



# Integrated Postsecondary Education Data System Reports (IPEDS) 2023-24

“The completion of all IPEDS surveys, in a timely and accurate manner, is mandatory for all institutions that participate or are applicants for participation in any Federal financial assistance program authorized by Title IV of the Higher Education Act of 1965, as amended. The completion of the surveys is mandated by 20 USC 1094, Section 487(a)(17).” This [link](#) provides more information.

# IPEDS 2023-24

## Data Collection System

IPEDS HELP DESK (877) 225-2568 | [ipedshelp@rti.org](mailto:ipedshelp@rti.org)  
OMB NO. 1850-0582 v.31 : Approval Expires 8/31/2025  
User ID: P1625572

### Institutional Characteristics 2023-24

Institution: Frederick Community College (162557)

User ID: P1625572

#### Overview

##### Institutional Characteristics Overview

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

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

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

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

##### Data Reporting Reminder:

- Report data to accurately reflect the time period corresponding with the IPEDS survey component, even if such reporting is seemingly inconsistent with prior-year reporting.

##### Changes in reporting:

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

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

##### Common Errors

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

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

##### Resources:

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

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


Institution: Frederick Community College (162557)

User ID: P1625572

## 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).

Institution: Frederick Community College (162557)

User ID: P1625572

## 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

Institution: Frederick Community College (162557)

User ID: P1625572

## Part B - Student Services: Other Student Services

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

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

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


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

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

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

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

- No
- Yes

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

Institution: Frederick Community College (162557)

User ID: P1625572

Part B - Student Services - Distance Education

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

	<b>Distance education courses</b>	<b>Distance education programs</b>	Does not offer Distance Education
Undergraduate 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


Institution: Frederick Community College (162557)

User ID: P1625572

## Part B - Student Services: Disability Services

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

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

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

Institution: Frederick Community College (162557)

User ID: P1625572

## Part C - Student Charges Questions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



Institution: Frederick Community College (162557)

User ID: P1625572

Part C - Undergraduate Student Charges

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

	Amount	Prior year
Undergraduate application fee	0	0

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

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

	In-district	Prior year	In-state	Prior year	Out-of-state	Prior year
All full-time undergraduate students						
Average tuition	3,096	3,096	6,768	6,768	9,168	9,168
Required fees	676	676	676	676	676	676

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

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

Do not include fees.

	In-district	Prior year	In-state	Prior year	Out-of-state	Prior year
Per credit hour charge	129	129	282	282	382	382

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).

Institution: Frederick Community College (162557)

User ID: P1625572

Part C - Student Charges - Cost of Attendance

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

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

Notes:

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

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

Charges for full academic year	2020-21	2021-22	2022-23	2023-24	<b>!</b> Tuition Guarantee (check only if applicable to entering students in 2023-24)	Guaranteed increase %
<b>Published tuition and required fees:</b>						
<u>In-district</u>						
Tuition	3,072	3,096	3,096	<input type="text" value="3,096"/>	<input type="checkbox"/>	<input type="text"/>
Required fees	676	676	676	<input type="text" value="676"/>	<input type="checkbox"/>	<input type="text"/>
Tuition + fees total	3,748	3,772	3,772	3,772		
<u>In-state</u>						
Tuition	6,720	6,768	6,768	<input type="text" value="6,768"/>	<input type="checkbox"/>	<input type="text"/>
Required fees	676	676	676	<input type="text" value="676"/>	<input type="checkbox"/>	<input type="text"/>
Tuition + fees total	7,396	7,444	7,444	7,444		
<u>Out-of-state</u>						
Tuition	9,096	9,168	9,168	<input type="text" value="9,168"/>	<input type="checkbox"/>	<input type="text"/>
Required fees	676	676	676	<input type="text" value="676"/>	<input type="checkbox"/>	<input type="text"/>
Tuition + fees total	9,772	9,844	9,844	9,844		
<u>Books and supplies</u>	1,200	1,200	1,200	<input type="text" value="1,200"/>		
<b>Off-campus (not with family):</b>						
Food and Housing	8,100	8,100	8,100	<input type="text" value="8,100"/>		
Other expenses	2,800	2,800	2,800	<input type="text" value="2,800"/>		
Food and housing and other expenses	10,900	10,900	10,900	10,900		
<b>Off-campus (with family):</b>						
Other expenses	2,800	2,800	2,800	<input type="text" value="2,800"/>		

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

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



Institution: Frederick Community College (162557)

User ID: P1625572

Part D - 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 checked="" type="radio"/> No <input type="radio"/> Yes-Specify	Select One
Basketball	<input checked="" type="radio"/> No <input type="radio"/> Yes-Specify	Select One
Baseball	<input checked="" type="radio"/> No <input type="radio"/> Yes-Specify	Select One
Cross country and/or track	<input checked="" type="radio"/> No <input type="radio"/> Yes-Specify	Select One

Institution: Frederick Community College (162557)

User ID: P1625572

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"/>	Academic Library Contact
		<input type="radio"/>	HR Contact
		<input checked="" type="radio"/>	Other
Name:	<input type="text" value="Cheoleon Lee"/>		
Email:	<input type="text" value="CLee@frederick.edu"/>		

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

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

Summary

**Institutional Characteristics Component Summary**

The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the [College Navigator](#) website and/or your institution's Data Feedback Report (DFR). In addition, all data reported in IPEDS survey components become publicly available through the [IPEDS Use the Data](#) and appear as aggregated statistics in various Department of Education reports. [College Navigator](#) is updated approximately three months after the data collection period closes and DFRs will be available through the [IPEDS Use the Data](#) and sent to your institution's CEO at the end of 2024.

