

IPEDS Fall Enrollment Survey for 2014-15:

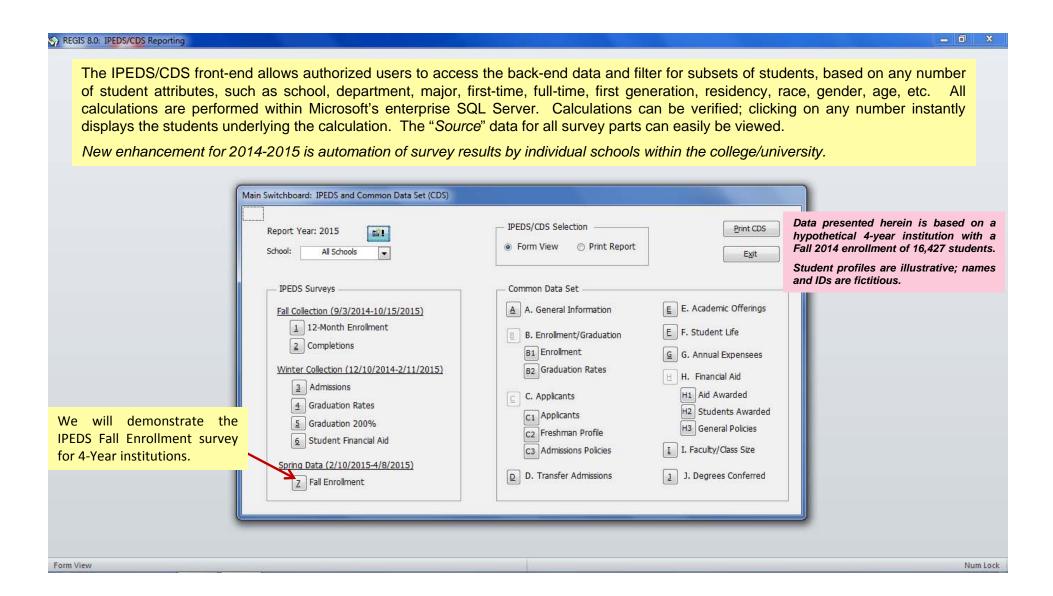
Hypothetical "Your University" with Fall 2014 Enrollment of 16,427

(Front-End Demo)

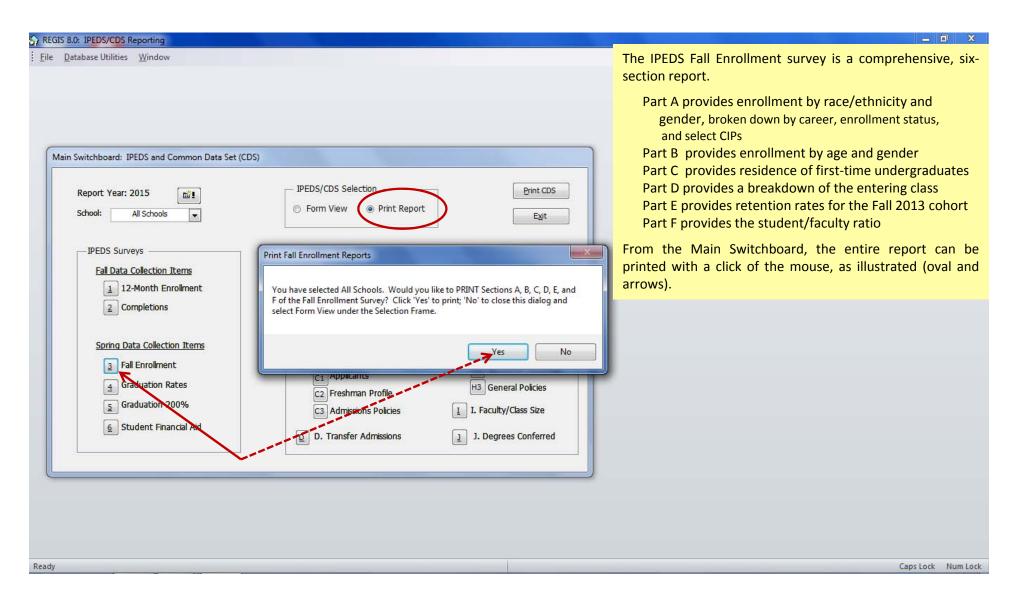
New Enhancement for 2014-2015: Survey Results by Individual Schools within the University

REGEIS Report Year 2015

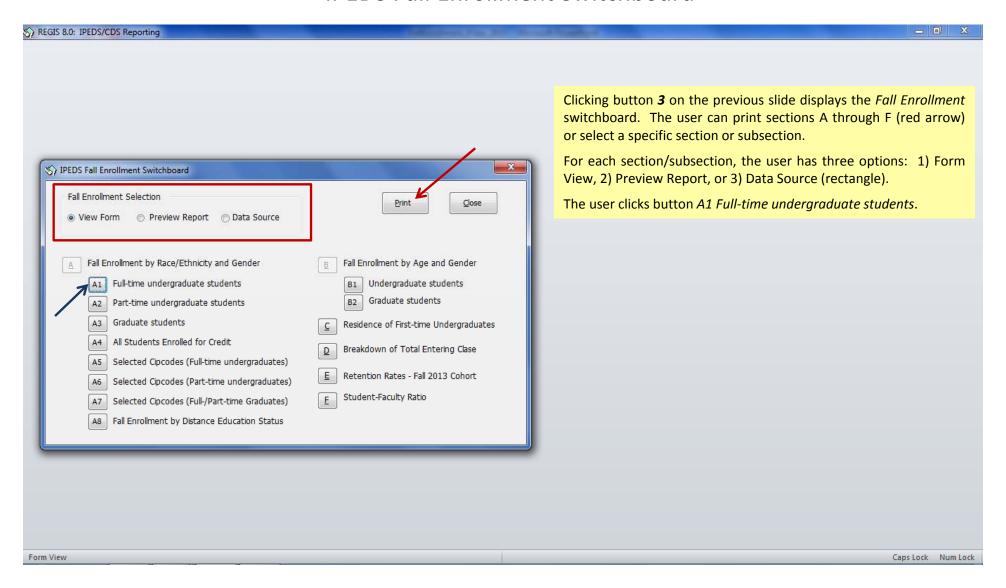
Main Switchboard: IPEDS/CDS Front-End



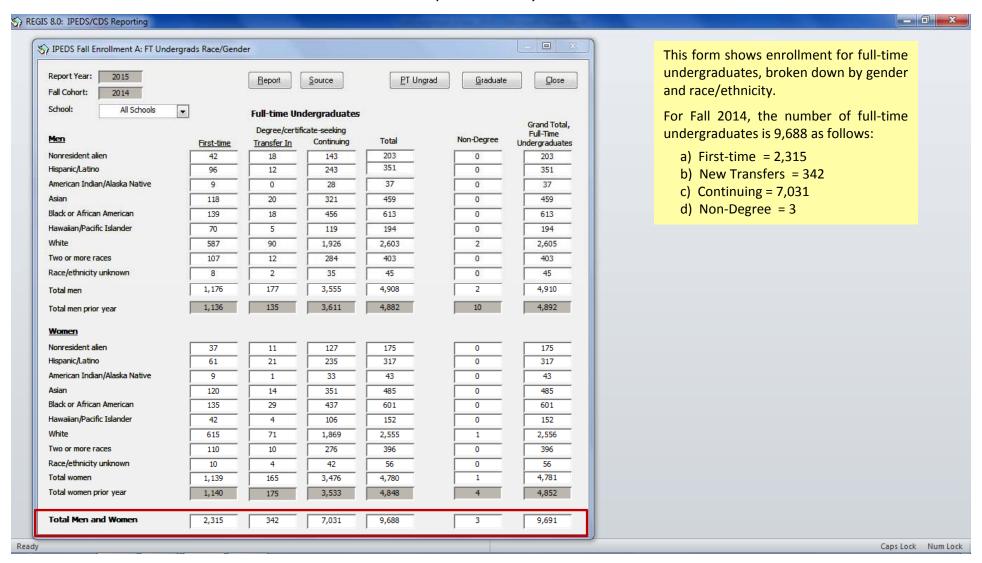
Main Switchboard: Print Fall Enrollment Survey



