff by Function

**Number of Full-time Instructional Staff**

As of November 1, 2023

- Report Primarily Instruction and Instruction Combined with Research and/or Public Service separately, as indicated below

	With <u>Faculty Status</u>						Without Faculty Status	Total
	<u>Tenured</u>	<u>On Tenure Track</u>	<u>Not on Tenure Track</u>					
			<u>Multi-year</u>	<u>Annual contract</u>	<u>Less-than-annual contract</u>	<u>Indefinite duration (continuing or at-will)</u>		
<b><u>Instructional staff</u></b>	60	18	0	23	0	0	0	101
Total carried forward from previous screens	60	18	0	23	0	0	0	101
<b><u>Primarily Instruction</u></b>	60	18	0	23	0	0	0	101
<b>i</b> Exclusively credit	<input type="text" value="60"/>	<input type="text" value="18"/>	<input type="text"/>	<input type="text" value="23"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	101
<b>i</b> Exclusively not-for-credit	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Combined credit/not-for-credit	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Instruction/research/public service staff</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0

Part A3 - Full-time Instructional Staff - Totals

**Total number of Full-time Instructional Staff**

As of November 1, 2023

Race/ethnicity	Total men	Total women	Total (men+women)
<u>U.S. Nonresident</u>	0	0	0
<u>Hispanic/Latino</u>	1	0	1
<u>American Indian or Alaska Native</u>	0	0	0
<u>Asian</u>	8	3	11
<u>Black or African American</u>	6	7	13
<u>Native Hawaiian or Other Pacific Islander</u>	0	0	0
<u>White</u>	41	30	71
Two or more races	0	0	0
<u>Race and ethnicity unknown</u>	5	0	5
<b>Total</b>	<b>61</b>	<b>40</b>	<b>101</b>
Total from prior year			100

Part B1 - Full-time Non-instructional Staff by Occupational Category

Number of **Full-time Non-instructional Staff by Occupational Category**

As of November 1, 2023

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

**Men**

Race/ethnicity	<u>Instructional Staff</u> (carried forward from Part A)	<u>Research staff</u>	<u>Public Service staff</u>
<u>U.S. Nonresident</u>	0	<input type="text"/>	<input type="text" value="0"/>
<u>Hispanic/Latino</u>	1	<input type="text"/>	<input type="text"/>
<u>American Indian or Alaska Native</u>	0	<input type="text"/>	<input type="text"/>
<u>Asian</u>	8	<input type="text"/>	<input type="text"/>
<u>Black or African American</u>	6	<input type="text"/>	<input type="text"/>
<u>Native Hawaiian or Other Pacific Islander</u>	0	<input type="text"/>	<input type="text"/>
<u>White</u>	41	<input type="text"/>	<input type="text"/>
Two or more races	0	<input type="text"/>	<input type="text"/>
<u>Race and ethnicity unknown</u>	5	<input type="text"/>	<input type="text"/>
<b>Total men</b>	<b>61</b>	<b>0</b>	<b>0</b>

**Women**

Race/ethnicity	<u>Instructional Staff</u> (carried forward from Part A)	<u>Research staff</u>	<u>Public Service staff</u>
<u>U.S. Nonresident</u>	0	<input type="text"/>	<input type="text" value="0"/>
<u>Hispanic/Latino</u>	0	<input type="text"/>	<input type="text"/>
<u>American Indian or Alaska Native</u>	0	<input type="text"/>	<input type="text"/>
<u>Asian</u>	3	<input type="text"/>	<input type="text"/>
<u>Black or African American</u>	7	<input type="text"/>	<input type="text"/>
<u>Native Hawaiian or Other Pacific Islander</u>	0	<input type="text"/>	<input type="text"/>
<u>White</u>	30	<input type="text"/>	<input type="text"/>
Two or more races	0	<input type="text"/>	<input type="text"/>
<u>Race and ethnicity unknown</u>	0	<input type="text" value="0"/>	<input type="text"/>
<b>Total women</b>	<b>40</b>	<b>0</b>	<b>0</b>
<b>Total (men+women)</b>	<b>101</b>	<b>0</b>	<b>0</b>
<b>Total from prior year</b>	<b>100</b>		

Part B1 - Full-time Non-instructional Staff by Occupational Category

Number of **Full-time Non-instructional Staff by Occupational Category**

As of November 1, 2023

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

**Men**

Race/ethnicity	<u>Archivists, Curators, and Museum Technicians</u> 25-4010	<u>Librarians and Media Collections Specialists</u> 25-4020	<u>Library Technicians</u> 25-4030	<b>i</b> <u>Student and Academic Affairs and Other Education Services Occupations</u> 25-2000 + 25-3000 + 25-9000
U.S. Nonresident	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Hispanic/Latino	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>American Indian or Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Asian</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Black or African American</u>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>White</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Two or more races	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Total men</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>

**Women**

Race/ethnicity	<u>Archivists, Curators, and Museum Technicians</u> 25-4010	<u>Librarians and Media Collections Specialists</u> 25-4020	<u>Library Technicians</u> 25-4030	<u>Student and Academic Affairs and Other Education Services Occupations</u> 25-2000 + 25-3000 + 25-9000
U.S. Nonresident	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Hispanic/Latino	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>American Indian or Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Asian</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Black or African American</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>White</u>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text"/>
Two or more races	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Total women</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>
<b>Total (men+women)</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>
Total from prior year		2	1	

Part B1 - Full-time Non-instructional Staff by Occupational Category

Number of **Full-time Non-instructional Staff by Occupational Category**

As of November 1, 2023

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

**Men**

Race/ethnicity	Management Occupations 11-0000	Business and Financial Operations Occupations 13-0000	Computer, Engineering, and Science Occupations 15-0000 + 17-0000 + 19-0000	Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations 21-0000 + 23-0000 + 27-0000	Healthcare Practitioners and Technical Occupations 29-0000
U.S. Nonresident	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Hispanic/Latino	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
American Indian or Alaska Native	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Asian	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Black or African American	<input type="text" value="6"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="10"/>	<input type="text"/>
Native Hawaiian or Other Pacific Islander	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
White	<input type="text" value="15"/>	<input type="text" value="4"/>	<input type="text" value="2"/>	<input type="text" value="8"/>	<input type="text" value="1"/>
Two or more races	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>
Race and ethnicity unknown	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text"/>
<b>Total men</b>	<b>21</b>	<b>6</b>	<b>3</b>	<b>20</b>	<b>1</b>

**Women**

Race/ethnicity	Management Occupations 11-0000	Business and Financial Operations Occupations 13-0000	Computer, Engineering, and Science Occupations 15-0000 + 17-0000 + 19-0000	Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations 21-0000 + 23-0000 + 27-0000	Healthcare Practitioners and Technical Occupations 29-0000
U.S. Nonresident	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Hispanic/Latino	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>
American Indian or Alaska Native	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Asian	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>
Black or African American	<input type="text" value="4"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>
Native Hawaiian or Other Pacific Islander	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
White	<input type="text" value="12"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text" value="6"/>	<input type="text" value="1"/>
Two or more races	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Race and ethnicity unknown	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>
<b>Total women</b>	<b>18</b>	<b>4</b>	<b>0</b>	<b>11</b>	<b>1</b>

<b>Total (men+women)</b>	<b>39</b>	<b>10</b>	<b>3</b>	<b>31</b>	<b>2</b>
Total from prior year	36	11	3	26	2

Part B1 - Full-time Non-instructional Staff by Occupational Category

Number of Full-time Non-instructional Staff by Occupational Category

As of November 1, 2023

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

Men

Race/ethnicity	<u>Service Occupations</u> 31-0000 + 33-0000 + 35-0000 + 37-0000 + 39-0000	<u>Sales and Related Occupations</u> 41-0000	<u>Office and Administrative Support Occupations</u> 43-0000	<u>Natural Resources, Construction, and Maintenance Occupations</u> 45-0000 + 47-0000 + 49-0000	<u>Production, Transportation, and Material Moving Occupations</u> 51-0000 + 53-0000	Grand Total (All full-time staff)
U.S. Nonresident	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Hispanic/Latino	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1
American Indian or Alaska Native	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Asian	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	9
Black or African American	<input type="text" value="3"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	30
Native Hawaiian or Other Pacific Islander	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
White	<input type="text" value="3"/>	<input type="text"/>	<input type="text" value="4"/>	<input type="text" value="6"/>	<input type="text"/>	84
Two or more races	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1
Race and ethnicity unknown	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	7
<b>Total men</b>	<b>6</b>	<b>0</b>	<b>5</b>	<b>7</b>	<b>1</b>	<b>132</b>

Women

Race/ethnicity	<u>Service Occupations</u> 31-0000 + 33-0000 + 35-0000 + 37-0000 + 39-0000	<u>Sales and Related Occupations</u> 41-0000	<u>Office and Administrative Support Occupations</u> 43-0000	<u>Natural Resources, Construction, and Maintenance Occupations</u> 45-0000 + 47-0000 + 49-0000	<u>Production, Transportation, and Material Moving Occupations</u> 51-0000 + 53-0000	Grand Total (All full-time staff)
U.S. Nonresident	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Hispanic/Latino	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	3
American Indian or Alaska Native	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Asian	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	5
Black or African American	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="6"/>	<input type="text"/>	<input type="text"/>	21
Native Hawaiian or Other Pacific Islander	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
White	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="17"/>	<input type="text"/>	<input type="text"/>	71
Two or more races	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Race and ethnicity unknown	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text"/>	<input type="text"/>	5
<b>Total women</b>	<b>2</b>	<b>0</b>	<b>27</b>	<b>0</b>	<b>0</b>	<b>105</b>

<b>Total (men+women)</b>	<b>8</b>	<b>0</b>	<b>32</b>	<b>7</b>	<b>1</b>	<b>237</b>
Total from prior year	5		28	9	1	224

Part B2 - Full-time Non-instructional Staff by Occupational Category and Tenure Status

Number of **Full-time Non-instructional Staff**

As of November 1, 2023

Occupational category	With Faculty Status						Without Faculty Status	Total
	Tenured	On Tenure Track	Not on Tenure Track					
			Multi-year	Annual contract	Less-than-annual contract	Indefinite duration (continuing or at-will)		
<u>Research staff</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Public Service staff</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	0
<u>Archivists, Curators, and Museum Technicians</u> 25-4010	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	0
<u>Librarians and Media Collections Specialists</u> 25-4020	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	2
<u>Library Technicians</u> 25-4030	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	1
<b>i</b> <u>Student and Academic Affairs and Other Education Services Occupations</u> 25-2000 + 25-3000 + 25-9000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	0
<u>Management Occupations</u> 11-0000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="39"/>	39
<u>Business and Financial Operations Occupations</u> 13-0000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="10"/>	10
<u>Computer, Engineering, and Science Occupations</u> 15-0000 + 17-0000 + 19-0000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	3
<u>Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations</u> 21-0000 + 23-0000 + 27-0000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="31"/>	31
<u>Healthcare Practitioners and Technical Occupations</u> 29-0000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	2
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>88</b>	<b>88</b>
Total from prior year	2			1			78	81

Part C - Full-time Summary

Summary of Full-time Staff

As of November 1, 2023

- Data will not be generated on this screen until the relevant screens in the previous section have been completed.