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

GENERAL INFORMATION	
Reporter Type	Academic
Calendar System	Semester
Award Levels Offered	Postsecondary awards, certificates, or diplomas of 300-899 clock hours... Postsecondary awards, certificates, or diplomas of at least 900 clock hours but less than 1,800 clock hours... Associate's degree Full-time Undergraduate
Levels of Enrollment Offered	Full-time First-time, degree/certificate-seeking Undergraduate Part-time Undergraduate Part-time First-time, degree/certificate-seeking Undergraduate
System	No system Yellow Ribbon Program (officially known as Post-9/11 GI Bill, Yellow Ribbon Program)
Part A - Services and Programs for Servicemembers and Veterans	Credit for military training 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
Part B - Student Services	Credit for life experiences
Credit Accepted	Advanced placement (AP) credits ROTC : Army Navy Air Force Study abroad
Special Learning Opportunities	Weekend/evening courses or programs Teacher certification (for the elementary, middle school/junior high, or secondary level) Students can complete their preparation in certain areas of specialization
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
DE course level(s)	Undergraduate
Disability Services	More than 3 percent: 4.61%

PRICING INFORMATION					
Alternative Tuition Plans	Tuition payment plan				
Promise program	No				
Full-time Undergraduate Tuition and Fees					
Average full-time undergraduate student tuition and fees for academic year 2023-24	Tuition		Fees		
In-state	6,768		676		
Out-of-state	9,168		676		
Full-time Graduate Tuition and Fees					
Average full-time graduate student tuition and fees for academic year 2023-24	Tuition		Fees		
In-state					
Out-of-state					
First-time, Full-time Undergraduate Cost of Attendance					
Estimated expenses for academic year	2020-21	2021-22	2022-23	2023-24	
Published in-state tuition and fees	7,396	7,444	7,444	7,444	
Published out-of-state tuition and fees	9,772	9,844	9,844	9,844	
Books and supplies	1,200	1,200	1,200	1,200	
On-campus food and housing					
On-campus other expenses					
Off-campus food and housing	8,100	8,100	8,100	8,100	
Off-campus other expenses	2,800	2,800	2,800	2,800	

Off-campus with family other expenses	2,800	2,800	2,800	2,800
---------------------------------------	-------	-------	-------	-------

Institution: Frederick Community College (162557)

User ID: P1625572

Edit Report

Institutional Characteristics

There are no errors for the selected survey and institution.



# IPEDS 2023-24

## Data Collection System

IPEDS HELP DESK (877) 225-2568 | [ipedshelp@rti.org](mailto:ipedshelp@rti.org)  
OMB NO. 1850-0582 v.31 : Approval Expires 8/31/2025  
User ID: P1625572

### 12-month Enrollment 2023-24

Institution: Frederick Community College (162557)

User ID: P1625572

#### Overview

##### 12-month Enrollment Overview

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

##### Data Reporting Reminder:

- All institutions must use the July 1 - June 30 reporting period.
- Report data to accurately reflect the time period corresponding with the IPEDS survey component, even if such reporting is seemingly inconsistent with prior-year reporting.

##### Changes in reporting

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

- Rephrased "remedial education" terminology in survey materials to "developmental education," including Glossary terms
- Rephrased "dual enrolled students" terminology in survey materials to "high school students enrolled in college courses for credit"
- Added new Part C to collect counts of high school students enrolled in college courses for credit
- Revised survey materials related to Gender Unknown or Another Gender enrollment reporting in Part A, including non-reporting for small cell size
- Added FAQ regarding including incarcerated students in for-credit enrollment reporting
- Revised FAQ regarding enrollment reporting for degree-seeking students who were previously enrolled as non-degree-seeking
- Revised FAQ with an additional note about verification of F-1 visa status for undocumented and DACA students
- Added a note to Instructions regarding distance education enrollment reporting to ensure consistency with Fall Enrollment (EF) reporting
- Revised text and organization of Instructions regarding instructional activity and full-time equivalent enrollment (Note: no changes were made to methodology or reporting guidelines)
- Revised FAQ for clarity regarding reporting the estimate of full-time equivalent (FTE) students
- Added FAQ regarding experimental site participants

##### Resources:

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

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

Institution: Frederick Community College (162557)


User ID: P1625572

## Undergraduate Instructional Activity Type

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

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

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

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

Institution: Frederick Community College (162557)

User ID: P1625572

## Part A - Unduplicated Count for Full-time Undergraduate Students

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

July 1, 2022 – June 30, 2023

## Reporting Reminders:

- The 12-month unduplicated count must be equal or greater than the corresponding prior year fall enrollment.
- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students.

## Men

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total degree/certificate-seeking	Non-degree/ non-certificate-seeking	Total, Full-time undergraduate students
	First-time	Non-first-time				
		Transfer-in	Continuing/ Returning			
U.S. Nonresident	10	0	10	20	2	22
Hispanic/Latino	72	9	85	166	9	175
American Indian or Alaska Native	1	0	0	1	1	2
Asian	26	1	20	47	5	52
Black or African American	56	16	62	134	4	138
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	214	49	259	522	45	567
Two or more races	14	9	27	50	3	53
Race and ethnicity unknown	0	0	0	0	0	0
<b>Total men</b>	<b>393</b>	<b>84</b>	<b>463</b>	<b>940</b>	<b>69</b>	<b>1,009</b>
Total men prior year	373	85	342	800	63	863

## Women

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total degree/certificate-seeking	Non-degree/ non-certificate-seeking	Total, Full-time undergraduate students
	First-time	Non-first-time				
		Transfer-in	Continuing/ Returning			
U.S. Nonresident	8	1	11	20	1	21
Hispanic/Latino	62	16	71	149	14	163
American Indian or Alaska Native	2	0	1	3	0	3
Asian	22	2	27	51	11	62
Black or African American	50	17	63	130	11	141
Native Hawaiian or Other Pacific Islander	1	0	0	1	0	1
White	163	34	226	423	45	468
Two or more races	18	6	30	54	8	62
Race and ethnicity unknown	0	0	0	0	0	0
<b>Total women</b>	<b>326</b>	<b>76</b>	<b>429</b>	<b>831</b>	<b>90</b>	<b>921</b>
Total women prior year	316	81	401	798	92	890

<b>Grand total (2022-23)</b>	<b>719</b>	<b>160</b>	<b>892</b>	<b>1,771</b>	<b>159</b>	<b>1,930</b>
Prior year data:						
Grand total (men+women) prior year	689	166	743	1,598	155	1,753
Total Full-time undergraduate enrollment Fall 2022 <i>NOTE: Grand total (2022-23) calculated above is expected to be greater than total Full-time undergraduate enrollment Fall 2022.</i>	641	93	817	1,551	135	1,686

Institution: Frederick Community College (162557)

User ID: P1625572

Part A - Unduplicated Count for Part-time Undergraduate Students

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

July 1, 2022 – June 30, 2023

Reporting Reminders:

- The 12-month unduplicated count must be equal or greater than the corresponding prior year fall enrollment.
- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students.