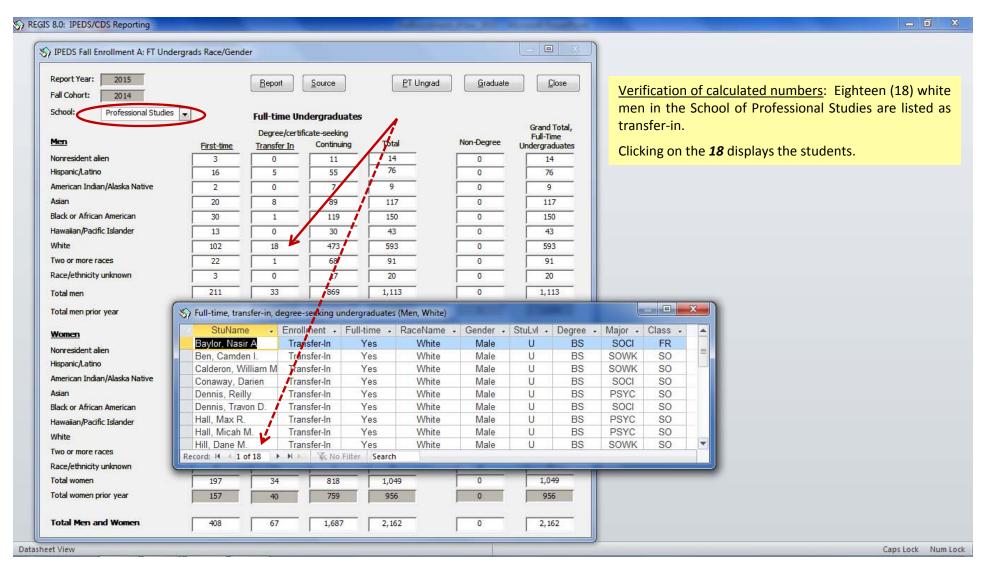
IPEDS Fall Enrollment Switchboard



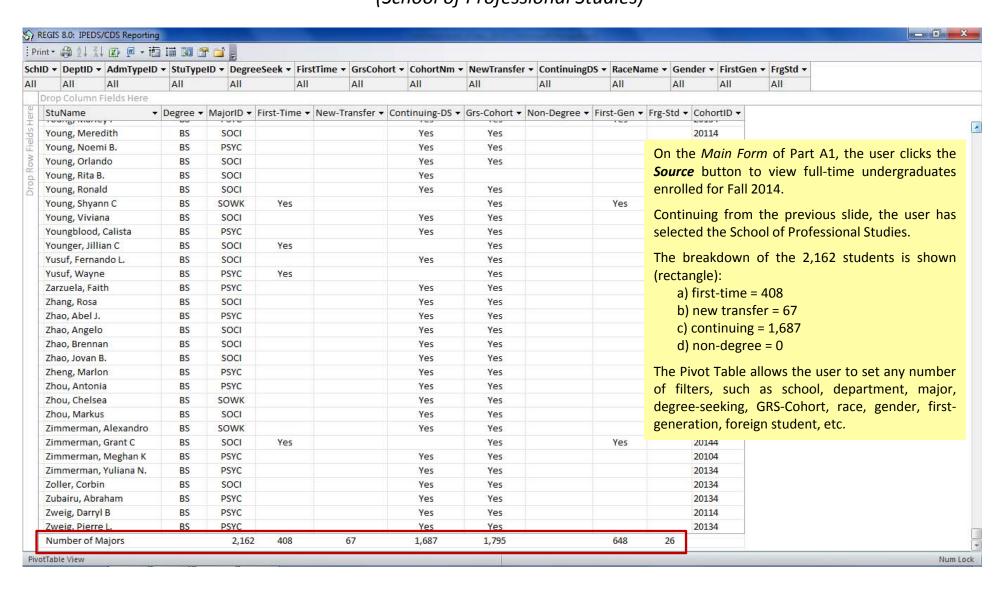
Fall Enrollment Part A: Full-time Undergraduates (1 of 10) (All Schools)



Fall Enrollment Part A: Verification of Calculations (2 of 10) (School of Professional Studies)

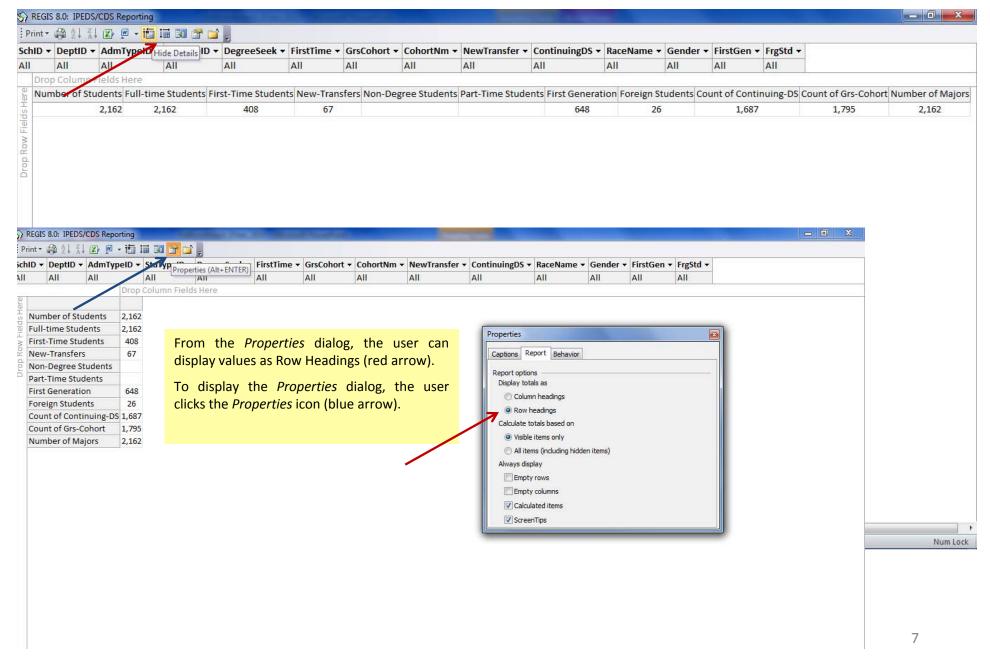


Fall Enrollment Part A: Pivot Table - Source (3 of 10) (School of Professional Studies)



