

12 MONTH ENROLLMENT

12-month Enrollment 2025-26

Institution: Concord University (237330)

User ID: P2373308

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 2025-26 data collection period:

- Removed question collecting student headcounts of Another Gender.
- Revised "gender" to "sex" where applicable. Revised "men" to "male" and "women" to "female" where applicable.

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.

12-month Enrollment Screening Questions

1. 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).

2. Did your institution enroll high school students in college courses for credit during the 12-month Enrollment (E12) reporting period of July 1, 2024 - June 30, 2025?

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 Part C of the 12-month Enrollment (E12) survey component.

- 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.

Part A - Unduplicated Count for Full-time Undergraduate Students

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

July 1, 2024 – June 30, 2025

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.

Male

Students enrolled for <u>credit</u>	Degree/certificate-seeking				Non-degree/ non-certificate-seeking	Total, Full-time undergraduate students
	<u>First-time</u>	<u>Transfer-in</u>	<u>Continuing/ Returning</u>	Total degree/certificate-seeking		
<u>U.S. Nonresident</u>	7	11	20	38	2	40
<u>Hispanic/Latino</u>	1		2	3		3
<u>American Indian or Alaska Native</u>	1			1		1
<u>Asian</u>	1		2	3		3
<u>Black or African American</u>	52	14	42	108		108
<u>Native Hawaiian or Other Pacific Islander</u>				0		0
<u>White</u>	128	40	248	416	3	419
Two or more races	11	2	15	28		28
<u>Race and ethnicity unknown</u>	8	4	9	21		21
Total male	209	71	338	618	5	623
Total male prior year	206	75	319	600	0	600

Female

Students enrolled for <u>credit</u>	Degree/certificate-seeking				Non-degree/ non-certificate-seeking	Total, Full-time undergraduate students
	<u>First-time</u>	<u>Transfer-in</u>	<u>Continuing/ Returning</u>	Total degree/certificate-seeking		
<u>U.S. Nonresident</u>	9	6	13	28	7	35
<u>Hispanic/Latino</u>			1	1		1
<u>American Indian or Alaska Native</u>	1		3	4		4
<u>Asian</u>		1	3	4		4
<u>Black or African American</u>	9	12	16	37		37
<u>Native Hawaiian or Other Pacific Islander</u>	2			2		2
<u>White</u>	199	102	480	781	1	782
Two or more races	12	3	22	37		37
<u>Race and ethnicity unknown</u>	2	6	7	15		15
Total female	234	130	545	909	8	917
Total female prior year	248	100	477	825	6	831

Grand total (2024-25)	443	201	883	1,527	13	1,540
Prior year data:						
Grand total (male+female) prior year	454	175	796	1,425	6	1,431
Total Full-time undergraduate enrollment Fall 2024 <i>NOTE: Grand total (2024-25) calculated above is expected to be greater than total Full-time undergraduate enrollment Fall 2024.</i>	430	147	864	1,441	11	1,452

Part A - Unduplicated Count for Part-time Undergraduate Students

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

July 1, 2024 – June 30, 2025

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.

Male

Students enrolled for <u>credit</u>	Degree/certificate-seeking				Non-degree/ non-certificate-seeking	Total, Part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning	Total degree/certificate-seeking		
<u>U.S. Nonresident</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	<input type="text"/>	0
<u>Hispanic/Latino</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	<input type="text"/>	0
<u>American Indian or Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	<input type="text" value="1"/>	1
<u>Asian</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	<input type="text" value="1"/>	1
<u>Black or African American</u>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	2	<input type="text" value="2"/>	4
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	<input type="text"/>	0
<u>White</u>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="21"/>	26	<input type="text" value="44"/>	70
Two or more races	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	1	<input type="text"/>	1
<u>Race and ethnicity unknown</u>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text"/>	3	<input type="text" value="5"/>	8
Total male	4	4	24	32	53	85
Total male prior year	1	4	23	28	53	81

Female

Students enrolled for <u>credit</u>	Degree/certificate-seeking				Non-degree/ non-certificate-seeking	Total, Part-time undergraduate students
	First-time	Transfer-in	Continuing/ Returning	Total degree/certificate-seeking		
<u>U.S. Nonresident</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	<input type="text" value="1"/>	1
<u>Hispanic/Latino</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	<input type="text" value="1"/>	1
<u>American Indian or Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	<input type="text"/>	0
<u>Asian</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	<input type="text" value="3"/>	3
<u>Black or African American</u>	<input type="text"/>	<input type="text"/>	<input type="text" value="6"/>	6	<input type="text" value="4"/>	10
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	<input type="text"/>	0
<u>White</u>	<input type="text" value="7"/>	<input type="text" value="10"/>	<input type="text" value="48"/>	65	<input type="text" value="100"/>	165
Two or more races	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	1	<input type="text" value="5"/>	6
<u>Race and ethnicity unknown</u>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	3	<input type="text" value="6"/>	9
Total female	8	11	56	75	120	195
Total female prior year	6	31	59	96	114	210

Grand total (2024-25)	12	15	80	107	173	280
Prior year data:						
Grand total (male+female) prior year	7	35	82	124	167	291
Total Part-time undergraduate enrollment Fall 2024 <i>NOTE: Grand total (2024-25) calculated above is expected to be greater than total Part-time undergraduate enrollment Fall 2024.</i>	6	3	54	63	94	157

Part A - Unduplicated Count for Undergraduate Students

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

July 1, 2024 – June 30, 2025

Male

Enrolled for credit	Total full-time undergraduate students	Total part-time undergraduate students	Grand total, all undergraduate students
<u>U.S. Nonresident</u>	40	0	40
<u>Hispanic/Latino</u>	3	0	3
<u>American Indian or Alaska Native</u>	1	1	2
<u>Asian</u>	3	1	4
<u>Black or African American</u>	108	4	112
<u>Native Hawaiian or Other Pacific Islander</u>	0	0	0
<u>White</u>	419	70	489
Two or more races	28	1	29
<u>Race and ethnicity unknown</u>	21	8	29
Total male	623	85	708

Female

Enrolled for credit	Total full-time undergraduate students	Total part-time undergraduate students	Grand total, all undergraduate students
<u>U.S. Nonresident</u>	35	1	36
<u>Hispanic/Latino</u>	1	1	2
<u>American Indian or Alaska Native</u>	4	0	4
<u>Asian</u>	4	3	7
<u>Black or African American</u>	37	10	47
<u>Native Hawaiian or Other Pacific Islander</u>	2	0	2
<u>White</u>	782	165	947
Two or more races	37	6	43
<u>Race and ethnicity unknown</u>	15	9	24
Total female	917	195	1,112
Grand total (male+female)	1,540	280	1,820

Part A - Unduplicated Count for Graduate Students

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

July 1, 2024 – June 30, 2025

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)**

Male

Students <u>enrolled for credit</u>	Graduate students		
	Total <u>full-time</u>	Total <u>part-time</u>	Total <u>graduate students</u>
<u>U.S. Nonresident</u>	<input type="text" value="2"/>	<input type="text" value="7"/>	9
<u>Hispanic/Latino</u>	<input type="text"/>	<input type="text" value="2"/>	2
<u>American Indian or Alaska Native</u>	<input type="text"/>	<input type="text"/>	0
<u>Asian</u>	<input type="text"/>	<input type="text"/>	0
<u>Black or African American</u>	<input type="text" value="12"/>	<input type="text" value="9"/>	21
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	0
<u>White</u>	<input type="text" value="30"/>	<input type="text" value="61"/>	91
Two or more races	<input type="text" value="1"/>	<input type="text" value="4"/>	5
<u>Race and ethnicity unknown</u>	<input type="text" value="1"/>	<input type="text" value="2"/>	3
Total male	46	85	131
Total male prior year			124

Female

Students <u>enrolled for credit</u>	Graduate students		
	Total <u>full-time</u>	Total <u>part-time</u>	Total <u>Graduate students</u>
<u>U.S. Nonresident</u>	<input type="text" value="3"/>	<input type="text" value="2"/>	5
<u>Hispanic/Latino</u>	<input type="text" value="2"/>	<input type="text" value="1"/>	3
<u>American Indian or Alaska Native</u>	<input type="text" value="1"/>	<input type="text"/>	1
<u>Asian</u>	<input type="text" value="1"/>	<input type="text"/>	1
<u>Black or African American</u>	<input type="text" value="6"/>	<input type="text" value="23"/>	29
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	0
<u>White</u>	<input type="text" value="105"/>	<input type="text" value="175"/>	280
Two or more races	<input type="text" value="1"/>	<input type="text" value="3"/>	4
<u>Race and ethnicity unknown</u>	<input type="text" value="5"/>	<input type="text" value="13"/>	18
Total female	124	217	341
Total female prior year			346

Grand total (2024-25)	170	302	472
Prior year data:			
Grand total (male+female) prior year			470
i Total graduate enrollment Fall 2024 <i>NOTE: Grand total (2024-25) calculated above is expected to be greater than Total graduate enrollment Fall 2024.</i>	136	198	334


Part A - Sex Unknown

12-month Unduplicated Count by Sex Unknown

Reporting Reminders:

- The purpose of this supplemental section is to determine whether institutions are able to report the number of students for whom sex is unknown. Note that these students must still be allocated into the 'Male' and 'Female' categories in all other sections of the survey component.

	Number of students	
	Undergraduate students	Graduate students
	Current Year	Current Year
Grand total	1,820	472
Sex unknown (i.e., sex information is not known or not collected)	<input type="text" value="0"/>	<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 A – 12-month Enrollment by Distance Education Status

12-month Unduplicated Count - Distance Education Status

July 1, 2024 – June 30, 2025

	Undergraduate Students		Graduate Students
	Degree/certificate-seeking	Non-degree/non-certificate-seeking	
Students <i>enrolled exclusively</i> in <u>distance education courses</u>	364	69	419
Students <i>enrolled in at least one but not all</i> distance education courses	958	14	5
Students <i>not enrolled in any</i> distance education courses	312	103	48
Total (Carried forward from part A)	1,634	186	472

 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, 2024 - June 30, 2025

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

	2024-25 total activity	Prior year data
Undergraduate level:		
<u>Credit hour activity</u>	<input type="text" value="45,710"/>	42,578
Graduate level:		
<u>Credit hour activity</u>	<input type="text" value="8,700"/>	8,380


Full-Time Equivalent (FTE) of Students

Calendar system (as reported on the prior year IC survey component):	Semester
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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 2024-25	Institution reported FTE 2024-25	Prior year FTE 2023-24
Undergraduate student FTE	1,524	<input type="text" value="1,524"/>	1,419
Graduate student FTE	363	<input type="text" value="363"/>	349
Total FTE students	1,887	1,887	1,768

 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, 2024 – June 30, 2025

Reporting Reminders:

- 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.	186
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	High school students enrolled in college courses for credit		
	Male	Female	Total
<u>U.S. Nonresident</u>	<input type="text"/>	<input type="text"/>	0
<u>Hispanic/Latino</u>	<input type="text"/>	<input type="text" value="1"/>	1
<u>American Indian or Alaska Native</u>	<input type="text" value="1"/>	<input type="text"/>	1
<u>Asian</u>	<input type="text" value="1"/>	<input type="text" value="3"/>	4
<u>Black or African American</u>	<input type="text" value="2"/>	<input type="text" value="3"/>	5
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	0
<u>White</u>	<input type="text" value="39"/>	<input type="text" value="75"/>	114
Two or more races	<input type="text"/>	<input type="text" value="5"/>	5
<u>Race and ethnicity unknown</u>	<input type="text" value="3"/>	<input type="text" value="5"/>	8
Total	46	92	138
Total prior year	34	82	116

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"/> Other
	Name: <input type="text" value="Miranda Martin"/>	
	Email: <input type="text" value="miranda@concord.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? <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="5.00"/> hours	<input type="text" value="1.00"/> hours	<input type="text" value="1.00"/> hours	<input type="text" value="1.00"/> 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](#).

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.

12-Month Unduplicated Headcount and Full-Time Equivalent Students		
Total 12-month unduplicated headcount enrollment		2,292
	Undergraduate student unduplicated headcount enrollment	1,820
	Graduate student unduplicated headcount enrollment	472
Total 12-month full-time equivalent (FTE) student enrollment		1,887
	Undergraduate student FTE enrollment	1,524
	Graduate student FTE enrollment	363
	Doctor's-professional practice FTE enrollment	

Total 12-month Undergraduate Student Characteristics		
Percent of undergraduate students who are female		61 %
Percent of undergraduate students who are full-time		85 %
Percent of undergraduate students who are enrolled exclusively in distance education courses		24 %
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		96 %
	American Indian or Alaska Native	0 %
	Asian	1 %
	Black or African American	9 %
	Hispanic/Latino	0 %
	Native Hawaiian or Pacific Islander	0 %
	White	79 %
	Two or More Races	4 %
	Race and ethnicity unknown	3 %
U. S. Nonresident		4 %

Total 12-month Graduate Student Characteristics		
Percent of graduate students who are female		72 %
Percent of graduate students who are full-time		36 %
Percent of graduate students who are enrolled exclusively in distance education courses		89 %
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		97 %
	American Indian or Alaska Native	0 %
	Asian	0 %
	Black or African American	11 %
	Hispanic/Latino	1 %
	Native Hawaiian or Pacific Islander	0 %

	White	79 %
	Two or More Races	2 %
	Race and ethnicity unknown	4 %
U .S. Nonresident		3 %

[Edit Report](#)

12-month Enrollment

There are no errors for the selected survey and institution.

ADMISSIONS AND TEST SCORES

Admissions 2025-26

Institution: Concord University (237330)

User ID: P2373308

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).

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 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.

Changes to reporting:

The following changes have been made for 2025-26 collection:

- Added Part A – Screening Questions
- Expanded Part B to collect admissions considerations information for transfer-in degree/certificate-seeking students at institutions that do not have an open admission policy and for students in program(s) with admissions requirements at institutions that are primarily open admission but have at least one program that is not open admission (if applicable).
- Added two admissions considerations for transfer-in students in Part B (if applicable).
- Expanded Part C to collect applicants, admits, and enrolled counts for transfer-in degree/certificate-seeking students at institutions that do not have an open admission policy and for students in program(s) with admissions requirements at institutions that are primarily open admission but have at least one program that is not open admission (if applicable).
- Expanded Part C to disaggregate applicants, admits, and enrolled counts by race/ethnicity and full-time/part-time enrollment status.
- Expanded Part D to collect test score information for transfer-in degree/certificate-seeking students at institutions that do not have an open admission policy (if applicable).
- Added Part E – Waitlist, Early Decision, and Early Action (if applicable).
- Revised "gender" to "sex" where applicable. Revised "men" to "male" and "women" to "female" where applicable.
- Removed question collecting student headcounts of Another Gender.

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 - Screening Questions 1

1. For the Fall 2025 admission cycle, did your institution have an open admission policy under which virtually all students that completed a high school diploma (or received a GED/other equivalent) were admitted for all or most entering undergraduate-level programs?

Institutions that require only an Ability to Benefit (ATB) or similar test beyond the high school diploma/equivalent, and only reject a very small number of students based on the test, are also considered open admission.

If your institution has one or more programs with admissions requirements, you should select 'no' to this question.

Data reported to the Admissions survey component will vary based on response to this question.

- Yes, all undergraduate-level programs at the institution are open admission.
 - This response will result in no admissions data, other than the ATB question, being collected.
- No, all or nearly all undergraduate-level programs at the institution have admission requirements.
(i.e., all or nearly all entering students are evaluated against admission criteria to be granted admission to the institution)
 - This response will result in admissions data being collected for **all entering students**.
- No, only one or a few undergraduate-level programs at the institution have admission requirements.
(i.e., all or nearly all programs are open admission; only students applying to a limited number of programs are evaluated against admission criteria to be granted admission to the institution)
 - This response will result in admissions data being collected **ONLY for entering students in those programs with admissions criteria**.

Part A - Screening Questions 2

3. For which entering degree/certificate-seeking undergraduate student type(s) does your institution have admissions requirements?

- First-time students
- Transfer-in students

4. If your institution has admission requirements for both first-time students and transfer-in students, are these requirements the same?

- Yes
- No

5. Did your institution enroll first-time degree/certificate-seeking undergraduate students in Fall 2025? If no, you will not report admissions data for first-time students.

- Yes
- No

6. Did your institution enroll transfer-in degree/certificate-seeking undergraduate students in Fall 2025? If no, you will not report admissions data for transfer-in students.

- Yes
 - Students may transfer credits earned from coursework completed at another postsecondary institution (e.g., college, university).
 - Students must complete a minimum number of credit or clock hours to enter as a transfer-in student.

Report the minimum number of credit or clock hours

- Clock hours
- Credit hours

- No

Part B - Admissions Considerations

1. Select the option that best describes how your institution used any of the following data in its undergraduate selection process for the fall 2025 student cohort.

The options are:


- Required to be considered for admission (not applicable for legacy status)
- Not required for admission, but considered if submitted
- Not considered for admission, even if submitted

Considered means that an institution includes an item in the package that is reviewed by admissions officers during the review process and the item may factor into a decision for admission.

First-time student			
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 checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>
Legacy status	N/A	<input type="radio"/>	<input checked="" type="radio"/>
Admission test scores 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 / 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"/>

Transfer-in student			
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 type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Secondary school rank	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Secondary school record	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Completion of college-preparatory program	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
College/other postsecondary GPA	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
College/other postsecondary transcripts	<input checked="" type="radio"/>	<input type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>
Work experience	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Personal statement or essay	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Legacy status	N/A	<input type="radio"/>	<input checked="" type="radio"/>
Admission test scores 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 / 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).

Part C - Applicants, Admits, and Enrolled - First-time students

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 2025. Include **early decision, early action**, and students who began studies during the summer prior to Fall 2025.

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 survey component. If you made an error in IC, please remember to fix the error next year.

Note that "sex unknown" students must be allocated into the 'Male' and 'Female' categories.

Male

First-time students						
	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
<u>U.S. Nonresident</u>	266	228	2		2	1
<u>Hispanic/Latino</u>	0	0			0	
<u>American Indian or Alaska Native</u>	3	3	1		1	33
<u>Asian</u>	5	5	1		1	20
<u>Black or African American</u>	244	244	51		51	21
<u>Native Hawaiian or Other Pacific Islander</u>	3	3			0	0
<u>White</u>	485	482	118		118	24
Two or more races	14	14	2	1	3	21
<u>Race and ethnicity unknown</u>	262	261	14		14	5
Total male	1,282	1,240	189	1	190	15
Total male prior year	1,217	1,085	206	2	208	19

Female

First-time students						
	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
<u>U.S. Nonresident</u>	175	154	5		5	3
<u>Hispanic/Latino</u>	7	7			0	0
<u>American Indian or Alaska Native</u>	4	4	1		1	25
<u>Asian</u>	14	14	3		3	21
<u>Black or African American</u>	105	105	13		13	12
<u>Native Hawaiian or Other Pacific Islander</u>	1	1			0	0
<u>White</u>	715	710	201	3	204	29
Two or more races	12	12	2		2	17
<u>Race and ethnicity unknown</u>	221	220	10		10	5
Total female	1,254	1,227	235	3	238	19
Total female prior year	1,365	1,305	224	4	228	17

Total

First-time students						
	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
<u>U.S. Nonresident</u>	441	382	7	0	7	2
<u>Hispanic/Latino</u>	7	7	0	0	0	0
<u>American Indian or Alaska Native</u>	7	7	2	0	2	29

<u>Asian</u>	19	19	4	0	4	21
<u>Black or African American</u>	349	349	64	0	64	18
<u>Native Hawaiian or Other Pacific Islander</u>	4	4	0	0	0	0
<u>White</u>	1,200	1,192	319	3	322	27
Two or more races	26	26	4	1	5	19
<u>Race and ethnicity unknown</u>	483	481	24	0	24	5
Total	2,536	2,467	424	4	428	17
Total prior year	2,582	2,390	430	6	436	18

Sex

First-time students						
	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
Grand total	2,536	2,467	424	4	428	17
Sex unknown (i.e., sex information is not known or not collected)	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	

Part C - Applicants, Admits, and Enrolled - Transfer-in students

Provide the number of **Transfer-in students**, **degree/certificate-seeking** undergraduate students who applied, who were admitted, and who enrolled (either full- or part-time) at your institution for Fall 2025. Include **early decision**, **early action**, and students who began studies during the summer prior to Fall 2025.

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 survey component. If you made an error in IC, please remember to fix the error next year.

Note that "sex unknown" students must be allocated into the 'Male' and 'Female' categories.

Male

Transfer-in students						
	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
<u>U.S. Nonresident</u>	17	16	10		10	63
<u>Hispanic/Latino</u>					0	
<u>American Indian or Alaska Native</u>	1	1			0	0
<u>Asian</u>	2	2	1		1	50
<u>Black or African American</u>	44	37	26		26	70
<u>Native Hawaiian or Other Pacific Islander</u>					0	
<u>White</u>	62	60	37	3	40	67
Two or more races	2	2	2		2	100
<u>Race and ethnicity unknown</u>	24	21	9		9	43
Total male	152	139	85	3	88	63

Female

Transfer-in students						
	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
<u>U.S. Nonresident</u>	7	7	2		2	29
<u>Hispanic/Latino</u>					0	
<u>American Indian or Alaska Native</u>					0	
<u>Asian</u>	1	1	1		1	100
<u>Black or African American</u>	8	8	6		6	75
<u>Native Hawaiian or Other Pacific Islander</u>					0	
<u>White</u>	104	99	64	2	66	67
Two or more races	2	1	1		1	100
<u>Race and ethnicity unknown</u>	9	9	2		2	22
Total female	131	125	76	2	78	62

Total

Transfer-in students						
	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
<u>U.S. Nonresident</u>	24	23	12	0	12	52
<u>Hispanic/Latino</u>	0	0	0	0	0	
<u>American Indian or Alaska Native</u>	1	1	0	0	0	0

<u>Asian</u>	3	3	2	0	2	67
<u>Black or African American</u>	52	45	32	0	32	71
<u>Native Hawaiian or Other Pacific Islander</u>	0	0	0	0	0	
<u>White</u>	166	159	101	5	106	67
Two or more races	4	3	3	0	3	100
<u>Race and ethnicity unknown</u>	33	30	11	0	11	37
Total	283	264	161	5	166	63

Sex

Transfer-in students						
	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
Grand total	283	264	161	5	166	63
Sex unknown (i.e., sex information is not known or not collected)	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	

Part D - Test Scores

Provide data for all students for whom a test score was used in the admissions decision for Fall 2025. Include new students admitted the summer prior to Fall 2025. 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.


First-time students		Number of students
	Number of enrolled students for whom an <u>SAT</u> score was used in the admissions decision	<input type="text" value="267"/>
	Percent of enrolled students for whom an <u>SAT</u> score was used in the admissions decision	<input type="text" value="62"/>
	Number of enrolled students for whom an <u>ACT</u> score was used in the admissions decision	<input type="text" value="78"/>
	Percent of enrolled students for whom an <u>ACT</u> score was used in the admissions decision	<input type="text" value="18"/>
Transfer-in students		Number of students
	Number of enrolled students for whom an <u>SAT</u> score was used in the admissions decision	<input type="text" value="23"/>
	Percent of enrolled students for whom an <u>SAT</u> score was used in the admissions decision	<input type="text" value="14"/>
	Number of enrolled students for whom an <u>ACT</u> score was used in the admissions decision	<input type="text" value="14"/>
	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.

First-time students		<u>25th Percentile</u>	<u>50th Percentile (median)</u>	<u>75th Percentile</u>
SAT				
	SAT Evidence-Based Reading and Writing	<input type="text" value="440"/>	<input type="text" value="510"/>	<input type="text" value="560"/>
	SAT Math	<input type="text" value="410"/>	<input type="text" value="450"/>	<input type="text" value="520"/>
ACT				
	ACT Composite	<input type="text" value="17"/>	<input type="text" value="20"/>	<input type="text" value="23"/>
	ACT English	<input type="text" value="15"/>	<input type="text" value="20"/>	<input type="text" value="23"/>
	ACT Math	<input type="text" value="16"/>	<input type="text" value="18"/>	<input type="text" value="21"/>
Transfer-in students		<u>25th Percentile</u>	<u>50th Percentile (median)</u>	<u>75th Percentile</u>
SAT				
	SAT Evidence-Based Reading and Writing	<input type="text" value="440"/>	<input type="text" value="500"/>	<input type="text" value="540"/>
	SAT Math	<input type="text" value="420"/>	<input type="text" value="460"/>	<input type="text" value="520"/>
ACT				
	ACT Composite	<input type="text" value="15"/>	<input type="text" value="16"/>	<input type="text" value="21"/>
	ACT English	<input type="text" value="14"/>	<input type="text" value="18"/>	<input type="text" value="23"/>
	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).

Part E - Waitlist, Early Decision, and Early Action

Waitlist

For Fall 2025, did your institution maintain a waitlist for first-time students? A waitlist is a list of applicants who met admission requirements but were only to be admitted if space became available.