Men

Students enrolled for credit	Degree/certificate-seeking			Total degree/certificate-seeking	Non-degree/ non-certificate-seeking	Total, Part-time undergraduate students
	First-time	Non-first-time				
		Transfer-in	Continuing/Returning			
U.S. Nonresident	4	0	15	19	16	35
Hispanic/Latino	37	14	129	180	175	355
American Indian or Alaska Native	0	2	1	3	2	5
Asian	12	5	31	48	93	141
Black or African American	41	24	115	180	110	290
Native Hawaiian or Other Pacific Islander	0	0	1	1	0	1
White	113	64	394	571	819	1,390
Two or more races	10	3	33	46	77	123
Race and ethnicity unknown	0	0	0	0	0	0
<b>Total men</b>	<b>217</b>	<b>112</b>	<b>719</b>	<b>1,048</b>	<b>1,292</b>	<b>2,340</b>
Total men prior year	215	100	750	1,065	1,000	2,065

Women

Students enrolled for credit	Degree/certificate-seeking			Total degree/certificate-seeking	Non-degree/ non-certificate-seeking	Total, Part-time undergraduate students
	First-time	Non-first-time				
		Transfer-in	Continuing/Returning			
U.S. Nonresident	10	2	52	64	28	92
Hispanic/Latino	47	18	242	307	237	544
American Indian or Alaska Native	1	0	3	4	1	5
Asian	9	7	48	64	122	186
Black or African American	58	41	226	325	174	499
Native Hawaiian or Other Pacific Islander	0	0	1	1	0	1
White	96	73	610	779	1,041	1,820
Two or more races	16	11	80	107	109	216
Race and ethnicity unknown	0	0	0	0	0	0
<b>Total women</b>	<b>237</b>	<b>152</b>	<b>1,262</b>	<b>1,651</b>	<b>1,712</b>	<b>3,363</b>
Total women prior year	244	189	1,294	1,727	1,368	3,095

<b>Grand total (2022-23)</b>	<b>454</b>	<b>264</b>	<b>1,981</b>	<b>2,699</b>	<b>3,004</b>	<b>5,703</b>
Prior year data:						
Grand total (men+women) prior year	459	289	2,044	2,792	2,368	5,160
Total Part-time undergraduate enrollment Fall 2022 <i>NOTE: Grand total (2022-23) calculated above is expected to be greater than total Part-time undergraduate enrollment Fall 2022.</i>	320	138	1,644	2,102	2,023	4,125

Institution: Frederick Community College (162557)

User ID: P1625572

## Part A - Unduplicated Count for Undergraduate Students

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

July 1, 2022 – June 30, 2023

**Men**

Students enrolled for credit	Total full-time undergraduate students	Total part-time undergraduate students	Grand total, all undergraduate students
<u>U.S. Nonresident</u>	22	35	<b>57</b>
<u>Hispanic/Latino</u>	175	355	<b>530</b>
<u>American Indian or Alaska Native</u>	2	5	<b>7</b>
<u>Asian</u>	52	141	<b>193</b>
<u>Black or African American</u>	138	290	<b>428</b>
<u>Native Hawaiian or Other Pacific Islander</u>	0	1	<b>1</b>
<u>White</u>	567	1,390	<b>1,957</b>
Two or more races	53	123	<b>176</b>
<u>Race and ethnicity unknown</u>	0	0	<b>0</b>
<b>Total men</b>	<b>1,009</b>	<b>2,340</b>	<b>3,349</b>

**Women**

Students enrolled for credit	Total full-time undergraduate students	Total part-time undergraduate students	Grand total, all undergraduate students
<u>U.S. Nonresident</u>	21	92	<b>113</b>
<u>Hispanic/Latino</u>	163	544	<b>707</b>
<u>American Indian or Alaska Native</u>	3	5	<b>8</b>
<u>Asian</u>	62	186	<b>248</b>
<u>Black or African American</u>	141	499	<b>640</b>
<u>Native Hawaiian or Other Pacific Islander</u>	1	1	<b>2</b>
<u>White</u>	468	1,820	<b>2,288</b>
Two or more races	62	216	<b>278</b>
<u>Race and ethnicity unknown</u>	0	0	<b>0</b>
<b>Total women</b>	<b>921</b>	<b>3,363</b>	<b>4,284</b>
<b>Grand Total (men+women)</b>	<b>1,930</b>	<b>5,703</b>	<b>7,633</b>

Institution: Frederick Community College (162557)

User ID: P1625572

Part A - Gender Unknown or Another Gender than Provided Categories

12-month Unduplicated Count by Gender Unknown or Another Gender than Provided Categories

- The 'gender unknown' category is to report students for whom the institution does not know a gender.
- Institutions should not ask students that do not select a binary gender to allocate themselves to a binary gender category; it is up to the institution to allocate unknown students and students that indicate another gender into the binary categories throughout the forms where required. One method commonly used by institutions is to allocate these students to the binary categories required in other parts of the form using the proportion of men to women reported.

Is your institution able to report **another gender** for the 2023-24 data collection?


If you indicate 'No, my institution does not collect data on another gender,' leave the cells in the rows for '**Another gender**' blank (i.e., do not report 0). If you indicate 'No, some cells will have a value of less than 5 students,' your institution collects data on another gender, but some cells have a value of less than 5 students, do not report the data and leave the cells in the rows for 'Another gender' blank. If you indicate 'Yes,' but no students identified as another gender, please enter '0'.

Undergraduate students:

- Yes
- No, some cells will have a value of less than 5 students (do not report)
- No, my institution does not collect data on another gender

Of the total students reported, how many students did you allocate to a binary gender category (Men/Women) because their gender was unknown or another gender than the provided categories?

		Number of students	
		Undergraduate students	
		Current Year	Prior year
<b>Grand total</b>		<b>7,633</b>	<b>6,913</b>
Gender unknown (i.e., gender information is not known or not collected).		<input type="text" value="0"/>	<b>0</b>
<b>Another gender</b> (i.e., gender information is known but does not fall into either of the mutually exclusive binary categories provided [Men/Women]).		<input checked="" type="checkbox"/> <input type="text" value="57"/>	<b>28</b>
<b>Total of Gender unknown + Another gender</b>		<b>57</b>	<b>28</b>
<b>Total of Students for whom gender is known and falls into one of the mutually exclusive binary categories provided [Men/Women]</b>		<b>7,576</b>	<b>6,885</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).