Occupational category	With Faculty Status						Without Faculty Status	Total
	Tenured	On Tenure Track	Not on Tenure Track					
			Multi-year	Annual contract	Less-than-annual contract	Indefinite duration (continuing or at-will)		
Primarily Instruction	60	18	0	23	0	0	101	
Exclusively credit	60	18		23			101	
Exclusively not-for-credit							0	
Combined credit/not-for-credit							0	
Instruction/research/public service staff							0	
Research staff							0	
Public Service staff						0	0	
Archivists, Curators, and Museum Technicians 25-4010						0	0	
Librarians and Media Collections Specialists 25-4020						2	2	
Library Technicians 25-4030						1	1	
Student and Academic Affairs and Other Education Services Occupations 25-2000 + 25-3000 + 25-9000						0	0	
Management Occupations 11-0000						39	39	
Business and Financial Operations Occupations 13-0000						10	10	
Computer, Engineering, and Science Occupations 15-0000 + 17-0000 + 19-0000						3	3	
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations 21-0000 + 23-0000 + 27-0000						31	31	
Healthcare Practitioners and Technical Occupations 29-0000						2	2	
Service Occupations 31-0000 + 33-0000 + 35-0000 + 37-0000 + 39-0000							8	
Sales and Related Occupations 41-0000							0	
Office and Administrative Support Occupations 43-0000							32	
Natural Resources, Construction, and Maintenance Occupations 45-0000 + 47-0000 + 49-0000							7	
Production, Transportation, and Material Moving Occupations 51-0000 + 53-0000							1	
<b>Total</b>							<b>237</b>	

Part G1 - Salaries Worksheet

**Number of Full-time Instructional Staff For Calculation of Total Number of Months**

Annual Salary, 2023-24

- Report the number of instructional staff based on the number of months to be worked
- Months reported should correspond with the number of months that staff worked (which may differ from the number of months over which they are paid)
- Include ONLY full-time instructional staff
- Include instructional staff *with* faculty status and *without* faculty status
- Include instructional staff regardless of tenure status

**Men**

Academic Rank	Months worked					Total Staff	Total staff for salary reporting
	12 months	11 months	10 months	9 months	< 9 months		
Professors	4	1		18		23	23
Associate professors	1		2	15		18	18
Assistant professors	1		1	12		14	14
Instructors	2			4		6	6
Lecturers						0	0
No academic rank						0	0
<b>Total men</b>	<b>8</b>	<b>1</b>	<b>3</b>	<b>49</b>	<b>0</b>	<b>61</b>	<b>61</b>
Total men full-time instructional staff from Part A						61	

**Women**

Academic Rank	Months worked					Total Staff	Total staff for salary reporting
	12 months	11 months	10 months	9 months	< 9 months		
Professors			1	11		12	12
Associate professors	4			4		8	8
Assistant professors			1	11		12	12
Instructors	2			6		8	8
Lecturers						0	0
No academic rank						0	0
<b>Total women</b>	<b>6</b>	<b>0</b>	<b>2</b>	<b>32</b>	<b>0</b>	<b>40</b>	<b>40</b>
Total women full-time instructional staff from Part A						40	

<b>Total (men+women)</b>	<b>14</b>	<b>1</b>	<b>5</b>	<b>81</b>	<b>0</b>	<b>101</b>	<b>101</b>
Total (men+women) full-time instructional staff from Part A						101	

Part G2 - Salary Outlays for Instructional Staff

**Salary Outlays for Full-time Instructional Staff**

Annual Salary Outlays, 2023-24

- Report the TOTAL ANNUAL salary outlays for the full-time instructional staff reported in the 12 months, 11 months, 10 months, and 9 months columns on the previous screen, Part G1 – Salaries Worksheet
- Using the TOTAL ANNUAL salary outlays data provided, the system will calculate the Equated 9 months by academic rank and gender.

**Men**

Academic Rank	Total staff for salary reporting (from Part G, screen 1)	Salary Outlays					Equated 9 months
		12 months	11 months	10 months	9 months		
Professors	23	416,469	71,778		1,345,929	1,716,995	
Associate professors	18	108,982		138,110	947,164	1,153,200	
Assistant professors	14	95,000		66,454	722,490	853,549	
Instructors	6	83,818			173,045	235,909	
Lecturers	0					0	
No academic rank	0					0	
<b>Total men</b>	<b>61</b>	<b>704,269</b>	<b>71,778</b>	<b>204,564</b>	<b>3,188,628</b>	<b>3,959,652</b>	

**Women**

Academic Rank	Total staff for salary reporting (from Part G, screen 1)	Salary Outlays					Equated 9 months
		12 months	11 months	10 months	9 months		
Professors	12			75,203	736,136	803,819	
Associate professors	8	497,329			191,385	564,382	
Assistant professors	12			62,784	615,021	671,527	
Instructors	8	167,333			279,828	405,328	
Lecturers	0					0	
No academic rank	0					0	
<b>Total women</b>	<b>40</b>	<b>664,662</b>	<b>0</b>	<b>137,987</b>	<b>1,822,370</b>	<b>2,445,055</b>	
<b>Total (men + women)</b>	<b>101</b>	<b>1,368,931</b>	<b>71,778</b>	<b>342,551</b>	<b>5,010,998</b>	<b>6,404,707</b>	

Part G3 - Average Salaries for Instructional Staff by Academic Rank

**Average Salary by academic rank for Full-time Instructional Staff**

Annual Average Salaries, 2023-24

**Men**

Academic Rank	Total staff for salary reporting (from Part G, screen 1)	Annual Average Salaries				
		12 months	11 months	10 months	9 months	 Equated 9 months
Professors	23	104,117	71,778		74,774	74,652
Associate professors	18	108,982		69,055	63,144	64,067
Assistant professors	14	95,000		66,454	60,208	60,968
Instructors	6	41,909			43,261	39,318
Lecturers	0					
No academic rank	0					
<b>Total men</b>	<b>61</b>	<b>88,034</b>	<b>71,778</b>	<b>68,188</b>	<b>65,074</b>	<b>64,912</b>

**Women**

Academic Rank	Total staff for salary reporting (from Part G, screen 1)	Annual Average Salaries				
		12 months	11 months	10 months	9 months	 Equated 9 months
Professors	12			75,203	66,921	66,985
Associate professors	8	124,332			47,846	70,548
Assistant professors	12			62,784	55,911	55,961
Instructors	8	83,667			46,638	50,666
Lecturers	0					
No academic rank	0					
<b>Total women</b>	<b>40</b>	<b>110,777</b>		<b>68,994</b>	<b>56,949</b>	<b>61,126</b>

<b>Total (men+women)</b>	<b>101</b>	<b>97,781</b>	<b>71,778</b>	<b>68,510</b>	<b>61,864</b>	<b>63,413</b>
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Part G4 - Salary Outlays for Non-instructional Staff

Salary Outlays for **Full-time Non-instructional Staff**  
Annual Salary Outlays, 2023-24

Occupational category	<b>i</b> Number of full-time staff (carried forward from the Part B - FT, non-instructional staff screens)	<b>i</b> Total annual salary outlays
<u>Research staff</u>	0	<input type="text"/>
<u>Public Service staff</u>	0	<input type="text"/>
<u>Library and Student and Academic Affairs and Other Education Services Occupations</u> 25-4000 + 25-2000 + 25-3000 + 25-9000	3	<input type="text" value="148,241"/>
<u>Management Occupations</u> 11-0000	39	<input type="text" value="3,030,080"/>
<u>Business and Financial Operations Occupations</u> 13-0000	10	<input type="text" value="584,223"/>
<u>Computer, Engineering, and Science Occupations</u> 15-0000 + 17-0000 + 19-0000	3	<input type="text" value="223,402"/>
<u>Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations</u> 21-0000 + 23-0000 + 27-0000	31	<input type="text" value="1,499,925"/>
<u>Healthcare Practitioners and Technical Occupations</u> 29-0000	2	<input type="text" value="107,268"/>
<u>Service Occupations</u> 31-0000 + 33-0000 + 35-0000 + 37-0000 + 39-0000	8	<input type="text" value="310,195"/>
<u>Sales and Related Occupations</u> 41-0000	0	<input type="text"/>
<u>Office and Administrative Support Occupations</u> 43-0000	32	<input type="text" value="1,360,312"/>
<u>Natural Resources, Construction, and Maintenance Occupations</u> 45-0000 + 47-0000 + 49-0000	7	<input type="text" value="259,815"/>
<u>Production, Transportation, and Material Moving Occupations</u> 51-0000 + 53-0000	1	<input type="text" value="45,315"/>
<b>Total</b>	<b>136</b>	<b>7,568,776</b>
<b>Total from prior year</b>	<b>124</b>	<b>6,675,705</b>

Part D - Part-time Staff by Occupational Category

Number of **Part-time Staff** by Occupational Category

As of November 1, 2023

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

**Men**

Race/ethnicity	<u>Instructional staff</u>	<u>Research staff</u>	<u>Public Service staff</u>
<u>U.S. Nonresident</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Hispanic/Latino</u>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>
<u>American Indian or Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Asian</u>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>
<u>Black or African American</u>	<input type="text" value="3"/>	<input type="text"/>	<input type="text"/>
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>White</u>	<input type="text" value="18"/>	<input type="text"/>	<input type="text"/>
Two or more races	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>
<u>Race and ethnicity unknown</u>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<b>Total men</b>	<b>27</b>	<b>0</b>	<b>0</b>

**Women**

Race/ethnicity	<u>Instructional staff</u>	<u>Research staff</u>	<u>Public Service staff</u>
<u>U.S. Nonresident</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Hispanic/Latino</u>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>
<u>American Indian or Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Asian</u>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>
<u>Black or African American</u>	<input type="text" value="4"/>	<input type="text"/>	<input type="text"/>
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>White</u>	<input type="text" value="21"/>	<input type="text"/>	<input type="text"/>
Two or more races	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<b>Total women</b>	<b>28</b>	<b>0</b>	<b>0</b>

<b>Total (men+women)</b>	<b>55</b>	<b>0</b>	<b>0</b>
<b>Total from prior year</b>	<b>52</b>		

Part D - Part-time Staff by Occupational Category

Number of **Part-time Staff** by Occupational Category

As of November 1, 2023

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

**Men**

Race/ethnicity	<u>Archivists, Curators, and Museum Technicians</u> 25-4010	<u>Librarians and Media Collections Specialists</u> 25-4020	<u>Library Technicians</u> 25-4030	<u>Student and Academic Affairs and Other Education Services Occupations</u> 25-2000 + 25-3000 + 25-9000	<u>Library and Student and Academic Affairs and Other Education Services Occupations</u>
U.S. Nonresident	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Hispanic/Latino	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
American Indian or Alaska Native	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Asian	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Black or African American	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Native Hawaiian or Other Pacific Islander	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
White	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Two or more races	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Race and ethnicity unknown	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<b>Total men</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Women**

Race/ethnicity	<u>Archivists, Curators, and Museum Technicians</u> 25-4010	<u>Librarians and Media Collections Specialists</u> 25-4020	<u>Library Technicians</u> 25-4030	<u>Student and Academic Affairs and Other Education Services Occupations</u> 25-2000 + 25-3000 + 25-9000	<u>Library and Student and Academic Affairs and Other Education Services Occupations</u>
U.S. Nonresident	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Hispanic/Latino	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
American Indian or Alaska Native	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Asian	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Black or African American	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Native Hawaiian or Other Pacific Islander	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
White	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Two or more races	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Race and ethnicity unknown	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<b>Total women</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total (men+women)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Total from prior year					

Part D - Part-time Staff by Occupational Category

Number of **Part-time Staff**

As of November 1, 2023

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

**Men**

Race/ethnicity	<u>Management Occupations</u> 11-0000	<u>Business and Financial Operations Occupations</u> 13-0000	<u>Computer, Engineering, and Science Occupations</u> 15-0000 + 17-0000 + 19-0000	<u>Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations</u> 21-0000 + 23-0000 + 27-0000	<u>Healthcare Practitioners and Technical Occupations</u> 29-0000
<u>U.S. Nonresident</u>	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Hispanic/Latino</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>American Indian or Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Asian</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Black or African American</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>White</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Two or more races	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Total men</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Women**

Race/ethnicity	<u>Management Occupations</u> 11-0000	<u>Business and Financial Operations Occupations</u> 13-0000	<u>Computer, Engineering, and Science Occupations</u> 15-0000 + 17-0000 + 19-0000	<u>Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations</u> 21-0000 + 23-0000 + 27-0000	<u>Healthcare Practitioners and Technical Occupations</u> 29-0000
<u>U.S. Nonresident</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Hispanic/Latino</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>American Indian or Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Asian</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Black or African American</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>White</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Two or more races	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Race and ethnicity unknown</u>	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Total women</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total (men+women)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total from prior year</b>					

Part D - Part-time Staff by Occupational Category

Number of **Part-time Staff**

As of November 1, 2023

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

**Men**

Race/ethnicity	<u>Service Occupations</u> 31-0000 + 33-0000 + 35-0000 + 37-0000 + 39-0000	<u>Sales and Related Occupations</u> 41-0000	<u>Office and Administrative Support Occupations</u> 43-0000	<u>Natural Resources, Construction, and Maintenance Occupations</u> 45-0000 + 47-0000 + 49-0000	<u>Production, Transportation, and Material Moving Occupations</u> 51-0000 + 53-0000	Grand Total (All part-time staff)
<u>U.S. Nonresident</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Hispanic/Latino</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	2
<u>American Indian or Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Asian</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1
<u>Black or African American</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	3
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>White</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	18
Two or more races	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1
<u>Race and ethnicity unknown</u>	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	2
<b>Total men</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>27</b>

**Women**

Race/ethnicity	<u>Service Occupations</u> 31-0000 + 33-0000 + 35-0000 + 37-0000 + 39-0000	<u>Sales and Related Occupations</u> 41-0000	<u>Office and Administrative Support Occupations</u> 43-0000	<u>Natural Resources, Construction, and Maintenance Occupations</u> 45-0000 + 47-0000 + 49-0000	<u>Production, Transportation, and Material Moving Occupations</u> 51-0000 + 53-0000	Grand Total (All part-time staff)
<u>U.S. Nonresident</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Hispanic/Latino</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1
<u>American Indian or Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Asian</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	2
<u>Black or African American</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	4
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>White</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	21
Two or more races	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Race and ethnicity unknown</u>	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<b>Total women</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>28</b>