- Yes. If so, check below if your waitlist is ranked.
 - Waitlist is ranked.

Indicate the number of applicants placed on the waitlist and the number admitted.

Number of applicants placed on waiting list

Number of applicants from waiting list admitted

- No

Early Decision

For Fall 2025, did your institution permit first-time students to apply and be notified of an admission decision in advance of the regular notification date if the student commits to attending if accepted (Early Decision)?

- Yes
 - Number of applicants received for Early Decision

Number of applicants admitted for Early Decision

Number of applicants admitted for Early Decision that subsequently enrolled

- No

Early Action

For Fall 2025, did your institution permit first-time students to apply and be notified of an admission decision in advance of the regular notification date that did not require the student to commit to attending if accepted (Early Action)?

- Yes
 - Number of applicants received for Early Action

Number of applicants admitted for Early Action

Number of applicants admitted for Early Action that subsequently enrolled

- 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 checked="" type="radio"/>	Keyholder	<input type="radio"/> SFA Contact
<input type="radio"/>	Finance Contact	<input type="radio"/> Other
	<input type="radio"/> HR Contact	
Name:	<input type="text" value="Miranda Martin"/>	
Email:	<input type="text" value="miranda@concord.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" value="4.00"/> hours	<input type="text" value="6.00"/> hours	<input type="text" value="2.00"/> hours	<input type="text" value="2.00"/> 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="2.00"/> 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](#).

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.

ADMISSION INFORMATION				
Undergraduate Admissions		Total	Male	Female
First-time student				
	Number of applicants	2,536	1,282	1,254
	Percent admitted (%)	97	97	98
	Percent admitted who enrolled (%)	17	15	19
Transfer-in student				
	Number of applicants	283	152	131
	Percent admitted (%)	93	91	95
	Percent admitted who enrolled (%)	63	63	62
Admissions Considerations				
First-time student				
	Required	Secondary school GPA Secondary school record English Proficiency Test Completion of college-preparatory program		
	Not required, but Considered	Personal statement or essay SAT / ACT Secondary school rank		
	Not Considered	Recommendations Formal demonstration of competencies Work experience Legacy status Other Test		
Transfer-in student				
	Required	College/other postsecondary GPA College/other postsecondary transcripts English Proficiency Test Completion of college-preparatory program		
	Not required, but Considered	Formal demonstration of competencies Personal statement or essay SAT / ACT		
	Not Considered	Secondary school GPA Secondary school rank Secondary school record Recommendations Work experience Legacy status Other Test		
Test Scores				
		Number of Submitting Scores	Percent of Submitting Scores (%)	
First-time student				
	SAT	267	62	
	ACT	78	18	
Transfer-in student				
	SAT	23	14	
	ACT	14	8	
		25th Percentile	50th Percentile	75th Percentile

First-time student				
	SAT Evidence-Based Reading and Writing	440	510	560
	SAT Math	410	450	520
	ACT Composite	17	20	23
	ACT English	15	20	23
	ACT Math	16	18	21
		25th Percentile	50th Percentile	75th Percentile
Transfer-in student				
	SAT Evidence-Based Reading and Writing	440	500	540
	SAT Math	420	460	520
	ACT Composite	15	16	21
	ACT English	14	18	23
	ACT Math	15	17	19

[Edit Report](#)

Admissions

There are no errors for the selected survey and institution.

COMPLETIONS

Completions 2025-26

Institution: Concord University (237330)

User ID: P2373308

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 sex. 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, 2024 and June 30, 2025. The Completions component is also collecting the number of students (e.g., completers) who earned awards between July 1, 2024 and June 30, 2025.

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 2025-26 data collection period:

- Removed question collecting student headcounts of Another Gender.
- Revised "gender" to "sex" where applicable. Revised "men" to "male" and "women" to "female" where applicable.

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	
09.0102 Mass Communication/Media Studies	5 - Bachelor's degree	1	Male	0	0	0	0	0	0	2	1	0	3		
			Female	0	0	0	0	1	0	4	0	1	6		
			Total	0	0	0	0	1	0	6	1	1	9	Some	
11.0401 Information Science/Studies	5 - Bachelor's degree	1	Male	0	0	0	0	0	0	1	0	0	1		
			Female	0	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	1	0	0	1	No	
11.0701 Computer Science	5 - Bachelor's degree	1	Male	0	0	0	0	0	0	6	0	0	6		
			Female	0	0	0	0	0	3	0	0	3	0	0	
			Total	0	0	0	0	0	9	0	0	9	0	9	No
11.1003 Computer and Information Systems Security/Auditing/Information Assurance	5 - Bachelor's degree	1	Male	0	0	0	1	0	0	0	0	0	1		
			Female	0	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	1	0	0	0	0	0	0	1	No
13.0101 Education, General	7 - Master's degree	1	Male	0	0	0	0	1	0	3	0	0	4		
			Female	0	0	0	0	0	9	0	0	9	0	9	
			Total	0	0	0	0	1	0	12	0	0	13	Yes	
13.1001 Special Education and Teaching, General	5 - Bachelor's degree	1	Male	0	0	0	0	0	0	0	0	0	0		
			Female	0	0	0	0	0	7	0	0	7	0	7	
			Total	0	0	0	0	0	7	0	0	7	0	7	Some
13.1202 Elementary Education and Teaching	5 - Bachelor's degree	1	Male	0	0	0	0	0	1	0	0	0	1		
			Female	0	0	0	0	0	22	0	0	22	0	22	
			Total	0	0	0	0	0	23	0	0	23	0	23	Some
13.1205 Secondary Education and Teaching	5 - Bachelor's degree	1	Male	0	0	0	0	0	2	0	0	0	2		
			Female	0	0	0	0	0	9	0	0	9	0	9	
			Total	0	0	0	0	0	11	0	0	11	0	11	No
13.1205 Secondary Education and Teaching	5 - Bachelor's degree	2	Male	0	0	0	0	0	0	0	0	0	0		
			Female	0	0	0	0	0	1	0	0	1	0	1	
			Total	0	0	0	0	0	1	0	0	1	0	1	No
13.1299 Teacher Education and Professional Development, Specific Levels and Methods, Other	7 - Master's degree	1	Male	0	0	0	0	0	0	0	0	0	0		
			Female	0	0	0	0	0	3	0	0	3	0	3	
			Total	0	0	0	0	0	3	0	0	3	0	3	Yes
23.0101 English Language and Literature, General	5 - Bachelor's degree	1	Male	0	0	0	0	0	3	0	0	0	3		
			Female	1	0	0	0	0	2	0	0	3	0	3	
			Total	1	0	0	0	0	5	0	0	6	0	6	No
23.0101 English Language and Literature, General	5 - Bachelor's degree	2	Male	0	0	0	0	0	1	0	0	0	1		
			Female	0	0	0	0	0	2	0	0	2	0	2	
			Total	0	0	0	0	0	3	0	0	3	0	3	No
24.0102 General Studies	5 - Bachelor's degree	1	Male	0	0	0	0	2	11	0	0	13			
			Female	0	0	0	0	4	49	1	1	55			
			Total	0	0	0	0	6	60	1	1	68		Some	
26.0101 Biology/Biological Sciences, General	5 - Bachelor's degree	1	Male	0	0	0	0	0	4	0	0	4			
			Female	1	0	0	0	1	11	0	0	13			
			Total	1	0	0	0	1	15	0	0	17		No	
26.0101 Biology/Biological Sciences, General	5 - Bachelor's degree	2	Male	0	0	0	0	0	0	0	0	0	0		
			Female	0	0	0	0	0	2	0	0	2			
			Total	0	0	0	0	0	2	0	0	2		No	
30.9999 Multi-/Interdisciplinary Studies, Other	5 - Bachelor's degree	1	Male	0	0	0	0	1	1	0	0	2			
			Female	0	0	0	0	1	1	0	0	2			
			Total	0	0	0	0	2	2	0	0	4		No	
40.0501 Chemistry, General	5 - Bachelor's degree	1	Male	0	0	0	0	0	1	0	0	1			
			Female	0	0	0	0	1	4	0	0	5			
			Total	0	0	0	0	1	5	0	0	6		No	
40.0601 Geology/Earth Science, General	5 - Bachelor's degree	1	Male	0	0	0	0	0	0	0	0	1	1		
			Female	0	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	0	0	1	1	No	

42.0101 Psychology, General	5 - Bachelor's degree	1	Male	0	0	0	0	0	0	2	0	1	3	
			Female	0	0	1	0	1	0	12	0	0	14	
			Total	0	0	1	0	1	0	14	0	1	17	No
42.0101 Psychology, General	5 - Bachelor's degree	2	Male	0	0	0	0	0	0	0	0	0	0	
			Female	0	0	0	0	0	0	1	0	0	1	
			Total	0	0	0	0	0	0	1	0	0	1	No
44.0701 Social Work	5 - Bachelor's degree	1	Male	0	0	0	0	0	0	3	0	0	3	
			Female	0	0	1	0	1	0	18	1	0	21	
			Total	0	0	1	0	1	0	21	1	0	24	Some
44.0701 Social Work	5 - Bachelor's degree	2	Male	0	0	0	0	0	0	0	0	0	0	
			Female	0	0	0	0	0	0	1	0	0	1	
			Total	0	0	0	0	0	0	1	0	0	1	Some
44.0701 Social Work	7 - Master's degree	1	Male	0	0	0	0	1	0	10	1	0	12	
			Female	0	0	1	0	6	0	65	2	0	74	
			Total	0	0	1	0	7	0	75	3	0	86	Yes
45.1001 Political Science and Government, General	5 - Bachelor's degree	1	Male	0	0	0	0	0	0	1	0	0	1	
			Female	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	1	0	0	1	No
45.1101 Sociology, General	5 - Bachelor's degree	1	Male	0	0	0	0	1	0	1	2	0	4	
			Female	0	0	0	0	2	0	9	0	0	11	
			Total	0	0	0	0	3	0	10	2	0	15	Some
45.1101 Sociology, General	5 - Bachelor's degree	2	Male	0	0	0	0	0	0	0	0	0	0	
			Female	0	0	0	0	0	0	4	0	0	4	
			Total	0	0	0	0	0	0	4	0	0	4	Some
50.0402 Commercial and Advertising Art	5 - Bachelor's degree	1	Male	0	0	0	0	0	0	4	1	1	6	
			Female	0	0	0	0	0	0	3	0	0	3	
			Total	0	0	0	0	0	0	7	1	1	9	No
50.0402 Commercial and Advertising Art	5 - Bachelor's degree	2	Male	0	0	0	0	0	0	0	0	0	0	
			Female	0	0	0	0	0	0	2	0	0	2	
			Total	0	0	0	0	0	0	2	0	0	2	No
50.0701 Art/Art Studies, General	5 - Bachelor's degree	1	Male	0	0	0	0	0	0	1	0	0	1	
			Female	0	0	0	0	0	0	4	0	0	4	
			Total	0	0	0	0	0	0	5	0	0	5	No
50.0701 Art/Art Studies, General	5 - Bachelor's degree	2	Male	0	0	0	0	0	0	1	0	0	1	
			Female	0	0	0	0	0	0	3	0	0	3	
			Total	0	0	0	0	0	0	4	0	0	4	No
51.0000 Health Services/Allied Health/Health Sciences, General	5 - Bachelor's degree	1	Male	0	0	0	0	2	0	5	0	0	7	
			Female	1	0	0	0	0	0	9	0	0	10	
			Total	1	0	0	0	2	0	14	0	0	17	No
51.0000 Health Services/Allied Health/Health Sciences, General	5 - Bachelor's degree	2	Male	0	0	0	0	0	0	1	0	0	1	
			Female	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	1	0	0	1	No
51.0913 Athletic Training/Trainer	7 - Master's degree	1	Male	0	0	0	0	2	0	1	0	0	3	
			Female	0	0	0	0	0	0	1	0	0	1	
			Total	0	0	0	0	2	0	2	0	0	4	Yes
51.2207 Public Health Education and Promotion	7 - Master's degree	1	Male	0	0	0	0	1	0	1	1	0	3	
			Female	0	0	0	0	2	0	4	0	0	6	
			Total	0	0	0	0	3	0	5	1	0	9	Yes
51.3801 Registered Nursing/Registered Nurse	5 - Bachelor's degree	1	Male	0	0	0	0	0	0	0	0	0	0	
			Female	0	0	0	0	0	0	11	0	0	11	
			Total	0	0	0	0	0	0	11	0	0	11	Some
52.0201 Business Administration and Management, General	5 - Bachelor's degree	1	Male	5	0	1	0	3	0	22	0	0	31	
			Female	1	0	1	0	0	0	5	0	0	7	
			Total	6	0	2	0	3	0	27	0	0	38	Some
52.0201 Business Administration and Management, General	7 - Master's degree	1	Male	1	1	0	0	3	0	12	1	0	18	
			Female	0	0	0	0	0	0	5	1	0	6	
			Total	1	1	0	0	3	0	17	2	0	24	Yes
54.0101 History, General	5 - Bachelor's degree	1	Male	0	0	0	0	0	0	2	0	0	2	
			Female	0	0	0	0	0	0	1	0	0	1	
			Total	0	0	0	0	0	0	3	0	0	3	No

54.0101 History, General	5 - Bachelor's degree	2	Male	0	0	0	0	0	0	1	0	0	1		
			Female	0	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	1	0	0	1	No	

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
Bachelor's degree		5										
	Male	5	0	1	1	9	0	73	4	3	96	99
	Female	4	0	3	0	12	0	184	2	2	207	189
	Total	9	0	4	1	21	0	257	6	5	303	288
Master's degree		7										
	Male	1	1	0	0	8	0	27	3	0	40	37
	Female	0	0	1	0	8	0	87	3	0	99	104
	Total	1	1	1	0	16	0	114	6	0	139	141
Grand Total Male		6	1	1	1	17	0	100	7	3	136	136
Grand Total Female		4	0	4	0	20	0	271	5	2	306	293
Grand Total		10	1	5	1	37	0	371	12	5	442	429
PY Grand Total Male		8	2	2	0	15	0	102	7	0	136	136
PY Grand Total Female		3	3	4	2	13	1	261	6	0	293	293
PY Grand Total		11	5	6	2	28	1	363	13	0	429	429

Completions: Total by Second 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
Bachelor's degree		5										
	Male	0	0	0	0	0	0	4	0	0	4	3
	Female	0	0	0	0	0	0	16	0	0	16	10
	Total	0	0	0	0	0	0	20	0	0	20	13
Grand Total Male		0	0	0	0	0	0	4	0	0	4	3
Grand Total Female		0	0	0	0	0	0	16	0	0	16	10
Grand Total		0	0	0	0	0	0	20	0	0	20	13
PY Grand Total Male		0	0	0	0	0	0	3	0	0	3	3
PY Grand Total Female		0	0	0	0	0	0	10	0	0	10	10
PY Grand Total		0	0	0	0	0	0	13	0	0	13	13

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 sex and race and ethnicity earning an award between July 1, 2024 and June 30, 2025. 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

	Male		Female		Total Students
	Number of Students	Total Awards	Number of Students	Total Awards	
<u>U.S. Nonresident</u>	<input type="text" value="6"/>	6	<input type="text" value="4"/>	4	10
<u>Hispanic/Latino</u>	<input type="text" value="1"/>	1	<input type="text" value="0"/>	0	1
<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" value="1"/>	1	<input type="text" value="0"/>	0	1
<u>Black or African American</u>	<input type="text" value="17"/>	17	<input type="text" value="20"/>	20	37
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	0	<input type="text"/>	0	0
<u>White</u>	<input type="text" value="100"/>	100	<input type="text" value="271"/>	271	371
Two or more races	<input type="text" value="7"/>	7	<input type="text" value="5"/>	5	12
<u>Race and ethnicity unknown</u>	<input type="text" value="3"/>	3	<input type="text" value="2"/>	2	5
TOTAL AWARDS	136	136	306	306	442
PY TOTAL AWARDS	136		293		429

Sex Unknown

- The purpose of this supplemental section is to determine whether institutions are able to report the number of students for whom sex is unknown. Note that these students must still be allocated into the 'Male' and 'Female' categories in all other sections of the survey component.

	Number of students		
	Undergraduate students	Graduate students	Total
Grand total			442
Sex unknown (i.e., sex information is not known or not collected)	<input type="text" value="0"/>	<input type="text" value="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).

Bachelor's degree

Completers by Level

Bachelor's degree

Number of students by sex, by race and ethnicity, and by age earning this award between July 1, 2024 and June 30, 2025. 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 Sex

	Number of Students	Total Awards
Male	96	96
Female	207	207
TOTAL	303	303
PY TOTAL	288	

By Race/Ethnicity

	Number of Students	Total Awards
<u>U.S. Nonresident</u>	9	9
<u>Hispanic/Latino</u>	0	0
<u>American Indian or Alaska Native</u>	4	4
<u>Asian</u>	1	1
<u>Black or African American</u>	21	21
<u>Native Hawaiian or Other Pacific Islander</u>	0	0
<u>White</u>	257	257
Two or more races	6	6
<u>Race and ethnicity unknown</u>	5	5
TOTAL	303	303

By Age

	Number of Students	Total Awards
Under 18	0	
18-24	216	
25-39	60	
40 and Above	27	
Age Unknown	0	
TOTAL	303	303

Master's degree

Completers by Level

Master's degree

Number of students by sex, by race and ethnicity, and by age earning this award between July 1, 2024 and June 30, 2025. 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 Sex

	Number of Students	Total Awards
Male	40	40
Female	99	99
TOTAL	139	139
PY TOTAL	141	

By Race/Ethnicity

	Number of Students	Total Awards
<u>U.S. Nonresident</u>	1	1
<u>Hispanic/Latino</u>	1	1
<u>American Indian or Alaska Native</u>	1	1
<u>Asian</u>	0	0
<u>Black or African American</u>	16	16
<u>Native Hawaiian or Other Pacific Islander</u>	0	0
<u>White</u>	114	114
Two or more races	6	6
<u>Race and ethnicity unknown</u>	0	0
TOTAL	139	139

By Age

	Number of Students	Total Awards
Under 18	0	
18-24	53	
25-39	67	
40 and Above	19	
Age Unknown	0	
TOTAL	139	139

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"/>	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" value="2.00"/> hours	<input type="text" value="3.00"/> hours	<input type="text" value="4.00"/> hours	<input type="text" value="2.00"/> 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

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 2026.

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.

Summary of Completions Data

Award Level	Number of Completions	
	1 st major	2 st major
5 - Bachelor's degree	303	20
7 - Master's degree	139	0
Total number of degrees and certificates	442	20

Summary of Completers Data

	Number of Students		
	Male	Female	Total
All Completers	136	306	442

Edit Report

Completions

Source	Description	Severity	Resolved	Options
Global Edits				
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	

COST I

Cost I 2025-26

Institution: Concord University (237330)

User ID: P2373308

Overview

Cost Overview

The purpose of the Cost (CST) component is to collect information on student charges for Cost of Attendance estimates and to calculate an Average Net Price (ANP) for first-time, full-time undergraduate students to meet requirements of the Higher Education Act of 1965 (HEA), as amended. This component also collects information on tuition and fees for other groups of students.

Much of the data reported on CST appear on College Navigator, which is updated only one time after CST data have been reviewed by NCES. Therefore, any data reporting errors may stay on College Navigator for a full year.

Additionally, the ANP calculation has important implications for what students see about your institution, and also for the College Affordability and Transparency Center lists.

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:

- No changes for the 2025-26 data collection period.

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.

Screening Questions

1. 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.

- No
 Yes

Specify housing capacity for academic year 2025-26

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

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

If you answer **Yes** to this question, you will not be asked to report off-campus food and housing in the cost of attendance. If you make **ANY** exceptions to this rule, please answer **No** so that this does not cause conflicts with the average net price calculation. Misreporting may lead to an inaccurate average net price calculation for your institution.

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

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

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

Only select **YES** if you charge different tuition by students' residence status. You should not select **YES** and then report the same tuition rate 3 times.

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

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)

5. Does your institution charge an application fee?

- No
 Yes - select checkboxes for the student level(s) that have an application fee and report the amount of application fee(s) in Section 1 Part A.
- Undergraduate programs
 - Graduate programs (not including Doctor's-Professional practice)
 - Doctor's-Professional Practice programs

6. For institutions that charge an application fee, can the application fee be waived for applicants that demonstrate financial need?

- No
 Yes (please indicate for which level(s) application fee can be waived)
- Undergraduate programs
 - Graduate programs (not including Doctor's-Professional practice)
 - Doctor's-Professional Practice programs

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

- No
 Yes

8. 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)


9. For the purposes of awarding institutional financial aid, does your institution require asset information from students who qualify for the exemption from asset reporting on the FAFSA form?

- No
 Yes

10. For the purpose of awarding institutional financial aid, does your institution require additional financial information separate from the FAFSA form?

- No
 Yes (please include a website link to where your institution's website explains what additional financial information is required.)

Link URL:


 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 1 - Student Charges: Part B - Cost of attendance for full-time, first-time undergraduate students

Reporting Reminders:

- 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.
- For current year amounts: Please enter the amounts below.
- For prior year amounts: Please review the amounts below for accuracy and consistency with your institution's records and edit if needed. These data will be made available to the public on College Navigator.
- 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.

Charges for full academic year	2022-23	2023-24	2024-25	2025-26		
Tuition and required fees:					1 Tuition Guarantee <i>(check only if applicable to entering students in 2025-26)</i>	Guaranteed increase %
<u>In-district</u>						
Tuition	8,540	9,100	9,464	<input type="text" value="9,464"/>	<input type="checkbox"/>	<input type="text"/>
Required fees	560	600	<input checked="" type="checkbox"/> 1,200	<input type="text" value="1,392"/>	<input type="checkbox"/>	<input type="text"/>
Tuition + fees total	9,100	9,700	10,664	10,856		
<u>In-state</u>						
Tuition	8,540	9,100	9,464	<input type="text" value="9,464"/>	<input type="checkbox"/>	<input type="text"/>
Required fees	560	600	<input checked="" type="checkbox"/> 1,200	<input type="text" value="1,392"/>	<input type="checkbox"/>	<input type="text"/>
Tuition + fees total	9,100	9,700	10,664	10,856		
<u>Out-of-state</u>						
Tuition	18,780	20,000	20,800	<input type="text" value="20,800"/>	<input type="checkbox"/>	<input type="text"/>
Required fees	560	600	<input checked="" type="checkbox"/> 1,200	<input type="text" value="1,392"/>	<input type="checkbox"/>	<input type="text"/>
Tuition + fees total	19,340	20,600	22,000	22,192		
<u>Books and supplies</u>	1,100	1,100	1,100	<input type="text" value="1,100"/>		
On-campus:						
<u>Food and housing</u>	10,090	12,114	12,546	<input type="text" value="13,066"/>		
<u>Other expenses</u>	3,228	3,068	3,440	<input type="text" value="3,654"/>		
Food and housing and other expenses total	13,318	15,182	15,986	16,720		
Off-campus (not with family):						
<u>Food and housing</u>	10,090	12,114	12,546	<input type="text" value="13,066"/>		
<u>Other expenses</u>	3,228	3,068	3,440	<input type="text" value="3,654"/>		
Food and housing and other expenses total	13,318	15,182	15,986	16,720		
Off-campus (with family):						
<u>Food and housing</u>			2,810	<input checked="" type="checkbox"/> <input type="text" value="2,996"/>		
<u>Other expenses</u>	3,228	3,068	3,440	<input type="text" value="3,654"/>		
Food and housing and other expenses total	3,228	3,068	6,250	6,650		

 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 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

Section 1 - Student Charges: Part C - Tuition and Required Fees by Level (Undergraduate and Graduate [not including Doctor's-Professional practice])

When reporting for graduate students, **do not include** tuition for Doctor's-Professional students. This will be collected separately.

Average tuition and required fees to all students in each category for the full academic year 2025-26 should be included (not just first-time, full-time undergraduate students).						
Undergraduate students (all)	<u>In-district</u>	Prior year	<u>In-state</u>	Prior year	<u>Out-of-state</u>	Prior year
Full-time						
<u>Tuition</u>	9,464	9,464	9,464	9,464	20,800	20,800
<u>Required fees</u>	1,392	1,200	1,392	1,200	1,392	1,200
Part-time						
<u>Tuition (per credit hour charges)</u>	394	394	394	394	867	867
<u>Required fees</u>	696	600	696	600	696	600
Graduate students (not including Doctor's-Professional practice)	<u>In-district</u>	Prior year	<u>In-state</u>	Prior year	<u>Out-of-state</u>	Prior year
Full-time						
<u>Tuition</u>	10,170	10,170	10,170	10,170	10,170	10,170
<u>Required fees</u>	1,440	1,200	1,440	1,200	1,440	1,200
Part-time						
<u>Tuition (per credit hour charges)</u>	565	565	565	565	565	565
<u>Required fees</u>	720	600	720	600	720	600

 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 1 - Student Charges: Part E - Food and Housing

What are the typical food and housing charges for a student for the full academic year 2025-26?