Institution: Frederick Community College (162557)


User ID: P1625572

Part A – 12-month Enrollment by Distance Education Status

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

July 1, 2022 – June 30, 2023

	Undergraduate Students	
	Degree/certificate-seeking	Non-degree/non-certificate-seeking
Students <b>enrolled exclusively</b> in <u>distance education courses</u>	1,154	334
Students <b>enrolled in at least one but not all</b> distance education courses	1,526	226
Students <b>not enrolled in any</b> distance education courses	1,790	2,603
<b>Total (Carried forward from part A)</b>	<b>4,470</b>	<b>3,163</b>

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

Institution: Frederick Community College (162557)

User ID: P1625572

Part B - Instructional Activity

12-month Instructional Activity

July 1, 2022 - June 30, 2023

Instructional Activity Reporting Reminder:

- Instructional activity is used to **calculate** an IPEDS FTE based on the institution's reported calendar system.

FTE Reporting Reminder:

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

Instructional Activity

	2022-23 total activity	Prior year data
Undergraduate level:		
Credit hour activity	101,041	88,288


Full-Time Equivalent (FTE) of Students

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

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

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

	Calculated FTE 2022-23	Institution reported FTE 2022-23	Prior year FTE 2021-22
Undergraduate student FTE	3,368	3,368	2,943

 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).



Institution: Frederick Community College (162557)

User ID: P1625572

Part C – Unduplicated Count of Dual Enrolled Students

12-month Unduplicated count of dual enrolled students

July 1, 2022 – June 30, 2023

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

In Part A, your institution reported the following number of students in the non-degree/non-certificate-seeking unduplicated headcount.	3,163
---	-------

	High school students enrolled in college courses for credit		
	Men	Women	Total
<u>U.S. Nonresident</u>	14	18	32
<u>Hispanic/Latino</u>	161	214	375
<u>American Indian or Alaska Native</u>	2	1	3
<u>Asian</u>	89	123	212
<u>Black or African American</u>	100	167	267
<u>Native Hawaiian or Other Pacific Islander</u>	0	0	0
<u>White</u>	713	889	1,602
<u>Two or more races</u>	74	101	175
<u>Race and ethnicity unknown</u>	0	0	0
<b>Total</b>	<b>1,153</b>	<b>1,513</b>	<b>2,666</b>

Institution: Frederick Community College (162557)

User ID: P1625572

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"/>	Academic Library Contact
		<input checked="" type="radio"/>	Other
Name:		<input type="text" value="Cheoleon Lee"/>	
Email:		<input type="text" value="CLee@frederick.edu"/>	

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

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

Institution: Frederick Community College (162557)

User ID: P1625572

Summary

12-Month Enrollment Component Summary

The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the [College Navigator](#) website and/or your institution's Data Feedback Report (DFR). In addition, all data reported in IPEDS survey components become publicly available through the [IPEDS Use the Data](#) and appear as aggregated statistics in various Department of Education reports. [College Navigator](#) is updated approximately three months after the data collection period closes and DFRs will be available through the [IPEDS Use the Data](#) and sent to your institution's CEO at the end of 2024.

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

12-Month Unduplicated Headcount and Full-Time Equivalent Students	
Total 12-month unduplicated headcount enrollment	
Undergraduate student unduplicated headcount enrollment	7,633
Total 12-month full-time equivalent (FTE) student enrollment	
Undergraduate student FTE enrollment	3,368

Total 12-month Undergraduate Student Characteristics	
Percent of undergraduate students who are female	56 %
Percent of undergraduate students who are full-time	25 %
Percent of undergraduate students who are enrolled exclusively in distance education courses	19 %
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	98 %
American Indian or Alaska Native	0 %
Asian	6 %
Black or African American	14 %
Hispanic/Latino	16 %
Native Hawaiian or Pacific Islander	0 %
White	56 %
Two or More Races	6 %
Race and ethnicity unknown	0 %
U.S. Nonresident	2 %

Institution: Frederick Community College (162557)

User ID: P1625572

Edit Report

12-month Enrollment

Source	Description	Severity	Resolved	Options
<b>Screen: Gender Unknown or Another Gender</b>				
Screen Entry	The number of Another gender (57) of undergraduate students is outside the expected range when compared with the data reported by your institution in the prior year. Please correct your data or contact the IPEDS Help Desk for assistance. (Error #9236)	Explanation	Yes	
Reason	More students reported non-binary gender data this year. We expect this number will increase in the future.			

# IPEDS 2023-24

## Data Collection System

IPEDS HELP DESK (877) 225-2568 | [ipedshelp@rti.org](mailto:ipedshelp@rti.org)  
OMB NO. 1850-0582 v.31 : Approval Expires 8/31/2025  
User ID: P1625572

### Completions 2023-24

Institution: Frederick Community College (162557)

User ID: P1625572

#### Overview

##### Completions Overview

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

##### Data Reporting Reminder:

Report data to accurately reflect the time period corresponding with the IPEDS survey component, even if such reporting is seemingly inconsistent with prior-year reporting.

##### Changes in reporting

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

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

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

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

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

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

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

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

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

Institution: Frederick Community College (162557)

