

## Fall Enrollment 2024-25

Institution: University of Wisconsin-Milwaukee Flex (491288)

User ID: 55C0011

### 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 optional this year.
- Part C, Residence of first-time degree/certificate-seeking undergraduates, is required 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 2024-25 data collection period:

- Added note to Instructions for Part D: Total Undergraduate Entering Class to indicate that high school students enrolled in college courses for credit should not be included in any calculations to determine an institution's entering class. [Applicable to degree-granting institutions only]
- Added a new FAQ to better clarify the relationship between "transfer-in" enrollment status on the Fall Enrollment (EF) and 12-month Enrollment (E12) components and the "non-first-time" cohort on the Outcome Measures (OM) component.
- Revised definition for "Transfer-in student" Glossary term to improve clarity.
- Revised definition for "Non-first-time student (undergraduate)" Glossary term to improve clarity.
- Revised definition for "Continuing/Returning student (undergraduate)" Glossary term to improve clarity.
- Revised definition for "Entering students (undergraduate)" Glossary term to improve clarity.

#### 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 B (Enrollment of Students by Age) is optional this year.

### Do you wish to complete Part B this year?

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

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

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

Fall Enrollment - CIP CODE Selection


Indicate which of the following fields of study are offered by your institution. In addition to reporting total undergraduate and graduate fall enrollments every year, in even-numbered years you are to report the subset of enrollments that fall within each of the CIP codes listed below.

Fields for which enrollment was reported for Fall 2022 have already been checked; please make sure all listed fields that are offered by your institution are checked.

Note: CIP codes listed below may not reflect all fields of study offered by your institution, therefore the subset of enrollments by CIP codes selected may not sum to your institution's total fall enrollment.

UNDERGRADUATE AND GRADUATE FIELDS	
<input type="checkbox"/>	13.0000 -- Education
<input type="checkbox"/>	14.0000 -- Engineering
<input type="checkbox"/>	26.0000 -- Biological and Biomedical Sciences
<input type="checkbox"/>	27.0000 -- Mathematics
<input type="checkbox"/>	40.0000 -- Physical Sciences
<input type="checkbox"/>	52.0000 -- Business, Management, Marketing, and Related Support Services
<input checked="" type="checkbox"/>	None of the above

☒ Yes, I confirm that I reviewed the fields of study are 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 A - Fall Enrollment for Full-Time Undergraduate Students

Students who were enrolled in your institution at any time between August 1 and October 31, 2024

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>	<u>Degree/certificate-seeking</u>				Non-degree/ non-certificate-seeking	Total, <u>Full-time</u> <u>undergraduate</u> students
	<u>First-time</u>	<u>Transfer-in</u>	<u>Continuing/ Returning</u>	Total degree/certificate-seeking		
<u>U.S. Nonresident</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0
<u>Hispanic/Latino</u>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	2	<input type="text" value="0"/>	2
<u>American Indian or Alaska Native</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0
<u>Asian</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	2	<input type="text" value="0"/>	2
<u>Black or African American</u>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	2	<input type="text" value="0"/>	2
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0
<u>White</u>	<input type="text" value="0"/>	<input type="text" value="6"/>	<input type="text" value="13"/>	19	<input type="text" value="0"/>	19
Two or more races	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	2	<input type="text" value="0"/>	2
<u>Race and ethnicity unknown</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	2	<input type="text" value="0"/>	2
<b>Total men</b>	0	9	20	29	0	29
Total men prior year		5	12	17	1	18