If your institution offers food or 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
i Housing charge (Double occupancy)	<input type="text" value="6,064"/>	5,802
i Food charge (Maximum plan)	<input type="text" value="5,982"/>	5,724
Combined food and housing charge (Answer only if you CANNOT separate food and housing charges.)	<input type="text" value="N/A"/>	

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).

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"/>	Finance Contact	<input checked="" type="radio"/>	Other
	Name: <input type="text" value="Dara Ladner"/>		
	Email: <input type="text" value="dladner@concord.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" value="1.00"/> hours	<input type="text" value="0.50"/> hours	<input type="text" value="1.00"/> hours	<input type="text" value="0.50"/> hours
Other offices	<input type="text" value="0.50"/> hours	<input type="text" value="0.00"/> hours	<input type="text" value="0.00"/> hours	<input type="text" value="1.00"/> hours

Summary

Cost I 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](#).

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.

GENERAL INFORMATION	
Reporter Type	Academic
Calendar System	Semester Postsecondary awards, certificates, or diplomas of 300-899 clock hours...
Award Levels Offered	Bachelor's degree Postbaccalaureate certificate 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

PRICING INFORMATION					
Alternative Tuition Plans		Tuition payment plan			
Promise program		Yes			
Full-time Undergraduate Tuition and Fees					
	Average full-time undergraduate student tuition and fees for academic year 2025-26	Tuition		Fees	
	In-state	9,464		1,392	
	Out-of-state	20,800		1,392	
Full-time Graduate Tuition and Fees					
	Average full-time graduate student tuition and fees for academic year 2025-26	Tuition		Fees	
	In-state	10,170		1,440	
	Out-of-state	10,170		1,440	
First-time, Full-time Undergraduate Cost of Attendance					
	Estimated expenses for academic year	2022-23	2023-24	2024-25	2025-26
	In-state tuition and fees	9,100	9,700	10,664	10,856
	Out-of-state tuition and fees	19,340	20,600	22,000	22,192
	Books and supplies	1,100	1,100	1,100	1,100
	On-campus food and housing	10,090	12,114	12,546	13,066
	On-campus other expenses	3,228	3,068	3,440	3,654
	Off-campus food and housing	10,090	12,114	12,546	13,066
	Off-campus other expenses	3,228	3,068	3,440	3,654
	Off-campus with family food and housing			2,810	2,996
	Off-campus with family other expenses	3,228	3,068	3,440	3,654

Edit Report

Cost I

Source	Description	Severity	Resolved	Options
Screen: Section 1 - Student Charges: Part B - Cost of attendance for full-time, first-time undergraduate students				
Screen Entry	This value is expected to be within 40% of the prior year amount. Please correct your data or explain. (Error #11304) 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.	Explanation	Yes	
Reason	Increase in fees to in-part balance anticipated market costs occurred and was approved by the institutional governing board for the 2024-2025 academic year.			
Screen Entry	This value is expected to be within 40% of the prior year amount. Please correct your data or explain. (Error #11304) 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.	Explanation	Yes	
Reason	Increase in fees to in-part balance anticipated market costs occurred and was approved by the institutional governing board for the 2024-2025 academic year.			
Screen Entry	This value is expected to be within 40% of the prior year amount. Please correct your data or explain. (Error #11304) 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.	Explanation	Yes	
Reason	Increase in fees to in-part balance anticipated market costs occurred and was approved by the institutional governing board for the 2024-2025 academic year.			
Screen Entry	For students living Off-Campus (with family), any charges reported for food and housing are expected to be small, as it is assumed that students living at home with parents will be responsible for minimal food and housing costs. Please review your student financial aid budget(s), and if this amount is determined to be correct, please provide an explanation for the value reported. Otherwise, please revise your data. (Error #11564)	Explanation	Yes	
Reason	Cost of living went up due to inflation			

COST II

Cost II 2025-26

Institution: Concord University (237330)

User ID: P2373308

Overview

Cost Overview

The purpose of the Cost (CST) component is to collect information on student charges for Cost of Attendance estimates and to calculate an Average Net Price (ANP) for first-time, full-time undergraduate students to meet requirements of the Higher Education Act of 1965 (HEA), as amended. This component also collects information on tuition and fees for other groups of students.

Much of the data reported on CST appear on College Navigator, which is updated only one time after CST data have been reviewed by NCES. Therefore, any data reporting errors may stay on College Navigator for a full year.

Additionally, the ANP calculation has important implications for what students see about your institution, and also for the College Affordability and Transparency Center lists.

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:

- No changes for the 2025-26 data collection period.

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.

Screening Questions

Data changed on this page cannot be saved and therefore will not be changed in the Winter Collection Periods.

1. 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.

- No
 Yes

Specify housing capacity for academic year 2025-26

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

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

If you answer **Yes** to this question, you will not be asked to report off-campus food and housing in the cost of attendance. If you make **ANY** exceptions to this rule, please answer **No** so that this does not cause conflicts with the average net price calculation. Misreporting may lead to an inaccurate average net price calculation for your institution.

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

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

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

Only select **YES** if you charge different tuition by students' residence status. You should not select **YES** and then report the same tuition rate 3 times.

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

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)

5. Does your institution charge an application fee?

- No
 Yes - select checkboxes for the student level(s) that have an application fee and report the amount of application fee(s) in Section 1 Part A.
- Undergraduate programs
 - Graduate programs (not including Doctor's-Professional practice)

6. For institutions that charge an application fee, can the application fee be waived for applicants that demonstrate financial need?

- No
 Yes (please indicate for which level(s) application fee can be waived)
- Undergraduate programs
 - Graduate programs (not including Doctor's-Professional practice)

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

- No
 Yes

8. 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)


9. For the purposes of awarding institutional financial aid, does your institution require asset information from students who qualify for the exemption from asset reporting on the FAFSA form?

- No
- Yes

10. For the purpose of awarding institutional financial aid, does your institution require additional financial information separate from the FAFSA form?

- No
- Yes (please include a website link to where your institution's website explains what additional financial information is required.)

Link URL:

 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 1 - Student Charges: Part B - Cost of attendance for full-time, first-time undergraduate students

Reporting Reminders:

- 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.
- For current year amounts: Please enter the amounts below.
- For prior year amounts: Please review the amounts below for accuracy and consistency with your institution's records and edit if needed. These data will be made available to the public on College Navigator.
- 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.

Charges for full academic year	2022-23	2023-24	2024-25	2025-26		
Tuition and required fees:					Tuition Guarantee <i>(check only if applicable to entering students in 2025-26)</i>	Guaranteed increase %
<u>In-district</u>						
Tuition	8,540	9,100	9,464	9,464	<input type="checkbox"/>	<input type="text"/>
Required fees	560	600	<input checked="" type="checkbox"/> 1,200	1,392	<input type="checkbox"/>	<input type="text"/>
Tuition + fees total	9,100	9,700	10,664	10,856		
<u>In-state</u>						
Tuition	8,540	9,100	9,464	9,464	<input type="checkbox"/>	<input type="text"/>
Required fees	560	600	<input checked="" type="checkbox"/> 1,200	1,392	<input type="checkbox"/>	<input type="text"/>
Tuition + fees total	9,100	9,700	10,664	10,856		
<u>Out-of-state</u>						
Tuition	18,780	20,000	20,800	20,800	<input type="checkbox"/>	<input type="text"/>
Required fees	560	600	<input checked="" type="checkbox"/> 1,200	1,392	<input type="checkbox"/>	<input type="text"/>
Tuition + fees total	19,340	20,600	22,000	22,192		
<u>Books and supplies</u>	1,100	1,100	1,100	1,100		
On-campus:						
<u>Food and housing</u>	10,090	12,114	12,546	13,066		
<u>Other expenses</u>	3,228	3,068	3,440	3,654		
Food and housing and other expenses total	13,318	15,182	15,986	16,720		
Off-campus (not with family):						
<u>Food and housing</u>	10,090	12,114	12,546	13,066		
<u>Other expenses</u>	3,228	3,068	3,440	3,654		
Food and housing and other expenses total	13,318	15,182	15,986	16,720		
Off-campus (with family):						
<u>Food and housing</u>	<input type="text"/>	<input type="text"/>	2,810	<input checked="" type="checkbox"/> 2,996		
<u>Other expenses</u>	3,228	3,068	3,440	3,654		
Food and housing and other expenses total	3,228	3,068	6,250	6,650		

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 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

Section 1 - Student Charges: Part C - Tuition and Required Fees by Level (Undergraduate and Graduate [not including Doctor's-Professional practice])

Data changed on this page cannot be saved and therefore will not be changed in the Winter Collection Periods.

When reporting for graduate students, **do not include** tuition for Doctor's-Professional students. This will be collected separately.


Average tuition and required fees to all students in each category for the full academic year 2025-26 should be included (not just first-time, full-time undergraduate students).						
Undergraduate students (all)	In-district	Prior year	In-state	Prior year	Out-of-state	Prior year
Full-time						
<u>Tuition</u>	9,464	9,464	9,464	9,464	20,800	20,800
<u>Required fees</u>	1,392	1,200	1,392	1,200	1,392	1,200
Part-time						
<u>Tuition (per credit hour charges)</u>	394	394	394	394	867	867
<u>Required fees</u>	696	600	696	600	696	600
Graduate students (not including Doctor's-Professional practice)	In-district	Prior year	In-state	Prior year	Out-of-state	Prior year
Full-time						
<u>Tuition</u>	10,170	10,170	10,170	10,170	10,170	10,170
<u>Required fees</u>	1,440	1,200	1,440	1,200	1,440	1,200
Part-time						
<u>Tuition (per credit hour charges)</u>	565	565	565	565	565	565
<u>Required fees</u>	720	600	720	600	720	600

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 1 - Student Charges: Part E - Food and Housing

Data changed on this page cannot be saved and therefore will not be changed in the Winter Collection Periods.

What are the typical <u>food</u> and <u>housing</u> charges for a student for the full academic year 2025-26? <i>If your institution offers food or housing at no charge to students, enter zero.</i> <i>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.</i>		
Food and Housing charges	Amount	Prior year
i Housing charge (Double occupancy)	<input type="text" value="6,064"/>	5,802
i Food charge (Maximum plan)	<input type="text" value="5,982"/>	5,724
Combined food and housing charge (Answer only if you CANNOT separate food and housing charges.)	<input type="text" value="N/A"/>	

 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 2 - Financial Aid Data : Part A - Establish Your Student Counts

Part A - Establish Your Student Counts

Instructions:

In the fields below, report the number of full-time, first-time degree/certificate-seeking undergraduate students enrolled in Fall 2024.

Reporting Reminders:

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

		CURRENT REPORTED DATA	PRIOR REPORTED DATA
		Fall 2024	Fall 2023
01	All full-time, first-time degree/certificate-seeking undergraduate students	<input type="text" value="430"/>	438
02	Of those on line 01, those (paying the lower of in-state or in-district tuition rate) who were awarded grant or scholarship aid from the federal government, state/local government, or the institution	<input type="text" value="413"/>	335
03	Of those on line 01, those (paying the lower of in-state or in-district tuition rate) who were awarded any <u>Title IV federal student aid</u>	<input type="text" value="328"/>	262

Section 2 - Financial Aid Data: Part B - full-time, first-time degree/certificate-seeking undergraduate students

Part B – Number of full-time, first-time degree/certificate-seeking undergraduate students paying different tuition rates

Instructions:

- In the fields below, report the number of full-time, first-time degree/certificate-seeking undergraduate students enrolled in Fall 2024 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 2024		
01	Full-time, first-time degree/certificate-seeking undergraduate students (This number is carried forward from Part A, Line 01)	430		
Full-time, first-time students:		YOUR CURRENT YEAR DATA		YOUR PRIOR YEAR DATA
		Fall 2024		Fall 2023
		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="413"/>	96	77
04	<u>paying out-of-state tuition rates</u>	<input type="text" value="17"/>	4	23
05	Unknown (calculated value) This value is calculated using the following formula: [Line 01-(Line 02 +Line 03 +Line 04)]	0	0	0

Section 2 - Financial Aid Data: Part C - full-time, first-time degree/certificate-seeking undergraduate students Awarded Grant & Scholarship Aid

Part C - 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 Section 3 to calculate an institutional average net price (ANP)**
- Do not include students who received HEERF grants only.
- For this part, report:
 - **Students:** Full-time, first-time degree/certificate-seeking undergraduate students enrolled in Fall 2024 for the 2024-25 academic year as defined by the institution 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 (Do not include students awarded only grant or scholarship aid from private or other sources, or students awarded only non-grant aid)
 - **Aid Types:** Grant or scholarship aid from the federal government, state/local government, and/or the institution. (Do not include grant or scholarship aid from private or other sources, parent PLUS loans, federal student loans, private loans, HEERF grants, and/or Federal Work Study amounts)
 - **Award period:** Any time during academic year 2024-25, including cross-over financial aid award periods assigned to the 2024-25 academic year.

Information from Part A:		PRIOR REPORTED DATA Fall 2022	PRIOR REPORTED DATA Fall 2023	CURRENT REPORTED DATA Fall 2024
01	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 (This number is carried forward from Part A, Line 02)	222	<input checked="" type="checkbox"/> 335	413
Report the number of these students from Part A, Line 02 with the following living arrangements:		PRIOR REPORTED DATA Fall 2022	PRIOR REPORTED DATA Fall 2023	CURRENT REPORTED DATA Fall 2024
02	<u>On-campus</u>	132	<input checked="" type="checkbox"/> 197	<input checked="" type="checkbox"/> 291
03	<u>Off-campus (with family)</u>	90	<input checked="" type="checkbox"/> 120	115
04	<u>Off-campus (not with family)</u>	0	0	0
05	Unknown (calculated) This value is calculated using the following formula: Line 01 - (Line 02 +Line 03 +Line 04)	0	18	7
06	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.	Award period 2022-23	Award period 2023-24	Award period 2024-25
		1,952,996	3,355,559	4,365,725
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	8,797	10,017	10,571

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 2 - Financial Aid Data: Part D - full-time, first-time degree/certificate-seeking undergraduate students Awarded Title IV Aid

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.

Reporting Reminders:


- The information you report in this part will be used in Section 3 to calculate an institutional average net price (ANP) by income level.
- Do not include students who received HEERF grants only.
- For this part, report:
 - **Students:** Full-time, first-time degree/certificate-seeking undergraduate students enrolled Fall 2024 for the 2024-25 academic year as defined by the institution paying the lower of in-state or in-district tuition rate who were awarded any Title IV federal student aid

Information from Part A:		PRIOR REPORTED DATA Fall 2022	PRIOR REPORTED DATA Fall 2023	CURRENT REPORTED DATA Fall 2024
01	Full-time, first-time degree/certificate-seeking undergraduate students paying the lower of in-state or in-district tuition rate who were awarded any Title IV federal student aid (This number is carried forward from Part A, Line 03) Report the number of these students with the following living arrangements:	<input type="text" value="173"/>	<input checked="" type="checkbox"/> <input type="text" value="262"/>	<input type="text" value="328"/>
Report the number of these students from Part A, Line 01 with the following living arrangements:		PRIOR REPORTED DATA Fall 2022	PRIOR REPORTED DATA Fall 2023	CURRENT REPORTED DATA Fall 2024
		2022-23	2023-24	2024-25
02	<u>On-campus</u>	<input type="text" value="95"/>	<input checked="" type="checkbox"/> <input type="text" value="142"/>	<input checked="" type="checkbox"/> <input type="text" value="223"/>
03	<u>Off-campus (with family)</u>	<input type="text" value="78"/>	<input checked="" type="checkbox"/> <input type="text" value="120"/>	<input type="text" value="105"/>
04	<u>Off-campus (not with family)</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
05	Unknown (calculated) This value is calculated using the formula: [Line 01 - (Line 02 +Line 03 + Line 04)]	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

Full-Time, First-Time Degree/Certificate Undergraduates Awarded Title IV Aid				
	Number of students awarded any Title IV aid	Of those in Column 1, the number 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 total amount of grant or scholarship aid awarded from the following sources: the federal government, state/local government, or the institution	i Average amount of federal, state/local, and institutional grant or scholarship aid awarded to students in Column 1
2022-23				
Income level	Col. 1	Col. 2	Col. 3	Col. 4
01 \$0-30,000	<input type="text" value="78"/>	<input type="text" value="78"/>	<input type="text" value="832,772"/>	<input type="text" value="10,677"/>
02 \$30,001-48,000	<input type="text" value="32"/>	<input type="text" value="31"/>	<input type="text" value="309,188"/>	<input type="text" value="9,662"/>
03 \$48,001-75,000	<input type="text" value="28"/>	<input type="text" value="27"/>	<input type="text" value="225,833"/>	<input type="text" value="8,065"/>
04 \$75,001-110,000	<input type="text" value="19"/>	<input type="text" value="18"/>	<input type="text" value="95,392"/>	<input checked="" type="checkbox"/> <input type="text" value="5,021"/>
05 \$110,001 and more	<input type="text" value="16"/>	<input type="text" value="13"/>	<input type="text" value="91,413"/>	<input type="text" value="5,713"/>
06 Total all income levels	<input type="text" value="173"/>	<input type="text" value="167"/>	<input type="text" value="1,554,598"/>	<input type="text" value="8,986"/>

	Number of students awarded any Title IV aid	Of those in Column 1, the number 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 total amount of grant or scholarship aid awarded from the following sources: the federal government, state/local government, or the institution	i Average amount of federal, state/local, and institutional grant or scholarship aid awarded to students in Column 1
2023-24				
Income level	Col. 1	Col. 2	Col. 3	Col. 4
01 \$0-30,000	<input type="text" value="99"/>	<input type="text" value="99"/>	<input type="text" value="1,228,913"/>	<input checked="" type="checkbox"/> <input type="text" value="12,413"/>
02 \$30,001-48,000	<input type="text" value="47"/>	<input type="text" value="47"/>	<input type="text" value="634,677"/>	<input type="text" value="13,504"/>
03 \$48,001-75,000	<input type="text" value="45"/>	<input type="text" value="45"/>	<input type="text" value="449,823"/>	<input type="text" value="9,996"/>
04 \$75,001-110,000	<input type="text" value="36"/>	<input type="text" value="34"/>	<input type="text" value="255,527"/>	<input type="text" value="7,098"/>
05 \$110,001 and more	<input type="text" value="35"/>	<input type="text" value="33"/>	<input type="text" value="173,670"/>	<input type="text" value="4,962"/>
06 Total all income levels	<input checked="" type="checkbox"/> <input type="text" value="262"/>	<input checked="" type="checkbox"/> <input type="text" value="258"/>	<input checked="" type="checkbox"/> <input type="text" value="2,742,610"/>	<input type="text" value="10,468"/>

		Number of students awarded any Title IV aid	Of those in Column 1, the number 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 total amount of grant or scholarship aid awarded from the following sources: the federal government, state/local government, or the institution	Average amount of federal, state/local, and institutional grant or scholarship aid awarded to students in Column 1
2024-25					
Income level		Col. 1	Col. 2	Col. 3	Col. 4
01	\$0-30,000	<input type="text" value="124"/>	<input type="text" value="120"/>	<input type="text" value="1,899,292"/>	<input checked="" type="checkbox"/> 15,317
02	\$30,001-48,000	<input type="text" value="45"/>	<input type="text" value="44"/>	<input type="text" value="696,504"/>	15,478
03	\$48,001-75,000	<input type="text" value="54"/>	<input type="text" value="52"/>	<input type="text" value="699,237"/>	12,949
04	\$75,001-110,000	<input type="text" value="42"/>	<input type="text" value="41"/>	<input type="text" value="501,306"/>	11,936
05	\$110,001 and more	<input type="text" value="63"/>	<input type="text" value="61"/>	<input type="text" value="569,386"/>	9,038
06	Total all income levels	<input checked="" type="checkbox"/> 328	318	<input checked="" type="checkbox"/> 4,365,725	13,310

 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 3 - Average Net Price: Part A - Net Price for full-time, first-time degree/certificate-seeking undergraduate students Awarded Grant & Scholarship Aid

Part A – Average net price calculation for 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 federal government, state/local government, or the institution

Note:

- The following average net price (ANP) values are calculated by the IPEDS Data Collection System and based on Cost of Attendance (COA) and selected financial aid information reported in Sections 1 and 2, respectively, of the Cost survey component. For more information about the data your institution reported in Sections 1 and 2, please contact your institution's IPEDS Keyholder.

Cost of attendance components		PRIOR REPORTED DATA	PRIOR REPORTED DATA	CURRENT REPORTED DATA
		2022-23	2023-24	2024-25
01	Tuition and <u>required fees</u> (lower of in-state or in-district tuition rate)	9,100	9,700	10,664
02	<u>Books and supplies</u>	1,100	1,100	1,100
<u>Food and housing and other expenses</u> by living arrangement				
03	<u>On-campus</u>	13,318	15,182	15,986
04	<u>Off-campus (with family)</u>	3,228	3,068	6,250
05	<u>Off-campus (not with family)</u>	13,318	15,182	15,986
Number of these students by living arrangement		PRIOR REPORTED DATA	PRIOR REPORTED DATA	CURRENT REPORTED DATA
		2022-23	2023-24	2024-25
06	<u>On-campus</u>	132	197	291
07	<u>Off-campus (with family)</u>	90	120	115
08	<u>Off-campus (not with family)</u>	0	0	0
09	Unknown	0	18	7
10	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	9,227	10,596	13,228
11	Total cost of attendance This value is calculated using the following formula: [Line 01 + Line 02 + Line 10]	19,427	21,396	24,992
12	Average amount of grant or scholarship aid awarded to these students from the following sources: the federal government, state/local government, and the institution	8,797	10,017	10,571
13	Average institutional <u>net price</u> for these students This value is calculated using the following formula: [Line 11 - Line 12]	10,630	11,379	14,421

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).

Section 3 - Average Net Price: Part B - Net Price for full-time, first-time degree/certificate-seeking undergraduate students Awarded Title IV Aid

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

Note:

- The following average net price (ANP) values are calculated by the IPEDS Data Collection System and based on Cost of Attendance (COA) and selected financial aid information reported in Sections 1 and 2, respectively, of the Cost survey component. For more information about the data your institution reported in Sections 1 and 2, please contact your institution's IPEDS Keyholder.

Cost of attendance of components		PRIOR REPORTED DATA	PRIOR REPORTED DATA	CURRENT REPORTED DATA
		2022-23	2023-24	2024-25
01	Tuition and required fees (lower of in-state or in-district tuition rate)	9,100	9,700	10,664
02	Books and supplies	1,100	1,100	1,100
Food and housing and other expenses by living arrangement				
03	On-campus	13,318	15,182	15,986
04	Off-campus (with family)	3,228	3,068	6,250
05	Off-campus (not with family)	13,318	15,182	15,986
Number of these students by living arrangement		PRIOR REPORTED DATA 2022-23	PRIOR REPORTED DATA 2023-24	CURRENT REPORTED DATA 2024-25
06	On-campus	95	142	223
07	Off-campus (with family)	78	120	105
08	Off-campus (not with family)	0	0	0
09	Unknown	0	0	0
10	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	8,769	9,634	12,869
11	Total cost of attendance This value is calculated using the following formula: [Line 01 + 02 + 10]	18,969	20,434	24,633
12	Average amount of grant or scholarship aid awarded to these students from the following sources: the federal government, state/local government, and the institution			
13	\$0-30,000	10,677	12,413	15,317
14	\$30,001-48,000	9,662	13,504	15,478
15	\$48,001-75,000	8,065	9,996	12,949
16	\$75,001-110,000	5,021	7,098	11,936
17	\$110,001 and more	5,713	4,962	9,038
18	Total all income levels	8,986	10,468	13,310
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) who were awarded any Title IV federal student aid by income level. This value is calculated using the following formula: [Line 11-(Line 13 through 18, respectively)]				
19	\$0-30,000	8,292	8,021	9,316
20	\$30,001-48,000	9,307	6,930	9,155
21	\$48,001-75,000	10,904	10,438	11,684
22	\$75,001-110,000	13,948	13,336	12,697
23	\$110,001 and more	13,256	15,472	15,595
24	Total all income levels	9,983	9,966	11,323

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).

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"/> Other
	<input type="radio"/> HR Contact	
Name:	<input type="text" value="Miranda Martin"/>	
Email:	<input type="text" value="miranda@concord.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="3.00"/> hours	<input type="text" value="1.00"/> hours	<input type="text" value="2.00"/> hours	<input type="text" value="1.00"/> hours
Other offices	<input type="text" value="2.00"/> hours	<input type="text" value="1.00"/> hours	<input type="text" value="0.00"/> hours	<input type="text" value="1.00"/> hours

Summary

Cost I 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](#).

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.