User ID: P1625572

## 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	
10.0202 Radio and Television Broadcasting Technology/Technician	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	0	No
11.0101 Computer and Information Sciences, General	1b - Awards of 300-899 clock hours...	1	Men	0	0	0	0	0	1	0	1	0	0	2	
			Women	0	0	0	0	0	0	0	1	0	0	1	
			Total	0	0	0	0	0	1	0	2	0	0	3	Some
11.0101 Computer and Information Sciences, General	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	0	0	0	0	0	Some
11.0101 Computer and Information Sciences, General	3 - Associate's degree	1	Men	0	3	0	1	2	0	13	2	0	21		
			Women	0	2	0	1	2	0	4	0	0	9		
			Total	0	5	0	2	4	0	17	2	0	30	Some	
11.0201 Computer Programming/Programmer, General	1b - Awards of 300-899 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	0	0	0	0	0	No
11.0201 Computer Programming/Programmer, General	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	0	0	0	0	0	No
11.0201 Computer Programming/Programmer, General	3 - Associate's degree	1	Men	0	1	0	0	0	0	2	0	0	3		
			Women	0	0	0	0	0	0	0	0	0	0	0	
			Total	0	1	0	0	0	0	2	0	0	3	3	No
11.0202 Computer Programming, Specific Applications	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	0	0	0	0	0	No
11.0204 Computer Game Programming	1b - Awards of 300-899 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	0	0	0	0	0	No
11.0301 Data Processing and Data Processing Technology/Technician	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	0	0	0	0	0	No
11.0301 Data Processing and Data Processing Technology/Technician	3 - Associate's degree	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	0	0	0	0	0	No
11.0902 Cloud Computing	1b - Awards of 300-899 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	0	0	0	0	0	No
11.1003 Computer and Information Systems Security/Auditing/Information Assurance	1b - Awards of 300-899 clock hours...	1	Men	1	0	0	2	6	0	10	3	0	22		
			Women	0	3	0	0	0	0	1	0	0	4		
			Total	1	3	0	2	6	0	11	3	0	26	No	
11.1003 Computer and Information Systems Security/Auditing/Information Assurance	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	0	0	0	0	0	No
11.1003 Computer and Information Systems Security/Auditing/Information Assurance	3 - Associate's degree	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	0	0	0	0	0	No
12.0501 Baking and Pastry Arts/Baker/Pastry Chef	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	1	0	0	0	0	0	0	0	0	0	1	
			Total	1	0	0	0	0	0	0	0	0	0	1	No
12.0501 Baking and Pastry Arts/Baker/Pastry Chef	3 - Associate's degree	1	Men	0	0	0	0	0	0	1	0	0	1		
			Women	1	0	0	0	1	0	2	0	0	4		
			Total	1	0	0	0	1	0	3	0	0	5	No	
12.0503 Culinary Arts/Chef Training	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	1	0	0	1		
			Women	0	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	1	0	0	1	No	
12.0503 Culinary Arts/Chef Training	3 - Associate's degree	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	0	0	0	0	0	No
12.0504 Restaurant, Culinary, and Catering Management/Manager	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	0	0	0	0	0	No
12.0599 Culinary Arts and Related Services, Other	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	0	0	0	0	0	No

13.0101 Education, General	3 - Associate's degree	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	0	0	0	0	0	No
13.1003 Education/Teaching of Individuals with Hearing Impairments Including Deafness	1b - Awards of 300-899 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	0	No
13.1003 Education/Teaching of Individuals with Hearing Impairments Including Deafness	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	0	No
13.1202 Elementary Education and Teaching	3 - Associate's degree	1	Men	0	0	0	0	0	0	2	0	0	2		
			Women	0	1	0	0	0	0	7	1	0	9		
			Total	0	1	0	0	0	0	9	1	0	11	No	
13.1210 Early Childhood Education and Teaching	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	0	No
13.1210 Early Childhood Education and Teaching	3 - Associate's degree	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	2	0	0	0	0	4	1	0	7		
			Total	0	2	0	0	0	0	4	1	0	7	No	
13.1305 English/Language Arts Teacher Education	3 - Associate's degree	1	Men	0	0	0	0	0	1	0	0	0	1		
			Women	0	1	0	0	0	0	1	0	0	2		
			Total	0	1	0	0	1	0	1	0	0	3	No	
13.1311 Mathematics Teacher Education	3 - Associate's degree	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	0	No
13.1330 Spanish Language Teacher Education	3 - Associate's degree	1	Men	0	0	0	0	0	0	1	0	0	1		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	1	0	0	1	No	
13.1501 Teacher Assistant/Aide	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	0	No
13.1501 Teacher Assistant/Aide	3 - Associate's degree	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	0	No
14.0101 Engineering, General	3 - Associate's degree	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	0	No
15.0303 Electrical, Electronic, and Communications Engineering Technology/Technician	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	0	No
15.0303 Electrical, Electronic, and Communications Engineering Technology/Technician	3 - Associate's degree	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	0	No
15.0307 Audio Engineering Technology/Technician	1b - Awards of 300-899 clock hours...	1	Men	0	0	0	0	0	1	0	1	0	0	2	
			Women	0	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	1	0	1	0	0	2	No	
15.1001 Construction Engineering Technology/Technician	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	0	No
15.1001 Construction Engineering Technology/Technician	3 - Associate's degree	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	0	No
15.1202 Computer/Computer Systems Technology/Technician	1b - Awards of 300-899 clock hours...	1	Men	0	0	0	0	0	0	1	0	0	1		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	1	0	0	1	No	
15.1202 Computer/Computer Systems Technology/Technician	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	0	No
15.1204 Computer Software Technology/Technician	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	0	No
15.1301 Drafting and Design Technology/Technician, General	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	0	No
15.1301 Drafting and Design Technology/Technician, General	3 - Associate's degree	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	0	No
15.1303 Architectural Drafting and Architectural CAD/CADD	1b - Awards of 300-899 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	0	No

15.1303 Architectural Drafting and Architectural CAD/CADD	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	0	0	0	0	0	No
15.1303 Architectural Drafting and Architectural CAD/CADD	3 - Associate's degree	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	0	0	0	0	0	No
16.1601 American Sign Language (ASL)	1b - Awards of 300-899 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	6	0	0	6		
			Total	0	0	0	0	0	0	6	0	0	6	Some	
16.1603 Sign Language Interpretation and Translation	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	No	
16.1603 Sign Language Interpretation and Translation	3 - Associate's degree	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	4	0	0	4		
			Total	0	0	0	0	0	0	4	0	0	4	Some	
19.0708 Child Care and Support Services Management	1b - Awards of 300-899 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	1	0	0	0	0	7	0	0	8		
			Total	0	1	0	0	0	0	7	0	0	8	No	
19.0708 Child Care and Support Services Management	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	3	0	0	3		
			Total	0	0	0	0	0	0	3	0	0	3	No	
19.0708 Child Care and Support Services Management	3 - Associate's degree	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	1	2	0	7	0	0	10		
			Total	0	0	0	1	2	0	7	0	0	10	No	
22.0302 Legal Assistant/Paralegal	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	4	0	0	4		
			Total	0	0	0	0	0	0	4	0	0	4	No	
22.0302 Legal Assistant/Paralegal	3 - Associate's degree	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	2	0	0	0	0	3	0	0	5		
			Total	0	2	0	0	0	0	3	0	0	5	No	
24.0101 Liberal Arts and Sciences/Liberal Studies	1b - Awards of 300-899 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	No	
24.0101 Liberal Arts and Sciences/Liberal Studies	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	No	
24.0101 Liberal Arts and Sciences/Liberal Studies	3 - Associate's degree	1	Men	0	0	0	0	2	0	4	0	0	6		
			Women	0	3	0	1	7	0	11	0	0	22		
			Total	0	3	0	1	9	0	15	0	0	28	No	
24.0103 Humanities/Humanistic Studies	3 - Associate's degree	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	No	
24.0199 Liberal Arts and Sciences, General Studies and Humanities, Other	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	No	
24.0199 Liberal Arts and Sciences, General Studies and Humanities, Other	3 - Associate's degree	1	Men	1	7	0	3	4	0	59	3	0	77		
			Women	4	16	0	4	17	0	78	10	0	129		
			Total	5	23	0	7	21	0	137	13	0	206	No	
30.1101 Gerontology	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	No	
30.9999 Multi-/Interdisciplinary Studies, Other	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	No	
30.9999 Multi-/Interdisciplinary Studies, Other	3 - Associate's degree	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	No	
31.0101 Parks, Recreation, and Leisure Studies	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	No	
31.0101 Parks, Recreation, and Leisure Studies	3 - Associate's degree	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	No	
31.0507 Physical Fitness Technician	1b - Awards of 300-899 clock hours...	1	Men	0	0	0	0	0	0	1	0	0	1		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	1	0	0	1	No	
31.0507 Physical Fitness Technician	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	No	