<b>Total (men+women)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>55</b>
<b>Total from prior year</b>						<b>52</b>

Part E - Part-time Staff by Occupational Category and Tenure Status

**Number of Part-time Staff**

As of November 1, 2023

Occupational category	With Faculty Status						Without Faculty Status	Total
	Tenured	On Tenure Track	Not on Tenure Track					
			Multi-year	Annual contract	Less-than-annual contract	Indefinite duration (continuing or at-will)		
<u>Primarily Instruction</u>	0	0	0	0	55	0	0	55
<i>Exclusively credit</i>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	55	<input type="text"/>	<input type="text"/>	55
<i>Exclusively not-for-credit</i>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Combined credit/not-for-credit	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Instruction/research/public service staff</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Research staff</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Public Service staff</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Archivists, Curators, and Museum Technicians 25-4010</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Librarians and Media Collections Specialists 25-4020</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Library Technicians 25-4030</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Student and Academic Affairs and Other Education Services Occupations 25-2000 + 25-3000 + 25-9000</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Management Occupations 11-0000</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Business and Financial Operations Occupations 13-0000</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Computer, Engineering, and Science Occupations 15-0000 + 17-0000 + 19-0000</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations 21-0000 + 23-0000 + 27-0000</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Healthcare Practitioners and Technical Occupations 29-0000</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<b>Total</b>	0	0	0	0	55	0	0	55
Total from prior year	0	0		0	52		0	52

Part F - Part-time Summary

Summary of Part-time Staff

As of November 1, 2023

Occupational category	With Faculty Status						Without Faculty Status	Total
	Tenured	On Tenure Track	Not on Tenure Track					
			Multi-year	Annual contract	Less-than-annual contract	Indefinite duration (continuing or at-will)		
Primarily Instruction	0	0	0	0	55	0	55	
Exclusively credit					55		55	
Exclusively not-for-credit							0	
Combined credit/not-for-credit							0	
Instruction/research/public service staff							0	
Research staff							0	
Public Service staff							0	
Archivists, Curators, and Museum Technicians 25-4010							0	
Librarians and Media Collections Specialists 25-4020							0	
Library Technicians 25-4030							0	
Student and Academic Affairs and Other Education Services Occupations 25-2000 + 25-3000 + 25-9000							0	
Management Occupations 11-0000							0	
Business and Financial Operations Occupations 13-0000							0	
Computer, Engineering, and Science Occupations 15-0000 + 17-0000 + 19-0000							0	
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations 21-0000 + 23-0000 + 27-0000							0	
Healthcare Practitioners and Technical Occupations 29-0000							0	
Service Occupations 31-0000 + 33-0000 + 35-0000 + 37-0000 + 39-0000							0	
Sales and Related Occupations 41-0000							0	
Office and Administrative Support Occupations 43-0000							0	
Natural Resources, Construction, and Maintenance Occupations 45-0000 + 47-0000 + 49-0000							0	
Production, Transportation, and Material Moving Occupations 51-0000 + 53-0000							0	
<b>Total</b>							<b>55</b>	

Part H - New Hires, Full-time Instructional Staff by Tenure Status

Number of **Newly Hired Full-time Permanent Instructional Staff**

(Hired full-time between November 1, 2022 - October 31, 2023 and on the payroll as of November 1, 2023)

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Include Primarily Instruction and Instruction Combined with Research and Public Service

Men

Race/ethnicity	With <u>Faculty Status</u>						Without Faculty Status	Total
	<u>Tenured</u>	<u>On Tenure Track</u>	<u>Not on Tenure Track</u>					
			<u>Multi-year</u>	<u>Annual contract</u>	<u>Less-than-annual contract</u>	<u>Indefinite duration (continuing or at-will)</u>		
<u>U.S. Nonresident</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<u>Hispanic/Latino</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<u>American Indian or Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<u>Asian</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<u>Black or African American</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<u>White</u>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>
Two or more races	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<b>Total men</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>

Women

Race/ethnicity	With <u>Faculty Status</u>						Without Faculty Status	Total
	<u>Tenured</u>	<u>On Tenure Track</u>	<u>Not on Tenure Track</u>					
			<u>Multi-year</u>	<u>Annual contract</u>	<u>Less-than-annual contract</u>	<u>Indefinite duration (continuing or at-will)</u>		
<u>U.S. Nonresident</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<u>Hispanic/Latino</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<u>American Indian or Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<u>Asian</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<u>Black or African American</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<u>White</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>
Two or more races	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<b>Total women</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>
<b>Total (men+women)</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>

Part H - New Hires, Full-time Staff by Occupational Category

Number of **Newly Hired Full-time Permanent Non-instructional Staff**

(Hired full-time between November 1, 2022 - October 31, 2023 and on the payroll as of November 1, 2023)

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

**Men**

Race/ethnicity	<u>Instructional Staff</u> (from Part H, screen 1)	<u>Research staff</u>	<u>Public Service staff</u>	<u>Library and Student and Academic Affairs and Other Education Services Occupations</u> 25-4000 + 25-2000 + 25-3000 + 25-9000
<u>U.S. Nonresident</u>	0	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Hispanic/Latino</u>	0	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>American Indian or Alaska Native</u>	0	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Asian</u>	0	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Black or African American</u>	0	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Native Hawaiian or Other Pacific Islander</u>	0	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>White</u>	2	<input type="text"/>	<input type="text"/>	<input type="text"/>
Two or more races	0	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Race and ethnicity unknown</u>	0	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<b>Total men</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Women**

Race/ethnicity	<u>Instructional Staff</u> (from Part H, screen 1)	<u>Research staff</u>	<u>Public Service staff</u>	<u>Library and Student and Academic Affairs and Other Education Services Occupations</u> 25-4000 + 25-2000 + 25-3000 + 25-9000
<u>U.S. Nonresident</u>	0	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Hispanic/Latino</u>	0	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>American Indian or Alaska Native</u>	0	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Asian</u>	0	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Black or African American</u>	0	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Native Hawaiian or Other Pacific Islander</u>	0	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>White</u>	2	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>
Two or more races	0	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Race and ethnicity unknown</u>	0	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Total women</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

<b>Total (men+women)</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>2</b>
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Part H - New Hires, Full-time Staff by Occupational Category

Number of **Newly Hired Full-time Permanent Non-instructional Staff**

(Hired full-time between November 1, 2022 - October 31, 2023 and on the payroll as of November 1, 2023)

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

**Men**

Race/ethnicity	<u>Management Occupations</u> 11-0000	<u>Business and Financial Operations Occupations</u> 13-0000	<u>Computer, Engineering, and Science Occupations</u> 15-0000 + 17-0000 + 19-0000	<u>Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations</u> 21-0000 + 23-0000 + 27-0000	<u>Healthcare Practitioners and Technical Occupations</u> 29-0000
<u>U.S. Nonresident</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Hispanic/Latino</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>American Indian or Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Asian</u>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Black or African American</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text"/>
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>White</u>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Two or more races	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>
<u>Race and ethnicity, unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Total men</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>0</b>

**Women**

Race/ethnicity	<u>Management Occupations</u> 11-0000	<u>Business and Financial Operations Occupations</u> 13-0000	<u>Computer, Engineering, and Science Occupations</u> 15-0000 + 17-0000 + 19-0000	<u>Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations</u> 21-0000 + 23-0000 + 27-0000	<u>Healthcare Practitioners and Technical Occupations</u> 29-0000
<u>U.S. Nonresident</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Hispanic/Latino</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>American Indian or Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Asian</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Black or African American</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>White</u>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text"/>
Two or more races	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Race and ethnicity, unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Total women</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>
<b>Total (men+women)</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>8</b>	<b>0</b>

Part H - New Hires, Full-time Staff by Occupational Category

Number of **Newly Hired Full-time Permanent Non-instructional Staff**

(Hired full-time between November 1, 2022 - October 31, 2023 and on the payroll as of November 1, 2023)

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

**Men**

Race/ethnicity	<u>Service Occupations</u> 31-0000 + 33-0000 + 35-0000 + 37-0000 + 39-0000	<u>Sales and Related Occupations</u> 41-0000	<u>Office and Administrative Support Occupations</u> 43-0000	<u>Natural Resources, Construction, and Maintenance Occupations</u> 45-0000 + 47-0000 + 49-0000	<u>Production, Transportation, and Material Moving Occupations</u> 51-0000 + 53-0000	Grand Total (All full-time new hires)
<u>U.S. Nonresident</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Hispanic/Latino</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>American Indian or Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Asian</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1
<u>Black or African American</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	3
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>White</u>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	6
Two or more races	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<b>Total men</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>11</b>

**Women**

Race/ethnicity	<u>Service Occupations</u> 31-0000 + 33-0000 + 35-0000 + 37-0000 + 39-0000	<u>Sales and Related Occupations</u> 41-0000	<u>Office and Administrative Support Occupations</u> 43-0000	<u>Natural Resources, Construction, and Maintenance Occupations</u> 45-0000 + 47-0000 + 49-0000	<u>Production, Transportation, and Material Moving Occupations</u> 51-0000 + 53-0000	Grand Total (All full-time new hires)
<u>U.S. Nonresident</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Hispanic/Latino</u>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	1
<u>American Indian or Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Asian</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Black or African American</u>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	3
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>White</u>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text"/>	<input type="text"/>	12
Two or more races	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	1
<b>Total women</b>	<b>1</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>17</b>
<b>Total (men+women)</b>	<b>3</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>28</b>

## Human Resources Survey Evaluation

**Were any staff members difficult to categorize? If so, please explain in the box below.**

no.

Prepared by

**Prepared by**

Reporting Reminders:

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

This survey component was prepared by:					
<input type="radio"/>	Keyholder	<input type="radio"/>	SFA Contact	<input checked="" type="radio"/>	HR Contact
<input type="radio"/>	Finance Contact	<input type="radio"/>	Academic Library Contact	<input type="radio"/>	Other
Name:	<input type="text" value="Julie Saldivar"/>				
Email:	<input type="text" value="jsaldivar@wvstateu.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="3.00"/>	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="1.00"/> hours	<input type="text"/> hours	<input type="text" value="4.00"/> hours	<input type="text" value="2.00"/> hours
Other offices	<input type="text" value="1.00"/> hours	<input type="text"/> hours	<input type="text"/> hours	<input type="text"/> hours

Summary

Human Resources 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](mailto:ipedshelp@rti.org).

Number of staff by employment status and occupational category: Fall 2023				
Occupational category		Reported values		FTE staff
		Number of full-time staff	Number of part-time staff	
<b>Total number of staff</b>		<b>237</b>	<b>55</b>	<b>255</b>
Instructional Staff		101	55	119
Primarily Instruction		101	55	119
Exclusively credit		101	55	119
Exclusively not-for-credit		0	0	0
Combined credit/not-for-credit		0	0	0
Instruction/research/public service staff		0	0	0
Research staff		0	0	0
Public Service staff		0	0	0
Library and Student and Academic Affairs and Other Education Services Occupations SOC		3	0	3
Librarians, Curators, and Archivists SOC 25-4000		3	0	3
Archivists, Curators, and Museum Technicians 25-4010		0	0	0
Librarians and Media Collections Specialists 25-4020		2	0	2
Library Technicians 25-4030		1	0	1
Student and Academic Affairs and Other Education Services Occupations 25-2000 + 25-3000 + 25-9000		0	0	0
Management Occupations 11-0000		39	0	39
Business and Financial Operations Occupations 13-0000		10	0	10
Computer, Engineering, and Science Occupations 15-0000 + 17-0000 + 19-0000		3	0	3
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations 21-0000 + 23-0000 + 27-0000		31	0	31
Healthcare Practitioners and Technical Occupations 29-0000		2	0	2
Service Occupations 31-0000 + 33-0000 + 35-0000 + 37-0000 + 39-0000		8	0	8
Sales and Related Occupations 41-0000		0	0	0
Office and Administrative Support Occupations 43-0000		32	0	32
Natural Resources, Construction, and Maintenance Occupations 45-0000 + 47-0000 + 49-0000		7	0	7
Production, Transportation, and Material Moving Occupations 51-0000 + 53-0000		1	0	1

NOTE: Full-time-equivalent (FTE) staff is calculated by summing the total number of full-time staff and adding one-third of the total number of part-time staff. Graduate assistants are not included in the above figures. Many of the FTE figures may be included in the DFR.