GENERAL INFORMATION	
Reporter Type	Academic
Calendar System	Semester Postsecondary awards, certificates, or diplomas of 300-899 clock hours...
Award Levels Offered	Bachelor's degree Postbaccalaureate certificate 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

PRICING INFORMATION					
Alternative Tuition Plans		Tuition payment plan			
Promise program		Yes			
Full-time Undergraduate Tuition and Fees					
	Average full-time undergraduate student tuition and fees for academic year 2025-26	Tuition		Fees	
	In-state	9,464		1,392	
	Out-of-state	20,800		1,392	
Full-time Graduate Tuition and Fees					
	Average full-time graduate student tuition and fees for academic year 2025-26	Tuition		Fees	
	In-state	10,170		1,440	
	Out-of-state	10,170		1,440	
First-time, Full-time Undergraduate Cost of Attendance					
	Estimated expenses for academic year	2022-23	2023-24	2024-25	2025-26
	In-state tuition and fees	9,100	9,700	10,664	10,856
	Out-of-state tuition and fees	19,340	20,600	22,000	22,192
	Books and supplies	1,100	1,100	1,100	1,100
	On-campus food and housing	10,090	12,114	12,546	13,066
	On-campus other expenses	3,228	3,068	3,440	3,654
	Off-campus food and housing	10,090	12,114	12,546	13,066
	Off-campus other expenses	3,228	3,068	3,440	3,654
	Off-campus with family food and housing			2,810	2,996
	Off-campus with family other expenses	3,228	3,068	3,440	3,654

Average Net Price			
	2022-23	2023-24	2024-25
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	10,630	11,379	14,421

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	8,292	8,021	9,316
	\$30,001-48,000	9,307	6,930	9,155
	\$48,001-75,000	10,904	10,438	11,684
	\$75,001-110,000	13,948	13,336	12,697
	\$110,001 and more	13,256	15,472	15,595
	Total all income levels	9,983	9,966	11,323

Edit Report

Cost II

Source	Description	Severity	Resolved	Options
Screen: Section 1 - Student Charges: Part B - Cost of attendance for full-time, first-time undergraduate students				
Screen Entry	This value is expected to be within 40% of the prior year amount. Please correct your data or explain. (Error #11304) 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.	Explanation	Yes	
Reason	Increase in fees to in-part balance anticipated market costs occurred and was approved by the institutional governing board for the 2024-2025 academic year.			
Screen Entry	This value is expected to be within 40% of the prior year amount. Please correct your data or explain. (Error #11304) 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.	Explanation	Yes	
Reason	Increase in fees to in-part balance anticipated market costs occurred and was approved by the institutional governing board for the 2024-2025 academic year.			
Screen Entry	This value is expected to be within 40% of the prior year amount. Please correct your data or explain. (Error #11304) 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.	Explanation	Yes	
Reason	Increase in fees to in-part balance anticipated market costs occurred and was approved by the institutional governing board for the 2024-2025 academic year.			
Screen Entry	For students living Off-Campus (with family), any charges reported for food and housing are expected to be small, as it is assumed that students living at home with parents will be responsible for minimal food and housing costs. Please review your student financial aid budget(s), and if this amount is determined to be correct, please provide an explanation for the value reported. Otherwise, please revise your data. (Error #11564)	Explanation	Yes	
Reason	Cost of living went up due to inflation			
Screen: Section 2 - Financial Aid Data: Part C - full-time, first-time degree/certificate-seeking undergraduate students Awarded Grant & Scholarship Aid				
Screen Entry	The number entered is outside the expected range of between 138 and 256 when compared with the prior year value. Please correct your data or explain. (Error #7169)	Explanation	Yes	
Reason	Increase in students living on campus			
Screen Entry	The number entered is outside the expected range of between 93 and 171 when compared with the prior year value. Please correct your data or explain. (Error #7169) 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.	Explanation	Yes	
Reason	Increase in cohort size			
Screen Entry	The number entered is outside the expected range of between 63 and 117 when compared with the prior year value. Please correct your data or explain. (Error #7169) 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.	Explanation	Yes	
Reason	Increase in cohort size			
Screen Entry	The number entered is outside the expected range of between 156 and 288 when compared with the prior year value. Please correct your data or explain. (Error #7169)	Explanation	Yes	
Reason	We had more in-state students in Fall 2023 that paid the lower tuition amounts.			
Screen: Section 2 - Financial Aid Data: Part D - full-time, first-time degree/certificate-seeking undergraduate students Awarded Title IV Aid				
Screen Entry	The number entered is outside the expected range of between 122 and 224 when compared with the prior year value. Please correct your data or explain. (Error #7169)	Explanation	Yes	
Reason	We had more in-state students last year.			
Screen Entry	The number entered is outside the expected range of between 67 and 123 when compared with the prior year value. Please correct your data or explain. (Error #7169) 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.	Explanation	Yes	
Reason	Increase in cohort size			

Screen Entry	The number entered is outside the expected range of between 55 and 101 when compared with the prior year value. Please correct your data or explain. (Error #7169) 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.	Explanation	Yes	
Reason	Increase in cohort size			
Screen Entry	The calculated average amount of grant or scholarship aid awarded to FTFT awarded Title IV Aid students from the federal government, state/local government, or the institution for this income level is smaller than expected in comparison with the other income levels. Please check the values reported for the number of these students who were awarded any Title IV aid (Col. 1) and the total amount of grant or scholarship aid awarded to them (Col. 3) and correct your data or explain the discrepancy. (Error #7317) 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.	Explanation	Yes	
Reason	Pell Grant increase is due to the expansion in approved funding levels by DOEd			
Screen Entry	The total number of FTFT awarded Title IV Aid students who were awarded any Title IV aid across all income levels is outside the expected range of between 130 and 216 based on the prior year value. Please correct your data or explain. (Error #7333) 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.	Explanation	Yes	
Reason	Increase in cohort size			
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 1,165,949 and 1,943,247 based on the prior year value. Please correct your data or explain. (Error #7332) 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.	Explanation	Yes	
Reason	Increase in cohort size			
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 92 and 242 based on the prior year value. Please correct your data or explain. (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.	Explanation	Yes	
Reason	Increase in cohort size			
Screen Entry	The number entered is outside the expected range of between 100 and 184 when compared with the prior year value. Please correct your data or explain. (Error #7169)	Explanation	Yes	
Reason	Correct. Increase of students paying the lower in-state or in-district rates.			
Screen Entry	The calculated average amount of grant or scholarship aid awarded to FTFT awarded Title IV Aid students from the federal government, state/local government, or the institution for this income level is smaller than expected in comparison with the other income levels. Please check the values reported for the number of these students who were awarded any Title IV aid (Col. 1) and the total amount of grant or scholarship aid awarded to them (Col. 3) and correct your data or explain the discrepancy. (Error #7317)	Explanation	Yes	
Reason	During the year, the institution received emergency aid from the state that was not need-based. In addition, one state grant temporarily changed its unmet-need requirements due to challenges associated with FAFSA simplification for the 2024–2025 aid year. This change in their awarding process allowed the use of prior-year income data, which impacted eligibility and awarding outcomes.			
Screen Entry	The total number of FTFT awarded Title IV Aid students who were awarded any Title IV aid across all income levels is outside the expected range of between 197 and 327 based on the prior year value. Please correct your data or explain. (Error #7333)	Explanation	Yes	
Reason	Correct. Increase of students paying the lower in-state or in-district rates.			
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 2,056,958 and 3,428,262 based on the prior year value. Please correct your data or explain. (Error #7332)	Explanation	Yes	
Reason	Correct. Increase of students paying the lower in-state or in-district rates.			
Screen Entry	The calculated average amount of grant or scholarship aid awarded to FTFT awarded Title IV Aid students from the federal government, state/local government, or the institution for this income level is smaller than expected in comparison with the other income levels. Please check the values reported for the number of these students who were awarded any Title IV aid (Col. 1) and the total amount of grant or scholarship aid awarded to them (Col. 3) and correct your data or explain the discrepancy. (Error #7317) 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.	Explanation	Yes	
Reason	Per the institutional Financial Aid Office, the total number of students within this income category reduced by half relative to the prior year due to regional economic factors. During 2021-2022, the institution leveraged use of SEOG emergency grants with permitted waived awarding rules.			

FALL ENROLLMENT

Fall Enrollment 2025-26

Institution: Concord University (237330)

User ID: P2373308

Overview

Fall Enrollment Overview

The Fall Enrollment component collects student enrollment counts by level of student, enrollment status, sex 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 to reporting for 2025-26:

The following changes were implemented for the 2025-26 data collection period:

- Removed question collecting student headcounts of Another Gender.
- Revised "gender" to "sex" where applicable. Revised "men" to "male" and "women" to "female" where applicable.

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, 2025**

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.

Male

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>	2	10	19	31		31
<u>Hispanic/Latino</u>			4	4		4
<u>American Indian or Alaska Native</u>	1		2	3		3
<u>Asian</u>	1	1	2	4		4
<u>Black or African American</u>	51	29	53	133		133
<u>Native Hawaiian or Other Pacific Islander</u>				0		0
<u>White</u>	118	35	260	413	5	418
Two or more races	2	2	19	23		23
<u>Race and ethnicity unknown</u>	14	9	10	33		33
Total male	189	86	369	644	5	649
Total male prior year	206	57	328	591	5	596

Female

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>	5	2	15	22		22
<u>Hispanic/Latino</u>			1	1		1
<u>American Indian or Alaska Native</u>	1		1	2		2
<u>Asian</u>	3	1	4	8		8
<u>Black or African American</u>	13	6	18	37		37
<u>Native Hawaiian or Other Pacific Islander</u>			1	1		1
<u>White</u>	201	62	454	717	3	720
Two or more races	2	1	20	23		23
<u>Race and ethnicity unknown</u>	10	2	6	18		18
Total female	235	74	520	829	3	832
Total female prior year	224	90	536	850	6	856

Grand total (male+female)	424	160	889	1,473	8	1,481
Grand total (male+female) prior year	430	147	864	1,441	11	1,452

Part A - Fall Enrollment for Part-time Undergraduate Students

Enrollment as of the institution's **official fall reporting date** or as of **October 15, 2025**

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.

Male

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"/>	<input type="text"/>	<input type="text"/>	0	<input type="text"/>	0
<u>Hispanic/Latino</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	<input type="text"/>	0
<u>American Indian or Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	<input type="text"/>	0
<u>Asian</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	<input type="text"/>	0
<u>Black or African American</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	<input type="text" value="1"/>	1
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	<input type="text"/>	0
<u>White</u>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="11"/>	13	<input type="text" value="32"/>	45
Two or more races	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	1	<input type="text" value="2"/>	3
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	<input type="text"/>	0
Total male	1	2	11	14	35	49
Total male prior year	2	0	17	19	36	55

Female

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"/>	<input type="text"/>	<input type="text"/>	0	<input type="text" value="1"/>	1
<u>Hispanic/Latino</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	<input type="text"/>	0
<u>American Indian or Alaska Native</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	<input type="text"/>	0
<u>Asian</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	<input type="text" value="4"/>	4
<u>Black or African American</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	<input type="text" value="2"/>	2
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	<input type="text"/>	0
<u>White</u>	<input type="text" value="3"/>	<input type="text" value="2"/>	<input type="text" value="29"/>	34	<input type="text" value="62"/>	96
Two or more races	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	<input type="text" value="3"/>	3
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	1	<input type="text" value="1"/>	2
Total female	3	2	30	35	73	108
Total female prior year	4	3	37	44	58	102

Grand total (male+female)	4	4	41	49	108	157
Grand total (male+female) prior year	6	3	54	63	94	157

Part A - Fall Enrollment for Undergraduate Students Total

Enrollment as of the institution's official fall reporting date or as of October 15, 2025

Undergraduate Students

Male

Enrolled for credit	Total full-time undergraduate students	Total part-time undergraduate students	Grand total, all undergraduate students
<u>U.S. Nonresident</u>	31	0	31
<u>Hispanic/Latino</u>	4	0	4
<u>American Indian or Alaska Native</u>	3	0	3
<u>Asian</u>	4	0	4
<u>Black or African American</u>	133	1	134
<u>Native Hawaiian or Other Pacific Islander</u>	0	0	0
<u>White</u>	418	45	463
Two or more races	23	3	26
<u>Race and ethnicity unknown</u>	33	0	33
Total male	649	49	698

Female

Enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
<u>U.S. Nonresident</u>	22	1	23
<u>Hispanic/Latino</u>	1	0	1
<u>American Indian or Alaska Native</u>	2	0	2
<u>Asian</u>	8	4	12
<u>Black or African American</u>	37	2	39
<u>Native Hawaiian or Other Pacific Islander</u>	1	0	1
<u>White</u>	720	96	816
Two or more races	23	3	26
<u>Race and ethnicity unknown</u>	18	2	20
Total female	832	108	940
Grand total (male+female)	1,481	157	1,638

Part A - Fall Enrollment for Graduate Students

Enrollment as of the institution's **official fall reporting date** or as of October 15, 2025

Graduate Students

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.

Male

Enrolled for <u>credit</u>	Total <u>full-time</u>	Total <u>part-time</u>	Total graduate students
<u>U.S. Nonresident</u>	1	8	9
<u>Hispanic/Latino</u>		1	1
<u>American Indian or Alaska Native</u>			0
<u>Asian</u>			0
<u>Black or African American</u>	6	3	9
<u>Native Hawaiian or Other Pacific Islander</u>			0
<u>White</u>	30	31	61
Two or more races		3	3
<u>Race and ethnicity unknown</u>	1	2	3
Total male	38	48	86
Total male prior year	40	49	89

Female

Enrolled for <u>credit</u>	Total <u>full-time</u>	Total <u>part-time</u>	Total graduate students
<u>U.S. Nonresident</u>	1	2	3
<u>Hispanic/Latino</u>		1	1
<u>American Indian or Alaska Native</u>	1		1
<u>Asian</u>	4		4
<u>Black or African American</u>	10	5	15
<u>Native Hawaiian or Other Pacific Islander</u>			0
<u>White</u>	119	96	215
Two or more races	4	4	8
<u>Race and ethnicity unknown</u>	3	1	4
Total female	142	109	251
Total female prior year	96	149	245

Grand total (male+female)	180	157	337
Grand total (male+female) prior year	136	198	334

Fall Enrollment Summary

Male

Enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
<u>U.S. Nonresident</u>	32	8	40
<u>Hispanic/Latino</u>	4	1	5
<u>American Indian or Alaska Native</u>	3	0	3
<u>Asian</u>	4	0	4
<u>Black or African American</u>	139	4	143
<u>Native Hawaiian or Other Pacific Islander</u>	0	0	0
<u>White</u>	448	76	524
Two or more races	23	6	29
<u>Race and ethnicity unknown</u>	34	2	36
Total male	687	97	784

Female


Enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
<u>U.S. Nonresident</u>	23	3	26
<u>Hispanic/Latino</u>	1	1	2
<u>American Indian or Alaska Native</u>	3	0	3
<u>Asian</u>	12	4	16
<u>Black or African American</u>	47	7	54
<u>Native Hawaiian or Other Pacific Islander</u>	1	0	1
<u>White</u>	839	192	1,031
Two or more races	27	7	34
<u>Race and ethnicity unknown</u>	21	3	24
Total female	974	217	1,191
Grand total (male+female)	1,661	314	1,975

Part A - Fall Enrollment - Sex Unknown

Reporting Reminders:

- The purpose of this supplemental section is to determine whether institutions are able to report the number of students for whom sex is unknown. Note that these students must still be allocated into the 'Male' and 'Female' categories in all other sections of the survey component.
- Institutions should not ask students that do not select a binary sex to allocate themselves to a binary sex; it is up to the institution to allocate unknown students 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 male to female reported.


	Number of students	
	Undergraduate students	Graduate students
	Current Year	Current Year
Grand total	1,638	337
Sex unknown (i.e., sex information is not known or not collected)	<input type="text" value="0"/>	<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 A - Fall Enrollment by Distance Education Status 1

Enrollment as of the institution's official fall reporting date or as of October 15, 2025

	Undergraduate Students		Graduate Students
	Degree/certificate-seeking	Non-degree/non-certificate-seeking	
i Enrolled <i>exclusively</i> in <u>distance education courses</u>	316	42	282
Enrolled in <i>at least one</i> but not all distance education courses	977	9	6
<i>Not enrolled</i> in any distance education courses	229	65	49
Total (Carried forward from part A)	1,522	116	337

 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		Graduate Students
		Degree/certificate-seeking	Non-degree/non-certificate-seeking	
Located in	WV	306	39	246
Located in the U.S. but not in	WV	10	3	36
Located in the U.S. but state/jurisdiction unknown		0	0	0
Located outside the U.S.		0	0	0
Location unknown/unreported		0	0	0
Total students exclusively enrolled in distance education (Carried forward from section above)		316	42	282

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

Enrollment as of the institution's official fall reporting date or as of October 15, 2025

Age	Full-time Undergraduate Students	
	Male	Female
Under 18	5	4
18-19	283	339
20-21	221	257
22-24	84	90
25-29	26	45
30-34	11	29
35-39	6	26
40-49	9	29
50-64	3	13
65 and over	1	0
Age unknown/unreported	0	0
Total full-time undergraduate students (Carried forward from part A)	649	832

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

Enrollment as of the institution's official fall reporting date or as of October 15, 2025

Age	Part-time Undergraduate Students	
	Male	Female
Under 18	<input type="text" value="25"/>	<input type="text" value="66"/>
18-19	<input type="text" value="10"/>	<input type="text" value="5"/>
20-21	<input type="text" value="0"/>	<input type="text" value="6"/>
22-24	<input type="text" value="7"/>	<input type="text" value="5"/>
25-29	<input type="text" value="2"/>	<input type="text" value="8"/>
30-34	<input type="text" value="0"/>	<input type="text" value="3"/>
35-39	<input type="text" value="0"/>	<input type="text" value="4"/>
40-49	<input type="text" value="3"/>	<input type="text" value="8"/>
50-64	<input type="text" value="2"/>	<input type="text" value="1"/>
65 and over	<input type="text" value="0"/>	<input type="text" value="2"/>
Age unknown/unreported	0	0
Total part-time undergraduate students (Carried forward from part A)	49	108

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

Enrollment as of the institution's official fall reporting date or as of October 15, 2025

Age	Full-time Graduate Students	
	Male	Female
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="3"/>	<input type="text" value="6"/>
22-24	<input type="text" value="18"/>	<input type="text" value="52"/>
25-29	<input type="text" value="10"/>	<input type="text" value="33"/>
30-34	<input type="text" value="2"/>	<input type="text" value="16"/>
35-39	<input type="text" value="3"/>	<input type="text" value="10"/>
40-49	<input type="text" value="2"/>	<input type="text" value="18"/>
50-64	<input type="text" value="0"/>	<input type="text" value="7"/>
65 and over	<input type="text" value="0"/>	<input type="text" value="0"/>
Age unknown/unreported	0	0
Total full-time graduate students (Carried forward from part A)	38	142

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


Enrollment as of the institution's official fall reporting date or as of October 15, 2025

Age	Part-time Graduate Students	
	Male	Female
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="1"/>
22-24	<input type="text" value="16"/>	<input type="text" value="17"/>
25-29	<input type="text" value="12"/>	<input type="text" value="21"/>
30-34	<input type="text" value="4"/>	<input type="text" value="20"/>
35-39	<input type="text" value="7"/>	<input type="text" value="13"/>
40-49	<input type="text" value="7"/>	<input type="text" value="26"/>
50-64	<input type="text" value="2"/>	<input type="text" value="10"/>
65 and over	<input type="text" value="0"/>	<input type="text" value="1"/>
Age unknown/unreported	0	0
Total part-time graduate students (Carried forward from part A)	48	109

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

Enrollment as of the institution's **official fall reporting date** or as of **October 15, 2025**

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

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

State of <u>residence</u> when student was first admitted	FIPS Code	i Total <u>first-time</u> degree/certificate-seeking undergraduates (1)	Of students in column 1, those who enrolled within 12 months of high school graduation or receiving their GED (2)
Alabama	01	<input type="text" value="1"/>	<input type="text" value="1"/>
Alaska	02	<input type="text"/>	<input type="text"/>
Arizona	04	<input type="text"/>	<input type="text"/>
Arkansas	05	<input type="text"/>	<input type="text"/>
California	06	<input type="text"/>	<input type="text"/>
Colorado	08	<input type="text" value="1"/>	<input type="text" value="1"/>
Connecticut	09	<input type="text" value="1"/>	<input type="text" value="1"/>
Delaware	10	<input type="text"/>	<input type="text"/>
District of Columbia	11	<input type="text"/>	<input type="text"/>
Florida	12	<input type="text" value="10"/>	<input type="text" value="10"/>
Georgia	13	<input type="text" value="6"/>	<input type="text" value="6"/>
Hawaii	15	<input type="text"/>	<input type="text"/>
Idaho	16	<input type="text"/>	<input type="text"/>
Illinois	17	<input type="text"/>	<input type="text"/>
Indiana	18	<input type="text" value="2"/>	<input type="text" value="2"/>
Iowa	19	<input type="text"/>	<input type="text"/>
Kansas	20	<input type="text"/>	<input type="text"/>
Kentucky	21	<input type="text" value="1"/>	<input type="text" value="1"/>
Louisiana	22	<input type="text" value="1"/>	<input type="text" value="1"/>
Maine	23	<input type="text"/>	<input type="text"/>

Part C - Residence of First-time Undergraduates 2

Enrollment as of the institution's **official fall reporting date** or as of **October 15, 2025**

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

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

State of <u>residence</u> when student was first admitted	FIPS Code	Total <u>first-time</u> degree/certificate-seeking undergraduates (1)	Of students in column 1, those who enrolled within 12 months of high school graduation or receiving their GED (2)
Maryland	24	<input type="text" value="2"/>	<input type="text" value="2"/>
Massachusetts	25	<input type="text"/>	<input type="text"/>
Michigan	26	<input type="text"/>	<input type="text"/>
Minnesota	27	<input type="text"/>	<input type="text"/>
Mississippi	28	<input type="text"/>	<input type="text"/>
Missouri	29	<input type="text"/>	<input type="text"/>
Montana	30	<input type="text"/>	<input type="text"/>
Nebraska	31	<input type="text"/>	<input type="text"/>
Nevada	32	<input type="text"/>	<input type="text"/>
New Hampshire	33	<input type="text"/>	<input type="text"/>
New Jersey	34	<input type="text" value="1"/>	<input type="text" value="1"/>
New Mexico	35	<input type="text"/>	<input type="text"/>
New York	36	<input type="text"/>	<input type="text"/>
North Carolina	37	<input type="text" value="31"/>	<input type="text" value="31"/>
North Dakota	38	<input type="text"/>	<input type="text"/>
Ohio	39	<input type="text" value="5"/>	<input type="text" value="5"/>
Oklahoma	40	<input type="text"/>	<input type="text"/>
Oregon	41	<input type="text"/>	<input type="text"/>
Pennsylvania	42	<input type="text" value="1"/>	<input type="text" value="1"/>
Rhode Island	44	<input type="text"/>	<input type="text"/>


Part C - Residence of First-time Undergraduates 3

Enrollment as of the institution's **official fall reporting date** or as of **October 15, 2025**

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

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

State of <u>residence</u> when student was first admitted	FIPS Code	Total <u>first-time</u> degree/certificate-seeking undergraduates (1)	Of students in column 1, those who enrolled within 12 months of high school graduation or receiving their GED (2)
South Carolina	45	<input type="text" value="10"/>	<input type="text" value="10"/>
South Dakota	46	<input type="text"/>	<input type="text"/>
Tennessee	47	<input type="text" value="2"/>	<input type="text" value="2"/>
Texas	48	<input type="text" value="1"/>	<input type="text" value="1"/>
Utah	49	<input type="text"/>	<input type="text"/>
Vermont	50	<input type="text"/>	<input type="text"/>
Virginia	51	<input type="text" value="38"/>	<input type="text" value="38"/>
Washington	53	<input type="text"/>	<input type="text"/>
West Virginia	54	<input type="text" value="305"/>	<input type="text" value="271"/>
Wisconsin	55	<input type="text" value="2"/>	<input type="text" value="2"/>
Wyoming	56	<input type="text"/>	<input type="text"/>
<u>State Unknown</u>	57	<input type="text"/>	<input type="text"/>
American Samoa	60	<input type="text"/>	<input type="text"/>
Federated States of Micronesia	64	<input type="text"/>	<input type="text"/>
Guam	66	<input type="text"/>	<input type="text"/>
Marshall Islands	68	<input type="text"/>	<input type="text"/>
Northern Marianas	69	<input type="text"/>	<input type="text"/>
Palau	70	<input type="text"/>	<input type="text"/>
Puerto Rico	72	<input type="text"/>	<input type="text"/>
Virgin Islands	78	<input type="text"/>	<input type="text"/>
Foreign Countries	90	<input type="text" value="7"/>	<input type="text" value="6"/>
Residence unknown/unreported	98	0	
Total first-time degree/certificate-seeking undergraduates (Carried forward from Part A)		428	393

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

Part D - Total Undergraduate Entering Class

Total Undergraduate Entering Class, Fall 2025

D1	Total full-time, first-time degree/certificate-seeking <u>undergraduates</u> from Part A (GR <u>cohort</u>)	424
D2	Total <u>first-time</u> degree/certificate-seeking undergraduates (full-time + part-time) from Part A	428
D3	Total <u>transfer-in</u> degree/certificate-seeking undergraduates (full-time + part-time) from Part A	164
D4	Total <u>non-degree/non-certificate-seeking</u> undergraduates (full-time + part-time) from Part A	116
D5	Of the total non-degree/non-certificate-seeking undergraduates displayed on line D4, the number that are new to the institution in Fall 2025	<input type="text" value="100"/>
D6	Total <u>entering students</u> at the undergraduate level Note: This is calculated as first-time students (line D2) + students transferring to the institution (line D3) + non-degree/non-certificate-seeking undergraduates entering in Fall 2025 (line D5).	692
D7	Percentage of undergraduate entering class represented by your GR <u>cohort</u> (line D1/line D6)	61

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

Retention Rates - Full-time, First-time Bachelor's Seeking Cohort from Fall 2024


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, 2024 and retention based on August 1, 2025.