41.0101 Biology/Biotechnology Technology/Technician	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	0	0	0	0	0	0	No
41.0101 Biology/Biotechnology Technology/Technician	3 - Associate's degree	1	Men	1	0	0	0	1	0	0	0	0	0	2		
			Women	0	1	0	0	0	0	3	0	0	4			
			Total	1	1	0	0	1	0	3	0	0	6		No	
41.9999 Science Technologies/Technicians, Other	3 - Associate's degree	1	Men	3	6	1	5	14	0	52	6	0	87			
			Women	2	10	0	10	15	0	22	4	0	63			
			Total	5	16	1	15	29	0	74	10	0	150		Some	
43.0102 Corrections	1b - Awards of 300-899 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0			
			Women	0	0	0	0	0	0	0	0	0	0			
			Total	0	0	0	0	0	0	0	0	0	0		No	
43.0107 Criminal Justice/Police Science	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0			
			Women	0	0	0	0	0	0	0	0	0	0			
			Total	0	0	0	0	0	0	0	0	0	0		No	
43.0107 Criminal Justice/Police Science	3 - Associate's degree	1	Men	0	2	0	1	0	0	15	3	0	21			
			Women	0	0	0	0	1	0	1	1	0	3			
			Total	0	2	0	1	1	0	16	4	0	24		No	
43.0199 Corrections and Criminal Justice, Other	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0			
			Women	0	0	0	0	0	0	0	0	0	0			
			Total	0	0	0	0	0	0	0	0	0	0		No	
43.0201 Fire Prevention and Safety Technology/Technician	3 - Associate's degree	1	Men	0	0	0	0	0	0	0	0	0	0			
			Women	0	0	0	0	0	0	0	0	0	0			
			Total	0	0	0	0	0	0	0	0	0	0		No	
43.0202 Fire Services Administration	3 - Associate's degree	1	Men	0	0	0	0	0	0	2	0	0	2			
			Women	0	0	0	0	0	0	0	0	0	0			
			Total	0	0	0	0	0	0	2	0	0	2		No	
44.0401 Public Administration	1b - Awards of 300-899 clock hours...	1	Men	0	0	0	1	0	0	3	0	0	4			
			Women	0	0	0	0	1	0	0	1	0	2			
			Total	0	0	0	1	1	0	3	1	0	6		Some	
44.0401 Public Administration	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0			
			Women	0	0	0	0	0	0	0	0	0	0			
			Total	0	0	0	0	0	0	0	0	0	0		Some	
44.0401 Public Administration	3 - Associate's degree	1	Men	0	2	0	0	2	0	6	2	0	12			
			Women	0	0	0	0	0	0	4	0	0	4			
			Total	0	2	0	0	2	0	10	2	0	16		Some	
44.9999 Public Administration and Social Service Professions, Other	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0			
			Women	0	0	0	0	0	0	0	0	0	0			
			Total	0	0	0	0	0	0	0	0	0	0		No	
44.9999 Public Administration and Social Service Professions, Other	3 - Associate's degree	1	Men	0	0	0	0	0	0	0	0	0	0			
			Women	0	0	0	0	0	0	0	0	0	0			
			Total	0	0	0	0	0	0	0	0	0	0		No	
45.0101 Social Sciences, General	3 - Associate's degree	1	Men	1	5	0	1	3	0	14	2	0	26			
			Women	1	16	0	1	3	0	39	1	0	61			
			Total	2	21	0	2	6	0	53	3	0	87		Some	
46.0412 Building/Construction Site Management/Manager	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0			
			Women	0	0	0	0	0	0	0	0	0	0			
			Total	0	0	0	0	0	0	0	0	0	0		No	
46.0499 Building/Construction Finishing, Management, and Inspection, Other	1b - Awards of 300-899 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0			
			Women	0	0	0	0	0	0	0	0	0	0			
			Total	0	0	0	0	0	0	0	0	0	0		No	
46.0499 Building/Construction Finishing, Management, and Inspection, Other	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0			
			Women	0	0	0	0	0	0	0	0	0	0			
			Total	0	0	0	0	0	0	0	0	0	0		No	
46.0499 Building/Construction Finishing, Management, and Inspection, Other	3 - Associate's degree	1	Men	0	0	0	0	0	0	0	0	0	0			
			Women	0	0	0	0	0	0	0	0	0	0			
			Total	0	0	0	0	0	0	0	0	0	0		No	
46.9999 Construction Trades, Other	1b - Awards of 300-899 clock hours...	1	Men	0	2	0	0	2	0	6	0	0	10			
			Women	0	0	0	0	0	0	3	0	0	3			
			Total	0	2	0	0	2	0	9	0	0	13		No	
46.9999 Construction Trades, Other	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0			
			Women	0	0	0	0	0	0	0	0	0	0			
			Total	0	0	0	0	0	0	0	0	0	0		No	
46.9999 Construction Trades, Other	3 - Associate's degree	1	Men	0	0	0	0	0	0	0	0	0	0			
			Women	0	0	0	0	0	0	0	0	0	0			
			Total	0	0	0	0	0	0	0	0	0	0		No	
47.0608 Aircraft Powerplant Technology/Technician	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0			
			Women	0	0	0	0	0	0	0	0	0	0			
			Total	0	0	0	0	0	0	0	0	0	0		No	