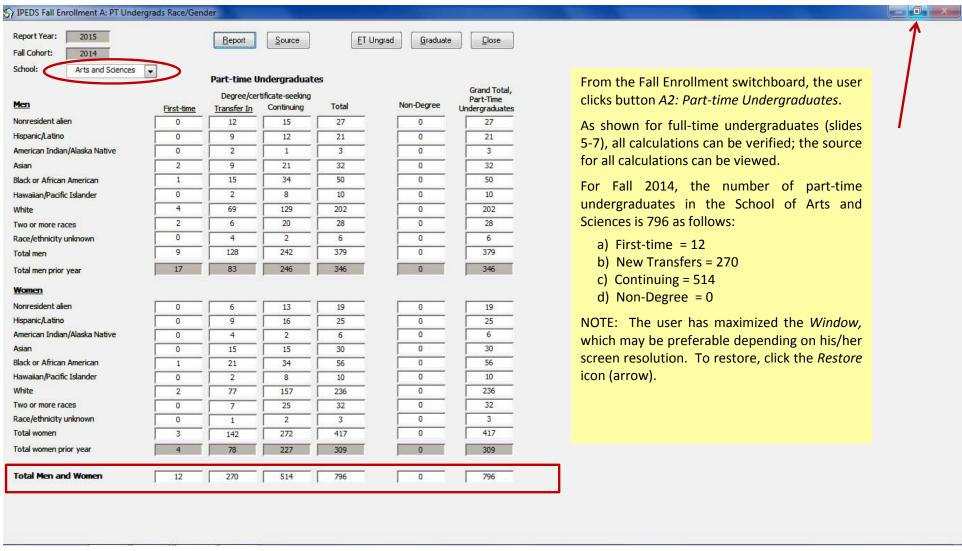
Fall Enrollment Part A: Source Aggregate Numbers (4 of 10)

(School of Professional Studies)

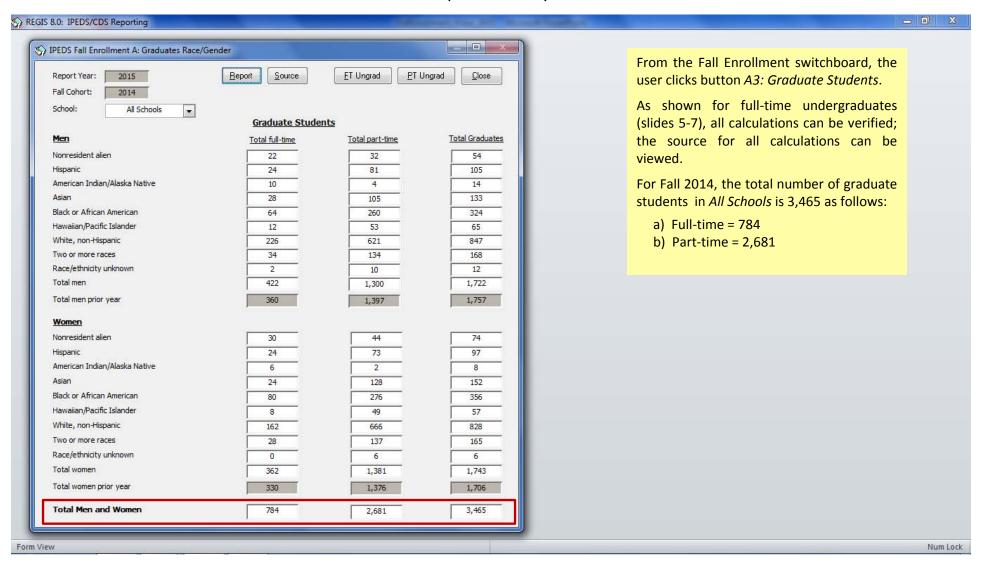


Fall Enrollment Part A: Part-time Undergraduates (5 of 10)

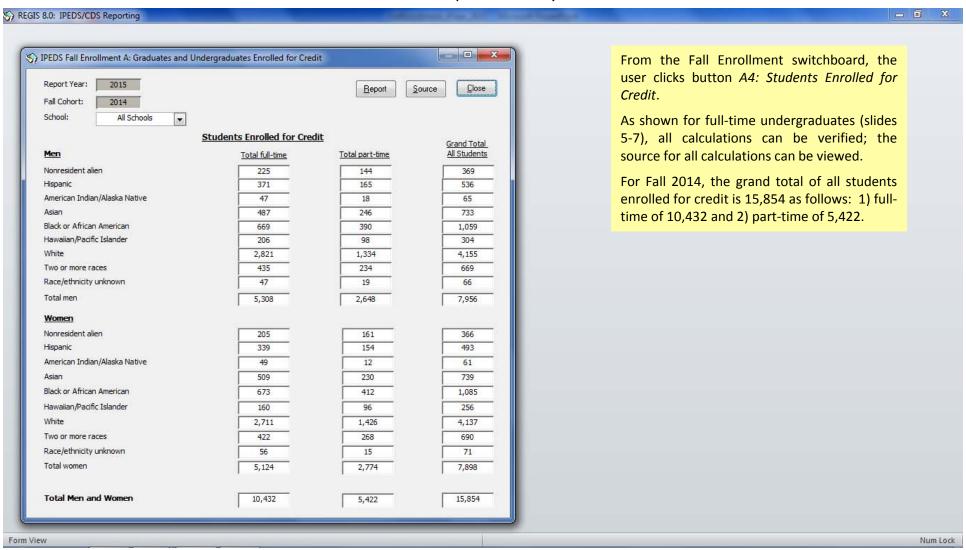
(School of Arts And Sciences)



Fall Enrollment Part A: Graduates Students (6 of 10) (All Schools)

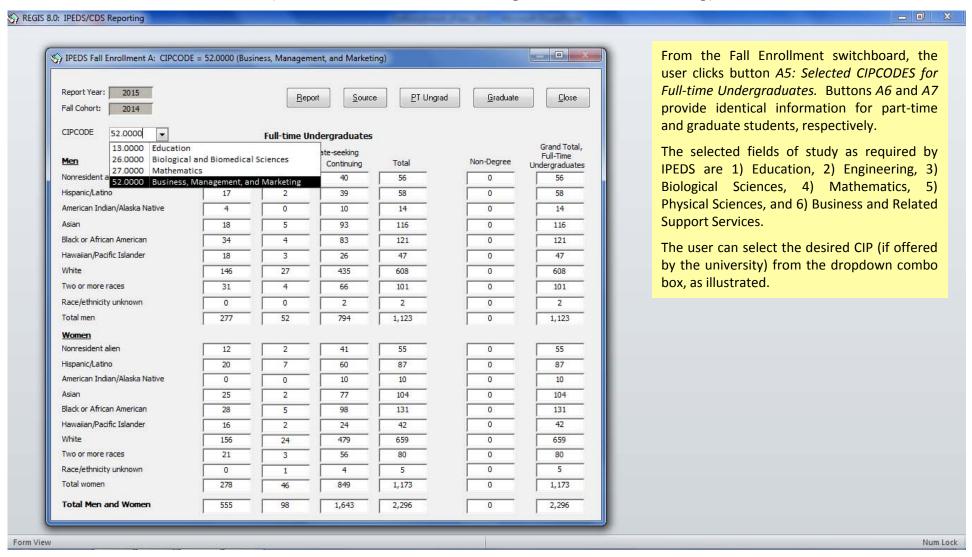


Fall Enrollment Part A: Students Enrolled for Credit (7 of 10) (All Schools)