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 2024 status (e.g., if a student was full-time in Fall 2024, report them in the full-time cohort regardless of their Fall 2025 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 2023 cohort)	
E1	Full-time, first-time Fall 2024 bachelor's seeking cohort	430	438
E2a	<u>Exclusions</u> from the Fall 2024 cohort	0	0
E2b	Inclusion to the Fall 2024 cohort	0	0
E3	Adjusted Fall 2024 cohort (line E1- E2a + E2b)	430	438
E4	Students from Fall 2024 cohort still enrolled as of Fall 2025 + students from Fall 2024 cohort who completed their bachelor's degree as of Fall 2025	248	284
E5	Full-time, first-time Fall 2024 bachelor's cohort retention rate (line E4 / line E3)	58 %	65 %

 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 2024


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, 2024 and retention based on August 1, 2025.

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 2024 attendance status (e.g., if a student was part-time in Fall 2024, report them in the part-time cohort regardless of their Fall 2025 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 2023 cohort)	
E6	Part-time, first-time Fall 2024 bachelor's seeking cohort	<input type="text" value="6"/>	5
E7a	<u>Exclusions</u> from the Fall 2024 cohort	<input type="text" value="0"/>	0
E7b	Inclusions to the Fall 2024 cohort	<input type="text" value="0"/>	0
E8	Adjusted Fall 2024 cohort (line E6 - E7a + E7b)	6	5
E9	Students from Fall 2024 cohort still enrolled as of Fall 2025 + students from Fall 2024 cohort who completed their bachelor's degree as of Fall 2025	<input type="text" value="3"/>	2
E10	Part-time, first-time Fall 2024 bachelor's cohort retention rate (line E9 / line E8)	50 %	40 %

 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 2025. 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 checked="" type="radio"/>	Other		
Name:		<input type="text" value="Dara Ladner"/>			
Email:		<input type="text" value="dladner@concord.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="4.00"/> hours	<input type="text" value="1.00"/> hours	<input type="text" value="3.00"/> 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](#).

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

Student Enrollment		
Total enrollment		1,975
	Undergraduate enrollment	1,638
	Graduate enrollment	337
Student-to-faculty ratio		
		16 to 1

Student Characteristics (All Students)		
Percent of all students who are female (%)		60
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 (%)		97
	American Indian or Alaska Native (%)	0
	Asian (%)	1
	Black or African American (%)	10
	Hispanic/Latino (%)	0
	Native Hawaiian or Pacific Islander (%)	0
	White (%)	79
	Two or More Races (%)	3
	Race and ethnicity unknown (%)	3
U. S. Nonresident (%)		3

Undergraduate Student Characteristics		
Percent of all students who are female (%)		57
Percent of undergraduates who are full-time (%)		90
Percent of undergraduates who are transfer-in (%)		10
Percent of undergraduates who are enrolled exclusively in distance education courses (%)		22
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 (%)		97
	American Indian or Alaska Native (%)	0
	Asian (%)	1
	Black or African American (%)	11
	Hispanic/Latino (%)	0
	Native Hawaiian or Pacific Islander (%)	0
	White (%)	78
	Two or More Races (%)	3
	Race and ethnicity unknown (%)	3
U. S. Nonresident (%)		3

Percent of undergraduate students by age:		
	24 and under (%)	86
	25 and over (%)	14
	Age unknown (%)	0
Percent of first-time degree/certificate seeking students by residence:		
	In state (%)	71
	Out-of-state (%)	27
	Foreign countries (%)	2
	Residence unknown (%)	0

Undergraduate Retention and Graduation Rate Cohort		
	First-time, full-time bachelor's seeking student fall-to-fall retention rate (%)	58
	First-time, part-time bachelor's seeking student fall-to-fall retention rate (%)	50
	Graduation rate cohort as percent of total entering students (%)	61

Graduate Student Characteristics		
	Percent of graduate students who are female (%)	74
	Percent of graduate students who are full-time (%)	53
	Percent of graduate students who are enrolled exclusively in distance education courses (%)	84
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 (%)	96
	American Indian or Alaska Native (%)	0
	Asian (%)	1
	Black or African American (%)	7
	Hispanic/Latino (%)	1
	Native Hawaiian or Pacific Islander (%)	0
	White (%)	82
	Two or More Races (%)	3
	Race and ethnicity unknown (%)	2
	U.S. Nonresident (%)	4

[Edit Report](#)

Fall Enrollment

There are no errors for the selected survey and institution.

FINANCE

Finance 2025-26

Institution: Concord University (237330)

User ID: P2373308

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 to reporting:

- No changes for the 2025-26 data collection period.

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, 2025.)

Beginning: month/year (MMYYYY)	Month: <input type="text" value="7"/>	Year: <input type="text" value="2024"/>
And ending: month/year (MMYYYY)	Month: <input type="text" value="6"/>	Year: <input type="text" value="2025"/>

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 details of endowment net 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, 2024 - June 30, 2025			
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
Assets			
01	Total <u>current assets</u>	16,813,208	17,051,567
31	Depreciable <u>capital assets</u> , net of depreciation	68,707,469	60,986,193
04	Other noncurrent assets CV=[A05-A31]	2,566,165	3,210,576
05	Total <u>noncurrent assets</u>	71,273,634	64,196,769
06	Total assets CV=(A01+A05)	88,086,842	81,248,336
19	Deferred outflows of resources	458,655	232,951
Liabilities			
07	<u>Long-term debt, current portion</u>	950,513	1,462,874
08	Other current liabilities CV=(A09-A07)	11,957,040	12,460,882
09	Total <u>current liabilities</u>	12,907,553	13,923,756
10	<u>Long-term debt</u>	13,137,688	13,872,396
11	Other noncurrent liabilities CV=(A12-A10)	893,342	1,233,474
12	Total <u>noncurrent liabilities</u>	14,031,030	15,105,870
13	Total liabilities CV=(A09+A12)	26,938,583	29,029,626
20	Deferred inflows of resources	275,496	589,490
Net Position			
14	<u>Invested in capital assets, net of related debt</u>	53,960,522	45,482,193
15	<u>Restricted-expendable</u>	2,808,698	2,681,641
16	<u>Restricted-nonexpendable</u>	2,424,736	2,424,736
17	<u>Unrestricted</u> CV=[A18-(A14+A15+A16)]	2,137,462	1,273,601
18	Net position CV=[(A06+A19)-(A13+A20)]	61,331,418	51,862,171

 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, 2024 - June 30, 2025			
Line No.	Description	Ending balance	Prior year Ending balance
Capital Assets			
21	<u>Land and land improvements</u>	4,818,896	4,769,996
22	<u>Infrastructure</u>	0	0
23	<u>Buildings</u>	99,572,358	97,255,837
32	Equipment, including art and <u>library collections</u>	14,492,456	13,770,335
27	<u>Construction in progress</u>	8,858,926	1,004,487
	Total for Plant, Property and Equipment CV = (A21+ .. A27)	127,742,636	116,800,655
28	<u>Accumulated depreciation</u>	62,121,945	59,217,310
33	Intangible assets, net of accumulated amortization	0	0
34	Other capital assets	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 D - Summary of Changes In Net Position

Fiscal Year: July 1, 2024 - June 30, 2025			
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 AND all of its child institutions	59,064,027	47,142,527
02	Total expenses and deductions for this institution AND all of its child institutions	49,594,780	44,365,353
03	Change in net position during year CV=(D01-D02)	9,469,247	2,777,174
04	<u>Net position</u> beginning of year for this institution AND all of its child institutions	51,862,171	49,084,997
05	<u>Adjustments to beginning net position</u> and other gains or losses CV=[D06-(D03+D04)]	0	0
06	Net position end of year for this institution AND all of its child institutions (from A18)	61,331,418	51,862,171

 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, 2024 - June 30, 2025			
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)	5,194,149	4,452,747
02	<u>Other federal grants</u> (Do NOT include FDSL amounts)	<input checked="" type="checkbox"/> 762,539	426,729
03	<u>Grants by state government</u>	5,816,005	3,347,323
04	<u>Grants by local government</u>	0	0
05	<u>Institutional grants from restricted resources</u>	659,401	18,467
06	<u>Institutional grants from unrestricted resources</u> CV=[E07-(E01+...+E05)]	6,777,614	6,631,884
07	Total revenue that funds scholarships and fellowships	19,209,708	14,877,150
Discounts and Allowances			
08	<u>Discounts and allowances</u> applied to <u>tuition and fees</u>	14,440,422	11,677,929
09	<u>Discounts and allowances</u> applied to sales and services of <u>auxiliary enterprises</u>	2,936,524	2,273,175
10	Total discounts and allowances CV=(E08+E09)	17,376,946	13,951,104
11	Net scholarships and fellowships expenses after deducting discounts and allowances CV= (E07-E10) This amount will be carried forward to C10 of the expense section.	1,832,762	926,046

 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, 2024 - June 30, 2025							
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)	<input type="text" value="3,893,757"/>	3,441,670	<input type="text" value="794,012"/>	669,941	4,687,769	4,111,611
13	Other federal grants (Do NOT include FDSL amounts)	<input checked="" type="checkbox"/> <input type="text" value="571,632"/>	366,190	<input checked="" type="checkbox"/> <input type="text" value="116,567"/>	71,281	688,199	437,471
14	Grants by state government	<input checked="" type="checkbox"/> <input type="text" value="4,359,927"/>	2,612,193	<input checked="" type="checkbox"/> <input type="text" value="889,073"/>	508,478	5,249,000	3,120,671
15	Grants by local government	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0	0	0
16	Endowments and gifts	<input type="text" value="494,315"/>	528,305	<input type="text" value="100,800"/>	102,838	595,115	631,143
17	Other institutional sources CV=[E18-(E12+E13+ ... +E16)]	5,120,791	4,729,571	1,036,072	920,637	6,156,863	5,650,208
18	Total (from Part E1 line 8, 9 and 10)	14,440,422	11,677,929	2,936,524	2,273,175	17,376,946	13,951,104

Part B - Revenues and Other Additions, Page 1


Fiscal Year: July 1, 2024 - June 30, 2025			
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 & allowances</u>	7,045,595	7,210,431
Grants and contracts - operating			
02	Federal operating grants and contracts	7,327,160	6,999,524
03	State operating grants and contracts	8,613,292	6,170,472
04	Local government/private operating grants and contracts	1,854,001	1,446,411
04a	Local government operating grants and contracts	0	0
04b	Private operating grants and contracts	1,854,001	1,446,411
05	Sales and services of <u>auxiliary enterprises</u> , after deducting <u>discounts and allowances</u>	6,213,297	6,128,746
06	Sales and services of hospitals, after deducting <u>patient contractual allowances</u>	0	0
26	<u>Sales and services of educational activities</u>	1,973	2,198
07	<u>Independent operations</u>	0	0
08	Other sources - operating CV=[B09-(B01+ ...+B07)]	844,532	424,364
09	Total operating revenues	31,899,850	28,382,146

Part B - Revenues and Other Additions, Page 2

Fiscal Year: July 1, 2024 - June 30, 2025			
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>	11,946,787	11,170,362
12	<u>Local appropriations, education district taxes, and similar support</u>	0	0
Grants-nonoperating			
13	Federal nonoperating grants Do NOT include Federal Direct Student Loans	5,194,149	4,452,747
14	State nonoperating grants	0	0
15	Local government nonoperating grants	0	0
16	<u>Gifts, including contributions from affiliated organizations</u>	123,719	-258,493
17	<u>Investment income</u>	987,007	1,015,728
18	Other nonoperating revenues CV=[B19-(B10+...+B17)]	3,183	820,534
19	Total nonoperating revenues	18,254,845	17,200,878
27	Total operating and nonoperating revenues CV=[B19+B09]	50,154,695	45,583,024
28	<u>12-month Student FTE from E12</u>	1,887	1,768
29	Total operating and nonoperating revenues per student FTE CV=[B27/B28]	26,579	25,782

Part B - Revenues and Other Additions, Page 3

Fiscal Year: July 1, 2024 - June 30, 2025			
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="8,909,332"/>	1,559,503
22	<u>Additions to permanent endowments</u>	<input type="text" value="0"/>	0
23	Other revenues and additions CV=[B24-(B20+...+B22)]	0	0
24	Total other revenues and additions CV=[B25-(B9+B19)]	8,909,332	1,559,503
25	Total all revenues and other additions	<input type="text" value="59,064,027"/>	47,142,527

 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, 2024 - June 30, 2025

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>	11,858,354	11,195,490	8,934,478	8,677,508
02	<u>Research</u>	743,379	616,575	331,916	449,908
03	<u>Public service</u>	5,729,288	4,697,405	1,419,637	1,248,385
05	<u>Academic support</u>	2,495,862	1,799,359	1,530,089	1,172,860
06	<u>Student services</u>	3,329,887	3,140,444	2,109,233	2,022,912
07	<u>Institutional support</u>	6,385,887	6,029,439	3,686,895	3,577,123
10	<u>Scholarships and fellowships expenses</u> , net of <u>discounts and allowances</u> (from Part E-1, line 11)	1,832,762	926,046		
11	<u>Auxiliary enterprises</u>	10,995,466	9,699,723	3,255,849	2,991,924
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)]	6,223,895	6,260,872	562,843	475,316
19	Total expenses and deductions	49,594,780	44,365,353	21,830,940	20,615,936


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

Fiscal Year: July 1, 2024 - June 30, 2025			
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)	21,830,940	20,615,936
19-3	<u>Benefits</u>	5,224,666	3,680,643
19-4	<u>Operation and Maintenance of Plant</u> (as a natural expense)	2,261,445	2,381,392
19-5	<u>Depreciation</u>	3,721,593	3,546,265
19-6	<u>Interest</u>	614,559	745,360
19-7	<u>Other Natural Expenses and Deductions</u> CV=[C19-1 - (C19-2 + ... + C19-6)]	15,941,577	13,395,757
19-1	Total Expenses and Deductions (from Part C-1, Line 19)	49,594,780	44,365,353
20-1	<u>12-month Student FTE</u> (from E12 survey)	1,887	1,768
21-1	Total expenses and deductions per student FTE CV=[C19-1/C20-1]	26,282	25,094

 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, 2024 - June 30, 2025			
Line No.	Description	Current year amount	Prior Year amount
01	Pension expense	<input checked="" type="checkbox"/> <input type="text" value="16,217"/>	36,662
02	Net Pension liability	<input type="text" value="130,276"/>	154,962
03	Deferred inflows related to pension	<input checked="" type="checkbox"/> <input type="text" value="50,022"/>	89,476
04	Deferred outflows related to pension	<input type="text" value="50,004"/>	50,551

 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, 2024 - June 30, 2025				
Line No.	Description		Current year amount	Prior Year amount
05	OPEB expense	<input checked="" type="checkbox"/>	97,778	-1,307,577
06	Net OPEB liability	<input checked="" type="checkbox"/>	-64,175	-408,850
07	Deferred inflows related to OPEB	<input checked="" type="checkbox"/>	225,474	500,014
08	Deferred outflows related to OPEB	<input checked="" type="checkbox"/>	408,651	182,400

 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, 2024 - June 30, 2025			
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	45,356,064	41,185,793
02	Value of endowment net assets at the end of the fiscal year	53,193,096	45,356,064
03	Change in value of endowment net assets CV=[H02-H01]	7,837,032	4,170,271
03a	New gifts and additions	3,589,411	308,885
03b	Endowment net investment return	5,512,031	4,960,624
03c	Spending distribution for current use	-1,264,410	-1,099,228
03d	Other CV=[H03-(H03a+H03b+H03c)]	0	-10

 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, 2024 - June 30, 2025			
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="559,915"/>	1,217,671
02	Operating revenues + nonoperating revenues	<input type="text" value="50,154,695"/>	45,583,024
03	Change in net position	<input checked="" type="checkbox"/> <input type="text" value="9,469,247"/>	2,777,174
04	Net position	<input type="text" value="61,331,418"/>	51,862,171
05	Expendable net assets	<input type="text" value="2,625,903"/>	2,460,561
06	Plant-related debt	<input type="text" value="14,418,201"/>	15,775,270
07	Total expenses	<input type="text" value="49,594,780"/>	44,365,353

 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, 2024 - June 30, 2025					
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	21,486,017	21,486,017			
02 Sales and services	9,151,794	<input type="text" value="1,973"/>	9,149,821	0	<input type="text" value="0"/>
03 Federal grants/contracts (excludes Pell Grants)	7,327,160	<input type="text" value="7,327,160"/>	<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	11,946,787	<input type="text" value="11,946,787"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
05 State grants and contracts	8,613,292	<input type="text" value="8,613,292"/>	<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="8,909,332"/>				
10 Interest earnings	<input type="text" value="987,007"/>				
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, 2024 - June 30, 2025						
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	5,224,666	4,423,376	801,290	0	0
03	Payment to state retirement funds (may be included in line 02 above)	0	0	0	0	0
04	Current expenditures including salaries	48,966,353	37,970,887	10,995,466	0	0
Capital outlays						
05	Construction	2,375,421	2,375,421	0	0	0
06	Equipment purchases	669,457	669,457	0	0	0
07	Land purchases	0	0	0	0	0
08	Interest on debt outstanding, all funds and activities	614,559				

 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, 2024 - June 30, 2025		
Debt		
	Category	Amount
01	Long-term debt outstanding at beginning of fiscal year	13,872,396
02	Long-term debt issued during fiscal year	0
03	Long-term debt retired during fiscal year	480,000
04	Long-term debt outstanding at end of fiscal year	13,137,688
05	Short-term debt outstanding at beginning of fiscal year	1,462,874
06	Short-term debt outstanding at end of fiscal year	950,513

 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, 2024 - June 30, 2025		
Assets		
	Category	Amount
07	Total cash and security assets held at end of fiscal year in sinking or debt service funds	<input type="text" value="0"/>
08	Total cash and security assets held at end of fiscal year in bond funds	<input type="text" value="0"/>
09	Total cash and security assets held at end of fiscal year in all other funds	<input type="text" value="11,231,363"/>

 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 checked="" type="radio"/>	Finance Contact	<input type="radio"/>	Other
	Name: <input type="text" value="Kelly Simpson Bennington"/>		
	Email: <input type="text" value="kelly@concord.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? <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="2.00"/> hours	<input type="text" value="4.00"/> hours	<input type="text" value="3.00"/> hours	<input type="text" value="2.00"/> hours
Other offices	<input type="text"/> hours	<input type="text"/> hours	<input type="text"/> hours	<input type="text"/> hours

Summary

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](#).

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.

Core Revenues			
Revenue Source	Reported values	Percent of total core revenues (%)	Core revenues per FTE enrollment
Tuition and fees	7,045,595	13	3,734
State appropriations	11,946,787	23	6,331
Local appropriations	0	0	0
Government grants and contracts	21,134,601	40	11,200
Private gifts, grants, and contracts	1,977,720	4	1,048
Investment income	987,007	2	523
Other core revenues	9,759,020	18	5,172
Total core revenues	52,850,730	100	28,008
Total revenues	59,064,027	N/A	31,300

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	11,858,354	31	6,284
Research	743,379	2	394
Public service	5,729,288	15	3,036
Academic support	2,495,862	6	1,323
Institutional support	6,385,887	17	3,384
Student services	3,329,887	9	1,765
Other core expenses	8,056,657	21	4,270
Total core expenses	38,599,314	100	20,455
Total expenses	49,594,780	N/A	26,282

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
FTE enrollment	1,887

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
Screen: Part E-1 - Scholarships and Fellowships				
Screen Entry	The amount reported is outside the expected range of between 213,365 and 640,093 when compared with the prior year value. Please correct your data or explain. (Error #5301)	Explanation	Yes	
Reason	Federal grant that paid tuition charges (CU in Schools)			
Screen: Part E-2 - Sources of Discounts and Allowances				
Screen Entry	The amount reported is outside the expected range of between 183,095 and 549,285 when compared with the prior year value. Please correct your data or explain. (Error #5301)	Explanation	Yes	
Reason	Federal grants paid tuition (CU in Schools)			
Screen Entry	The amount reported is outside the expected range of between 35,641 and 106,921 when compared with the prior year value. Please correct your data or explain. (Error #5301)	Explanation	Yes	
Reason	Federal grants paid tuition (CU in Schools)			
Screen Entry	The amount reported is outside the expected range of between 1,306,097 and 3,918,289 when compared with the prior year value. Please correct your data or explain. (Error #5301)	Explanation	Yes	
Reason	Doubling of WV grant due to FASFA issues			
Screen Entry	The amount reported is outside the expected range of between 254,239 and 762,717 when compared with the prior year value. Please correct your data or explain. (Error #5301)	Explanation	Yes	
Reason	Doubling of WV grant due to FASFA issues			
Screen: Part M-1 - Pension Information				
Screen Entry	The amount reported is outside the expected range of between 23,831 and 49,493 when compared with the prior year value. Please correct your data or explain. (Error #5301)	Explanation	Yes	
Reason	Based on allocation scheduled from State.			
Screen Entry	The amount reported is outside the expected range of between 58,160 and 120,792 when compared with the prior year value. Please correct your data or explain. (Error #5301)	Explanation	Yes	
Reason	Based on allocation scheduled from State.			
Screen: Part M-2 - Postemployment Benefits Other than Pension (OPEB) Information				
Screen Entry	The amount reported is outside the expected range of between -1,765,228 and -849,925 when compared with the prior year value. Please correct your data or explain. (Error #5301)	Explanation	Yes	
Reason	Based on allocations from PEIA/State			
Screen Entry	The amount reported is outside the expected range of between -551,947 and -265,752 when compared with the prior year value. Please correct your data or explain. (Error #5301)	Explanation	Yes	
Reason	Based on allocations from PEIA/State			
Screen Entry	The amount reported is outside the expected range of between 325,010 and 675,018 when compared with the prior year value. Please correct your data or explain. (Error #5301)	Explanation	Yes	
Reason	Based on allocations from PEIA/State			
Screen Entry	The amount reported is outside the expected range of between 118,560 and 246,240 when compared with the prior year value. Please correct your data or explain. (Error #5301)	Explanation	Yes	
Reason	Based on allocations from PEIA/State			
Perform Edits	The amount reported for OPEB expense (Part M-2 - line 05) is not expected to be greater than the amount of Pension expense (Part M-1 - line 01). Please explain or contact the IPEDS Help Desk for assistance. (Error #5819)	Explanation	Yes	
Reason	Based on allocations from PEIA/State			
Screen: Part N - Financial Health				

Screen Entry	The amount reported is outside the expected range of between 608,836 and 1,826,506 when compared with the prior year value. Please correct your data or explain. (Error #5301)	Explanation	Yes	
Reason	Due to increases in salaries and expenses			
Screen Entry	The amount reported is outside the expected range of between 1,388,587 and 4,165,761 when compared with the prior year value. Please correct your data or explain. (Error #5301)	Explanation	Yes	
Reason	Due to capital projects/deferred maintenance program			

FINANCIAL AID AND NET PRICE

Student Financial Aid 2025-26

Institution: Concord University (237330)

User ID: P2373308

Overview

IPEDS Student Financial Aid Component Overview

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(s) corresponding with the IPEDS survey component requested, even if such reporting seems inconsistent with prior-year reporting.
- Undergraduate Student Counts
You will be asked to report information for:
 - All undergraduate students
 - Degree/certificate-seeking undergraduate students
 - Full-time, first-time degree/certificate-seeking undergraduate students (FTFT)
 - Non-degree/non-certificate-seeking undergraduate students
- Interactive Edits and Error Messages
The SFA survey component contains interactive edits to check for blank fields, invalid values, or values outside expected ranges. Some error messages require you to confirm or explain the values entered whereas other error messages are fatal and require you to contact the IPEDS Help Desk at (877) 225-2568 for resolution.
- Context Boxes
You will find optional text boxes throughout the SFA survey component. These text boxes allow you to provide more information or context about the data entered. Some context boxes may be made available to the public on College Navigator, so make sure the information you enter can be understood easily by students, parents, and the public.