**Salaries of full-time instructional staff by contract length and academic rank: Academic year 2023-24**

Academic Rank	Months Covered by Annual Salary				Total Staff for Salary reporting	Total Number of Months	Salary Outlays (\$)	Weighted Average Monthly Salaries (\$)
	12 months	11 months	10 months	9 months				
<b>All Ranks</b>	14	1	5	81	101	958	6,794,258	7,092
Professors	4	1	1	29	35	330	2,645,515	8,017
Associate professors	5	0	2	19	26	251	1,882,970	7,502
Assistant professors	1	0	2	23	26	239	1,561,749	6,535
Instructors	4	0	0	10	14	138	704,024	5,102
Lecturers	0	0	0	0	0	0	0	
No academic rank	0	0	0	0	0	0	0	

NOTE: The above data are based on the Salary Outlays part of the IPEDS HR component. The Weighted average monthly salaries of full-time instructional staff by academic rank are calculated by adding the salary outlays reported for Men plus Women by academic rank, then dividing the sum by the "Total Number of Months" for Men plus Women by academic rank. Salaries of full-time instructional staff paid less than 9 months per year are not collected. Also, salaries of medical school staff are not collected. The weighted average monthly salaries may be included in the DFR.

**Salary Outlays for Full-time Non-instructional Staff**

Occupational category	Number of full-time staff (carried forward from the Part B - FT, non-instructional staff screens)	Total annual salary outlays (\$)
Research staff	0	
Public Service staff	0	
Library and Student and Academic Affairs and Other Education Services Occupations 25-4000 + 25-2000 + 25-3000 + 25-9000	3	148,241
Management Occupations 11-0000	39	3,030,080
Business and Financial Operations Occupations 13-0000	10	584,223
Computer, Engineering, and Science Occupations 15-0000 + 17-0000 + 19-0000	3	223,402
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations 21-0000 + 23-0000 + 27-0000	31	1,499,925
Healthcare Practitioners and Technical Occupations 29-0000	2	107,268
Service Occupations 31-0000 + 33-0000 + 35-0000 + 37-0000 + 39-0000	8	310,195
Sales and Related Occupations 41-0000	0	
Office and Administrative Support Occupations 43-0000	32	1,360,312
Natural Resources, Construction, and Maintenance Occupations 45-0000 + 47-0000 + 49-0000	7	259,815
Production, Transportation, and Material Moving Occupations 51-0000 + 53-0000	1	45,315
<b>Total</b>	<b>136</b>	<b>7,568,776</b>

**Number of Newly Hired Full-time Permanent Staff**

(Hired full-time between November 1, 2022 - October 31, 2023 and on the payroll as of November 1, 2023)

	Number of staff
<b>Newly Hired Full-time Permanent Staff</b>	<b>28</b>

Edit Report

Human Resources

Source	Description	Severity	Resolved	Options
<b>Global Edits</b>				
Perform Edits	The Equated 9 months Annual Average salaries of Instructors (Women) reported in Part G3 - Average Salaries for Instructional Staff by Academic Rank has changed significantly since last year. Please review your data and make any necessary corrections, or explain the discrepancy. (Error #1953)	Explanation	Yes	
Reason	One of the employees in this category was also considered a University administrator and had a significantly higher salary for that reason.			
Related Screens	G3 - Average Salaries for Instructional Staff by Academic Rank			

## Fall Enrollment 2023-24

Institution: West Virginia State University (237899)

User ID: P2378991

### 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			Total 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	10	4	10	24	0	24
Hispanic/Latino	6	2	6	14	1	15
American Indian or Alaska Native	0	0	0	0	0	0
Asian	2	0	2	4	0	4
Black or African American	13	3	69	85	1	86
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	32	16	219	267	15	282
Two or more races	3	1	26	30	1	31
Race and ethnicity unknown	89	19	13	121	9	130
<b>Total men</b>	<b>155</b>	<b>45</b>	<b>345</b>	<b>545</b>	<b>27</b>	<b>572</b>
Total men prior year	141	58	344	543	42	585

**Women**

Enrolled for <u>credit</u>	Degree/certificate-seeking			Total 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	3	6	15	24	0	24
Hispanic/Latino	7	1	13	21	1	22
American Indian or Alaska Native	0	0	1	1	0	1
Asian	1	0	1	2	0	2
Black or African American	14	3	60	77	0	77
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	67	27	313	407	34	441
Two or more races	4	3	21	28	2	30
Race and ethnicity unknown	63	21	25	109	14	123
<b>Total women</b>	<b>159</b>	<b>61</b>	<b>449</b>	<b>669</b>	<b>51</b>	<b>720</b>
Total women prior year	180	85	407	672	59	731

<b>Grand total (men+women)</b>	<b>314</b>	<b>106</b>	<b>794</b>	<b>1,214</b>	<b>78</b>	<b>1,292</b>
Grand total (men+women) prior year	321	143	751	1,215	101	1,316

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>	Degree/certificate-seeking			Total degree/certificate-seeking	Non-degree/ non-certificate-seeking	Total, <u>part-time</u> <u>undergraduate</u> students
	First-time	Non-first-time				
		Transfer-in	Continuing/ Returning			
<u>U.S. Nonresident</u>	0	0	1	1	2	3
<u>Hispanic/Latino</u>	1	0	3	4	15	19
<u>American Indian or Alaska Native</u>	0	0	0	0	2	2
<u>Asian</u>	0	0	0	0	15	15
<u>Black or African American</u>	0	0	6	6	16	22
<u>Native Hawaiian or Other Pacific Islander</u>	0	0	0	0	1	1
<u>White</u>	0	3	15	18	565	583
Two or more races	0	0	0	0	14	14
<u>Race and ethnicity unknown</u>	3	3	1	7	111	118
<b>Total men</b>	<b>4</b>	<b>6</b>	<b>26</b>	<b>36</b>	<b>741</b>	<b>777</b>
<b>Total men prior year</b>	<b>4</b>	<b>6</b>	<b>51</b>	<b>61</b>	<b>865</b>	<b>926</b>

**Women**

Enrolled for <u>credit</u>	Degree/certificate-seeking			Total degree/certificate-seeking	Non-degree/ non-certificate-seeking	Total, <u>part-time</u> <u>undergraduate</u> students
	First-time	Non-first-time				
		Transfer-in	Continuing/ Returning			
<u>U.S. Nonresident</u>	0	0	3	3	1	4
<u>Hispanic/Latino</u>	0	0	1	1	15	16
<u>American Indian or Alaska Native</u>	0	0	0	0	2	2
<u>Asian</u>	0	0	1	1	19	20
<u>Black or African American</u>	0	3	4	7	38	45
<u>Native Hawaiian or Other Pacific Islander</u>	0	0	0	0	2	2
<u>White</u>	2	6	40	48	914	962
Two or more races	0	3	8	11	21	32
<u>Race and ethnicity unknown</u>	2	2	3	7	163	170
<b>Total women</b>	<b>4</b>	<b>14</b>	<b>60</b>	<b>78</b>	<b>1,175</b>	<b>1,253</b>
<b>Total women prior year</b>	<b>6</b>	<b>12</b>	<b>68</b>	<b>86</b>	<b>1,306</b>	<b>1,392</b>

<b>Grand total (men+women)</b>	<b>8</b>	<b>20</b>	<b>86</b>	<b>114</b>	<b>1,916</b>	<b>2,030</b>
<b>Grand total (men+women) prior year</b>	<b>10</b>	<b>18</b>	<b>119</b>	<b>147</b>	<b>2,171</b>	<b>2,318</b>

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>	24	3	27
<u>Hispanic/Latino</u>	15	19	34
<u>American Indian or Alaska Native</u>	0	2	2
<u>Asian</u>	4	15	19
<u>Black or African American</u>	86	22	108
<u>Native Hawaiian or Other Pacific Islander</u>	0	1	1
<u>White</u>	282	583	865
Two or more races	31	14	45
<u>Race and ethnicity unknown</u>	130	118	248
<b>Total men</b>	<b>572</b>	<b>777</b>	<b>1,349</b>

**Women**

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
<u>U.S. Nonresident</u>	24	4	28
<u>Hispanic/Latino</u>	22	16	38
<u>American Indian or Alaska Native</u>	1	2	3
<u>Asian</u>	2	20	22
<u>Black or African American</u>	77	45	122
<u>Native Hawaiian or Other Pacific Islander</u>	0	2	2
<u>White</u>	441	962	1,403
Two or more races	30	32	62
<u>Race and ethnicity unknown</u>	123	170	293
<b>Total women</b>	<b>720</b>	<b>1,253</b>	<b>1,973</b>
<b>Grand Total (men+women)</b>	<b>1,292</b>	<b>2,030</b>	<b>3,322</b>

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>	8	1	9
<u>Hispanic/Latino</u>	0	0	0
<u>American Indian or Alaska Native</u>	0	0	0
<u>Asian</u>	2	1	3
<u>Black or African American</u>	9	4	13
<u>Native Hawaiian or Other Pacific Islander</u>	0	0	0
<u>White</u>	13	20	33
Two or more races	2	1	3
<u>Race and ethnicity unknown</u>	3	2	5
<b>Total men</b>	<b>37</b>	<b>29</b>	<b>66</b>
Total men prior year	40	19	59

**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	0	8
<u>Hispanic/Latino</u>	1	2	3
<u>American Indian or Alaska Native</u>	1	0	1
<u>Asian</u>	0	0	0
<u>Black or African American</u>	6	6	12
<u>Native Hawaiian or Other Pacific Islander</u>	0	0	0
<u>White</u>	14	21	35
Two or more races	1	2	3
<u>Race and ethnicity unknown</u>	3	5	8
<b>Total women</b>	<b>34</b>	<b>36</b>	<b>70</b>
Total women prior year	42	50	92

<b>Grand total (men+women)</b>	<b>71</b>	<b>65</b>	<b>136</b>
Grand total (men+women) prior year	82	69	151

Part A - Fall Enrollment - Summary - Grand Totals

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	4	36
<u>Hispanic/Latino</u>	15	19	34
<u>American Indian or Alaska Native</u>	0	2	2
<u>Asian</u>	6	16	22
<u>Black or African American</u>	95	26	121
<u>Native Hawaiian or Other Pacific Islander</u>	0	1	1
<u>White</u>	295	603	898
Two or more races	33	15	48
<u>Race and ethnicity unknown</u>	133	120	253
<b>Total men</b>	<b>609</b>	<b>806</b>	<b>1,415</b>

Women

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
<u>U.S. Nonresident</u>	32	4	36
<u>Hispanic/Latino</u>	23	18	41
<u>American Indian or Alaska Native</u>	2	2	4
<u>Asian</u>	2	20	22
<u>Black or African American</u>	83	51	134
<u>Native Hawaiian or Other Pacific Islander</u>	0	2	2
<u>White</u>	455	983	1,438
Two or more races	31	34	65
<u>Race and ethnicity unknown</u>	126	175	301
<b>Total women</b>	<b>754</b>	<b>1,289</b>	<b>2,043</b>
<b>Grand Total (men+women)</b>	<b>1,363</b>	<b>2,095</b>	<b>3,458</b>

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
<b>Grand total</b>		<b>3,322</b>	<b>3,634</b>	<b>136</b>	<b>151</b>
	Gender unknown (i.e., gender information is not known or not collected).	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0
	<b>Another gender</b> (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"/>	
<b>Total of Gender unknown + Another gender</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total of Students for whom gender is known and falls into one of the mutually exclusive binary categories provided [Men/Women]</b>		<b>3,322</b>	<b>3,634</b>	<b>136</b>	<b>151</b>

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

Part A - Fall Enrollment by Distance Education Status

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

	Undergraduate Students		Graduate Students
	Degree/certificate-seeking	Non-degree/non-certificate-seeking	
<b>i</b> Enrolled <i>exclusively</i> in <u>distance education courses</u>	192	240	35
Enrolled in <i>at least one</i> but not all distance education courses	900	273	28
<i>Not enrolled</i> in any distance education courses	<b>236</b>	<b>1,481</b>	<b>73</b>
<b>Total (Carried forward from part A)</b>	<b>1,328</b>	<b>1,994</b>	<b>136</b>

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

Part A - Fall Enrollment by Distance Education Status

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

		Undergraduate Students		Graduate Students
		Degree/certificate-seeking	Non-degree/non-certificate-seeking	
Located in	WV	<input type="text" value="175"/>	<input checked="" type="checkbox"/> <input type="text" value="240"/>	<input type="text" value="32"/>
Located in the U.S. but not in	WV	<input type="text" value="13"/>	<input type="text" value="0"/>	<input type="text" value="3"/>
Located in the U.S. but state/jurisdiction unknown		<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Located outside the U.S.		<input type="text" value="4"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Location unknown/unreported		0	0	0
<b>Total students exclusively enrolled in distance education (Carried forward from section above)</b>		<b>192</b>	<b>240</b>	<b>35</b>