## Women

Enrolled for <u>credit</u>	<u>Degree/certificate-seeking</u>				Non-degree/ non-certificate-seeking	Total, <u>Full-time</u> <u>undergraduate</u> students
	<u>First-time</u>	<u>Transfer-in</u>	<u>Continuing/ Returning</u>	Total degree/certificate-seeking		
<u>U.S. Nonresident</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0
<u>Hispanic/Latino</u>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="1"/>	3	<input type="text" value="0"/>	3
<u>American Indian or Alaska Native</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0
<u>Asian</u>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="3"/>	4	<input type="text" value="0"/>	4
<u>Black or African American</u>	<input type="text" value="0"/>	<input type="text" value="4"/>	<input type="text" value="4"/>	8	<input type="text" value="2"/>	10
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0
<u>White</u>	<input type="text" value="0"/>	<input type="text" value="6"/>	<input type="text" value="24"/>	30	<input type="text" value="0"/>	30
Two or more races	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="2"/>	4	<input type="text" value="0"/>	4
<u>Race and ethnicity unknown</u>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="1"/>	3	<input type="text" value="0"/>	3
<b>Total women</b>	0	17	35	52	2	54
Total women prior year		14	26	40	0	40
<b>Grand total (men+women)</b>	0	26	55	81	2	83
Grand total (men+women) prior year		19	38	57	1	58

## Part A - Fall Enrollment for Part-time Undergraduate Students

Students who were enrolled in your institution at any time between August 1 and October 31, 2024

Part-time Undergraduate Students

Reporting Reminders:

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

## Men

Enrolled for <u>credit</u>	<u>Degree/certificate-seeking</u>				Non-degree/ non-certificate-seeking	Total, <u>part-time</u> <u>undergraduate</u> students
	<u>First-time</u>	<u>Transfer-in</u>	<u>Continuing/ Returning</u>	Total degree/certificate-seeking		
<u>U.S. Nonresident</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0
<u>Hispanic/Latino</u>	<input type="text" value="0"/>	<input type="text" value="5"/>	<input type="text" value="5"/>	10	<input type="text" value="0"/>	10
<u>American Indian or Alaska Native</u>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	1	<input type="text" value="0"/>	1
<u>Asian</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	3	<input type="text" value="0"/>	3
<u>Black or African American</u>	<input type="text" value="1"/>	<input type="text" value="6"/>	<input type="text" value="4"/>	11	<input type="text" value="0"/>	11
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0
<u>White</u>	<input type="text" value="1"/>	<input type="text" value="34"/>	<input type="text" value="71"/>	106	<input type="text" value="2"/>	108
Two or more races	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="2"/>	3	<input type="text" value="0"/>	3
<u>Race and ethnicity unknown</u>	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="3"/>	6	<input type="text" value="0"/>	6
<b>Total men</b>	2	50	88	140	2	142
<b>Total men prior year</b>	4	43	96	143	5	148

## Women

Enrolled for <u>credit</u>	<u>Degree/certificate-seeking</u>				Non-degree/ non-certificate-seeking	Total, <u>part-time</u> <u>undergraduate</u> students
	<u>First-time</u>	<u>Transfer-in</u>	<u>Continuing/ Returning</u>	Total degree/certificate-seeking		
<u>U.S. Nonresident</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0
<u>Hispanic/Latino</u>	<input type="text" value="0"/>	<input type="text" value="10"/>	<input type="text" value="16"/>	26	<input type="text" value="0"/>	26
<u>American Indian or Alaska Native</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0
<u>Asian</u>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="6"/>	7	<input type="text" value="0"/>	7
<u>Black or African American</u>	<input type="text" value="0"/>	<input type="text" value="7"/>	<input type="text" value="23"/>	30	<input type="text" value="0"/>	30
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0
<u>White</u>	<input type="text" value="1"/>	<input type="text" value="61"/>	<input type="text" value="167"/>	229	<input type="text" value="4"/>	233
Two or more races	<input type="text" value="1"/>	<input type="text" value="5"/>	<input type="text" value="9"/>	15	<input type="text" value="0"/>	15
<u>Race and ethnicity unknown</u>	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="12"/>	15	<input type="text" value="0"/>	15
<b>Total women</b>	3	86	233	322	4	326
<b>Total women prior year</b>	6	100	264	370	4	374
<b>Grand total (men+women)</b>	5	136	321	462	6	468
<b>Grand total (men+women) prior year</b>	10	143	360	513	9	522

## Part A - Fall Enrollment for Undergraduate Students Total

Students who were enrolled in your institution at any time between August 1 and October 31, 2024