Changes to reporting:

The following changes were implemented for the 2025-26 data collection period:

- Changed Section 1 of the SFA Survey to collect the same student counts and aid amounts for categories and sub-categories of undergraduate students.
 - What was previously Part B, which included all undergraduates, all degree/certificate-seeking undergraduates, and all non-degree/non-certificate-seeking undergraduates has been split into 3 parts – Part B (All undergraduates), Part C (All degree/certificate-seeking undergraduates), and Part D (All non-degree/non-certificate-seeking undergraduates)
 - Additional aid types have been added for these categories to align with data collected for FTFT non-degree/non-certificate-seeking undergraduates
 - What was previously Part C is now Part E, which includes all First-time, full-time degree/certificate-seeking undergraduates
 - Additional aid types have been added for these categories to align with data collected for the other student categories in Parts B-D
- Clarified instructions that institutions need to include Iraq and Afghanistan Service Grant (IASG) awards in Federal Pell Grant student counts and award amounts reported to IPEDS due to a change mandated under the Fostering Undergraduate Talent by Unlocking Resources (FUTURE) Act.
- Clarified what benefits need to be included in Section 2 of the survey component
 - Institutions should report Department of Veteran Affairs Post-9/11 GI Bill tuition and fee, books and supplies, and housing benefits disbursed known to the institution in Section 2 of the SFA Survey.
- Clarified that institutions need to report the federal share of Department of Veteran Affairs Yellow Ribbon benefits disbursed known to the institution in Section 2 of the SFA Survey.
- Revised FAQs and made other minor edits for 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.

Section 1 - Student Financial Aid - Undergraduate Students Part A - Establish Your Student Counts

Part A - Establish Your Student Counts

Instructions:

In the fields below, report student counts for the reporting period requested for each student category and financial aid type.

Reporting period loaded based on reporter type: Academic Reporter (AR) OR Program Reporter (PR).

Section 1 is applicable to institutions offering undergraduate programs, as determined by the following items in Institutional Characteristics (IC):

- Q3, award level = 1a, 1b, 2, 3, 4, 5, and 6; or
- Q5, Undergraduate (undergraduate or occupational programs), full-time or part-time = Yes; or
- First-time degree/certificate seeking undergraduate, Full-time or Part-time = Yes.

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.

STUDENT COUNTS		YOUR CURRENT YEAR DATA	YOUR PRIOR YEAR DATA
		Fall 2024	Fall 2023
02	i All undergraduate students	1,609	1,472
03	All degree/certificate-seeking undergraduate students Of those on line 02, those who are degree/certificate-seeking	1,504	1,394
04	Of those on line 02, those who are non-degree/non-certificate-seeking (Line 02 – Line 03)	105	78
05	All full-time, first-time degree certificate-seeking undergraduate students Of those on line 03, those who are full-time, first-time	430	438
06	Of those on line 05, those awarded any: <ul style="list-style-type: none"> • <u>Federal Work Study</u>, • <u>Loans to students</u>, • Grant or scholarship aid from the federal government, state/local government, the institution, or • Other sources known to the institution 	428	434
07	Of those on line 05, those awarded any: <ul style="list-style-type: none"> • <u>loans to students</u> or • Grant or scholarship aid from the federal government, state/local government, or the institution 	426	430

Section 1 - Student Financial Aid - Part B - All undergraduate students

Part B - Enter Student Counts and Financial Aid Award Amounts

Instructions:

In the fields below, report student counts and the total financial aid amount awarded for each student category and financial aid type for the reporting period requested. Enter unduplicated student counts within each aid type (e.g., Federal Pell Grants). However, a student can appear in more than one financial aid program group.

Reporting Reminders:

- Reported values must be consistent with the information from Part A carried forward to this screen.
- Report students awarded Federal Pell Grant enrolled in post-baccalaureate teacher certification or licensure programs, or courses required by a state to obtain certification to teach the state as undergraduate students.
- Report all other students, including students with intellectual disabilities enrolled in a U.S. Department of Education approved comprehensive transition and postsecondary (CTP) program, at the degree/certificate program level assigned by the institution.
- If students are not admitted and enrolled as degree/certificate seeking taking prerequisites (preparatory courses) offered as part of a Title IV eligible program to satisfy entrance requirements for a Title IV eligible program at your institution or another institution, report them as non-degree/non-certificate seeking undergraduates.


For this part, report:

For These Students	The Following Type(s) of Aid	Awarded in This Period
<ul style="list-style-type: none"> • All undergraduate students enrolled in Fall 2024 for the 2024-25 academic year as defined by the institution 	<ul style="list-style-type: none"> • Grant or scholarship aid from: <ul style="list-style-type: none"> ◦ federal government ◦ state/local government ◦ the institution • Loans to students from: <ul style="list-style-type: none"> ◦ the federal government ◦ other sources, including private or other loans • Do not include: <ul style="list-style-type: none"> ◦ PLUS loans or loans made to anyone other than the student 	<ul style="list-style-type: none"> • Any time during academic year 2024-25
Information from Part A		Fall 2024
All undergraduate students (This number is carried forward from Part A, Line 02.)		1,609

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

Aid Type		All undergraduate students from Part A, Line 02				
		CURRENT YEAR DATA				YOUR PRIOR YEAR DATA
		Fall 2024				Fall 2023
		Number of undergraduate students awarded aid	Percentage of undergraduate students awarded aid	Total aid amount awarded to undergraduate students	Average aid amount awarded to undergraduate students	Average aid amount awarded to undergraduate students
		Col. 1	Col. 2	Col. 3	Col. 4	Col. 5
01	Grant or scholarship aid from the federal government, state/local government, the institution, and other sources known to the institution (Do NOT include student loans)	1,456	90	18,912,189	12,989	11,942
01a	Grants or scholarships from the federal government, state/local government, or the institution (Do NOT include student loans)	1,428	89	17,328,658	12,135	
01b	Grant or scholarship aid from other sources known to the institution (Do NOT include student loans)	551	34	1,583,531	2,874	
02	<u>Federal grants</u> and scholarship aid	857	53	5,296,802	6,181	
02a	Federal <u>Pell Grants</u>	854	53	5,033,803	5,894	5,759
02b	<u>Other federal grants</u> and scholarship aid	227	14	262,999	1,159	
03	<u>State/local government grant</u> or <u>scholarship</u> aid (includes <u>fellowships</u> , <u>waivers</u> , and <u>employee exemptions</u>)	914	57	6,028,651	6,596	

04	<u>Institutional grant</u> or <u>scholarship</u> aid (includes fellowships, waivers, and employee exemptions)		969	60	6,003,204	6,195	
05	<u>Loans to students</u>		702	44	6,019,703	8,575	
	05a	Federal loans to students	683	42	5,074,309	7,429	7,290
	05b	Other loans to students (including private loans)	71	4	945,394	13,315	

 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 - Student Financial Aid - Part C - All degree/certificate-seeking undergraduate students

Part C - Enter Student Counts and Financial Aid Award Amounts

Instructions:

In the fields below, report student counts and the total financial aid amount awarded for each student category and financial aid type for the reporting period requested. Enter unduplicated student counts within each aid type (e.g., Federal Pell Grants). However, a student can appear in more than one financial aid program group.

Reporting Reminders:

- Reported values must be consistent with the information from Part A carried forward to this screen.
- Report students awarded Federal Pell Grant enrolled in post-baccalaureate teacher certification or licensure programs, or courses required by a state to obtain certification to teach the state as undergraduate students.
- Report all other students, including students with intellectual disabilities enrolled in a U.S. Department of Education approved comprehensive transition and postsecondary (CTP) program, at the degree/certificate program level assigned by the institution.
- If students are not admitted and enrolled as degree/certificate seeking taking prerequisites (preparatory courses) offered as part of a Title IV eligible program to satisfy entrance requirements for a Title IV eligible program at your institution or another institution, report them as non-degree/non-certificate seeking undergraduates.


For this part, report:

For These Students	The Following Type(s) of Aid	Awarded in This Period
<ul style="list-style-type: none"> • All degree/certificate-seeking undergraduate students enrolled in Fall 2024 for the 2024-25 academic year as defined by the institution 	<ul style="list-style-type: none"> • Grant or scholarship aid from: <ul style="list-style-type: none"> ◦ federal government ◦ state/local government ◦ the institution • Loans to students from: <ul style="list-style-type: none"> ◦ the federal government ◦ other sources, including private or other loans • Do not include: <ul style="list-style-type: none"> ◦ PLUS loans or loans made to anyone other than the student 	<ul style="list-style-type: none"> • Any time during academic year 2024-25
Information from Part A		Fall 2024
All degree/certificate-seeking undergraduate students (This number is carried forward from Part A, Line 03.)		1,504

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

Aid Type		All degree/certificate-seeking undergraduate students from Part A, Line 03				
		CURRENT YEAR DATA				YOUR PRIOR YEAR DATA
		Fall 2024				Fall 2023
		Number of undergraduate students awarded aid	Percentage of undergraduate students awarded aid	Total aid amount awarded to undergraduate students	Average aid amount awarded to undergraduate students	Average aid amount awarded to undergraduate students
		Col. 1	Col. 2	Col. 3	Col. 4	Col. 5
01	Grant or scholarship aid from the federal government, state/local government, the institution, and other sources known to the institution (Do NOT include student loans)	1,442	96	18,895,874	13,104	11,972
01a	Grants or scholarships from the federal government, state/local government, or the institution (Do NOT include student loans)	1,422	95	17,312,343	12,175	
01b	Grant or scholarship aid from other sources known to the institution (Do NOT include student loans)	551	37	1,583,531	2,874	
02	<u>Federal grants</u> and scholarship aid	856	57	5,294,658	6,185	
02a	Federal <u>Pell Grants</u>	853	57	5,031,659	5,899	5,759
02b	<u>Other federal grants</u> and scholarship aid	227	15	262,999	1,159	
03	<u>State/local government grant</u> or <u>scholarship</u> aid (includes <u>fellowships</u> , <u>waivers</u> , and <u>employee exemptions</u>)	910	61	6,014,874	6,610	

04	<u>Institutional grant</u> or <u>scholarship</u> aid (includes fellowships, waivers, and employee exemptions)		968	64	6,002,811	6,201	
05	<u>Loans to students</u>		701	47	6,012,003	8,576	
	05a	Federal loans to students	682	45	5,066,609	7,429	7,290
	05b	Other loans to students (including private loans)	71	5	945,394	13,315	

 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 - Student Financial Aid - Part D - All non-degree/non-certificate-seeking undergraduate students

Part D - Enter Student Counts and Financial Aid Award Amounts

Instructions:

In the fields below, report student counts and the total financial aid amount awarded for each student category and financial aid type for the reporting period requested. Enter unduplicated student counts within each aid type (e.g., Federal Pell Grants). However, a student can appear in more than one financial aid program group.

Reporting Reminders:

- Reported values must be consistent with the information from Part A carried forward to this screen.
- Report students awarded Federal Pell Grant enrolled in post-baccalaureate teacher certification or licensure programs, or courses required by a state to obtain certification to teach the state as undergraduate students.
- Report all other students, including students with intellectual disabilities enrolled in a U.S. Department of Education approved comprehensive transition and postsecondary (CTP) program, at the degree/certificate program level assigned by the institution.
- If students are not admitted and enrolled as degree/certificate seeking taking prerequisites (preparatory courses) offered as part of a Title IV eligible program to satisfy entrance requirements for a Title IV eligible program at your institution or another institution, report them as non-degree/non-certificate seeking undergraduates.


For this part, report:

For These Students	The Following Type(s) of Aid	Awarded in This Period
<ul style="list-style-type: none"> • All non-degree/non-certificate-seeking undergraduate students enrolled in Fall 2024 for the 2024-25 academic year as defined by the institution 	<ul style="list-style-type: none"> • Grant or scholarship aid from: <ul style="list-style-type: none"> ◦ federal government ◦ state/local government ◦ the institution • Loans to students from: <ul style="list-style-type: none"> ◦ the federal government ◦ other sources, including private or other loans • Do not include: <ul style="list-style-type: none"> ◦ PLUS loans or loans made to anyone other than the student 	<ul style="list-style-type: none"> • Any time during academic year 2024-25
Information from Part A		Fall 2024
All Non-degree/non-certificate-seeking undergraduate students (This number is carried forward from Part A, Line 04.)		105

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

Aid Type		All non-degree/non-certificate-seeking undergraduate students from Part A, Line 04				
		CURRENT YEAR DATA				YOUR PRIOR YEAR DATA
		Fall 2024				Fall 2023
		Number of undergraduate students awarded aid	Percentage of undergraduate students awarded aid	Total aid amount awarded to undergraduate students	Average aid amount awarded to undergraduate students	Average aid amount awarded to undergraduate students
		Col. 1	Col. 2	Col. 3	Col. 4	Col. 5
01	Grant or scholarship aid from the federal government, state/local government, the institution, and other sources known to the institution (Do NOT include student loans)	14	13	16,315	1,165	8,406
01a	Grants or scholarships from the federal government, state/local government, or the institution (Do NOT include student loans)	6	6	16,315	2,719	
01b	Grant or scholarship aid from other sources known to the institution (Do NOT include student loans)	0	0	0		
02	<u>Federal grants</u> and scholarship aid	1	1	2,144	2,144	
02a	<u>Federal Pell Grants</u>	1	1	2,144	2,144	
02b	<u>Other federal grants</u> and scholarship aid	0	0	0		
03	<u>State/local government grant</u> or <u>scholarship</u> aid (includes <u>fellowships</u> , <u>waivers</u> , and <u>employee exemptions</u>)	4	4	13,777	3,444	
04	<u>Institutional grant</u> or <u>scholarship</u> aid (includes <u>fellowships</u> , <u>waivers</u> , and <u>employee exemptions</u>)	1	1	393	393	

05	<u>Loans to students</u>		1	1	7,700	7,700	
	05a	Federal loans to students	1	1	7,700	7,700	
	05b	Other loans to students (including private loans)	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 - Student Financial Aid - Part E - Full-time, First-time Undergraduate Students

Part E - Enter information about full-time, first-time degree/certificate-seeking undergraduate students.

Instructions:

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

Reporting Reminders:

- Reported values must be consistent with the information from Part A carried forward to this screen.
- Report all other students, including students with intellectual disabilities enrolled in a U.S. Department of Education approved comprehensive transition and postsecondary (CTP) program, at the degree/certificate program level assigned by the institution.


For this part, report:

For These Students	The Following Type(s) of Aid	Awarded in This Period
<ul style="list-style-type: none"> • Full-time, first-time degree/certificate-seeking undergraduate students enrolled in Fall 2024 for the 2024-25 academic year as defined by the institution 	<ul style="list-style-type: none"> • Grant or scholarship aid from: <ul style="list-style-type: none"> ◦ federal government ◦ state/local government ◦ the institution • Loans to students from: <ul style="list-style-type: none"> ◦ the federal government ◦ other sources, including private or other loans • Do not include: <ul style="list-style-type: none"> ◦ PLUS loans or loans made to anyone other than the student 	<ul style="list-style-type: none"> • Any time during academic year 2024-25

Information from Part A	Fall 2024
Full-time, first-time degree/certificate-seeking undergraduate students (This number is carried forward from Part A, Line 05)	430
(This number is carried forward from Part A, Line 06) <ul style="list-style-type: none"> • Full-time, first-time degree/certificate-seeking undergraduate students awarded: <ul style="list-style-type: none"> ◦ Federal Work Study ◦ Loans to students ◦ Grant or scholarship aid from the federal government, state/local government, or the institution ◦ Other sources known to the institution 	428
(This number is carried forward from Part A, Line 07) <ul style="list-style-type: none"> • Full-time, first-time degree/certificate-seeking undergraduate students awarded: <ul style="list-style-type: none"> ◦ Loans to students ◦ Grant or scholarship aid from the federal government, state/local government, or the institution 	426

Aid Type		Full-time, first-time undergraduate students from Part A, Line 05				
		CURRENT YEAR DATA				YOUR PRIOR YEAR DATA
		2024-25				2023-24
		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
		Col. 1	Col. 2	Col. 3	Col. 4	Col. 5
01	Grant or scholarship aid from the federal government, state/local government, the institution, and other sources known to the institution (Do NOT include student loans)	424	99	5,978,655	14,101	
01a	Grants or scholarships from the federal government, state/local government, or the institution (Do NOT include student loans)	423	98	5,470,427	<input checked="" type="checkbox"/> 12,932	11,072
01b	Grant or scholarship aid from other sources known to the institution (Do NOT include student loans)	162	38	508,228	3,137	
02	<u>Federal grants</u> and scholarship aid	254	59	1,578,120	6,213	6,248
02a	Federal <u>Pell Grants</u>	254	59	1,498,786	5,901	5,910
02b	<u>Other federal grants</u> and scholarship aid	90	21	79,334	881	942

03	<u>State/local government grant or scholarship aid</u> (includes <u>fellowships</u> , waivers, and employee exemptions)		<input type="text" value="235"/>	55	<input type="text" value="1,581,837"/>	<input checked="" type="checkbox"/> 6,731	4,438
04	<u>Institutional grant or scholarship aid</u> (includes <u>fellowships</u> , waivers, and employee exemptions)		<input type="text" value="340"/>	79	<input type="text" value="2,310,470"/>	<input checked="" type="checkbox"/> 6,796	5,543
05	<u>Loans to students</u>		<input type="text" value="215"/>	50	1,789,350	<input checked="" type="checkbox"/> 8,323	6,624
	05a	Federal loans to students	<input type="text" value="210"/>	49	<input type="text" value="1,523,864"/>	7,256	6,575
	05b	Other loans to students (including private loans)	<input type="text" value="24"/>	6	<input type="text" value="265,486"/>	<input checked="" type="checkbox"/> 11,062	1,339

 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

Summary Data by Student Category and Financial Aid Type

Instructions:

- The SFA Comparison Chart provides a summary of the data reported in Section 1 of the survey. Summary data is based on the preloaded data and information reported on the previous screens in this section for all undergraduate students and full-time, first-time degree/certificate-seeking undergraduate students.
 - Values displayed for All undergraduate students, All degree/certificate seeking undergraduate students, and All non-degree/non-certificate seeking undergraduate students should match the values reported in Section 1, Part B;
 - Values displayed for Full-time, First-time degree/certificate seeking undergraduate students should match the values reported in Section 1, Part C; and
 - NCES calculated values for the student count and total amount of aid awarded for All other degree/certificate seeking undergraduate students should be the difference between the values reported for All undergraduate students and Full-time, first-time degree/certificate seeking undergraduate students.
- If values displayed do not match your institution's calculations, please correct the numbers reported before moving forward to complete Section 2 of the SFA Survey.
- Data for all degree/certificate seeking undergraduate students and full-time, first-time degree/certificate undergraduate students are published on College Navigator.

Note:

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

Student Categories		2024-25	Academic Year 2024-25	Academic Year 2024-25
		Number of students	Federal Pell grants	Federal Student Loans
		Col. 1	Col. 2	Col. 3
01	All undergraduates	1,609		
01a	Number of students awarded aid		854	683
01b	Percentage awarded aid		53	42
01c	Total amount of aid awarded		5,033,803	5,074,309
01d	Average amount of aid awarded		5,894	7,429
02	All degree/certificate seeking undergraduate students	1,504		
02a	Number of students awarded aid		853	682
02b	Percentage awarded aid		57	45
02c	Total amount of aid awarded		5,031,659	5,066,609
01d	Average amount of aid awarded		5,899	7,429
03	Full-time, first-time degree/certificate seeking undergraduate students	430		
03a	Number of students awarded aid		254	210
03b	Percentage awarded aid		59	49
03c	Total amount of aid awarded		1,498,786	1,523,864
03d	Average amount of aid awarded		5,901	7,256
04	All other degree/certificate seeking undergraduate students	1,074		
04a	Number of students awarded aid		599	472
04b	Percentage awarded aid		56	44
04c	Total amount of aid awarded		3,532,873	3,542,745
04d	Average amount of aid awarded		5,898	7,506
05	All non-degree/non-certificate-seeking undergraduate students	105		
05a	Number of students awarded aid		1	1
05b	Percentage awarded aid		1	1
05c	Total amount of aid awarded		2,144	7,700
05d	Average amount of aid awarded		2,144	7,700

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

Section 2: Screening Question

1. Did your institution participate in the U.S. Department of Veterans Affairs Post-9/11 GI Bill or U.S. Department of Defense Military Tuition Assistance benefit programs during the 2024-25 award period? (You are required to complete Section 2 of the SFA Survey if you answer "Yes" to this screening question.)?

- No
- Yes, please check all programs available to students at your institution.
 - U.S. Department of Veterans Affairs Post-9/11 GI Bill
 - U.S. Department of Defense Military Tuition Assistance

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

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

Instructions:

- Report for **Post-9/11 GI Bill Benefits**: July 1, 2024 - June 30, 2025.
- Report for **Department of Defense Tuition Assistance Program**: October 1, 2024 - September 30, 2025
- Information for **ALL programs** offered by the institution.

Reporting Reminders:


- Report student counts and total benefit amounts disbursed known to the institution for the U.S. Department of Veteran's Affairs Post-9/11 GI Bill Program.
- Report student counts and disbursed amounts received and disbursed by the institution for the U.S. Department of Defense Tuition Assistance Program.
- 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.
- A student may receive benefits at the undergraduate level and the graduate level during award period.
- 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 institutional or state matching share for 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 recipients for the financial assistance program or program level.

U.S. Department of Veterans Affairs Post-9/11 GI-Bill Benefits

Type of benefit/assistance	YOUR CURRENT YEAR DATA			YOUR PRIOR YEAR DATA
	Number of students disbursed benefits/assistance known to the institution	Total dollar amount of benefits/assistance disbursed known to institution	Average dollar amount of benefits/assistance disbursed known to institution	Average dollar amount of benefits/assistance disbursed known to institution
	Col 1	Col 2	Col 3	Col 4
<u>Post-9/11 GI Bill Benefits</u>				
01 Undergraduate students	<input type="text" value="22"/>	<input type="text" value="214,414"/>	9,746	7,244
02 Graduate students	<input type="text" value="6"/>	<input type="text" value="65,555"/>	10,926	6,988
03 Total	28	279,969	9,999	7,177

U.S. Department of Defense Tuition Assistance Program

Type of benefit/assistance	YOUR CURRENT YEAR DATA			YOUR PRIOR YEAR DATA
	Number of students who received benefits/assistance disbursed through the institution	Total dollar amount of benefits/assistance received and disbursed through the institution	Average dollar amount of benefits/assistance received and disbursed through the institution	Average dollar amount of benefits/assistance received and disbursed through the institution
	Col 1	Col 2	Col 3	Col 4
<u>Department of Defense Tuition Assistance Program</u>				
04 Undergraduate students	<input type="text" value="4"/>	<input type="text" value="12,250"/>	<input checked="" type="checkbox"/> 3,063	4,262
05 Graduate students	<input type="text" value="1"/>	<input type="text" value="2,250"/>	2,250	1,500
06 Total	5	14,500	2,900	3,801

 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 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"/>	Finance Contact	<input checked="" type="radio"/>	Other
	Name: <input type="text" value="Dara Ladner"/>		
	Email: <input type="text" value="dladner@concord.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? <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="2.50"/> hours	<input type="text" value="1.00"/> hours	<input type="text" value="1.00"/> hours	<input type="text" value="2.00"/> 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="2.00"/> 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](#).

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.

GENERAL INFORMATION	
Reporter Type	Academic
Calendar System	Semester Postsecondary awards, certificates, or diplomas of 300-899 clock hours...
Award Levels Offered	Bachelor's degree Postbaccalaureate certificate 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				
		2024-25	Academic Year 2024-25	Academic Year 2024-25
		Number of students	Federal Pell grants	Federal Student Loans
01	All undergraduates	1,609		
01a	Number of students awarded aid		854	683
01b	Percentage awarded aid		53	42
01c	Total amount of aid awarded		5,033,803	5,074,309
01d	Average amount of aid awarded		5,894	7,429
02	All degree/certificate seeking undergraduate students	1,504		
02a	Number of students awarded aid		853	682
02b	Percentage awarded aid		57	45
02c	Total amount of aid awarded		5,031,659	5,066,609
02d	Average amount of aid awarded		5,899	7,429
03	Full-time, first-time degree/certificate seeking undergraduate students	430		
03a	Number of students awarded aid		254	210
03b	Percentage awarded aid		59	49
03c	Total amount of aid awarded		1,498,786	1,523,864
03d	Average amount of aid awarded		5,901	7,256
04	All other degree/certificate seeking undergraduate students	1,074		
04a	Number of students awarded aid		599	472
04b	Percentage awarded aid		56	44
04c	Total amount of aid awarded		3,532,873	3,542,745
04d	Average amount of aid awarded		5,898	7,506
05	All non-degree/non-certificate-seeking undergraduate students	105		
05a	Number of students awarded aid		1	1
05b	Percentage awarded aid		1	1
05c	Total amount of aid awarded		2,144	7,700

05d	Average amount of aid awarded		2,144	7,700
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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	22		214,414
	Graduate students	6		65,555
	Total	28		279,969
<u>Department of Defense Tuition Assistance Program</u>				
	Undergraduate students	4		12,250
	Graduate students	1		2,250
	Total	5		14,500

Edit Report

Student Financial Aid

Source	Description	Severity	Resolved	Options
Screen: Section 1 - Student Financial Aid - Part E - Full-time, First-time Undergraduate Students				
Screen Entry	The average amount of this type of aid awarded to FTFT Undergraduate students is outside the expected range of between 4,861 and 6,225 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	Changes to institutional awarding policies, including updates to the awarding matrix. Also, an increase of out-of-state students.			
Screen Entry	The average amount of this type of aid awarded to FTFT Undergraduate students is outside the expected range of between 3,756 and 5,120 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	WV Higher Education Grant doubled for year 2425. Also, we were granted emergency grant funding from the state to assist in-state students.			
Screen Entry	The average amount of this type of aid awarded to FTFT Undergraduate students is outside the expected range of between 10,390 and 11,754 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	WV Higher Education Grant doubled for year 2425			
Screen Entry	The average amount of this type of aid awarded to FTFT Undergraduate students is outside the expected range of between 657 and 2,021 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	Increases in cost of attendance, driven by higher room and board expenses and greater out-of-state enrollment at higher tuition rates.			
Screen Entry	The average amount of this type of aid awarded to FTFT Undergraduate students is outside the expected range of between 5,942 and 7,306 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	Increases in cost of attendance, driven by higher room and board expenses and greater out-of-state enrollment at higher tuition rates.			
Screen: Section 2: Military Servicemembers and Veteran's Benefits - Undergraduate and Graduate Students				
Screen Entry	This value is out of range compared to the prior year amount. Please correct your data or explain. (Error #7265)	Explanation	Yes	
Reason	One of the students this year only attended one semester instead of the entire year. Last year, all 5 students attended the entire year.			

