

## 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
<b>Total male</b>	<b>189</b>	<b>86</b>	<b>369</b>	<b>644</b>	<b>5</b>	<b>649</b>
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
<b>Total female</b>	<b>235</b>	<b>74</b>	<b>520</b>	<b>829</b>	<b>3</b>	<b>832</b>
Total female prior year	224	90	536	850	6	856

<b>Grand total (male+female)</b>	<b>424</b>	<b>160</b>	<b>889</b>	<b>1,473</b>	<b>8</b>	<b>1,481</b>
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
<b>Total male</b>	<b>1</b>	<b>2</b>	<b>11</b>	<b>14</b>	<b>35</b>	<b>49</b>
<b>Total male prior year</b>	<b>2</b>	<b>0</b>	<b>17</b>	<b>19</b>	<b>36</b>	<b>55</b>

**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
<b>Total female</b>	<b>3</b>	<b>2</b>	<b>30</b>	<b>35</b>	<b>73</b>	<b>108</b>
<b>Total female prior year</b>	<b>4</b>	<b>3</b>	<b>37</b>	<b>44</b>	<b>58</b>	<b>102</b>

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

## Part A - Fall Enrollment for Undergraduate Students Total

Enrollment as of the institution's official fall reporting date or as of October 15, 2025Undergraduate 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	<b>31</b>
<u>Hispanic/Latino</u>	4	0	<b>4</b>
<u>American Indian or Alaska Native</u>	3	0	<b>3</b>
<u>Asian</u>	4	0	<b>4</b>
<u>Black or African American</u>	133	1	<b>134</b>
<u>Native Hawaiian or Other Pacific Islander</u>	0	0	<b>0</b>
<u>White</u>	418	45	<b>463</b>
Two or more races	23	3	<b>26</b>
<u>Race and ethnicity unknown</u>	33	0	<b>33</b>
<b>Total male</b>	<b>649</b>	<b>49</b>	<b>698</b>

**Female**

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

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
<b>Total male</b>	<b>38</b>	<b>48</b>	<b>86</b>
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
<b>Total female</b>	<b>142</b>	<b>109</b>	<b>251</b>
Total female prior year	96	149	245

<b>Grand total (male+female)</b>	<b>180</b>	<b>157</b>	<b>337</b>
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
<b>Total male</b>	<b>687</b>	<b>97</b>	<b>784</b>

**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
<b>Total female</b>	<b>974</b>	<b>217</b>	<b>1,191</b>
<b>Grand total (male+female)</b>	<b>1,661</b>	<b>314</b>	<b>1,975</b>

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
<b>Grand total</b>	<b>1,638</b>	<b>337</b>
<b>Sex unknown (i.e., sex information is not known or not collected)</b>	<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	
<b>i</b> 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	<b>229</b>	<b>65</b>	<b>49</b>
<b>Total (Carried forward from part A)</b>	<b>1,522</b>	<b>116</b>	<b>337</b>

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

Part A - Fall Enrollment by Distance Education Status 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
<b>Total students exclusively enrolled in distance education (Carried forward from section above)</b>		<b>316</b>	<b>42</b>	<b>282</b>

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
<b>Total full-time undergraduate students (Carried forward from part A)</b>	<b>649</b>	<b>832</b>

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
<b>Total part-time undergraduate students (Carried forward from part A)</b>	<b>49</b>	<b>108</b>

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
<b>Total full-time graduate students (Carried forward from part A)</b>	<b>38</b>	<b>142</b>

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
<b>Total part-time graduate students (Carried forward from part A)</b>	<b>48</b>	<b>109</b>

### 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	<b>i</b> 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	
<b>Total first-time degree/certificate-seeking undergraduates (Carried forward from Part A)</b>		<b>428</b>	<b>393</b>

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

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

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)
<b>E1</b>	Full-time, first-time Fall 2024 bachelor's seeking cohort	430
<b>E2a</b>	<u>Exclusions</u> from the Fall 2024 cohort	0
<b>E2b</b>	Inclusion to the Fall 2024 cohort	0
<b>E3</b>	<b>Adjusted</b> Fall 2024 cohort (line E1- E2a + E2b)	<b>430</b>
<b>E4</b>	Students from Fall 2024 cohort <b>still enrolled</b> as of Fall 2025 + students from Fall 2024 cohort who <b>completed their bachelor's degree</b> as of Fall 2025	248
<b>E5</b>	Full-time, first-time Fall 2024 bachelor's cohort retention rate (line E4 / line E3)	<b>58 %</b>

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

Not Applicable ▼

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

**Retention Rates - Part-time, First-time Bachelor's Seeking Cohort from Fall 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)	
<b>E6</b>	Part-time, first-time Fall 2024 bachelor's seeking cohort	<input type="text" value="6"/>	5
<b>E7a</b>	<u>Exclusions</u> from the Fall 2024 cohort	<input type="text" value="0"/>	0
<b>E7b</b>	Inclusions to the Fall 2024 cohort	<input type="text" value="0"/>	0
<b>E8</b>	<b>Adjusted</b> Fall 2024 cohort (line E6 - E7a + E7b)	<b>6</b>	5
<b>E9</b>	Students from Fall 2024 cohort <b>still enrolled</b> as of Fall 2025 + students from Fall 2024 cohort who <b>completed their bachelor's degree</b> as of Fall 2025	<input type="text" value="3"/>	2
<b>E10</b>	Part-time, first-time Fall 2024 bachelor's cohort retention rate (line E9 / line E8)	<b>50 %</b>	<b>40 %</b>

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

## 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](mailto: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.**