47.0608 Aircraft Powerplant Technology/Technician	3 - Associate's degree	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	0	0	0	0	0	No
50.0402 Commercial and Advertising Art	1b - Awards of 300-899 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	0	No
50.0402 Commercial and Advertising Art	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	0	No
50.0409 Graphic Design	3 - Associate's degree	1	Men	0	1	0	0	0	0	1	0	0	0	2	
			Women	0	1	0	0	1	0	2	1	0	5		
			Total	0	2	0	0	1	0	3	1	0	7		No
50.0602 Cinematography and Film/Video Production	1b - Awards of 300-899 clock hours...	1	Men	0	0	0	0	1	0	0	0	0	1		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	1	0	0	0	0	1		No
50.0913 Music Technology	1b - Awards of 300-899 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	0	No
50.0913 Music Technology	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	0	No
51.0601 Dental Assisting/Assistant	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	0	No
51.0716 Medical Administrative/Executive Assistant and Medical Secretary	1b - Awards of 300-899 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	1	0	1	0	0	1	0	0	3		
			Total	0	1	0	1	0	0	1	0	0	3		No
51.0716 Medical Administrative/Executive Assistant and Medical Secretary	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	0	No
51.0801 Medical/Clinical Assistant	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	1	0	2	0	0	3		
			Total	0	0	0	0	1	0	2	0	0	3		No
51.0801 Medical/Clinical Assistant	3 - Associate's degree	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	2	0	5	0	0	7		
			Total	0	0	0	0	2	0	5	0	0	7		No
51.0806 Physical Therapy Assistant	3 - Associate's degree	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	0	No
51.0904 Emergency Medical Technology/Technician (EMT Paramedic)	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	0	No
51.0904 Emergency Medical Technology/Technician (EMT Paramedic)	3 - Associate's degree	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	0	No
51.0905 Nuclear Medical Technology/Technologist	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	0	No
51.0905 Nuclear Medical Technology/Technologist	3 - Associate's degree	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	0	No
51.0908 Respiratory Care Therapy/Therapist	3 - Associate's degree	1	Men	0	0	0	0	0	0	1	0	0	1		
			Women	1	1	0	0	1	0	1	1	0	5		
			Total	1	1	0	0	1	0	2	1	0	6		No
51.0909 Surgical Technology/Technologist	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	0	No
51.0909 Surgical Technology/Technologist	3 - Associate's degree	1	Men	0	2	0	0	0	0	0	0	0	2		
			Women	0	5	0	0	4	0	7	1	0	17		
			Total	0	7	0	0	4	0	7	1	0	19		No
51.1004 Clinical/Medical Laboratory Technician	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	0	No
51.1005 Clinical Laboratory Science/Medical Technology/Technologist	3 - Associate's degree	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	0	No
51.1501 Substance Abuse/Addiction Counseling	2 - Awards of at least 900 but less	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		

	than 1,800 clock hours...		Total	0	0	0	0	0	0	0	0	0	0	No
51.1501 Substance Abuse/Addiction Counseling	3 - Associate's degree	1	Men	0	0	0	0	0	0	0	0	0	0	
			Women	0	0	0	0	1	0	1	1	0	3	
			Total	0	0	0	0	1	0	1	1	0	3	No
51.3801 Registered Nursing/Registered Nurse	3 - Associate's degree	1	Men	0	1	0	1	0	0	4	0	0	6	
			Women	2	16	0	5	12	0	42	5	0	82	
			Total	2	17	0	6	12	0	46	5	0	88	No
51.3901 Licensed Practical/Vocational Nurse Training	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0	
			Women	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	0	0	0	0	No
51.9999 Health Professions and Related Clinical Sciences, Other	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0	
			Women	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	0	0	0	0	No
51.9999 Health Professions and Related Clinical Sciences, Other	3 - Associate's degree	1	Men	0	0	0	0	0	0	0	0	0	0	
			Women	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	0	0	0	0	No
52.0101 Business/Commerce, General	3 - Associate's degree	1	Men	2	14	0	2	6	0	33	2	0	59	
			Women	0	10	0	2	2	0	19	2	0	35	
			Total	2	24	0	4	8	0	52	4	0	94	Some
52.0201 Business Administration and Management, General	1b - Awards of 300-899 clock hours...	1	Men	0	0	0	0	2	0	0	0	0	2	
			Women	0	0	0	0	0	0	3	0	0	3	
			Total	0	0	0	0	2	0	3	0	0	5	Some
52.0201 Business Administration and Management, General	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0	
			Women	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	0	0	0	0	Some
52.0201 Business Administration and Management, General	3 - Associate's degree	1	Men	0	0	0	1	0	0	0	0	0	1	
			Women	0	0	0	1	4	0	4	1	0	10	
			Total	0	0	0	2	4	0	4	1	0	11	Some
52.0212 Retail Management	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0	
			Women	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	0	0	0	0	No
52.0299 Business Administration, Management and Operations, Other	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0	
			Women	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	0	0	0	0	Some
52.0301 Accounting	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0	
			Women	0	0	0	0	0	0	0	1	0	1	
			Total	0	0	0	0	0	0	0	1	0	1	No
52.0302 Accounting Technology/Technician and Bookkeeping	1b - Awards of 300-899 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0	
			Women	0	1	0	0	0	0	1	0	0	2	
			Total	0	1	0	0	0	0	1	0	0	2	No
52.0302 Accounting Technology/Technician and Bookkeeping	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0	
			Women	0	1	0	0	0	0	0	0	0	1	
			Total	0	1	0	0	0	0	0	0	0	1	No
52.0302 Accounting Technology/Technician and Bookkeeping	3 - Associate's degree	1	Men	0	0	0	0	0	0	3	0	0	3	
			Women	0	1	0	1	1	0	4	0	0	7	
			Total	0	1	0	1	1	0	7	0	0	10	No
52.0401 Administrative Assistant and Secretarial Science, General	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0	
			Women	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	0	0	0	0	No
52.0401 Administrative Assistant and Secretarial Science, General	3 - Associate's degree	1	Men	0	0	0	0	0	0	0	0	0	0	
			Women	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	0	0	0	0	No
52.0701 Entrepreneurship/Entrepreneurial Studies	1b - Awards of 300-899 clock hours...	1	Men	0	0	0	0	0	0	0	1	0	1	
			Women	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	0	1	0	1	No
52.0803 Banking and Financial Support Services	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0	
			Women	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	0	0	0	0	No
52.0904 Hotel/Motel Administration/Management	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0	
			Women	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	0	0	0	0	No
52.0904 Hotel/Motel Administration/Management	3 - Associate's degree	1	Men	0	1	0	0	0	0	2	0	0	3	
			Women	0	0	0	0	1	0	0	0	0	1	
			Total	0	1	0	0	1	0	2	0	0	4	No
52.1201 Management Information Systems, General	1b - Awards of 300-899 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0	
			Women	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	0	0	0	0	No
52.1201	2 - Awards of at	1	Men	0	0	0	0	0	0	0	0	0		