GRADUATION 200

Graduation Rates 200 2025-26

Institution: Concord University (237330)

User ID: P2373308

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:

No changes for the 2025-26 data collection period.

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:

3

Do you have the 2017 cohort of full-time, first-time bachelor's or equivalent degree-seeking 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 2017 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 2023-24 IPEDS Graduation Rates survey component. The data on lines 1-5 are preloaded based on the information provided.

			Graduation rates
1	Revised cohort	428	
2	Exclusions within 150%	2	
3	Adjusted cohort 150%	426	
4	Number of students in the cohort who completed a bachelor's degree within 100% of normal time to completion	138	32
5	Number of students in the cohort who completed a bachelor's degree within 150% of normal time to completion	180	42
6	Additional exclusions (between 151% and 200% of normal time)	<input type="text" value="0"/>	
7	Adjusted cohort 200% (line 3 - line 6)	426	
8	Number of students in the cohort who completed a bachelor's degree between 151% and 200% of normal time to completion	<input type="text" value="1"/>	
9	Still enrolled as of 200% of normal time to completion	<input type="text" value="1"/>	
10	Total completers within 200% of normal time (line 5 + line 8)	181	42

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"/>	Finance Contact	<input checked="" type="radio"/>	Other
	Name: <input type="text" value="Dara Ladner"/>		
	Email: <input type="text" value="dladner@concord.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? <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="0.25"/> hours	<input type="text" value="0.25"/> hours	<input type="text" value="0.25"/> hours	<input type="text" value="0.25"/> 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

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](#).

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.

Bachelor's degree graduation rates within 4 years, 6 years, and 8 years – Cohort year 2017	
4-year graduation rate (%)	32
6-year graduation rate (%)	42
8-year graduation rate (%)	42

[Edit Report](#)

Graduation Rates 200

There are no errors for the selected survey and institution.

GRADUATION RATES

Graduation Rates 2025-26

Institution: Concord University (237330)

User ID: P2373308

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, NOT the academic year length in parentheses. The academic year length is meant only to provide context.

Changes to reporting for 2025-26:

The following changes were implemented for the 2025-26 data collection period:

- Revised "gender" to "sex" where applicable. Revised "men" to "male" and "women" to "female" where applicable.

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, part 1

Establishing cohorts

Based on your institution's response to the predominant calendar system question (Section 1 - Part B, Question 4) on the Institutional Characteristics survey component from the IPEDS Fall 2025 data collection,

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:	Fall Cohort
A <u>fall cohort</u> is used by institutions with standard academic terms (semester, trimester, quarter, 4-1-4). A <u>full-year cohort</u> 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 2019 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](#).

Male

Screen 1 of 2	Cohort year 2019	
	Initial cohort	Revised cohort
	(Column 01)	
<u>U.S. Nonresident</u>	9	<input type="text" value="9"/>
<u>Hispanic/Latino</u>	4	<input type="text" value="4"/>
<u>American Indian or Alaska Native</u>	1	<input type="text" value="1"/>
<u>Asian</u>	1	<input type="text" value="1"/>
<u>Black or African American</u>	15	<input type="text" value="15"/>
<u>Native Hawaiian or Other Pacific Islander</u>	1	<input type="text" value="1"/>
<u>White</u>	120	<input type="text" value="120"/>
Two or more races	9	<input type="text" value="9"/>
<u>Race and ethnicity unknown</u>	1	<input type="text" value="1"/>
Total male	161	161

Female

Screen 1 of 2	Cohort year 2019	
	Initial cohort	Revised cohort
	(Column 01)	
<u>U.S. Nonresident</u>	6	<input type="text" value="6"/>
<u>Hispanic/Latino</u>	2	<input type="text" value="2"/>
<u>American Indian or Alaska Native</u>	0	<input type="text" value="0"/>
<u>Asian</u>	1	<input type="text" value="1"/>
<u>Black or African American</u>	7	<input type="text" value="7"/>
<u>Native Hawaiian or Other Pacific Islander</u>	0	<input type="text" value="0"/>
<u>White</u>	182	<input type="text" value="182"/>
Two or more races	7	<input type="text" value="7"/>
<u>Race and ethnicity unknown</u>	0	<input type="text" value="0"/>
Total female	205	205
Total male + female	366	366

Section I - Establishing cohorts, part 2

- 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

Male

Screen 2 of 2	Cohort year 2019		
	Cohort	Bachelor's or equivalent degree-seeking subcohort	Other degree/certificate-seeking subcohort (Cohort minus Bachelor's or equivalent degree-seeking subcohort)
	(Column 01)	(Column 02)	(Column 03)
<u>U.S. Nonresident</u>	9	<input type="text" value="9"/>	0
<u>Hispanic/Latino</u>	4	<input type="text" value="4"/>	0
<u>American Indian or Alaska Native</u>	1	<input type="text" value="1"/>	0
<u>Asian</u>	1	<input type="text" value="1"/>	0
<u>Black or African American</u>	15	<input type="text" value="15"/>	0
<u>Native Hawaiian or Other Pacific Islander</u>	1	<input type="text" value="1"/>	0
<u>White</u>	120	<input type="text" value="120"/>	0
Two or more races	9	<input type="text" value="9"/>	0
<u>Race and ethnicity unknown</u>	1	<input type="text" value="1"/>	0
Total male	161	161	0

Female

Screen 2 of 2	Cohort year 2019		
	Cohort	Bachelor's or equivalent degree-seeking subcohort	Other degree/certificate-seeking subcohort (Cohort minus Bachelor's or equivalent degree-seeking subcohort)
	(Column 01)	(Column 02)	(Column 03)
<u>U.S. Nonresident</u>	6	<input type="text" value="6"/>	0
<u>Hispanic/Latino</u>	2	<input type="text" value="2"/>	0
<u>American Indian or Alaska Native</u>	0	<input type="text" value="0"/>	0
<u>Asian</u>	1	<input type="text" value="1"/>	0
<u>Black or African American</u>	7	<input type="text" value="7"/>	0
<u>Native Hawaiian or Other Pacific Islander</u>	0	<input type="text" value="0"/>	0
<u>White</u>	182	<input type="text" value="182"/>	0
Two or more races	7	<input type="text" value="7"/>	0
<u>Race and ethnicity unknown</u>	0	<input type="text" value="0"/>	0
Total female	205	205	0
Total male + female	366	366	<input checked="" type="checkbox"/> 0

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, 2025 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

Male

Screen 1 of 4	Cohort year 2019				
	<u>Bachelor's or equivalent degree-seeking subcohort</u>	Subcohort students who completed their program within 150% of <u>normal time to completion</u>			Total <u>completers within 150%</u>
		① Completers of programs of less than 2 academic yrs (or equivalent)	① Completers of programs of at least 2 but less than 4 academic yrs (or equivalent)	Completers of bachelor's or equivalent degrees	
	(Column 10)	(Column 11)	(Column 12)	(Column 18)	(Column 29)
<u>U.S. Nonresident</u>	9	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	3
<u>Hispanic/Latino</u>	4	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	1
<u>American Indian or Alaska Native</u>	1	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
<u>Asian</u>	1	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	1
<u>Black or African American</u>	15	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	3
<u>Native Hawaiian or Other Pacific Islander</u>	1	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
<u>White</u>	120	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="40"/>	40
Two or more races	9	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="4"/>	4
<u>Race and ethnicity unknown</u>	1	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Total male	161	0	0	52	52

Female

Screen 1 of 4	Cohort year 2019				
	<u>Bachelor's or equivalent degree-seeking subcohort</u>	Subcohort students who completed their program within 150% of <u>normal time to completion</u>			Total <u>completers within 150%</u>
		① Completers of programs of less than 2 academic yrs (or equivalent)	① Completers of programs of at least 2 but less than 4 academic yrs (or equivalent)	Completers of bachelor's or equivalent degrees	
	(Column 10)	(Column 11)	(Column 12)	(Column 18)	(Column 29)
<u>U.S. Nonresident</u>	6	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	3
<u>Hispanic/Latino</u>	2	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
<u>American Indian or Alaska Native</u>	0	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
<u>Asian</u>	1	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	1
<u>Black or African American</u>	7	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="4"/>	4
<u>Native Hawaiian or Other Pacific Islander</u>	0	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
<u>White</u>	182	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="84"/>	84
Two or more races	7	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="5"/>	5
<u>Race and ethnicity unknown</u>	0	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Total female	205	0	0	97	97
Total male + female	366	0	0	149	149

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

Male

Screen 2 of 4	Cohort year 2019				
	<u>Bachelor's or equivalent degree-seeking subcohort</u>	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>	9	3	<input type="text" value="2"/>	<input type="text" value="1"/>	0
<u>Hispanic/Latino</u>	4	1	<input type="text" value="1"/>	<input type="text" value="0"/>	0
<u>American Indian or Alaska Native</u>	1	0	<input type="text" value=""/>	<input type="text" value="0"/>	0
<u>Asian</u>	1	1	<input type="text" value="1"/>	<input type="text" value="0"/>	0
<u>Black or African American</u>	15	3	<input type="text" value="2"/>	<input type="text" value="1"/>	0
<u>Native Hawaiian or Other Pacific Islander</u>	1	0	<input type="text" value=""/>	<input type="text" value="0"/>	0
<u>White</u>	120	40	<input type="text" value="31"/>	<input type="text" value="9"/>	0
Two or more races	9	4	<input type="text" value="3"/>	<input type="text" value="0"/>	1
<u>Race and ethnicity unknown</u>	1	0	<input type="text" value=""/>	<input type="text" value="0"/>	0
Total male	161	52	40	11	1

Female

Screen 2 of 4	Cohort year 2019				
	<u>Bachelor's or equivalent degree-seeking subcohort</u>	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>	6	3	<input type="text" value="2"/>	<input type="text" value="1"/>	0
<u>Hispanic/Latino</u>	2	0	<input type="text" value=""/>	<input type="text" value="0"/>	0
<u>American Indian or Alaska Native</u>	0	0	<input type="text" value=""/>	<input type="text" value="0"/>	0
<u>Asian</u>	1	1	<input type="text" value="1"/>	<input type="text" value="0"/>	0
<u>Black or African American</u>	7	4	<input type="text" value="3"/>	<input type="text" value="0"/>	1
<u>Native Hawaiian or Other Pacific Islander</u>	0	0	<input type="text" value=""/>	<input type="text" value="0"/>	0
<u>White</u>	182	84	<input type="text" value="67"/>	<input type="text" value="12"/>	5
Two or more races	7	5	<input type="text" value="5"/>	<input type="text" value="0"/>	0
<u>Race and ethnicity unknown</u>	0	0	<input type="text" value=""/>	<input type="text" value="0"/>	0
Total female	205	97	78	13	6

Total male + female	366	149	118	24	7
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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

Male

Screen 3 of 4	Cohort year 2019					
	Bachelor's or equivalent degree-seeking subcohort	Total completers within 150%	Total transfer-out students	Total exclusions	Still enrolled	No longer enrolled
	(Column 10)	(Column 29)	(Column 30)	(Column 45)	(Column 51)	(Column 52)
<u>U.S. Nonresident</u>	9	3	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	6
<u>Hispanic/Latino</u>	4	1	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
<u>American Indian or Alaska Native</u>	1	0	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	1
<u>Asian</u>	1	1	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
<u>Black or African American</u>	15	3	<input type="text" value="8"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	4
<u>Native Hawaiian or Other Pacific Islander</u>	1	0	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
<u>White</u>	120	40	<input type="text" value="35"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	45
Two or more races	9	4	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	2
<u>Race and ethnicity unknown</u>	1	0	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Total male	161	52	51	0	0	58

Female

Screen 3 of 4	Cohort year 2019					
	Bachelor's or equivalent degree-seeking subcohort	Total completers within 150%	Total transfer-out students	Total exclusions	Still enrolled	No longer enrolled
	(Column 10)	(Column 29)	(Column 30)	(Column 45)	(Column 51)	(Column 52)
<u>U.S. Nonresident</u>	6	3	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	2
<u>Hispanic/Latino</u>	2	0	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
<u>American Indian or Alaska Native</u>	0	0	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
<u>Asian</u>	1	1	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
<u>Black or African American</u>	7	4	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	1
<u>Native Hawaiian or Other Pacific Islander</u>	0	0	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
<u>White</u>	182	84	<input type="text" value="48"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	47
Two or more races	7	5	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
<u>Race and ethnicity unknown</u>	0	0	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Total female	205	97	55	0	3	50

Total male + female	366	149	106	0	3	108
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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 2019			
		Number of students in cohort (Column 10)	Total <u>exclusions</u> (Column 45)	<u>Completed bachelor's degree or equivalent within 150%</u> (Column 18)	Total <u>completers within 150%</u> (Column 29)
<u>Bachelor's or equivalent degree-seeking cohort</u>		366	0	149	149
Recipients of a Pell Grant (within entering year)	<input type="text" value="196"/>	<input type="text" value="0"/>	<input type="text" value="70"/>	<input type="text" value="70"/>	
Recipients of a Direct Subsidized Loan (within entering year) that did not receive a Pell Grant	<input type="text" value="33"/>	<input type="text" value="0"/>	<input type="text" value="9"/>	<input type="text" value="9"/>	
Did not receive either a Pell Grant or Direct Subsidized Loan (within entering year)	137	0	70	70	

Graduation and transfer-out rates

Calculation of graduation and transfer-out rates


Screen 1 of 2	Cohort year 2019	
	Graduation rate	Transfer-out rate
Overall Rates (will be displayed on College Navigator)	41	29
Male	32	32
Female	47	27

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
Male	25	32	<i>32</i>
Female	38	44	<i>47</i>
Total (Male and Female)	32	39	41
<u>U.S. Nonresident</u>	27	40	<i>40</i>
<u>Hispanic/Latino</u>	17	17	<i>17</i>
<u>American Indian or Alaska Native</u>	0	0	<i>0</i>
<u>Asian</u>	100	100	<i>100</i>
<u>Black or African American</u>	23	27	<i>32</i>
<u>Native Hawaiian or Other Pacific Islander</u>	0	0	<i>0</i>
<u>White</u>	32	39	<i>41</i>
<u>Two or more races</u>	50	50	<i>56</i>
<u>Race and ethnicity unknown</u>	0	0	<i>0</i>

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

Male

	2016	2017	2018	2019	4-year Total
Adjusted cohort	183	201	185	161	730
Total completers within 150%	63	78	74	52	267
Total transfer-out students	58	61	52	51	222

Female

	2016	2017	2018	2019	4-year Total
Adjusted cohort	286	225	241	205	957
Total completers within 150%	126	102	92	97	417
Total transfer-out students	73	63	66	55	257

Total (Male and Female)

	2016	2017	2018	2019	4-year Total
Adjusted cohort	469	426	426	366	1,687
Total completers within 150%	189	180	166	149	684
Total transfer-out students	131	124	118	106	479
4-year average Student Right-to-Know completion or graduation rate calculation					41
(Total Completers within 150% / Adjusted Cohort)					
4-year average Student Right-to-Know transfer-out rate calculation					28
(Total Transfer-out Students / Adjusted Cohort)					

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"/>	Finance Contact	<input checked="" type="radio"/>	Other
	Name: <input type="text" value="Dara Ladner"/>		
	Email: <input type="text" value="dladner@concord.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? <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" value="0.50"/> hours	<input type="text" value="1.00"/> hours	<input type="text" value="0.50"/> 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

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](#).

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.

Overall Graduation Rate	
Graduation Rate (%)	41
Total number of students in the Adjusted Cohort	366
Total number of completers within 150% of normal time	149

Overall Transfer-out Rate	
Transfer-out Rate (%)	29
Total number of students in the Adjusted Cohort	366
Total number of transfers-out within 150% of normal time	106

Graduation Rate for students pursuing Bachelor's Degrees	
Graduation Rate for Bachelor's Cohort (%)	41
Total number of students in the Adjusted Cohort	366
Total number of bachelor's degree completers within 150% of normal time	149

Edit Report

Graduation Rates

Source	Description	Severity	Resolved	Options
Screen: Section I - Establishing cohorts, part 2				
Screen Entry	Your institution indicated that it offered other undergraduate degrees or certificates besides a bachelor's or equivalent degree in the IC survey component, but you did not report an Other degree/certificate-seeking subcohort in Section 1 of this survey. Please correct your data or explain. (Error #4210)	Explanation	Yes	
Reason	The new certificates we now offer started in the Fall 2025 semester. This Fall 2019 cohort would not have been participating in those certificates.			
Related Screens	Cohort, part 2			

HUMAN RESOURCES

Human Resources 2025-26

Institution: Concord University (237330)

User ID: P2373308

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 to reporting for 2025-26:

The following changes were implemented for the 2025-26 data collection period:

- Revised "gender" to "sex" where applicable. Revised "men" to "male" and "women" to "female" where applicable.

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, 2025?

(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 - Multi-Year Contract

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

As of November 1, 2025

- 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

Male

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"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total male	0	0	0	0	0	0	0

Female

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"/>	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"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total female	0	0	0	0	0	0	0

Total (male+female)	0	0	0	0	0	0	0
Total from prior year							

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, 2025

- 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

Male

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"/>	5	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
Total male	0	0	5	5	0	0	10

Female

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"/>	1	<input type="text"/>	<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"/>	10	7	<input type="text"/>	<input type="text"/>	17
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"/>	1	<input type="text"/>	<input type="text"/>	1
Total female	0	0	11	8	0	0	19

Total (male+female)	0	0	16	13	0	0	29
Total from prior year							29

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, 2025

- 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

Male

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"/>	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"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total male	0	0	0	0	0	0	0

Female

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"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total female	0	0	0	0	0	0	0

Total (male+female)	0	0	0	0	0	0	0
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, 2025

- 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

Male

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="0"/>	<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"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total male	0	0	0	0	0	0	0

Female

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"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total female	0	0	0	0	0	0	0

Total (male+female)	0	0	0	0	0	0	0
Total from prior year							

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

Number of Full-time Instructional Staff Without Faculty Status

As of November 1, 2025

- 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

Male

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"/>
Total male	0

Female

Race/ethnicity	Without Faculty Status
<u>U.S. Nonresident</u>	<input type="text"/>
<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"/>
Total female	0

Total (male+female)	0
Total from prior year	

Part A3 - Full-time Instructional Staff - Totals

Total number of Full-time Instructional Staff

As of November 1, 2025

Race/ethnicity	Total male	Total female	Total (male+female)
<u>U.S. Nonresident</u>	4	6	10
<u>Hispanic/Latino</u>	0	0	0
<u>American Indian or Alaska Native</u>	0	0	0
<u>Asian</u>	0	0	0
<u>Black or African American</u>	1	3	4
<u>Native Hawaiian or Other Pacific Islander</u>	0	0	0
<u>White</u>	41	57	98
Two or more races	0	0	0
<u>Race and ethnicity unknown</u>	0	1	1
Total	46	67	113
Total from prior year			107

Part B1 - Full-time Non-instructional Staff by Occupational Category - 1

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

As of November 1, 2025

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

Male

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>	4	<input type="text" value="0"/>	<input type="text"/>
<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>	0	<input type="text"/>	<input type="text"/>
<u>Black or African American</u>	1	<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>	0	<input type="text"/>	<input type="text"/>
Total male	46	0	0

Female

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>	6	<input type="text"/>	<input type="text"/>
<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>	0	<input type="text"/>	<input type="text"/>
<u>Black or African American</u>	3	<input type="text"/>	<input type="text"/>
<u>Native Hawaiian or Other Pacific Islander</u>	0	<input type="text"/>	<input type="text"/>
<u>White</u>	57	<input type="text"/>	<input type="text"/>
Two or more races	0	<input type="text"/>	<input type="text"/>
<u>Race and ethnicity unknown</u>	1	<input type="text"/>	<input type="text"/>
Total female	67	0	0
Total (male+female)	113	0	0
Total from prior year	107		

Part B1 - Full-time Non-instructional Staff by Occupational Category - 2

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

As of November 1, 2025

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

Male

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	i <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"/>	<input type="text" value="1"/>
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"/>
Total male	0	1	0	1

Female

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"/>	<input type="text" value="1"/>
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"/>
Total female	0	1	0	1

Total (male+female)	0	2	0	2
Total from prior year		2		2

Part B1 - Full-time Non-instructional Staff by Occupational Category - 3

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

As of November 1, 2025

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

Male

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" value="2"/>	<input type="text"/>
Hispanic/Latino	<input type="text"/>	<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"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>
Black or African American	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="4"/>	<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="2"/>	<input type="text" value="9"/>	<input type="text" value="14"/>	<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"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>
Total male	17	2	10	22	1

Female

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"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Black or African American	<input type="text"/>	<input type="text"/>	<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="24"/>	<input type="text" value="4"/>	<input type="text" value="4"/>	<input type="text" value="10"/>	<input type="text" value="7"/>
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"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total female	24	4	4	12	7

Total (male+female)	41	6	14	34	8
Total from prior year	45	3	13	30	7

Part B1 - Full-time Non-instructional Staff by Occupational Category - 4

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

As of November 1, 2025

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

Male

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>U.S. Nonresident</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	6
<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"/>	1
<u>Black or African American</u>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	8
<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="13"/>	<input type="text" value="0"/>	<input type="text" value="6"/>	<input type="text" value="9"/>	<input type="text"/>	112
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"/>	<input type="text"/>	<input type="text"/>	1
Total male	13	0	7	9	0	129

Female

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>U.S. Nonresident</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	6
<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" value="1"/>	<input type="text"/>	<input type="text"/>	1
<u>Black or African American</u>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	6
<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="3"/>	<input type="text"/>	<input type="text" value="42"/>	<input type="text" value="1"/>	<input type="text" value="2"/>	156
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"/>	2
Total female	4	0	44	1	2	171

Total (male+female)	17	0	51	10	2	300
Total from prior year	17		50	10	2	288

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

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

As of November 1, 2025

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"/>	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"/>	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"/>	0
i <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="2"/>	2
<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="41"/>	41
<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="6"/>	6
<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="14"/>	14
<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="34"/>	34
<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="8"/>	8
Total	0	0	0	0	0	0	107	107
Total from prior year							102	102

Part G1 - Salaries Worksheet

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

Annual Salary, 2025-26

- 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

Male

Academic Rank	Months worked					Total Staff	Total staff for salary reporting
	12 months	11 months	10 months	9 months	< 9 months		
Professors	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="14"/>	<input type="text"/>	15	15
Associate professors	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="9"/>	<input type="text"/>	12	12
Assistant professors	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="13"/>	<input type="text"/>	14	14
Instructors	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="4"/>	<input type="text"/>	5	5
Lecturers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	0
No academic rank	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	0
Total male	2	1	3	40	0	46	46
Total male full-time instructional staff from Part A						46	

Female

Academic Rank	Months worked					Total Staff	Total staff for salary reporting
	12 months	11 months	10 months	9 months	< 9 months		
Professors	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="11"/>	<input type="text"/>	15	15
Associate professors	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="10"/>	<input type="text"/>	11	11
Assistant professors	<input type="text" value="6"/>	<input type="text" value="5"/>	<input type="text" value="3"/>	<input type="text" value="19"/>	<input type="text"/>	33	33
Instructors	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="5"/>	8	3
Lecturers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	0
No academic rank	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	0
Total female	7	7	6	42	5	67	62
Total female full-time instructional staff from Part A						67	

Total (male+female)	9	8	9	82	5	113	108
Total (Male + Female) full-time instructional staff from Part A						113	

Part G2 - Salary Outlays for Instructional Staff

Salary Outlays for Full-time Instructional Staff

Annual Salary Outlays, 2025-26

- 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 sex.