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	27	44
18-19	210	243
20-21	186	225
22-24	87	89
25-29	39	43
30-34	7	26
35-39	8	18
40-49	6	24
50-64	2	8
65 and over	0	0
Age unknown/unreported	0	0
<b>Total full-time undergraduate students (Carried forward from part A)</b>	<b>572</b>	<b>720</b>

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

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

Age	Part-time Undergraduate Students	
	Men	Women
Under 18	609	1,060
18-19	128	116
20-21	4	6
22-24	4	20
25-29	10	6
30-34	7	11
35-39	1	7
40-49	8	16
50-64	5	9
65 and over	1	2
Age unknown/unreported	0	0
<b>Total part-time undergraduate students (Carried forward from part A)</b>	<b>777</b>	<b>1,253</b>

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

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

Age	Full-time Graduate Students	
	Men	Women
Under 18	<input type="text" value="0"/>	<input type="text" value="0"/>
18-19	<input type="text" value="0"/>	<input type="text" value="0"/>
20-21	<input type="text" value="1"/>	<input type="text" value="2"/>
22-24	<input type="text" value="14"/>	<input type="text" value="13"/>
25-29	<input type="text" value="15"/>	<input type="text" value="4"/>
30-34	<input type="text" value="4"/>	<input type="text" value="4"/>
35-39	<input type="text" value="2"/>	<input type="text" value="2"/>
40-49	<input type="text" value="0"/>	<input type="text" value="6"/>
50-64	<input type="text" value="1"/>	<input type="text" value="2"/>
65 and over	<input type="text" value="0"/>	<input type="text" value="1"/>
Age unknown/unreported	0	0
<b>Total full-time graduate students (Carried forward from part A)</b>	<b>37</b>	<b>34</b>

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

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

Age	Part-time Graduate Students	
	Men	Women
Under 18	<input type="text" value="0"/>	<input type="text" value="0"/>
18-19	<input type="text" value="0"/>	<input type="text" value="0"/>
20-21	<input type="text" value="0"/>	<input type="text" value="0"/>
22-24	<input type="text" value="7"/>	<input type="text" value="3"/>
25-29	<input type="text" value="7"/>	<input type="text" value="7"/>
30-34	<input type="text" value="6"/>	<input type="text" value="8"/>
35-39	<input type="text" value="1"/>	<input type="text" value="7"/>
40-49	<input type="text" value="6"/>	<input type="text" value="8"/>
50-64	<input type="text" value="2"/>	<input type="text" value="3"/>
65 and over	<input type="text" value="0"/>	<input type="text" value="0"/>
Age unknown/unreported	0	0
<b>Total part-time graduate students (Carried forward from part A)</b>	<b>29</b>	<b>36</b>

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> )	314
D2	Total <u>first-time</u> degree/certificate-seeking undergraduates (full-time + part-time) from Part A	322
D3	Total <u>transfer-in (non-first-time entering)</u> , degree/certificate-seeking undergraduates (full-time + part-time) from Part A	126
D4	Total <u>non-degree/non-certificate-seeking</u> undergraduates (full-time + part-time) from Part A	1,994
D5	Of the total non-degree/non-certificate-seeking undergraduates displayed on line D4, <b>the number that are new to the institution in Fall 2023</b>	1,051
D6	Total <u>entering students</u> at the undergraduate level <b>Note:</b> This is calculated as first-time students (line D2) + students transferring to the institution (line D3) + non-degree/non-certificate-seeking undergraduates entering in Fall 2023 (line D5).	1,499
D7	Percentage of undergraduate entering class represented by your GR <u>cohort</u> (line D1/line D6)	21

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)	
<b>E1</b>	Full-time, first-time Fall 2022 bachelor's seeking cohort	321	301
<b>E2a</b>	<u>Exclusions</u> from the Fall 2022 cohort	0	0
<b>E2b</b>	Inclusion to the Fall 2022 cohort	0	0
<b>E3</b>	<b>Adjusted</b> Fall 2022 cohort (line E1- E2a + E2b)	<b>321</b>	<b>301</b>
<b>E4</b>	Students from Fall 2022 cohort <b>still enrolled</b> as of Fall 2023	203	184
<b>E5</b>	Full-time, first-time Fall 2022 bachelor's cohort retention rate (line E4 / line E3)	<b>63</b> %	<b>61</b> %

 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)	
<b>E6</b>	Part-time, first-time Fall 2022 bachelor's seeking cohort	<input type="text" value="10"/>	4
<b>E7a</b>	<u>Exclusions</u> from the Fall 2022 cohort	<input type="text" value="0"/>	0
<b>E7b</b>	Inclusions to the Fall 2022 cohort	<input type="text" value="0"/>	0
<b>E8</b>	<b>Adjusted</b> Fall 2022 cohort (line E6 - E7a + E7b)	<b>10</b>	4
<b>E9</b>	Students from Fall 2022 cohort <b>still enrolled</b> as of Fall 2023	<input type="text" value="2"/>	2
<b>E10</b>	Part-time, first-time Fall 2022 bachelor's cohort retention rate (line E9 / line E8)	<input checked="" type="checkbox"/> <b>20</b> %	50 %

The notes below provide context for the data you've reported above and **may** be posted on the College Navigator website.

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

## Part F - Student-to-Faculty Ratio

### Student-to-Faculty Ratio

Please provide your institution's student-to-faculty ratio (i.e., student-to-instructional staff) for undergraduate programs for Fall 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

to 1

Student-to-faculty ratio prior year

16 to 1

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

Prepared by

Reporting Reminders:

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

This survey component was prepared by:

<input type="radio"/>	Keyholder	<input type="radio"/>	SFA Contact	<input type="radio"/>	HR Contact
<input type="radio"/>	Finance Contact	<input type="radio"/>	Academic Library Contact	<input checked="" type="radio"/>	Other
Name:		<input type="text" value="Rebecca Taylor"/>			
Email:		<input type="text" value="rebecca.taylor@wvstateu.edu"/>			

How many staff from your institution only were involved in the data collection and reporting process of this survey component?

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?  
*Exclude the hours spent collecting data for state and other reporting purposes.*

Staff member	Collecting Data Needed	Revising Data to Match IPEDS Requirements	Entering Data	Revising and Locking Data
Your office	<input type="text" value="2.00"/> hours	<input type="text"/> hours	<input type="text" value="5.00"/> hours	<input type="text" value="1.00"/> hours
Other offices	<input type="text" value="5.00"/> 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](mailto:ipedshelp@rti.org).

Student Enrollment		
Total enrollment		3,458
	Undergraduate enrollment	3,322
	Graduate enrollment	136
Student-to-faculty ratio		
		12 to 1

Student Characteristics (All Students)		
Percent of all students who are female (%)		59
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 (%)	0
	Asian (%)	1
	Black or African American (%)	7
	Hispanic/Latino (%)	2
	Native Hawaiian or Pacific Islander (%)	0
	White (%)	68
	Two or More Races (%)	3
	Race and ethnicity unknown (%)	16
U. S. Nonresident (%)		2

Undergraduate Student Characteristics		
Percent of all students who are female (%)		59
Percent of undergraduates who are full-time (%)		39
Percent of undergraduates who are transfer-in (%)		4
Percent of undergraduates who are enrolled exclusively in distance education courses (%)		13
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 (%)	0
	Asian (%)	1
	Black or African American (%)	7
	Hispanic/Latino (%)	2
	Native Hawaiian or Pacific Islander (%)	0
	White (%)	68
	Two or More Races (%)	3
	Race and ethnicity unknown (%)	16
U. S. Nonresident (%)		2

Percent of undergraduate students by age:		
	24 and under (%)	92
	25 and over (%)	8
	Age unknown (%)	0
Percent of first-time degree/certificate seeking students by residence:		
	In state (%)	
	Out-of-state (%)	0
	Foreign countries (%)	0
	Residence unknown (%)	100

Undergraduate Retention and Graduation Rate Cohort		
	First-time, full-time bachelor's seeking student fall-to-fall retention rate (%)	63
	First-time, part-time bachelor's seeking student fall-to-fall retention rate (%)	20
	Graduation rate cohort as percent of total entering students (%)	21

Graduate Student Characteristics		
	Percent of graduate students who are female (%)	51
	Percent of graduate students who are full-time (%)	52
	Percent of graduate students who are enrolled exclusively in distance education courses (%)	26
	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 (%)	88
	American Indian or Alaska Native (%)	1
	Asian (%)	2
	Black or African American (%)	18
	Hispanic/Latino (%)	2
	Native Hawaiian or Pacific Islander (%)	0
	White (%)	50
	Two or More Races (%)	4
	Race and ethnicity unknown (%)	10
	U.S. Nonresident (%)	13

Edit Report

Fall Enrollment

Source	Description	Severity	Resolved	Options
<b>Screen: Part A - Fall Enrollment by Distance Education Status</b>				
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 our undergraduate non-degree/non-certificate-seeking students exclusively enrolled in distance education courses are dual credit high school students and must live in WV to participate in that program.			
Related Screens	Distance Education Status 1, Distance Education Status 2			
<b>Screen: Part E - First-time Bachelor's Cohort Retention Rates (Part-time)</b>				
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 calculated cohort retention rate is outside the expected range when compared with the prior year value as WVSVU was not able to retain the vast majority of the first-time part-time freshman cohort.			

## Finance 2023-24

Institution: West Virginia State University (237899)

User ID: P2378991

### Overview

#### Overview

The purpose of the IPEDS Finance component is to collect basic financial information from items associated with the institution's General Purpose Financial Statements.

#### Data Reporting Reminder:

- 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.

#### 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 "room and board" terminology in survey materials to "food and housing," including Glossary terms
- Removed reference to "teaching faculty" from the instructions for the Instruction expense category
- Revised instructions for the Academic support expense category for consistency with the definition of the Academic support expense
- Added a note to the instructions that the Spending distribution for current use amount is treated as negative value

#### 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 (877) 225-2568**.

## Finance - Public Institutions' Reporting Standard

### Reporting Standard

Please indicate which reporting standards are used to prepare your financial statements:

- GASB (Governmental Accounting Standards Board), using standards of GASB 34 & 35
- FASB (Financial Accounting Standards Board)

Please consult your business officer for the correct response before saving this screen. Your response to this question will determine the forms you will receive for reporting finance data.

Finance - Public Institutions Using GASB Standards

General Information: GASB-Reporting Institutions (aligned form)

Reporting Reminder:

- To the extent possible, the finance data requested in this report should be provided from your institution's audited General Purpose Financial Statements (GPFS).
- Please refer to the instructions specific to each screen of the survey for details and references.

1. Fiscal Year Calendar

This report covers financial activities for the 12-month fiscal year: (The fiscal year reported should be the most recent fiscal year ending before October 1, 2023.)

Beginning: month/year (MMYYYY)	Month: <input type="text" value="7"/>	Year: <input type="text" value="2022"/>
And ending: month/year (MMYYYY)	Month: <input type="text" value="6"/>	Year: <input type="text" value="2023"/>

2. Audit Opinion

Did your institution receive an unqualified opinion on its General Purpose Financial Statements from your auditor for the fiscal year noted above? (If your institution is audited only in combination with another entity, answer this question based on the audit of that entity.)

- Unqualified
- i** Qualified (Explain in box below)
- Don't know OR in progress (Explain in box below)

3. Reporting Model

GASB Statement No. 34 offers three alternative reporting models for special-purpose governments like colleges and universities. Which model is used by your institution?

- Business-type activities
- Governmental Activities
- Governmental Activities with Business-Type Activities

4. Intercollegiate Athletics

Does your institution participate in intercollegiate athletics?

- No
- Yes - answer part a and b below

a) Are the intercollegiate athletics expenses accounted for as? [check all that apply]

- Auxiliary enterprises
- Student services
- Other (specify in box below)

b) Does your institution have intercollegiate athletics revenue?

- No
- Yes - select category(s) where these revenues are included [check all that apply]

- Sales and services of educational activities
- Sales and services of auxiliary enterprises
- Other (specify in box below)

5. Endowment Assets

Does this institution or any of its foundations or other affiliated organizations own endowment assets?

- No
- Yes - (report endowment assets)

6. Pension

Does your institution include defined benefit pension liabilities, expenses, and/or deferrals in its General Purpose Financial Statements?

- No
- i** Yes

**7. Postemployment Benefits Other than Pension (OPEB)**

Does your institution include postemployment benefits other than pension (OPEB) liabilities, expenses, and/or deferrals in its General Purpose Financial Statements?