Undergraduate Students**Men**

Enrolled for credit	Total full-time undergraduate students	Total part-time undergraduate students	Grand total, all undergraduate students
<u>U.S. Nonresident</u>	0	0	<b>0</b>
<u>Hispanic/Latino</u>	2	10	<b>12</b>
<u>American Indian or Alaska Native</u>	0	1	<b>1</b>
<u>Asian</u>	2	3	<b>5</b>
<u>Black or African American</u>	2	11	<b>13</b>
<u>Native Hawaiian or Other Pacific Islander</u>	0	0	<b>0</b>
<u>White</u>	19	108	<b>127</b>
Two or more races	2	3	<b>5</b>
<u>Race and ethnicity unknown</u>	2	6	<b>8</b>
<b>Total men</b>	<b>29</b>	<b>142</b>	<b>171</b>

**Women**

Enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
<u>U.S. Nonresident</u>	0	0	<b>0</b>
<u>Hispanic/Latino</u>	3	26	<b>29</b>
<u>American Indian or Alaska Native</u>	0	0	<b>0</b>
<u>Asian</u>	4	7	<b>11</b>
<u>Black or African American</u>	10	30	<b>40</b>
<u>Native Hawaiian or Other Pacific Islander</u>	0	0	<b>0</b>
<u>White</u>	30	233	<b>263</b>
Two or more races	4	15	<b>19</b>
<u>Race and ethnicity unknown</u>	3	15	<b>18</b>
<b>Total women</b>	<b>54</b>	<b>326</b>	<b>380</b>
<b>Grand Total (men+women)</b>	<b>83</b>	<b>468</b>	<b>551</b>

## Part A - Fall Enrollment - Summary

## Fall Enrollment Summary

## Men

Enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
<u>U.S. Nonresident</u>	0	0	0
<u>Hispanic/Latino</u>	2	10	12
<u>American Indian or Alaska Native</u>	0	1	1
<u>Asian</u>	2	3	5
<u>Black or African American</u>	2	11	13
<u>Native Hawaiian or Other Pacific Islander</u>	0	0	0
<u>White</u>	19	108	127
Two or more races	2	3	5
<u>Race and ethnicity unknown</u>	2	6	8
<b>Total men</b>	<b>29</b>	<b>142</b>	<b>171</b>

## Women

Enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
<u>U.S. Nonresident</u>	0	0	0
<u>Hispanic/Latino</u>	3	26	29
<u>American Indian or Alaska Native</u>	0	0	0
<u>Asian</u>	4	7	11
<u>Black or African American</u>	10	30	40
<u>Native Hawaiian or Other Pacific Islander</u>	0	0	0
<u>White</u>	30	233	263
Two or more races	4	15	19
<u>Race and ethnicity unknown</u>	3	15	18
<b>Total women</b>	<b>54</b>	<b>326</b>	<b>380</b>

<b>Grand Total (men+women)</b>	<b>83</b>	<b>468</b>	<b>551</b>
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Part A - Fall Enrollment- Gender Unknown or Another Gender than Provided Categories

Reporting Reminders:

- The purpose of this supplemental section is to determine whether institutions are able to report the number of students for whom gender is unknown and the number of students for whom gender does not align with the 'Men' and 'Women' categories. Note that these students must still be allocated into the 'Men' and 'Women' categories in all other sections of the survey component.
- 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.
- The 'gender unknown' category is to report students for whom the institution does not know a gender.

Is your institution able to report another gender for the Fall 2024 reporting period?


If you indicate 'No, my institution is not able to report 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:

- ☒ No, my institution is not able to report another gender (do not report)
- ☐ No, some cells will have a value of less than 5 students (do not report)
- ☐ Yes

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	
		Current Year	Prior year
Grand total		551	580
	Gender unknown (i.e., gender information is not known or not collected).	<div>0</div>	0
	Another gender (i.e., gender information is known but does not fall into either of the mutually exclusive binary categories provided [Men/Women]).	<div></div>	
Total of Gender unknown + Another gender		0	0
Total of Students for whom gender is known and falls into one of the mutually exclusive binary categories provided [Men/Women]		551	580


 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 1

Students who were enrolled in your institution at any time between August 1 and October 31, 2024