Male

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	15			99,385	1,058,059	1,147,506	
Associate professors	12		74,517	146,365	636,035	828,718	
Assistant professors	14	99,395			784,122	858,668	
Instructors	5	66,840			160,803	210,933	
Lecturers	0					0	
No academic rank	0					0	
Total male	46	166,235	74,517	245,750	2,639,019	3,045,825	

Female

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	15	117,219	182,386	83,996	861,033	1,173,735	
Associate professors	11			70,450	693,576	756,981	
Assistant professors	33	692,708	368,078	230,858	1,173,586	2,201,977	
Instructors	3			50,295	103,833	149,099	
Lecturers	0					0	
No academic rank	0					0	
Total female	62	809,927	550,464	435,599	2,832,028	4,281,792	
Total (Male + Female)	108	976,162	624,981	681,349	5,471,047	7,327,617	

Part G3 - Average Salaries for Instructional Staff by Academic Rank

Average Salary by academic rank for Full-time Instructional Staff

Annual Average Salaries, 2025-26

Male

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	15			99,385	75,576	76,500
Associate professors	12		74,517	73,183	70,671	69,060
Assistant professors	14	99,395			60,317	61,333
Instructors	5	66,840			40,201	42,187
Lecturers	0					
No academic rank	0					
Total male	46	83,118	74,517	81,917	65,975	66,214

Female

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	15	117,219	91,193	83,996	78,276	78,249
Associate professors	11			70,450	69,358	68,816
Assistant professors	33	115,451	73,616	76,953	61,768	66,727
Instructors	3			50,295	51,917	49,700
Lecturers	0					
No academic rank	0					
Total female	62	115,704	78,638	72,600	67,429	69,061
Total (male+female)	108	108,462	78,123	75,705	66,720	67,848

Part G4 - Salary Outlays for Non-instructional Staff

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

Annual Salary Outlays, 2025-26

Occupational category	ⓘ Number of full-time staff (carried forward from the Part B - FT, non-instructional staff screens)	ⓘ 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	4	189,761
<u>Management Occupations</u> 11-0000	41	3,308,219
<u>Business and Financial Operations Occupations</u> 13-0000	6	419,792
<u>Computer, Engineering, and Science Occupations</u> 15-0000 + 17-0000 + 19-0000	14	975,630
<u>Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations</u> 21-0000 + 23-0000 + 27-0000	34	1,676,158
<u>Healthcare Practitioners and Technical Occupations</u> 29-0000	8	449,480
<u>Service Occupations</u> 31-0000 + 33-0000 + 35-0000 + 37-0000 + 39-0000	17	807,141
<u>Sales and Related Occupations</u> 41-0000	0	<input type="text"/>
<u>Office and Administrative Support Occupations</u> 43-0000	51	2,251,331
<u>Natural Resources, Construction, and Maintenance Occupations</u> 45-0000 + 47-0000 + 49-0000	10	452,691
<u>Production, Transportation, and Material Moving Occupations</u> 51-0000 + 53-0000	2	83,018
Total	187	10,613,221
Total from prior year	181	10,127,430

Part D - Part-time Staff by Occupational Category - 1

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

As of November 1, 2025

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

Male

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"/>	<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"/>	<input type="text"/>	<input type="text"/>
<u>Black or African American</u>	<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"/>
<u>White</u>	<input type="text" value="5"/>	<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"/>	<input type="text"/>
Total male	5	0	0

Female

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"/>	<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"/>	<input type="text"/>	<input type="text"/>
<u>Black or African American</u>	<input type="text" value="2"/>	<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="10"/>	<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" value="0"/>	<input type="text"/>	<input type="text"/>
Total female	12	0	0

Total (male+female)	17	0	0
Total from prior year	24		

Part D - Part-time Staff by Occupational Category - 2

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

As of November 1, 2025

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

Male

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" value="0"/>	<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
Total male	0	0	0	0	0

Female

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
Total female	0	0	0	0	0
Total (male+female)	0	0	0	0	0
Total from prior year					

Part D - Part-time Staff by Occupational Category - 3

Number of **Part-time Staff**

As of November 1, 2025

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

Male

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" value="1"/>	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="1"/>
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"/>
Total male	0	1	1	2	1

Female

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" value="1"/>	<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"/>
Total female	1	0	0	0	0

Total (male+female)	1	1	1	2	1
Total from prior year		1		2	1

Part D - Part-time Staff by Occupational Category - 4

Number of **Part-time Staff**

As of November 1, 2025

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

Male

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"/>	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"/>	0
<u>Black or African American</u>	<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"/>	0
<u>White</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<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"/>	0
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total male	0	0	0	0	0	10

Female

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"/>	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"/>	0
<u>Black or African American</u>	<input type="text"/>	<input type="text"/>	<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"/>	0
<u>White</u>	<input type="text"/>	<input type="text"/>	3	<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"/>	0
<u>Race and ethnicity unknown</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total female	0	0	3	0	0	16
Total (male+female)	0	0	3	0	0	26
Total from prior year			1			29

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

Number of **Part-time Staff**

As of November 1, 2025

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	0	0	0	0	
<i>Exclusively credit</i>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<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"/>	<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"/>	<input type="text"/>	0
<u>Instruction/research/public service staff</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	17	<input type="text"/>	<input type="text"/>	<input type="text"/>	17
<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<input type="text"/>	0
<i>Student and Academic Affairs and Other Education Services Occupations 25-2000 + 25-3000 + 25-9000</i>	<input type="text"/>	<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"/>	1	1
<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"/>	1	1
<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"/>	1	1
<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"/>	2	2
<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"/>	1	1
Total	0	0	0	0	17	0	6	23	
Total from prior year	0	0	0	0	24	0	4	28	

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, 2024 - October 31, 2025 and on the payroll as of November 1, 2025)

- 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

Male

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" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
<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="1"/>	<input type="text"/>	<input type="text" value="1"/>	<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"/>
Total male	0	2	0	1	0	0	0	3

Female

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" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>
<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" value="4"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="6"/>
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"/>
Total female	0	4	0	4	0	0	0	8
Total (male+female)	0	6	0	5	0	0	0	11

Part H - New Hires, Full-time Staff by Occupational Category - 1

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

(Hired full-time between November 1, 2024 - October 31, 2025 and on the payroll as of November 1, 2025)

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

Male

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.S. Nonresident	1	<input type="text"/>	<input type="text"/>	<input type="text"/>
Hispanic/Latino	0	<input type="text"/>	<input type="text"/>	<input type="text"/>
American Indian or Alaska Native	0	<input type="text"/>	<input type="text"/>	<input type="text"/>
Asian	0	<input type="text"/>	<input type="text"/>	<input type="text"/>
Black or African American	0	<input type="text"/>	<input type="text"/>	<input type="text"/>
Native Hawaiian or Other Pacific Islander	0	<input type="text"/>	<input type="text"/>	<input type="text"/>
White	2	<input type="text"/>	<input type="text"/>	<input type="text"/>
Two or more races	0	<input type="text"/>	<input type="text"/>	<input type="text"/>
Race and ethnicity unknown	0	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total male	3	0	0	0

Female

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.S. Nonresident	2	<input type="text"/>	<input type="text"/>	<input type="text"/>
Hispanic/Latino	0	<input type="text"/>	<input type="text"/>	<input type="text"/>
American Indian or Alaska Native	0	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>
Asian	0	<input type="text"/>	<input type="text"/>	<input type="text"/>
Black or African American	0	<input type="text"/>	<input type="text"/>	<input type="text"/>
Native Hawaiian or Other Pacific Islander	0	<input type="text"/>	<input type="text"/>	<input type="text"/>
White	6	<input type="text"/>	<input type="text"/>	<input type="text"/>
Two or more races	0	<input type="text"/>	<input type="text"/>	<input type="text"/>
Race and ethnicity unknown	0	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total female	8	0	0	0

Total (male+female)	11	0	0	0
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Part H - New Hires, Full-time Staff by Occupational Category - 2

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

(Hired full-time between November 1, 2024 - October 31, 2025 and on the payroll as of November 1, 2025)

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

Male

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="2"/>	<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" value="5"/>	<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"/>
Total male	0	0	0	7	0

Female

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" value="2"/>	<input type="text" value="1"/>	<input type="text" value="4"/>	<input type="text" value="2"/>
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"/>
Total female	2	2	1	5	2
Total (male+female)	2	2	1	12	2

Part H - New Hires, Full-time Staff by Occupational Category - 3

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

(Hired full-time between November 1, 2024 - October 31, 2025 and on the payroll as of November 1, 2025)

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

Male

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"/>	1
<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"/>	0
<u>Black or African American</u>	<input type="text"/>	<input type="text"/>	<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"/>	0
<u>White</u>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text"/>	11
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"/>	<input type="text"/>	<input type="text"/>	0
Total male	1	0	2	1	0	14

Female

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"/>	2
<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"/>	0
<u>Black or African American</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<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"/>	0
<u>White</u>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="5"/>	<input type="text"/>	<input type="text"/>	23
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"/>	<input type="text"/>	<input type="text"/>	0
Total female	1	0	5	0	0	26
Total (male+female)	2	0	7	1	0	40

Human Resources Survey Evaluation

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

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"/>	Finance Contact	<input type="radio"/>	Other
		<input checked="" type="radio"/>	HR Contact
Name:	<input type="text" value="Kristen Bailey"/>		
Email:	<input type="text" value="kbailey@concord.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" value="1.00"/> hours	<input type="text" value="4.00"/> hours	<input type="text" value=""/> hours
Other offices	<input type="text" value="0.50"/> hours	<input type="text" value="1.00"/> hours	<input type="text" value="0.00"/> hours	<input type="text" value="5.00"/> 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](#).

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.

Number of staff by employment status and occupational category: Fall 2025				
Occupational category		Reported values		FTE staff
		Number of full-time staff	Number of part-time staff	
Total number of staff		300	26	309
Instructional Staff		113	17	119
Primarily Instruction		113	0	113
Exclusively credit		113	0	113
Exclusively not-for-credit		0	0	0
Combined credit/not-for-credit		0	0	0
Instruction/research/public service staff		0	17	6
Research staff		0	0	0
Public Service staff		0	0	0
Library and Student and Academic Affairs and Other Education Services Occupations SOC		4	0	4
Librarians, Curators, and Archivists SOC 25-4000		2	0	2
Archivists, Curators, and Museum Technicians 25-4010		0	0	0
Librarians and Media Collections Specialists 25-4020		2	0	2
Library Technicians 25-4030		0	0	0
Student and Academic Affairs and Other Education Services Occupations 25-2000 + 25-3000 + 25-9000		2	0	2
Management Occupations 11-0000		41	1	41
Business and Financial Operations Occupations 13-0000		6	1	6
Computer, Engineering, and Science Occupations 15-0000 + 17-0000 + 19-0000		14	1	14
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations 21-0000 + 23-0000 + 27-0000		34	2	35
Healthcare Practitioners and Technical Occupations 29-0000		8	1	8
Service Occupations 31-0000 + 33-0000 + 35-0000 + 37-0000 + 39-0000		17	0	17
Sales and Related Occupations 41-0000		0	0	0
Office and Administrative Support Occupations 43-0000		51	3	52
Natural Resources, Construction, and Maintenance Occupations 45-0000 + 47-0000 + 49-0000		10	0	10
Production, Transportation, and Material Moving Occupations 51-0000 + 53-0000		2	0	2

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 2025-26

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				
All Ranks	9	8	9	82	108	1,024	7,753,539	7,572
Professors	1	2	2	25	30	279	2,402,078	8,610
Associate professors	0	1	3	19	23	212	1,620,943	7,646
Assistant professors	7	5	3	32	47	457	3,348,747	7,328
Instructors	1	0	1	6	8	76	381,771	5,023
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 Male plus Female by academic rank, then dividing the sum by the "Total Number of Months" for Male plus Female 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	4	189,761
Management Occupations 11-0000	41	3,308,219
Business and Financial Operations Occupations 13-0000	6	419,792
Computer, Engineering, and Science Occupations 15-0000 + 17-0000 + 19-0000	14	975,630
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations 21-0000 + 23-0000 + 27-0000	34	1,676,158
Healthcare Practitioners and Technical Occupations 29-0000	8	449,480
Service Occupations 31-0000 + 33-0000 + 35-0000 + 37-0000 + 39-0000	17	807,141
Sales and Related Occupations 41-0000	0	
Office and Administrative Support Occupations 43-0000	51	2,251,331
Natural Resources, Construction, and Maintenance Occupations 45-0000 + 47-0000 + 49-0000	10	452,691
Production, Transportation, and Material Moving Occupations 51-0000 + 53-0000	2	83,018
Total	187	10,613,221

Number of Newly Hired Full-time Permanent Staff

(Hired full-time between November 1, 2024 - October 31, 2025 and on the payroll as of November 1, 2025)

	Number of staff
Newly Hired Full-time Permanent Staff	40

Edit Report

Human Resources

There are no errors for the selected survey and institution.

INSTITUTIONAL CHARACTERISTICS

Institutional Characteristics 2025-26

Institution: Concord University (237330)

User ID: P2373308

Overview

IC Overview

Welcome to the Institutional Characteristics (IC) survey component. This survey component collects directory information, including data that are key to reporting throughout the IPEDS data collection and must be completed and locked before any other survey can be started. Any errors in the IC survey component can lead to further errors in the data reporting process, so please be very careful in reporting these data correctly and contact the IPEDS Help Desk (877.225.2568) if you have any questions.

This survey component also collects basic institutional information including student services and athletic association.

The IC should be completed based on the **current year**. Some IC 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 (e.g., 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 data in Section 1 (Header Information) in determining the screens you will receive in other survey components, 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 data in Section 1(Header Information) 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 Cost (CST), Fall Enrollment (EF), GR, and Student Financial Aid (SFA) data.
- Enrollment levels impact student charges in CST and enrollment categories in the EF survey component.
- The operations question for new institutions determines reporting of 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 2025-26 collection:

- The Open Admissions question was moved to the Admissions survey component.
- The Academic Libraries expenses question was removed as the Academic Libraries survey component was discontinued.

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.

Section 1- Header Information: 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

Section 1- Header Information: 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:

https://

www.concord.edu/about/history-future

Mission Statement:

Section 1- Header Information: 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		
BELOW THE BACCALAUREATE:		
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 checked="" 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 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
BACCALAUREATE AND ABOVE:		
5	<input checked="" type="checkbox"/>	<u>Bachelor's degree</u> or equivalent
6	<input checked="" 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).

Section 1- Header Information: Part B - Organization - Calendar System

Your response to the next question determines how your institution reports Institutional CST student charges data in the fall, Student Financial Aid data in the fall/winter, and Graduation Rates data in the winter.

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)

Section 1- Header Information: 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 Cost I 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 2019, 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 2019-20 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 2019-20 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 2019-20.
- Yes

Full-time, first-time degree/certificate-seeking students from the 2019-20 Enrollment survey (GR Cohort)

Section 1- Header Information: 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.

Section 2 - Institutional Characteristics: 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).

Section 2 - Institutional Characteristics: 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)
- 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:


Section 2 - Institutional Characteristics: 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
- i** An organized collection of printed materials
- Access to Digital/electronic resources (databases, e-books, e-media, and e-serials)
- i** A staff trained to provide and interpret library materials
- Established library hours
- i** Access to library collections shared with other institutions
- 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).

Section 2 - Institutional Characteristics: 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.

	<u>Distance education courses</u>	<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


Section 2 - Institutional Characteristics: Part B - Student Services: Disability Services

9. Please indicate the percentage of all undergraduate students enrolled during Fall 2024 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).

Section 2 - Institutional Characteristics: Part B - Noncredit Education Offered

10. 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

Section 2 - Institutional Characteristics: Part C - Athletic Association

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 ▼

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](#).

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.

Section 1 - Header Information	
Educational Offerings	Academic, may lead to a certificate, degree, or diploma Continuing professional (postbaccalaureate only)
Mission Statement	https://www.concord.edu/about/history-future
Control	Public Primary control: State Postsecondary awards, certificates, or diplomas of 300-899 clock hours...
Award Levels Offered	Bachelor's degree Postbaccalaureate certificate 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

Section 2 - Institutional Characteristics	
Services and Programs for Servicemembers and Veterans	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
Student Services	Credit for life experiences
Credit Accepted	Advanced placement (AP) credits Undergraduate research (co-curricula)
Special Learning Opportunities	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 On-campus dependent care 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
Noncredit Education	English as a Second Language
Disability Services	More than 3 percent: 6.33%

Edit Report

Institutional Characteristics

Source	Description	Severity	Resolved	Options
Screen: Section 1 - Header Information: Part B - Organization - Control and Levels				
Screen Entry	Please explain the changes in the below baccalaureate between last and this year. (Error #12227)	Explanation	Yes	
Reason	Concord has added three undergraduate certificates effective Fall 2025.			
Screen Entry	Please explain the changes in the baccalaureate and above between last and this year. (Error #12228)	Explanation	Yes	
Reason	Concord has added one graduate level certificate effective Fall 2025.			

OUTCOME MEASURES

Outcome Measures 2025-26

Institution: Concord University (237330)

User ID: P2373308

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 2017-18. The full-year cohort coverage period is July 1, 2017 - June 30, 2018.
- 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, 2017 - June 30, 2018, 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:

- No changes for the 2025-26 data collection period.

Important Dates to Remember:

All reporting institutions will report on degree/certificate-seeking undergraduates who entered the 2017-18 cohort year: **(July 1, 2017-June 30, 2018)**.

- Four-year status point was as of **August 31, 2021**
- Six-year status point was as of **August 31, 2023**
- Eight-year status point was as of **August 31, 2025**

Reporting Tips

Carefully read each [OM 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

2017-18 Entering Undergraduate Cohort

July 1, 2017-June 30, 2018: Full Year

- Begin by identifying your entering degree/certificate-seeking undergraduates for the full year of July 1, 2017 - June 30, 2018.
- 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 2017-18 cohort.

Degree/Certificate-Seeking Undergraduate Students	2017-18 cohort	Exclusions to 2017-18 cohort	Adjusted 2017-18 cohort	Prior year Adjusted cohort
First-time entering				
Full-time	445	2	443	489
Pell Grant recipients	<input type="text" value="240"/>	<input type="text" value="1"/>	239	252
Non-Pell Grant recipients	<input type="text" value="205"/>	<input type="text" value="1"/>	204	237
Part-time	6	0	6	3
Pell Grant recipients	<input type="text" value="3"/>	<input type="text" value="0"/>	3	1
Non-Pell Grant recipients	<input type="text" value="3"/>	<input type="text" value="0"/>	3	2
Non-First-time entering				
Full-time	133	1	132	177
Pell Grant recipients	<input type="text" value="76"/>	<input type="text" value="1"/>	75	108
Non-Pell Grant recipients	<input type="text" value="57"/>	<input type="text" value="0"/>	57	69
Part-time	13	0	13	21
Pell Grant recipients	<input type="text" value="7"/>	<input type="text" value="0"/>	7	7
Non-Pell Grant recipients	<input type="text" value="6"/>	<input type="text" value="0"/>	6	14
Total Entering	597	3	594	690
Pell Grant recipients	326	2	324	368
Non-Pell Grant recipients	271	1	270	322

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"

	2017 Fall Enrollment, 2017-18 Spring Collection	2017 Pell Grant data from Student Financial Aid, 2018-19 Winter Collection
First-time, Full-time	428	227
First-time, Part-time	6	N/A
Non-First-time, Full-time	86	N/A
Non-First-time, Part-time	5	N/A
Total Undergraduates	N/A	942

Award Status at Four Years

Award Status at Four Years After Entry 2017-18 Entering Undergraduate Cohort

(July 1, 2017-June 30, 2018: Full Year)

Directions: From the adjusted 2017-18 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, 2021) even if a student earns multiple awards.

<u>Undergraduate Students</u>	Adjusted 2017-18 cohort	Number of students conferred an award by your institution (Highest Award by 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
		<u>Certificates</u>	<u>Associate's</u>	<u>Bachelor's</u>		
<u>First-time entering</u>						
Full-time	443	0	0	140	140	32
Pell Grant recipients	239	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="64"/>	64	27
Non-Pell Grant recipients	204	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="76"/>	76	37
Part-time	6	0	0	1	1	17
Pell Grant recipients	3	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	1	33
Non-Pell Grant recipients	3	<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	132	0	0	72	72	55
Pell Grant recipients	75	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="39"/>	39	52
Non-Pell Grant recipients	57	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="33"/>	33	58
Part-time	13	0	0	5	5	38
Pell Grant recipients	7	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	3	43
Non-Pell Grant recipients	6	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	2	33
<u>Total Entering</u>						
	594	0	0	218	218	37
Pell Grant recipients	324	0	0	107	107	33
Non-Pell Grant recipients	270	0	0	111	111	41

Award Status at Six Years

Award Status at Six Years After Entry 2017-18 Entering Undergraduate Cohort

(July 1, 2017-June 30, 2018: Full Year)

Directions: From the adjusted 2017-18 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, 2023) even if a student earns multiple awards.

<u>Undergraduate Students</u>	Adjusted 2017-18 cohort	Number of students conferred an award by your institution (Highest Award 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
		Certificates	Associate's	Bachelor's		
<u>First-time entering</u>						
Full-time	443	0	0	184	184	42
Pell Grant recipients	239	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="88"/>	88	37
Non-Pell Grant recipients	204	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="96"/>	96	47
Part-time	6	0	0	1	1	17
Pell Grant recipients	3	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	1	33
Non-Pell Grant recipients	3	<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	132	0	0	77	77	58
Pell Grant recipients	75	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="41"/>	41	55
Non-Pell Grant recipients	57	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="36"/>	36	63
Part-time	13	0	0	6	6	46
Pell Grant recipients	7	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="4"/>	4	57
Non-Pell Grant recipients	6	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	2	33
Total Entering						
	594	0	0	268	268	45
Pell Grant recipients	324	0	0	134	134	41
Non-Pell Grant recipients	270	0	0	134	134	50

Award and Enrollment Status at Eight Years

Award and Enrollment Status at Eight Years After Entry: 2017-18 Entering Undergraduate Cohort

(July 1, 2017-June 30, 2018: Full Year)

- From the adjusted 2017-18 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, 2025) 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 2017-18 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, 2025)			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, 2025)				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		
First-time entering													
Full-time	443	0	0	185	185	42	197	3	133	122	258	31	
Pell Grant recipients	239	0	0	89	89	37	87	3	70	77	150	31	
Non-Pell Grant recipients	204	0	0	96	96	47	110	0	63	45	108	31	
Part-time	6	0	0	1	1	17	1	0	0	5	5	0	
Pell Grant recipients	3	0	0	1	1	33	0	0	0	2	2	0	
Non-Pell Grant recipients	3	0	0	0	0	0	1	0	0	3	3	0	
Non-First-time entering													
Full-time	132	0	0	79	79	60	98	0	21	32	53	16	
Pell Grant recipients	75	0	0	42	42	56	61	0	14	19	33	19	
Non-Pell Grant recipients	57	0	0	37	37	65	37	0	7	13	20	12	
Part-time	13	0	0	6	6	46	11	0	2	5	7	15	
Pell Grant recipients	7	0	0	4	4	57	3	0	0	3	3	0	
Non-Pell Grant recipients	6	0	0	2	2	33	8	0	2	2	4	33	
Total Entering	594	0	0	271	271	46	307	3	156	164	323	27	
Pell Grant recipients	324	0	0	136	136	42	151	3	84	101	188	27	
Non-Pell Grant recipients	270	0	0	135	135	50	156	0	72	63	135	27	

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"/>	Finance Contact	<input checked="" type="radio"/>	Other
	Name: <input type="text" value="Dara Ladner"/>		
	Email: <input type="text" value="dladner@concord.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? <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="2.00"/> hours	<input type="text" value="0.50"/> hours	<input type="text" value="1.00"/> hours	<input type="text" value="2.50"/> 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

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](#).

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.

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 (%)
First-time entering						
Full-time	32	42	42	1	30	28
Pell Grant recipients	27	37	37	1	29	32
Non Pell Grant recipients	37	47	47	0	31	22
Part-time	17	17	17	0	0	83
Pell Grant recipients	33	33	33	0	0	67
Non Pell Grant recipients	0	0	0	0	0	100
Non-First-time entering						
Full-time	55	58	60	0	16	24
Pell Grant recipients	52	55	56	0	19	25
Non Pell Grant recipients	58	63	65	0	12	23
Part-time	38	46	46	0	15	38
Pell Grant recipients	43	57	57	0	0	43
Non Pell Grant recipients	33	33	33	0	33	33
Total Entering						
Pell Grant recipients	33	41	42	1	26	31
Non Pell Grant recipients	41	50	50	0	27	23

[Edit Report](#)

Outcome Measures

There are no errors for the selected survey and institution.