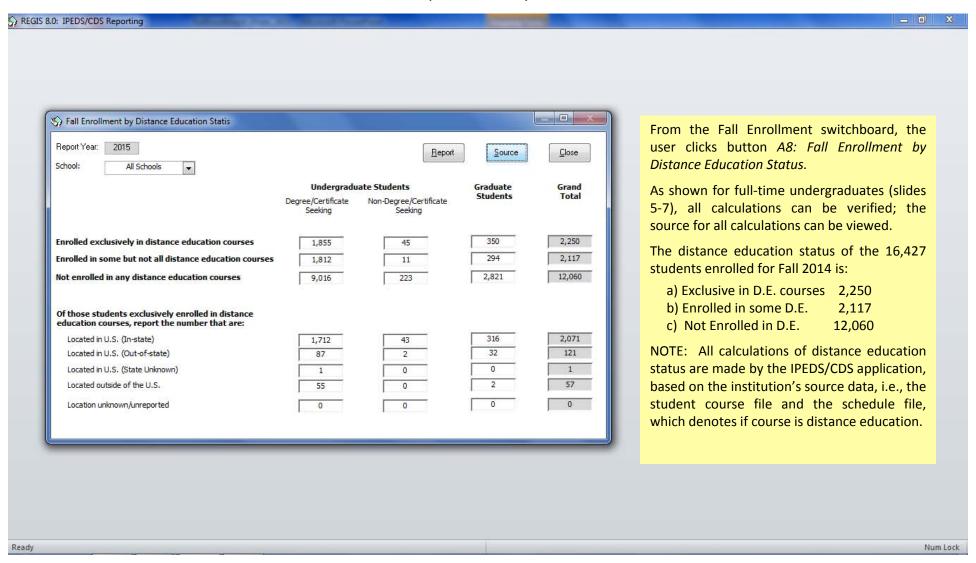


Fall Enrollment Part A: Selected Cip Codes (8 of 10)

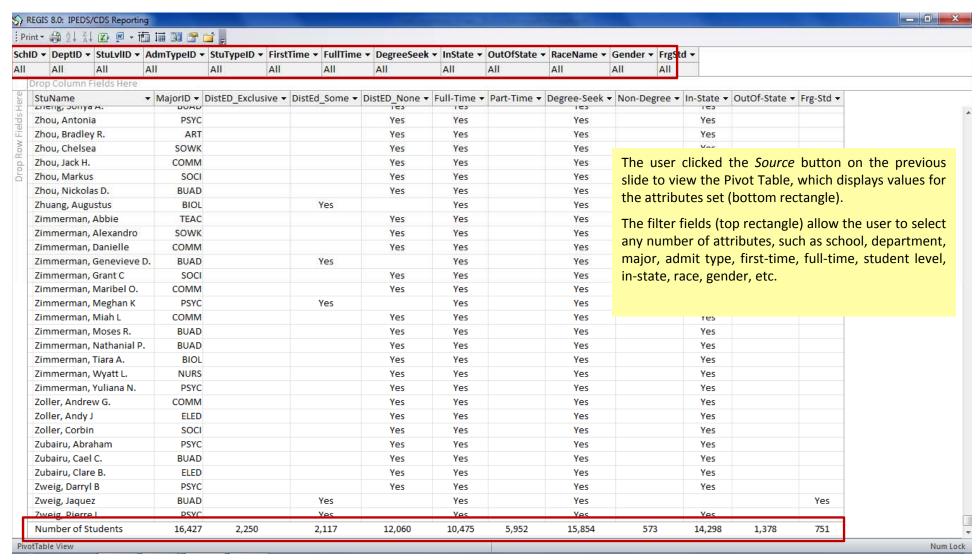
(Full-Time – Business, Management and Marketing)



Fall Enrollment Part A: Fall Enrollment by Distance Education Status (9 of 10) (All Schools)

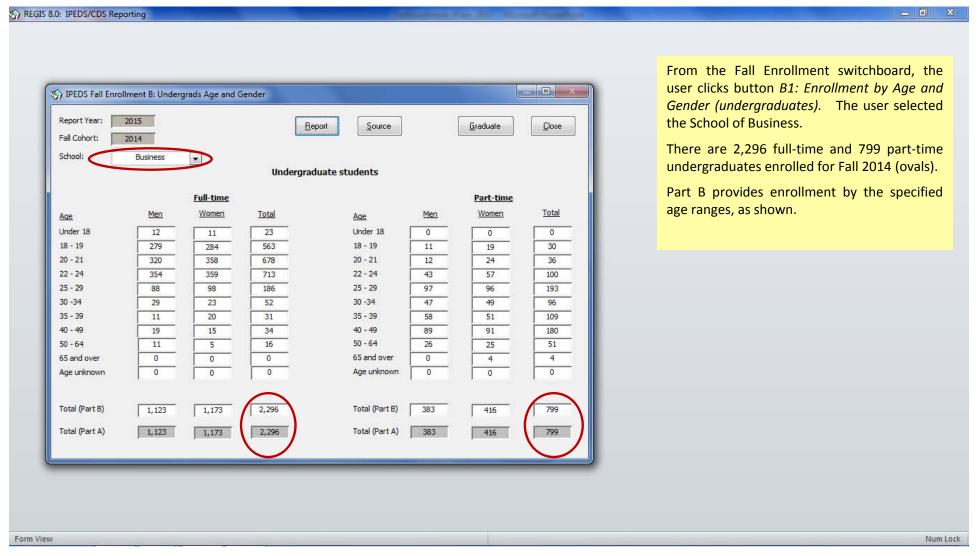


Fall Enrollment Part A: Fall Enrollment by Distance Education Status (10 of 10) (All Schools)



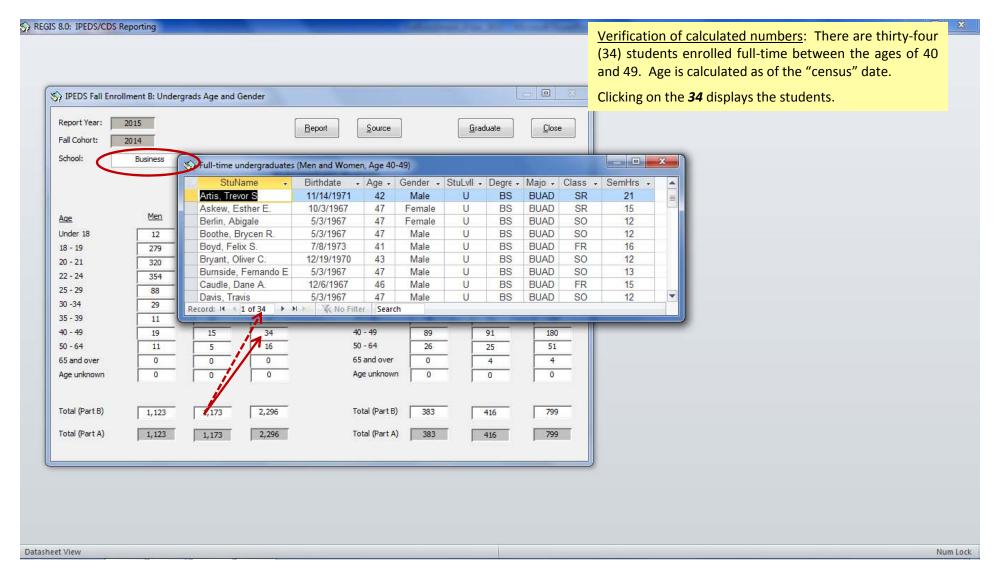
Fall Enrollment Part B: Enrollment by Age and Gender (1 of 3)