	Undergraduate Students	
	Degree/certificate-seeking	Non-degree/non-certificate-seeking
 Enrolled <i>exclusively</i> in <u>distance education courses</u>	<div>543</div>	<div>8</div>
Enrolled in <i>at least one</i> but not all distance education courses	<div>0</div>	<div>0</div>
<i>Not enrolled</i> in any distance education courses	0	0
Total (Carried forward from part A)	543	8

 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 2


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

		Undergraduate Students	
		Degree/certificate-seeking	Non-degree/non-certificate-seeking
Located in	WI	369	5
Located in the U.S. but not in	WI	171	3
Located in the U.S. but state/jurisdiction unknown		0	0
Located outside the U.S.		3	0
Location unknown/unreported		0	0
Total students exclusively enrolled in distance education (Carried forward from section above)		543	8

## Part C - Screening Question

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

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

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

Part C - Residence of First-time Undergraduates 1

Students who were enrolled in your institution at any time between August 1 and October 31, 2024

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

State of <u>residence</u> when student was first admitted	FIPS Code	<div><div><div><div></div></div><div>Total first-time degree/certificate-seeking undergraduates (1)</div></div></div>
Alabama	01	<div><div></div><div>0</div></div>
Alaska	02	<div><div></div><div>0</div></div>
Arizona	04	<div><div></div><div>0</div></div>
Arkansas	05	<div><div></div><div>0</div></div>
California	06	<div><div></div><div>0</div></div>
Colorado	08	<div><div></div><div>0</div></div>
Connecticut	09	<div><div></div><div>0</div></div>
Delaware	10	<div><div></div><div>0</div></div>
District of Columbia	11	<div><div></div><div>0</div></div>
Florida	12	<div><div></div><div>0</div></div>
Georgia	13	<div><div></div><div>0</div></div>
Hawaii	15	<div><div></div><div>0</div></div>
Idaho	16	<div><div></div><div>0</div></div>
Illinois	17	<div><div></div><div>0</div></div>
Indiana	18	<div><div></div><div>0</div></div>
Iowa	19	<div><div></div><div>0</div></div>
Kansas	20	<div><div></div><div>0</div></div>
Kentucky	21	<div><div></div><div>0</div></div>
Louisiana	22	<div><div></div><div>0</div></div>
Maine	23	<div><div></div><div>0</div></div>

Part C - Residence of First-time Undergraduates 2

Students who were enrolled in your institution at any time between August 1 and October 31, 2024

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


State of <u>residence</u> when student was first admitted	FIPS Code	Total <u>first-time</u> degree/certificate-seeking undergraduates (1)
Maryland	24	<input type="text" value="0"/>
Massachusetts	25	<input type="text" value="0"/>
Michigan	26	<input type="text" value="0"/>
Minnesota	27	<input type="text" value="0"/>
Mississippi	28	<input type="text" value="0"/>
Missouri	29	<input type="text" value="0"/>
Montana	30	<input type="text" value="0"/>
Nebraska	31	<input type="text" value="0"/>
Nevada	32	<input type="text" value="0"/>
New Hampshire	33	<input type="text" value="0"/>
New Jersey	34	<input type="text" value="0"/>
New Mexico	35	<input type="text" value="0"/>
New York	36	<input type="text" value="0"/>
North Carolina	37	<input type="text" value="0"/>
North Dakota	38	<input type="text" value="0"/>
Ohio	39	<input type="text" value="0"/>
Oklahoma	40	<input type="text" value="0"/>
Oregon	41	<input type="text" value="0"/>
Pennsylvania	42	<input type="text" value="0"/>
Rhode Island	44	<input type="text" value="0"/>

Part C - Residence of First-time Undergraduates 3

Students who were enrolled in your institution at any time between August 1 and October 31, 2024