- No
- Yes

 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 - Statement of Net Position Page 1

Fiscal Year: July 1, 2022 - June 30, 2023			
If your institution is a parent institution then the amounts reported in Parts A and D should include ALL of your child institutions			
Line no.		Current year amount	Prior year amount
<b>Assets</b>			
01	Total <u>current assets</u>	17,695,085	12,583,746
31	Depreciable <u>capital assets</u> , net of depreciation	73,319,020	74,165,892
04	Other noncurrent assets CV=[A05-A31]	1,187,310	1,465,582
05	Total <u>noncurrent assets</u>	74,506,330	75,631,474
06	<b>Total assets</b> CV=(A01+A05)	92,201,415	88,215,220
19	<b>Deferred outflows of resources</b>	7,446,530	7,561,982
<b>Liabilities</b>			
07	<u>Long-term debt, current portion</u>	1,383,650	1,823,982
08	Other current liabilities CV=(A09-A07)	11,591,900	12,270,596
09	Total <u>current liabilities</u>	12,975,550	14,094,578
10	<u>Long-term debt</u>	35,484,213	37,152,327
11	Other noncurrent liabilities CV=(A12-A10)	1,574,438	928,782
12	Total <u>noncurrent liabilities</u>	37,058,651	38,081,109
13	<b>Total liabilities</b> CV=(A09+A12)	50,034,201	52,175,687
20	<b>Deferred inflows of resources</b>	2,012,033	4,207,096
<b>Net Position</b>			
14	<u>Invested in capital assets, net of related debt</u>	35,435,728	35,189,583
15	<u>Restricted-expendable</u>	1,148,851	1,133,969
16	<u>Restricted-nonexpendable</u>	0	98,757
17	<u>Unrestricted</u> CV=[A18-(A14+A15+A16)]	11,017,132	2,972,110
18	<b>Net position</b> CV=[(A06+A19)-(A13+A20)]	47,601,711	39,394,419

 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 - Statement of Net Position Page 2

Fiscal Year: July 1, 2022 - June 30, 2023			
Line No.	Description	Ending balance	Prior year Ending balance
<b>Capital Assets</b>			
21	<u>Land and land improvements</u>	10,911,890	10,856,635
22	<u>Infrastructure</u>	4,691,094	5,591,704
23	<u>Buildings</u>	99,808,868	99,670,913
32	Equipment, including art and <u>library collections</u>	17,658,026	17,171,659
27	<u>Construction in progress</u>	922,925	901,821
	<b>Total for Plant, Property and Equipment CV = (A21+ .. A27)</b>	<b>133,992,803</b>	<b>134,192,732</b>
28	<u>Accumulated depreciation</u>	61,813,521	60,027,110
33	Intangible assets, net of accumulated amortization	1,139,738	0
34	Other capital assets		0

 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 - Summary of Changes In Net Position

Fiscal Year: July 1, 2022 - June 30, 2023			
If your institution is a parent institution then the amounts reported in Parts A and D should include ALL of your child institutions			
Line No.	Description	Current year amount	Prior year amount
01	Total revenues and other additions for this institution <b>AND all of its child institutions</b>	61,961,660	54,635,035
02	Total expenses and deductions for this institution <b>AND all of its child institutions</b>	53,787,647	49,792,165
03	Change in net position during year <b>CV=(D01-D02)</b>	<b>8,174,013</b>	<b>4,842,870</b>
04	<u>Net position</u> beginning of year for this institution <b>AND all of its child institutions</b>	39,394,419	34,551,549
05	<u>Adjustments to beginning net position</u> and other gains or losses <b>CV=[D06-(D03+D04)]</b>	<b>33,279</b>	<b>0</b>
06	Net position end of year for this institution <b>AND all of its child institutions (from A18)</b>	47,601,711	39,394,419

 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 E-1 - Scholarships and Fellowships

Fiscal Year: July 1, 2022 - June 30, 2023

Do not report Federal Direct Student Loans (FDSL) anywhere in this section.

Line No.	Scholarships and Fellowships	Current year amount	Prior year amount
01	<u>Pell grants</u> (federal)	3,370,990	3,358,473
02	<u>Other federal grants</u> (Do NOT include FDSL amounts)	187,543	327,829
03	<u>Grants by state government</u>	2,899,482	5,693,889
04	<u>Grants by local government</u>	0	0
05	<u>Institutional grants from restricted resources</u>	316,371	142,954
06	<u>Institutional grants from unrestricted resources</u> CV=[E07-(E01+...+E05)]	<b>3,685,038</b>	<b>2,099,352</b>
07	Total revenue that funds scholarships and fellowships	10,459,424	11,622,497
<b>Discounts and Allowances</b>			
08	<u>Discounts and allowances</u> applied to <u>tuition and fees</u>	5,705,939	5,281,462
09	<u>Discounts and allowances</u> applied to sales and services of <u>auxiliary enterprises</u>	2,815,950	3,327,145
10	Total discounts and allowances CV=(E08+E09)	<b>8,521,889</b>	<b>8,608,607</b>
11	Net scholarships and fellowships expenses after deducting discounts and allowances CV= (E07-E10) <b>This amount will be carried forward to C10 of the expense section.</b>	<b>1,937,535</b>	<b>3,013,890</b>

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

Part E-2 - Sources of Discounts and Allowances

Fiscal Year: July 1, 2022 - June 30, 2023							
Line No.	Source of Discounts and Allowances	Amount of Source Applied to:					
		Tuition and fees discounts allowances		Auxiliary enterprises discounts allowances		Total discounts allowances	
		Current year amount	Prior year amount	Current year amount	Prior year amount	Current year amount	Prior year amount
12	Pell grants (federal)	0	0	0	0	0	0
13	Other federal grants (Do NOT include FDSL amounts)	0	0	0	0	0	0
14	Grants by state government	0	0	0	0	0	0
15	Grants by local government	0	0	0	0	0	0
16	Endowments and gifts	0	0	0	0	0	0
17	Other institutional sources CV=[E18-(E12+E13+ ... +E16)]	5,705,939	5,281,462	2,815,950	3,327,145	8,521,889	8,608,607
18	Total (from Part E1 line 8, 9 and 10)	5,705,939	5,281,462	2,815,950	3,327,145	8,521,889	8,608,607

Part B - Revenues and Other Additions, Page 1

Fiscal Year: July 1, 2022 - June 30, 2023			
Line No.	Source of Funds	Current year amount	Prior year amount
<u>Operating Revenues</u>			
01	<u>Tuition and fees</u> , after deducting <u>discounts &amp; allowances</u>	8,224,803	8,746,553
Grants and contracts - operating			
02	Federal operating grants and contracts	11,582,403	9,631,837
03	State operating grants and contracts	7,033,546	5,693,889
04	Local government/private operating grants and contracts	<b>316,371</b>	<b>142,954</b>
04a	Local government operating grants and contracts	0	0
04b	Private operating grants and contracts	316,371	142,954
05	Sales and services of <u>auxiliary enterprises</u> , after deducting <u>discounts and allowances</u>	2,987,366	3,056,637
06	Sales and services of hospitals, after deducting <u>patient contractual allowances</u>	0	0
26	<u>Sales and services of educational activities</u>	0	0
07	<u>Independent operations</u>	0	0
08	Other sources - operating CV=[B09-(B01+ ...+B07)]	<b>455,267</b>	<b>1,720,012</b>
09	Total operating revenues	30,599,756	28,991,882

Part B - Revenues and Other Additions, Page 2

Fiscal Year: July 1, 2022 - June 30, 2023			
Line No.	Source of funds	Current year amount	Prior year amount
<u>Nonoperating Revenues</u>			
10	Federal <u>appropriations</u>	0	0
11	State <u>appropriations</u>	15,832,709	14,122,566
12	<u>Local appropriations, education district taxes, and similar support</u>	0	0
Grants-nonoperating			
13	Federal nonoperating grants <b>Do NOT include Federal Direct Student Loans</b>	14,848,748	10,050,915
14	State nonoperating grants	0	0
15	Local government nonoperating grants	0	0
16	<u>Gifts, including contributions from affiliated organizations</u>	0	0
17	<u>Investment income</u>	19,308	9,042
18	Other nonoperating revenues CV=[B19-(B10+...+B17)]	0	0
19	Total nonoperating revenues	30,700,765	24,182,523
27	Total operating and nonoperating revenues CV=[B19+B09]	61,300,521	53,174,405
28	<u>12-month Student FTE from E12</u>	2,005	1,998
29	Total operating and nonoperating revenues per student FTE CV=[B27/B28]	30,574	26,614

Part B - Revenues and Other Additions, Page 3

Fiscal Year: July 1, 2022 - June 30, 2023			
Line No.	Source of funds	Current year amount	Prior year amount
Other Revenues and Additions			
20	<u>Capital appropriations</u>	<input type="text" value="0"/>	0
21	<u>Capital grants and gifts</u>	<input type="text" value="661,139"/>	1,284,843
22	<u>Additions to permanent endowments</u>	<input type="text" value="0"/>	0
23	Other revenues and additions CV=[B24-(B20+...+B22)]	0	175,787
24	Total other revenues and additions CV=[B25-(B9+B19)]	661,139	1,460,630
25	Total all revenues and other additions	<input type="text" value="61,961,660"/>	54,635,035

 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-1 - Expenses and Other Deductions by Functional Classification

Fiscal Year: July 1, 2022 - June 30, 2023					
Report Total Operating AND Nonoperating Expenses in this section					
Line No.	Expense: Functional Classifications	Total amount	Prior Year Total Amount	Salaries and wages	Prior Year Salaries and wages
		(1)		(2)	
01	<u>Instruction</u>	11,896,380	14,379,939	8,580,260	8,400,400
02	<u>Research</u>	4,058,400	5,549,502	2,143,743	1,959,387
03	<u>Public service</u>	4,509,599	5,556,696	2,114,410	1,852,443
05	<u>Academic support</u>	820,722	1,207,024	605,691	467,225
06	<u>Student services</u>	2,878,481	2,009,598	1,339,957	1,073,537
07	<u>Institutional support</u>	<input checked="" type="checkbox"/> 13,091,126	6,733,048	4,189,323	3,274,640
10	<u>Scholarships and fellowships expenses,</u> net of <u>discounts and allowances</u> (from Part E-1, line 11)	1,937,535	3,013,890		
11	<u>Auxiliary enterprises</u>	5,348,645	2,772,891	1,234,402	1,024,235
12	<u>Hospital services</u>	0	0	0	0
13	<u>Independent operations</u>	0	0	0	0
14	Other Functional Expenses and deductions CV=[C19-(C01+...+C13)]	9,246,759	8,569,577	640,002	679,209
19	<b>Total expenses and deductions</b>	53,787,647	49,792,165	20,847,788	18,731,076

Part C-2 - Expenses and Other Deductions by Natural Classification

Fiscal Year: July 1, 2022 - June 30, 2023			
Line No.	Expense: Natural Classifications	Total Amount	Prior year amount
19-2	<u>Salaries and Wages</u> (from Part C-1, Column 2 line 19)	20,847,788	18,731,076
19-3	<u>Benefits</u>	3,358,633	2,239,726
19-4	<u>Operation and Maintenance of Plant</u> (as a natural expense)	1,874,262	1,996,216
19-5	<u>Depreciation</u>	3,635,823	3,338,151
19-6	<u>Interest</u>	1,388,026	2,534,224
19-7	<u>Other Natural Expenses and Deductions</u> CV=[C19-1 - (C19-2 + ... + C19-6)]	22,683,115	20,952,772
19-1	<b>Total Expenses and Deductions</b> <b>(from Part C-1, Line 19)</b>	53,787,647	49,792,165
20-1	<u>12-month Student FTE</u> (from E12 survey)	2,005	1,998
21-1	Total expenses and deductions per student FTE CV=[C19-1/C20-1]	<b>26,827</b>	24,921

 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 M-1 - Pension Information

Fiscal Year: July 1, 2022 - June 30, 2023			
Line No.	Description	Current year amount	Prior Year amount
01	Pension expense	<input checked="" type="checkbox"/> <input type="text" value="-99,986"/>	-189,323
02	Net Pension liability	<input type="text" value="168,779"/>	175,219
03	Deferred inflows related to pension	<input checked="" type="checkbox"/> <input type="text" value="247,046"/>	416,032
04	Deferred outflows related to pension	<input type="text" value="46,570"/>	71,621

 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 M-2 - Postemployment Benefits Other than Pension (OPEB) Information

Fiscal Year: July 1, 2022 - June 30, 2023			
Line No.	Description	Current year amount	Prior Year amount
05	OPEB expense	<input type="text" value="-1,790,073"/>	-2,075,928
06	Net OPEB liability	<input checked="" type="checkbox"/> <input type="text" value="413,192"/>	-118,203
07	Deferred inflows related to OPEB	<input checked="" type="checkbox"/> <input type="text" value="1,764,987"/>	3,791,064
08	Deferred outflows related to OPEB	<input checked="" type="checkbox"/> <input type="text" value="820,376"/>	451,741