(School of Business - Undergraduates)



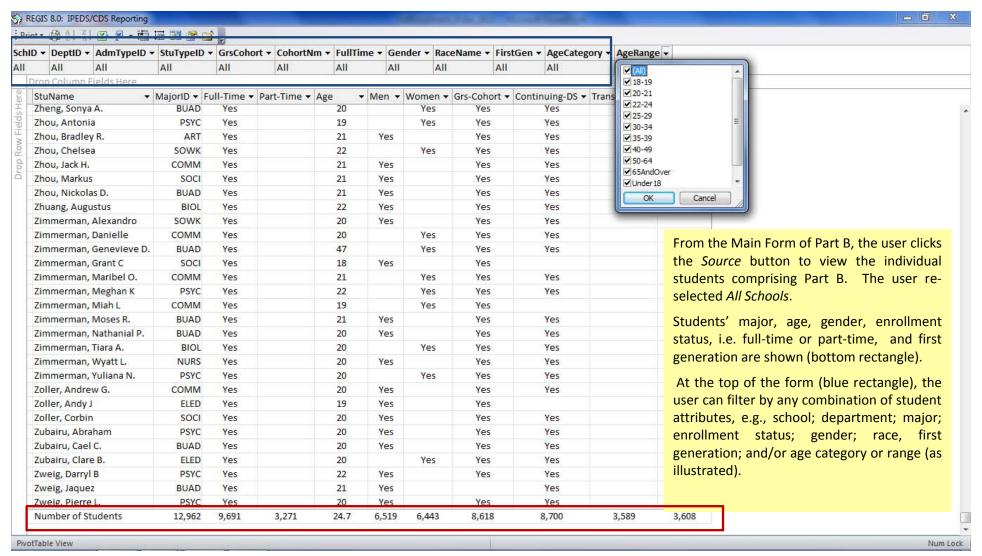
Fall Enrollment Part B: Enrollment by Age and Gender (2 of 3)

(School of Business - Undergraduates)

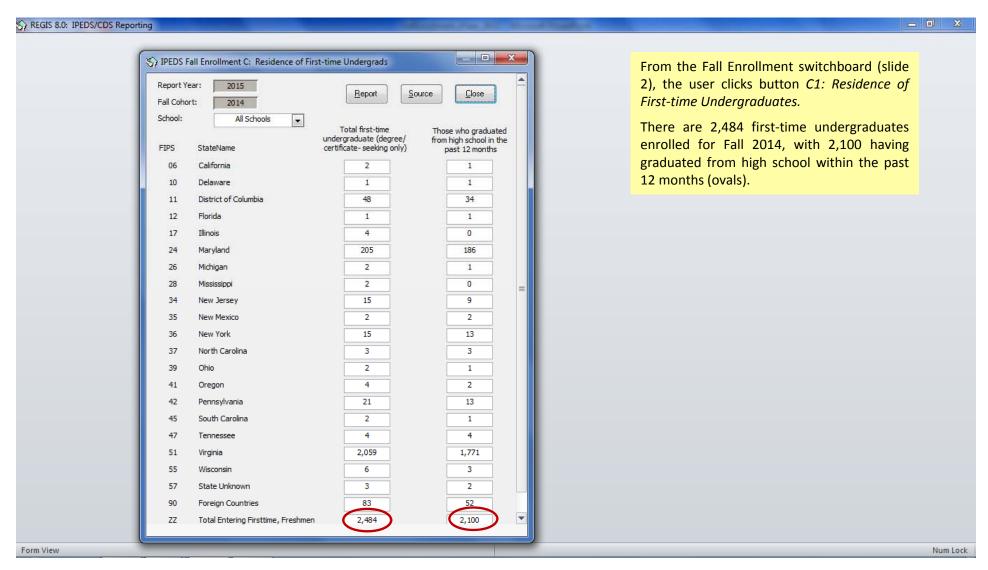


Fall Enrollment Part B: Enrollment by Age and Gender (3 of 3)

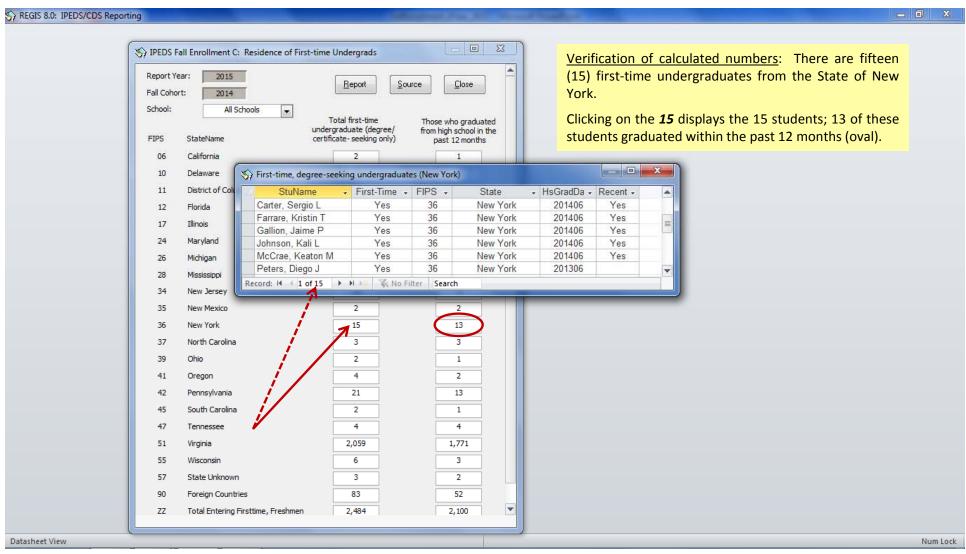
(All Schools - Undergraduates)



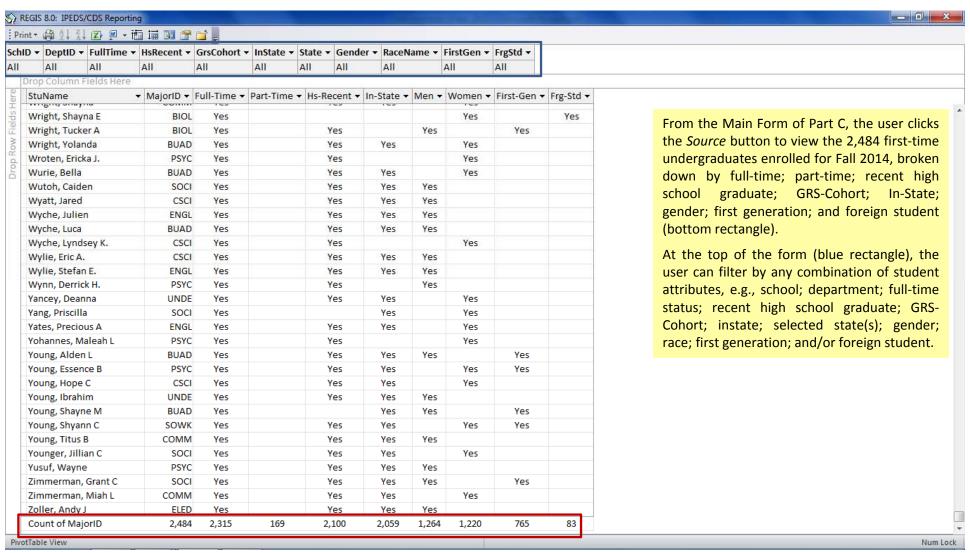
Fall Enrollment Part C: First Time Undergraduates (1 of 3) (All Schools)