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

State of <u>residence</u> when student was first admitted	FIPS Code	Total <u>first-time</u> degree/certificate-seeking undergraduates (1)
South Carolina	45	<div>0</div>
South Dakota	46	<div>0</div>
Tennessee	47	<div>0</div>
Texas	48	<div>0</div>
Utah	49	<div>0</div>
Vermont	50	<div>0</div>
Virginia	51	<div>1</div>
Washington	53	<div>0</div>
West Virginia	54	<div>0</div>
Wisconsin	55	<div>4</div>
Wyoming	56	<div>0</div>
<u>State Unknown</u>	57	<div>0</div>
American Samoa	60	<div>0</div>
Federated States of Micronesia	64	<div>0</div>
Guam	66	<div>0</div>
Marshall Islands	68	<div>0</div>
Northern Marianas	69	<div>0</div>
Palau	70	<div>0</div>
Puerto Rico	72	<div>0</div>
Virgin Islands	78	<div>0</div>
Foreign Countries	90	<div>0</div>
Residence unknown/unreported	98	0
Total first-time degree/certificate-seeking undergraduates (Carried forward from Part A)		5

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


Retention Rates - Part-time, First-time Bachelor's Seeking Cohort from Fall 2023

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, 2023 and retention based on August 1, 2024.

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 2023 attendance status (e.g., if a student was part-time in Fall 2023, report them in the part-time cohort regardless of their Fall 2024 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 2022 cohort)
E6	Part-time, first-time Fall 2023 bachelor's seeking cohort	<input type="text"/>	0
E7a	Exclusions from the Fall 2023 cohort	<input type="text"/>	0
E7b	Inclusions to the Fall 2023 cohort	<input type="text"/>	0
E8	Adjusted Fall 2023 cohort (line E6 - E7a + E7b)	0	0
E9	Students from Fall 2023 cohort <b>still enrolled</b> as of Fall 2024 + students from Fall 2023 cohort who <b>completed their bachelor's degree</b> as of Fall 2024	<input type="text"/>	0
E10	Part-time, first-time Fall 2023 bachelor's cohort retention rate (line E9 / line E8)	%	%

 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).

The institution enrolled relatively few part-time, first-time bachelor's students in the fall 2023 cohort.

The institution enrolled relatively few part-time, first-time bachelor's students in the fall 2023 cohort.


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 2024. 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	18	to 1
Student-to-faculty ratio prior year	18	to 1

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



Prepared by

Reporting Reminders:

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

This survey component was prepared by:					
<input 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="Mark Mailloux"/>					
Email: <input type="text" value="mark.mailloux@uwex.wisconsin.edu"/>					

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

How many hours did you and others from your institution only spend on each of the steps below when responding to this survey component? <i>Exclude the hours spent collecting data for state and other reporting purposes.</i>					
Staff member	Collecting Data Needed	Revising Data to Match IPEDS Requirements	Entering Data	Revising and Locking Data	
Your office	<input type="text" value="3.00"/> hours	<input type="text" value="5.00"/> hours	<input type="text" value="1.00"/> hours	<input type="text" value="1.00"/> hours	
Other offices	<input type="text" value="0.00"/> hours	<input type="text" value="0.00"/> hours	<input type="text" value="0.00"/> hours	<input type="text" value="0.00"/> 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 2025.

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		551
	Undergraduate enrollment	551
Student-to-faculty ratio		18 to 1

Undergraduate Student Characteristics		
Percent of all students who are female (%)		69
Percent of undergraduates who are full-time (%)		15
Percent of undergraduates who are transfer-in (%)		29
Percent of undergraduates who are enrolled exclusively in distance education courses (%)		100
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 (%)		100
	American Indian or Alaska Native (%)	0
	Asian	3
	Black or African American (%)	10
	Hispanic/Latino (%)	7
	Native Hawaiian or Pacific Islander (%)	0
	White (%)	71
	Two or More Races (%)	4
	Race and ethnicity unknown (%)	5
U .S. Nonresident (%)		0
Percent of undergraduate students by age:		
	24 and under (%)	0
	25 and over (%)	0
	Age unknown (%)	0
Percent of first-time degree/certificate seeking students by residence:		
	In state (%)	80
	Out-of-state (%)	20
	Foreign countries (%)	0
	Residence unknown (%)	0

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

Edit Report

Fall Enrollment

There are no errors for the selected survey and institution.