 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 H - Details of Endowment Net Assets

Fiscal Year: July 1, 2022 - June 30, 2023			
Include not only endowment net assets held by the institution, but any assets held by private foundations affiliated with the institution.			
Line No.	Value of Endowment Net Assets	Market Value	Prior Year Amounts
01	Value of endowment net assets at the beginning of the fiscal year	11,265,296	12,601,083
02	Value of endowment net assets at the end of the fiscal year	12,034,181	11,265,296
03	Change in value of endowment net assets CV=[H02-H01]	768,885	-1,335,787
03a	New gifts and additions	391,453	144,213
03b	Endowment net investment return	1,066,815	-1,121,293
03c	Spending distribution for current use	-689,383	-358,707
03d	Other CV=[H03-(H03a+H03b+H03c)]	0	0

 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 N - Financial Health

Fiscal Year: July 1, 2022 - June 30, 2023			
Line No.	Description <i>(If your institution is a parent institution then the amounts reported should include ALL of your child institutions. Include amounts for the institution's GASB and FASB component units.)</i>	Current year amount	Prior year amount
01	Operating income (Loss) + net nonoperating revenues (expenses)	<input checked="" type="checkbox"/> <input type="text" value="7,731,918"/>	3,382,240
02	Operating revenues + nonoperating revenues	<input type="text" value="59,843,600"/>	50,618,404
03	Change in net position	<input checked="" type="checkbox"/> <input type="text" value="8,174,013"/>	4,842,870
04	Net position	<input type="text" value="47,601,711"/>	39,394,419
05	Expendable net assets	<input type="text" value="0"/>	0
06	Plant-related debt	<input type="text" value="35,484,213"/>	38,976,309
07	Total expenses	<input type="text" value="53,568,603"/>	49,792,165

 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 J - Revenue Data for the Census Bureau

Fiscal Year: July 1, 2022 - June 30, 2023					
Source and type	Amount				
	Total for all funds and operations (includes endowment funds, but excludes component units)	Education and general/independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/experiment services
	(1)	(2)	(3)	(4)	(5)
01 Tuition and fees	13,930,742	13,930,742			
02 Sales and services	5,803,316	<input type="text" value="0"/>	5,803,316	0	<input type="text" value="0"/>
03 Federal grants/contracts (excludes Pell Grants)	11,582,403	<input type="text" value="11,582,403"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Revenue from the state government:					
04 State appropriations, current & capital	15,832,709	<input type="text" value="15,832,709"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
05 State grants and contracts	7,033,546	<input type="text" value="7,033,546"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Revenue from local governments:					
06 Local appropriation, current & capital	0	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
07 Local government grants/contracts	0	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
08 Receipts from property and non-property taxes	<input type="text" value="0"/>				
09 Gifts and private grants, NOT including capital grants	<input type="text" value="316,371"/>				
10 Interest earnings	<input type="text" value="19,308"/>				
11 Dividend earnings	<input type="text" value="0"/>				
12 Realized capital gains	<input type="text" value="0"/>				

 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 K - Expenditure Data for the Census Bureau

Fiscal Year: July 1, 2022 - June 30, 2023						
Category		Total for all funds and operations (includes endowment funds, but excludes component units)	Education and general/ independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/ experiment services
		(1)	(2)	(3)	(4)	(5)
02	Employee benefits, total	3,358,633	2,620,628	301,575	0	436,430
03	Payment to state retirement funds (may be included in line 02 above)	0	0	0	0	0
04	Current expenditures <b>including</b> salaries	46,953,049	40,084,009	3,247,070	0	3,621,970
Capital outlays						
05	Construction	0	0	0	0	0
06	Equipment purchases	0	0	0	0	0
07	Land purchases	0	0	0	0	0
08	Interest on debt outstanding, all funds and activities	1,388,026				

 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 L - Debt and Assets for Census Bureau, page 1

Fiscal Year: July 1, 2022 - June 30, 2023		
Debt		
	Category	Amount
01	Long-term debt outstanding at beginning of fiscal year	38,976,309
02	Long-term debt issued during fiscal year	
03	Long-term debt retired during fiscal year	
04	Long-term debt outstanding at end of fiscal year	35,484,213
05	Short-term debt outstanding at beginning of fiscal year	
06	Short-term debt outstanding at end of fiscal year	

 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 L - Debt and Assets for Census Bureau, page 2

Fiscal Year: July 1, 2022 - June 30, 2023		
Assets		
	Category	Amount
07	Total cash and security assets held at end of fiscal year in sinking or debt service funds	1,148,851
08	Total cash and security assets held at end of fiscal year in bond funds	
09	Total cash and security assets held at end of fiscal year in all other funds	11,072,306

 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

Prepared by

Reporting Reminders:

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

This survey component was prepared by:

<input type="radio"/>	Keyholder	<input type="radio"/>	SFA Contact	<input type="radio"/>	HR Contact
<input checked="" type="radio"/>	Finance Contact	<input type="radio"/>	Academic Library Contact	<input type="radio"/>	Other
Name: <input type="text" value="Justin McAllister"/>					
Email: <input type="text" value="justin.mcallister@wvstateu.edu"/>					

How many staff from your institution only were involved in the data collection and reporting process of this survey component?

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?  
 Exclude the hours spent collecting data for state and other reporting purposes.

Staff member	Collecting Data Needed	Revising Data to Match IPEDS Requirements	Entering Data	Revising and Locking Data
Your office	<input type="text" value="10.00"/> hours	<input type="text" value="3.50"/> hours	<input type="text" value="2.00"/> hours	<input type="text" value="0.50"/> hours
Other offices	<input type="text"/> hours	<input type="text"/> hours	<input type="text"/> hours	<input type="text"/> hours

Summary

Finance 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](mailto:ipedshelp@rti.org).

Core Revenues			
Revenue Source	Reported values	Percent of total core revenues (%)	Core revenues per FTE enrollment
Tuition and fees	8,224,803	14	4,102
State appropriations	15,832,709	27	7,897
Local appropriations	0	0	0
Government grants and contracts	33,464,697	57	16,691
Private gifts, grants, and contracts	316,371	1	158
Investment income	19,308	0	10
Other core revenues	1,116,406	2	557
Total core revenues	58,974,294	100	29,414
<b>Total revenues</b>	61,961,660	N/A	30,904

Other core revenues include federal appropriations; sales and services of educational activities; other operating and nonoperating sources; and other revenues and additions (e.g., capital appropriations, capital grants and gifts, etc.). Core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. For institutions reporting in Full parent/child relationships, core revenues per FTE enrollment amounts will not be allocated to child institutions.

Core Expense			
Expense function	Reported values	Percent of total core expenses (%)	Core expenses per FTE enrollment
Instruction	11,896,380	25	5,933
Research	4,058,400	8	2,024
Public service	4,509,599	9	2,249
Academic support	820,722	2	409
Institutional support	13,091,126	27	6,529
Student services	2,878,481	6	1,436
Other core expenses	11,184,294	23	5,578
Total core expenses	48,439,002	100	24,159
<b>Total expenses</b>	53,787,647	N/A	26,827

Other core expenses include scholarships and fellowships, net of discounts and allowances, and other expenses. Core expenses exclude expenses from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. For institutions reporting in Full parent/child relationships, core expenses per FTE enrollment amounts will not be allocated to child institutions.

Calculated value	
<b>FTE enrollment</b>	2,005

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). FTE is estimated using 12- month instructional activity (credit and/or clock hours). All doctor's degree students are reported as graduate students.

Edit Report

Finance

Source	Description	Severity	Resolved	Options
<b>Screen: Expenses Part 1</b>				
Screen Entry	The amount reported is outside the expected range of between 3,366,524 and 10,099,572 when compared with the prior year value. Please correct your data or explain. (Error #5301)	Explanation	Yes	
Reason	Centralized the reporting of expenses related to the operations and maintenance of plant. Supplies and other increased from \$4,393,656 in FY2022 to \$9,182,811 in FY2023 for this function.			
<b>Screen: Pension Information</b>				
Screen Entry	The amount reported is outside the expected range of between -255,586 and -123,059 when compared with the prior year value. Please correct your data or explain. (Error #5301)	Explanation	Yes	
Reason	For the year ended June 30, 2023, the University recognized TRS pension expense of \$(99,986). Of this amount, \$(131,094) was recognized as the University's proportionate share of the TRS expense and \$31,108 as the amount of pension expense attributable to special funding from non-employer contributing entity. The University also recognized revenue of \$31,108 for support provided by the State.			
Screen Entry	The amount reported is outside the expected range of between 270,421 and 561,643 when compared with the prior year value. Please correct your data or explain. (Error #5301)	Explanation	Yes	
Reason	FY2022 included the Net Difference between Projected and Actual Investment Earnings in the amount of \$140,038 which did not exist in FY2023.			
<b>Screen: OPEB Information</b>				
Screen Entry	The amount reported for Net OPEB liability (Part M-2 - line 06) is not expected to be greater than the amount of Net Pension liability (Part M-1 - line 02). Please explain or contact the IPEDS Help Desk for assistance. (Error #5820)	Explanation	Yes	
Reason	The June 30, 2023 TRS net pension liability was measured as of June 30, 2022, and the total pension liability was determined by an actuarial valuation as of July 1, 2021, rolled forward to the measurement date of June 30, 2022. The June 30, 2022 TRS net pension liability was measured as of June 30, 2021, and the total pension liability was determined by an actuarial valuation as of June 30, 2020, rolled forward to the measurement date of June 30, 2021. At June 30, 2023, the University's proportionate share of the TRS net pension liability was \$544,754. Of this amount, the University recognized \$168,779 as its proportionate share on the statement of net position. The remainder of \$375,975 denotes the University's proportionate share of net pension asset attributable to the special funding. At June 30, 2022, the University's proportionate share of the TRS net pension liability was \$159,043. Of this amount, the University recognized \$175,219 as its proportionate share on the statement of net position. The remainder of \$(16,176) denotes the University's proportionate share of net pension asset attributable to the special funding. For the year ended June 30, 2023, the University recognized TRS pension expense of \$(99,986). Of this amount, \$(131,094) was recognized as the University's proportionate share of the TRS expense and \$31,108 as the amount of pension expense attributable to special funding from non-employer contributing entity. The University also recognized revenue of \$31,108 for support provided by the State. For the year ended June 30, 2022, the University recognized TRS pension expense of \$(189,323). Of this amount, \$(114,116) was recognized as the University's proportionate share of the TRS expense and \$(75,207) as the amount of pension expense attributable to special funding from non-employer contributing entity. The University also recognized revenue of \$(75,207) for support provided by the State.			
Screen Entry	The amount reported is outside the expected range of between -159,574 and -76,831 when compared with the prior year value. Please correct your data or explain. (Error #5301)	Explanation	Yes	
Reason	The June 30, 2023 net OPEB (asset)/liability was measured as of June 30, 2022, and the total OPEB liability was determined by an actuarial valuation as of June 30, 2021, rolled forward to the measurement date of June 30, 2022. The June 30, 2022 net OPEB (asset)/liability was measured as of June 30, 2021, and the total OPEB liability was determined by an actuarial valuation as of June 30, 2021, which was the measurement date. At June 30, 2023, the University's proportionate share of the net OPEB (asset)/liability was \$413,192. Of this amount, the University recognized \$307,764 as its proportionate share on the statement of net position. The remainder of \$105,428 denotes the University's proportionate share of net OPEB liability attributable to the special funding.			
Screen Entry	The amount reported is outside the expected range of between 2,464,192 and 5,117,936 when compared with the prior year value. Please correct your data or explain. (Error #5301)	Explanation	Yes	
Reason	At June 30, 2022, the University's proportionate share of the net OPEB (asset)/liability was \$(118,203). Of this amount, the University recognized \$(98,757) as its proportionate share on the statement of net position. The remainder of \$(19,446) denotes the University's proportionate share of net OPEB liability attributable to the special funding. The allocation percentage assigned to each participating employer and non-employer contributing entity is based on its proportionate share of employer and non-employer contributions to OPEB for each of the fiscal years ended June 30, 2022 and 2021. Employer contributions are recognized when due. At the June 30, 2022 measurement date, the University's proportion was 0.276520882%, a decrease of 0.055606361% from its proportion of 0.332127243%, calculated as of June 30, 2021. At the June 30, 2021 measurement date, the University's proportion was 0.332127243%, a decrease of 0.021028344% from its proportion of 0.353155587% calculated as of June 30, 2021. For the year ended June 30, 2023, the University's recognized OPEB expense of \$(1,790,073). Of this amount, \$(1,450,740) was recognized as the University's proportionate share of OPEB expense and \$(339,333) as the amount of OPEB expense attributable to special funding from a non-employer contributing entity. The University also recognized revenue of \$(339,333) for support provided by the State. For the year ended June 30, 2022, the University's recognized OPEB expense of \$(2,075,928). Of this amount, \$(2,015,922) was recognized as the University's proportionate share of OPEB expense and \$(60,006) as the amount of OPEB expense attributable to special funding from a non-employer contributing entity. The University also recognized revenue of \$(60,006) for support provided by the State.			
Screen Entry	The amount reported is outside the expected range of between 293,632 and 609,850 when compared with the prior year value. Please correct your data or explain. (Error #5301)	Explanation	Yes	
Reason	At June 30, 2022, the University's proportionate share of the net OPEB (asset)/liability was \$(118,203). Of this amount, the University recognized \$(98,757) as its proportionate share on the statement of net position. The remainder of \$(19,446) denotes the University's proportionate share of net OPEB liability attributable to			