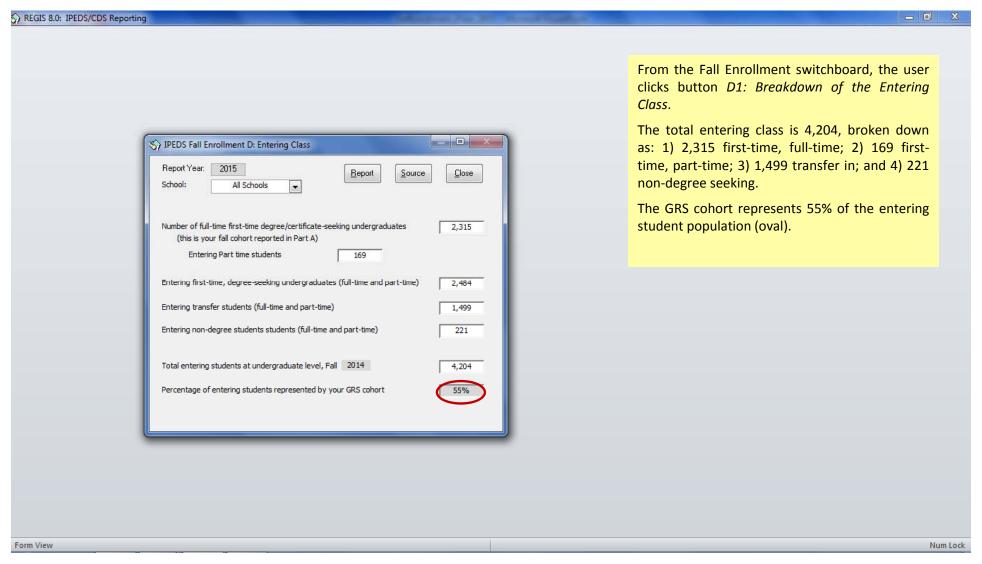
Fall Enrollment Part C: First Time Undergraduates (2 of 3) (All Schools)



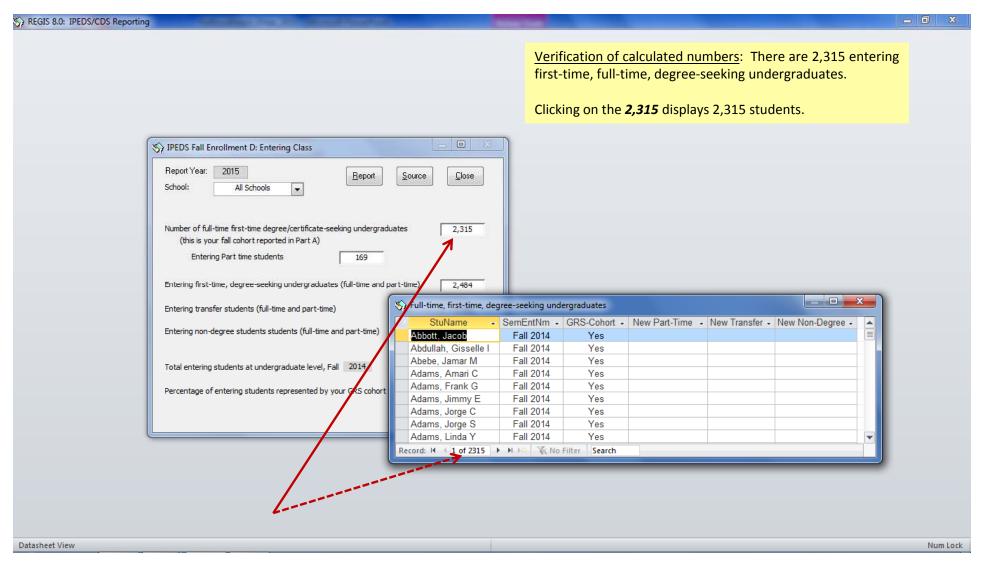
Fall Enrollment Part C: First Time Undergraduates (3 of 3) (All Schools)



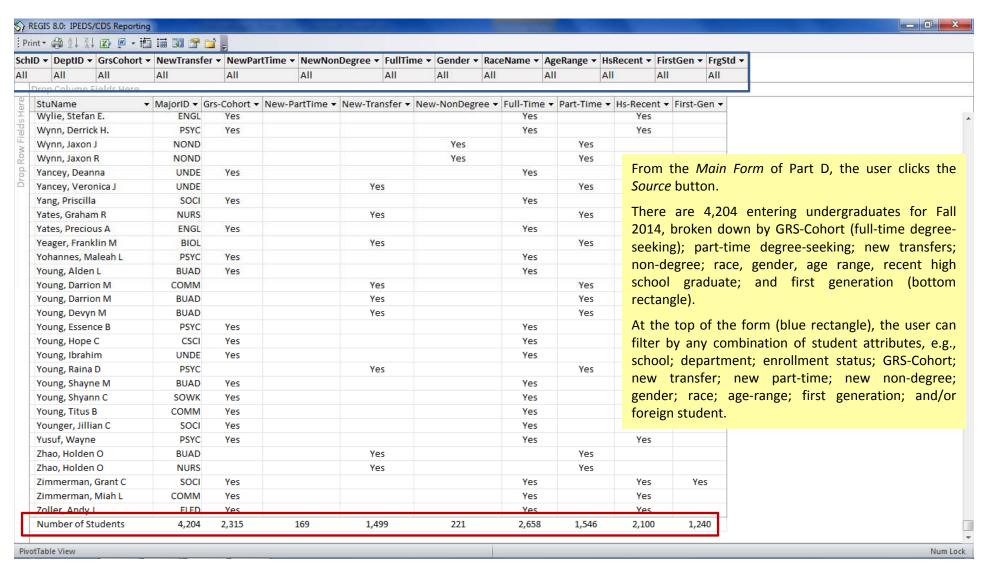
Fall Enrollment Part D: Entering Undergraduates (1 of 3) (All Schools)



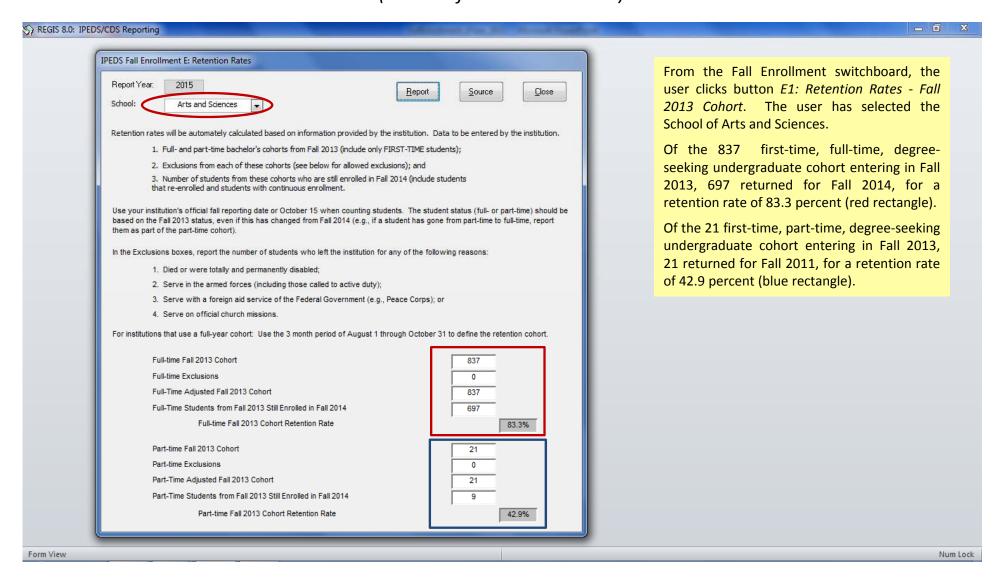
Fall Enrollment Part D: Entering Undergraduates (2 of 3) (All Schools)



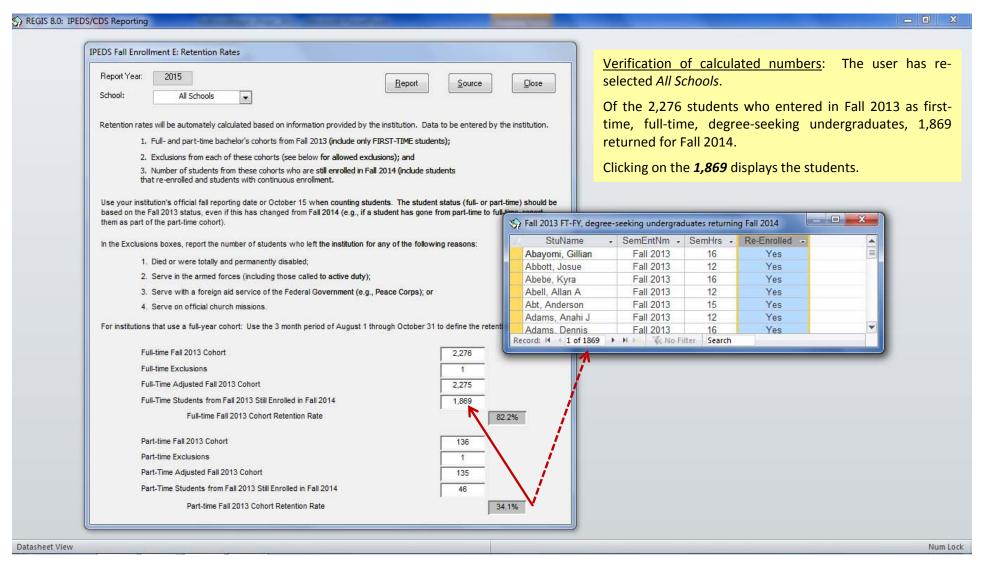
Fall Enrollment Part D: Entering Undergraduates (3 of 3) (All Schools)



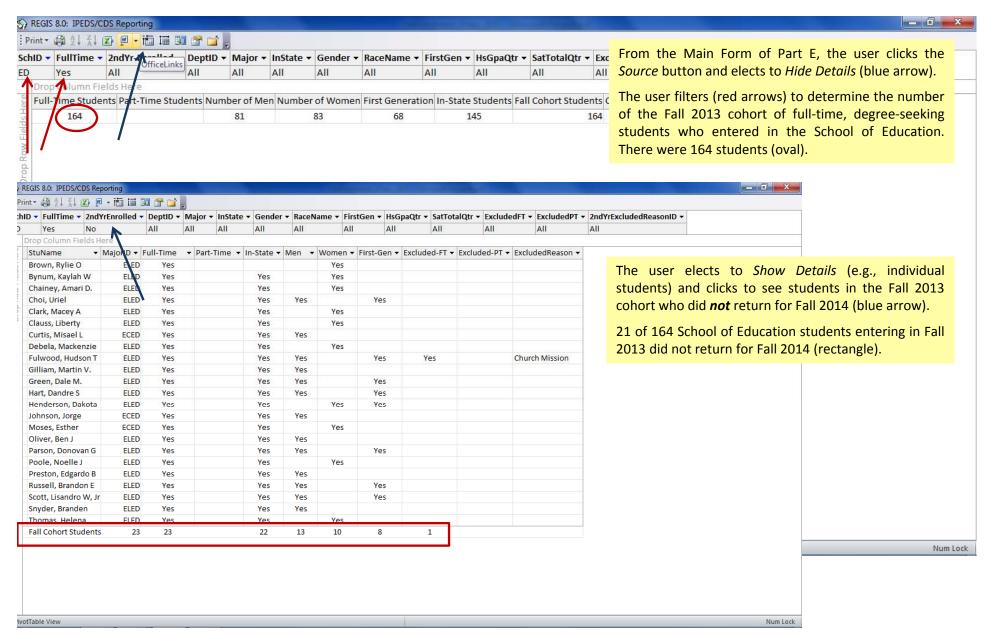
Fall Enrollment Part E: Retention Fall 2013 Cohort (1 of 3) (School of Arts and Sciences)



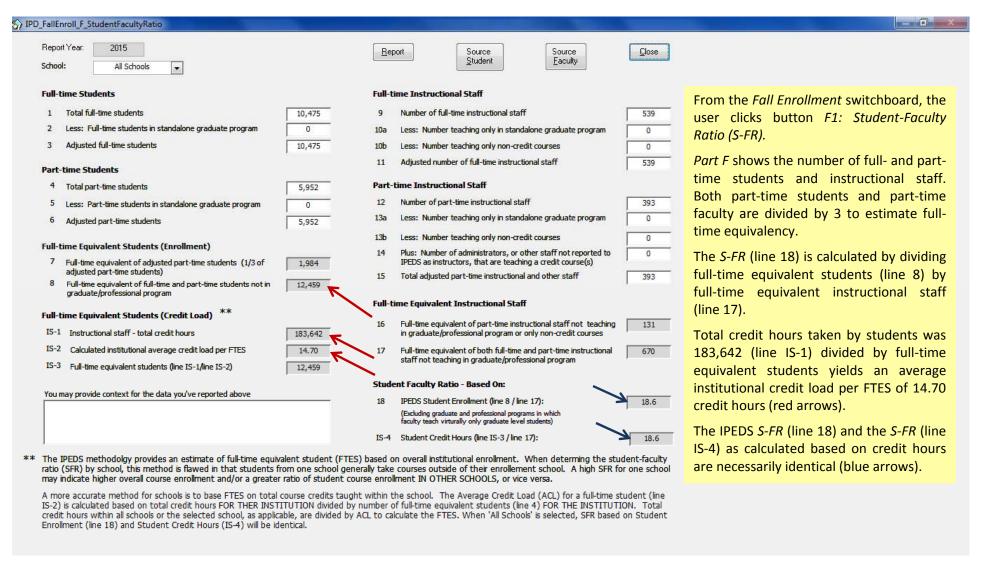
Fall Enrollment Part E: Retention Fall 2013 Cohort (2 of 3) (All Schools)



Fall Enrollment Part E: Retention Fall 2013 Cohort (3 of 3) (School of Education)



Fall Enrollment Part F: Student-Faculty Ratio (1 of 5) (All Schools)