the special funding. The allocation percentage assigned to each participating employer and non-employer contributing entity is based on its proportionate share of employer and non-employer contributions to OPEB for each of the fiscal years ended June 30, 2022 and 2021. Employer contributions are recognized when due. At the June 30, 2022 measurement date, the University's proportion was 0.276520882%, a decrease of 0.055606361% from its proportion of 0.332127243%, calculated as of June 30, 2021. At the June 30, 2021 measurement date, the University's proportion was 0.332127243%, a decrease of 0.021028344% from its proportion of 0.353155587% calculated as of June 30, 2021. For the year ended June 30, 2023, the University's recognized OPEB expense of \$(1,790,073). Of this amount, \$(1,450,740) was recognized as the University's proportionate share of OPEB expense and \$(339,333) as the amount of OPEB expense attributable to special funding from a non-employer contributing entity. The University also recognized revenue of \$(339,333) for support provided by the State. For the year ended June 30, 2022, the University's recognized OPEB expense of \$(2,075,928). Of this amount, \$(2,015,922) was recognized as the University's proportionate share of OPEB expense and \$(60,006) as the amount of OPEB expense attributable to special funding from a non-employer contributing entity. The University also recognized revenue of \$(60,006) for support provided by the State. The University will recognize the \$537,359 reported as deferred outflows of resources resulting from OPEB contributions after the measurement date as a reduction of the net OPEB liability.

**Screen: Financial Health**

Screen Entry	The amount reported is outside the expected range of between 1,691,120 and 5,073,360 when compared with the prior year value. Please correct your data or explain. (Error #5301)	Explanation	Yes	
Reason	HEERF Revenue increased from \$6,692,442 to \$11,477,758.			
Screen Entry	The amount reported is outside the expected range of between 2,421,435 and 7,264,305 when compared with the prior year value. Please correct your data or explain. (Error #5301)	Explanation	Yes	
Reason	State appropriations, investment income, and HEERF revenues all increased and expenses were held stable compared to prior year resulting in a positive net position.			

## Academic Libraries 2023-24

Institution: West Virginia State University (237899)

User ID: P2378991

### Overview

#### Academic Libraries Overview

Welcome to the IPEDS Academic Libraries (AL) survey component. The purpose of the AL component of IPEDS is to collect information on library collections, library staff, library expenses, and library services for libraries in degree-granting postsecondary institutions.

#### 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.
- Report all data for fiscal year (FY) 2023. Fiscal Year 2023 is defined as the most recent 12-month period that ends before October 1, 2023, that corresponds to the institution's fiscal year.

#### Changes to reporting for 2023-24:

There are no changes to this survey component.

#### Coverage

Include data for the main or central academic library and all branch and independent libraries that were open all or part of the Fiscal Year 2023. Branch and independent libraries are defined as auxiliary library service outlets with quarters separate from the central library that houses the basic collection. The central library administers the branches. Libraries on branch campuses that have separate IPEDS unit identification numbers are reported as separate libraries.

#### Resources:

- To download the survey materials for this component: [Survey Materials](#)
- To access your prior year data submission for this component: [Reported Data](#)
- For more information about the previous survey: [Academic Libraries Survey](#)

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

## Screening Questions

**i** Were your annual total library expenses (including staff salaries and wages) for Fiscal Year 2023:

- Less than \$100,000                       Greater than or equal to \$100,000

Is the library collection entirely electronic?

- No     Yes

Library Collections/Circulation, Interlibrary Loan Services, and Library Staff

**Section I: For all degree-granting institutions with library expenses >0 and/or access to a library collection**

NOTE - This section of the survey collects data on selected types of material. It does not cover all materials. Report the total number of each category held at the END of Fiscal Year 2023.

<u>Library Collections</u>	Physical		Digital/Electronic		Total
		Prior Year Amount		Prior Year Amount	
Books	134,642	135,744	38,831	30,400	
<u>Databases</u>			42	37	
<u>Media</u>	2,278	2,568	0	0	
<u>Serials</u>	<input checked="" type="checkbox"/> 1,348	0	<input checked="" type="checkbox"/> 94,874	43,856	
<b>Total</b>	<b>138,268</b>	<b>138,312</b>	<input checked="" type="checkbox"/> <b>133,747</b>	<b>74,293</b>	<b>272,015</b>
<b><input checked="" type="checkbox"/> Library Circulation</b>	208	273	<input checked="" type="checkbox"/> 56,285	36,219	<b>56,493</b>

**Does your institution have Interlibrary Loan Services ?**

- No
- Yes

<u>Interlibrary Loan Services</u>	Number	Prior Year Amount
Total interlibrary loans and documents provided to other libraries	57	62
Total interlibrary loans and documents received	<input checked="" type="checkbox"/> 52	83

**Does your institution have Library Staff?**

- No
- Yes

<u>Library Staff</u>	Number of FTEs	Prior Year Amount
Librarians	<input checked="" type="checkbox"/> 3.00	2.00
Other Professional Staff	2.00	2.00
All Other Paid Staff (Except Student Assistants)	0.00	0.00
Student Assistants	<input checked="" type="checkbox"/> 2.13	0.63
<b>Total</b>	<input checked="" type="checkbox"/> <b>7.13</b>	<b>4.63</b>

You may use the box below to provide additional context for the data you have reported above.

This year we were able to use Journal Finder to identify the number of Physical periodical titles in the library as well as the number of digital/electronic titles. Some media formats are being removed from the collections, due to age and lack of equipment. The university signed a consortium agreement with several other universities last year; the number of databases increased (and the coverage/ number of journals available - upgraded in several of the databases) so the number of journals available increased this year. Additional Master degree programs have been added to the university. More staff/librarians have been hired, to maintain services.

Expenses

**Section II: For degree-granting institutions with library expenses >= \$100,000**

Library expenses should be reported for the most recent 12-month period that corresponds to your institution's fiscal year that ends before October 1, 2023.

		Prior Year Amount
<b>i</b> Indicate the number of <u>branch and independent libraries</u> (exclude the main or central library).		0
<b>i</b> Expenses		<b>Amount</b>
Total <u>salaries and wages</u> for the library staff		201,721
Are staff <u>fringe benefits</u> paid out of the library budget?		155,093
<input type="radio"/> No		
<input checked="" type="radio"/> Yes		<b>Total Fringe benefits</b> 37,051
<b>Materials/services expenses</b>		
One-time purchases of <u>books, serial back-files,</u> and other materials		0
<u>Ongoing commitments to subscriptions</u>		198,300
All other materials/services costs		10,689
<b>Total materials/services expenses</b>		<b>208,989</b>
<b>Operations and maintenance expenses</b>		
<u>Preservation services</u>		195
All other operations and maintenance expenses		67,796
<b>Total operations and maintenance expenses</b>		<b>67,991</b>
<b>Total Expenses</b>		<b>515,752</b>
<b>Total Expenses (minus Fringe Benefits)</b>		<b>467,856</b>
		<b>478,701</b>
		<b>437,192</b>

You may use the space below to provide context for the data you've reported above.

The library hired a new director and additional staff during the year. Database and other major costs are not always paid during the 12 month period due to early cut-off (closing the books in May), so sometimes a database may be paid for twice one year and not at all in the year before or after. This causes the expenses to appear to go up and down. A few infrequently used indexes are being dropped.

Prepared by

**Prepared by**

Reporting Reminders:

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

This survey component was prepared by:					
<input type="radio"/>	Keyholder	<input type="radio"/>	SFA Contact	<input type="radio"/>	HR Contact
<input type="radio"/>	Finance Contact	<input checked="" type="radio"/>	Academic Library Contact	<input type="radio"/>	Other
Name:	<input type="text" value="Deborah Wells"/>				
Email:	<input type="text" value="wells@wvstateu.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="5.00"/>	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"/> hours	<input type="text"/> hours	<input type="text"/> hours	<input type="text"/> hours
Other offices	<input type="text"/> hours	<input type="text"/> hours	<input type="text"/> hours	<input type="text"/> hours

Summary

**Academic Libraries 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](mailto:ipedshelp@rti.org).

Library Collections/Circulation	Physical	Digital/Electronic
Books	134,642	38,831
<a href="#">Databases</a>		42
<a href="#">Media</a>	2,278	0
<a href="#">Serials</a>	1,348	94,874
<b>Total</b>	<b>138,268</b>	<b>133,747</b>
<b>Library Circulation</b>	<b>208</b>	<b>56,285</b>

<b>Interlibrary Loan Services</b>	Total interlibrary loans and documents provided to other libraries : 57 Total interlibrary loans and documents received : 52 Librarians : 3.00
<b>Library Staff</b>	Other Professional Staff : 2.00 All Other Paid Staff (Except Student Assistants) : 0.00 Student Assistants : 2.13

Expenses	Amount
Branch and independent libraries	0
Salaries and wages	201,721
Fringe benefits	37,051
Total materials/services expenses	208,989
Total operations and maintenance expenses	67,991
<b>Total Expenses</b>	<b>515,752</b>

Edit Report

Academic Libraries

Source	Description	Severity	Resolved	Options
<b>Screen: Collections/Circulation/Interlibrary Loan Services and Staff</b>				
Screen Entry	The calculated value (133,747) is outside the expected range of between 52,006 and 96,580 compared to the prior year value. Please correct your data or explain. (Error #15027)	Explanation	Yes	
Reason	The institution has acquired new digital/electronic resources due to an acquisition.			
Screen Entry	The number entered (56,285) is outside the expected range of between 25,354 and 47,084 compared to the prior year value. Please correct your data or explain. (Error #15015)	Explanation	Yes	
Reason	The institution anticipated for this increase in digital/electronic resources and push for renewed efforts after the return from the pandemic.			
Screen Entry	The number entered (52) is outside the expected range of between 59 and 107 compared to the prior year value. Please correct your data or explain. (Error #15015)	Explanation	Yes	
Reason	The institution has provided that this is attributed to the acquisition of the digital/electronic resources.			
Screen Entry	The prior year value for the institution was 0. The current year value is (1,348). Please explain the difference in reporting or correct your data. (Error #15049)	Explanation	Yes	
Reason	The institution has reported physical serials beginning in 2016 through 2021. Last entry of a zero value during prior year was made in by error. As of 4/8/2024 the prior year survey has been adjusted to account for 1,454 physical serials.			
Screen Entry	The number entered (94,874) is outside the expected range of between 30,700 and 57,012 compared to the prior year value. Please correct your data or explain. (Error #15015)	Explanation	Yes	
Reason	The institution has acquired new digital/electronic serial resources due to an acquisition.			
Screen Entry	The Librarians(3.00) is outside the expected range compared to Librarians reported in the prior year(2.00). Please correct your data or explain. (Error #15812)	Explanation	Yes	
Reason	The institution has hired a new librarian.			
Screen Entry	The Student Assistants(2.13) is outside the expected range compared to Student Assistants reported in the prior year(0.63). Please correct your data or explain. (Error #15815)	Explanation	Yes	
Reason	The library currently only has 2 student assistants.			
Screen Entry	The Total(7.13) is outside the expected range compared to Total reported in the prior year(4.63). Please correct your data or explain. (Error #15816)	Explanation	Yes	
Reason	The inclusion of the new librarian and 2 student assistants has attributed to the increase in the total for this year.			
<b>Screen: Expenses</b>				
Screen Entry	The number entered (201,721) is outside the expected range of between 124,075 and 186,111 compared to the prior year value. Please correct your data or explain. (Error #15015)	Explanation	Yes	
Reason	The institution hired a new librarian which is a director level position.			
Screen Entry	The number entered (37,051) is outside the expected range of between 24,532 and 36,796 compared to the prior year value. Please correct your data or explain. (Error #15015)	Explanation	Yes	
Reason	The institution hired a new librarian which is a director level position.			