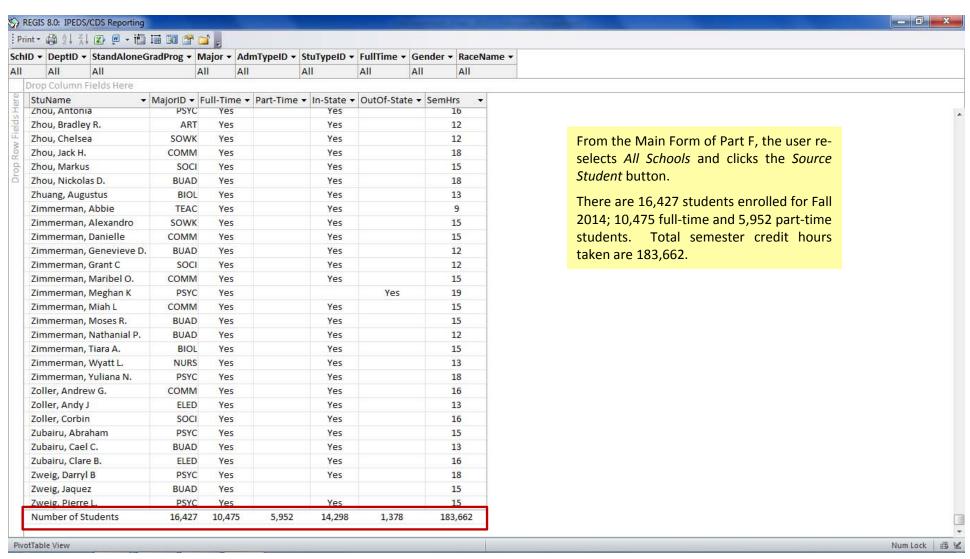


Fall Enrollment Part F: Student-Faculty Ratio (2 of 5)

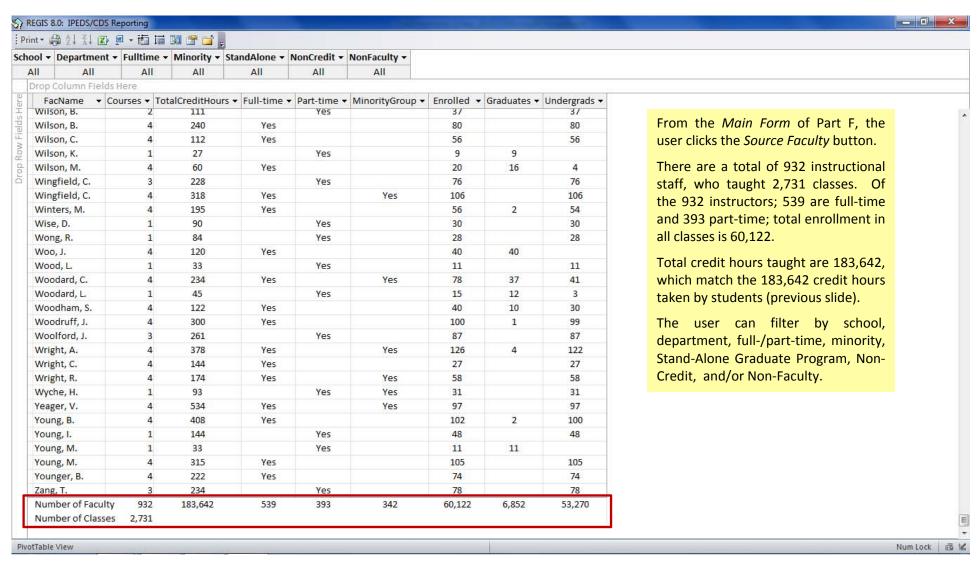
(School of Arts and Sciences)

SPD_FallEnroll_F_StudentFacultyRatio		
Report Year: 2015 School: Arts and Sciences ▼	Report Source Source Eaculty	
Full-time Students 1 Total full-time students 2 Less: Full-time students in standalone graduate program 3 Adjusted full-time students Part-time Students 4 Total part-time students 5 Less: Part-time students in standalone graduate program 6 Adjusted part-time students Full-time Equivalent Students (Enrollment) 7 Full-time equivalent of adjusted part-time students (1/3 of adjusted part-time students) 8 Full-time equivalent of full-time and part-time students not in graduate/professional program Full-time Equivalent Students (Credit Load) ** IS-1 Instructional staff - total credit hours IS-2 Calculated institutional average credit load per FTES IS-3 Full-time equivalent students (line IS-1/line IS-2) You may provide context for the data you've reported above *** The IPEDS methodolgy provides an estimate of full-time equivaratio (SFR) by school, this method is flawed in that students from any indicate higher overall course enrollment and/or a greater	Full-time Instructional Staff 3,726 9 Number of full-time instructional staff 10a Less: Number teaching only in standalone graduate program 10b Less: Number teaching only non-credit courses 11 Adjusted number of full-time instructional staff 272 Part-time Instructional Staff 12 Number of part-time instructional staff 13a Less: Number teaching only in standalone graduate program 13b Less: Number teaching only in standalone graduate program 13b Less: Number teaching only non-credit courses 14 Plus: Number of administrators, or other staff not reported to IPEDS as instructors, that are teaching a credit course(s) 15 Total adjusted part-time instructional and other staff 170 Full-time Equivalent Instructional Staff 16 Full-time equivalent of part-time instructional at staff not teaching in graduate/professional program or only non-credit courses 17 Full-time equivalent of both full-time and part-time instructional staff not teaching in graduate/professional program or only non-credit courses 17 Full-time equivalent of both full-time and part-time instructional staff not teaching in graduate/professional program or only non-credit courses 18 IPEDS Student Errollment (line 8 / line 17): (Excluding graduate and professional programs in which faculty teach virturally only graduate level students) 18 IPEDS Student Credit Hours (line 15-3 / line 17): 20.1 Ident student (FTES) based on overall institutional enrollment. When determing the student-faculty on one school generally take courses outside of their enrollment school. A high SFR for one school attion of student course enrollment IN OTHER SCHOOLS, or vice versa.	The user selects the School of Arts and Sciences; a substantial difference exists in student-faculty ratio (blue arrows) based on the IPEDS Student Enrollment (line 18) and Student Credit Hours (line IS-4). This difference is easily understandable. A significant number of students from other schools take general education courses taught within Arts and Sciences, which is not accounted for when dividing full-time equivalent students (majors) by full-time equivalent faculty within Arts and Sciences. Note that the institutional average credit load (line IS-2) remains constant for all schools (red arrow) Thus, when viewing student-faculty ratio for an individual school, Student Credit Hours (line IS-4) is more accurate. When viewed with caution, however, a smaller S-FR (line 18) may suggest smaller class sizes and/or a relatively greater student course enrollment from other schools. A higher S-FR (line 18) may suggest the opposite.
	TUTION divided by number of full-time equivalent students (line 4) FOR THE INSTITUTION. Total ole, are divided by ACL to calculate the FTES. When 'All Schools' is selected, SFR based on Student ntical.	The time 10/ may suggest the opposite.

Fall Enrollment Part F: Student-Faculty Ratio (3 of 5) (All Schools)



Fall Enrollment Part F: Student-Faculty Ratio (4 of 5) (All Schools)



Fall Enrollment Part F: Student-Faculty Ratio (5 of 5) (School of Arts and Sciences)