Management Information Systems, General	least 900 but less than 1,800 clock hours...		Women	0	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	0	0	0	0	0	0
52.1201 Management Information Systems, General	3 - Associate's degree	1	Men	0	0	0	0	0	0	0	0	0	0	0	
			Women	0	0	0	0	0	0	0	0	0	0	0	
			Total	0	0	0	0	0	0	0	0	0	0	0	No
52.1299 Management Information Systems and Services, Other	1b - Awards of 300-899 clock hours...	1	Men	1	1	0	2	7	0	12	3	0	26		
			Women	0	2	0	0	1	0	1	0	0	4		
			Total	1	3	0	2	8	0	13	3	0	30	No	
52.1299 Management Information Systems and Services, Other	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	No	
52.1302 Business Statistics	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	No	
52.1908 Business and Personal/Financial Services Marketing Operations	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	No	
52.9999 Business, Management, Marketing, and Related Support Services, Other	1b - Awards of 300-899 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	1	0	0	1		
			Total	0	0	0	0	0	0	1	0	0	1	No	
52.9999 Business, Management, Marketing, and Related Support Services, Other	2 - Awards of at least 900 but less than 1,800 clock hours...	1	Men	0	0	0	0	0	0	0	0	0	0		
			Women	0	0	0	0	0	0	0	0	0	0		
			Total	0	0	0	0	0	0	0	0	0	0	No	

Institution: Frederick Community College (162557)

User ID: P1625572

Awards Conferred Summary Report -- Grand Totals

Completions: Total by First Major

99.0000 Summary Grand Totals	Award Level	U.S. Nonresident	Hispanic Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more Races	Race/ethnicity unknown	Total	PY Total
<b>Awards of 300-899 clock hours...</b>		1b										
	Men	2	3	0	5	20	0	35	7	0	72	70
	Women	0	8	0	1	2	0	25	1	0	37	31
	<b>Total</b>	2	11	0	6	22	0	60	8	0	109	101
<b>Awards of at least 900 but less than 1,800 clock hours...</b>		2										
	Men	0	0	0	0	0	0	1	0	0	1	3
	Women	1	1	0	0	1	0	9	1	0	13	21
	<b>Total</b>	1	1	0	0	1	0	10	1	0	14	24
<b>Associate's degree</b>		3										
	Men	8	45	1	15	35	0	215	20	0	339	299
	Women	11	88	0	27	77	0	275	30	0	508	507
	<b>Total</b>	19	133	1	42	112	0	490	50	0	847	806
<b>Grand Total Men</b>		10	48	1	20	55	0	251	27	0	412	372
<b>Grand Total Women</b>		12	97	0	28	80	0	309	32	0	558	559
<b>Grand Total</b>		22	145	1	48	135	0	560	59	0	970	931
<b>PY Grand Total Men</b>		9	41	0	25	40	0	232	24	1	372	372
<b>PY Grand Total Women</b>		17	92	0	23	92	0	307	26	2	559	559
<b>PY Grand Total</b>		26	133	0	48	132	0	539	50	3	931	931

Institution: Frederick Community College (162557)

User ID: P1625572

All Completers

All Completers

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

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

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

	Men		Women		Total Students
	Number of Students	Total Awards	Number of Students	Total Awards	
U.S. Nonresident	<input type="text" value="8"/>	10	<input type="text" value="11"/>	12	19
Hispanic/Latino	<input type="text" value="48"/>	48	<input type="text" value="88"/>	97	136
American Indian or Alaska Native	<input type="text" value="1"/>	1	<input type="text" value="0"/>	0	1
Asian	<input type="text" value="15"/>	20	<input type="text" value="24"/>	28	39
Black or African American	<input type="text" value="42"/>	55	<input type="text" value="72"/>	80	114
Native Hawaiian or Other Pacific Islander	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0	0
White	<input type="text" value="222"/>	251	<input type="text" value="282"/>	309	504
Two or more races	<input type="text" value="20"/>	27	<input type="text" value="29"/>	32	49
Race and ethnicity unknown	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0	0
<b>TOTAL AWARDS</b>	<b>356</b>	<b>412</b>	<b>506</b>	<b>558</b>	<b>862</b>
<b>PY TOTAL AWARDS</b>	<b>316</b>		<b>528</b>		<b>844</b>

Gender Unknown or Another Gender than Provided Categories

- The 'gender unknown' category is to report students for whom the institution does not know a gender.
- Institutions should not ask students that do not select a binary gender to allocate themselves to a binary gender category; it is up to the institution to allocate unknown students and students that indicate another gender into the binary categories throughout the forms where required. One method commonly used by institutions is to allocate these students to the binary categories required in other parts of the form using the proportion of men to women reported.

Is your institution able to report **another gender** for the 2023-24 data collection?

If you indicate 'No, my institution does not collect data on another gender,' leave the cells in the rows for '**Another gender**' blank (i.e., do not report 0). If you indicate 'No, some cells will have a value of less than 5 students,' your institution collects data on another gender, but some cells have a value of less than 5 students, do not report the data and leave the cells in the rows for 'Another gender' blank. If you indicate 'Yes,' but no students identified as another gender, please enter '0'.

Undergraduate students:

- Yes
- No, some cells will have a value of less than 5 students (do not report)
- No, my institution does not collect data on another gender

Graduate students:

- Yes
- No, some cells will have a value of less than 5 students (do not report)
- No, my institution does not collect data on another gender

Of the total students reported, how many students did you allocate to a binary gender category (Men/Women) because their gender was unknown or another gender than the provided categories?

	Number of students			
	Undergraduate students	Graduate students	Total	PY Total
<b>Grand total</b>			<b>862</b>	<b>844</b>
Gender unknown (i.e., gender information is not known or not collected).	<input type="text" value="0"/>	<input type="text" value="0"/>	0	3
<b>Another gender</b> (i.e., gender information is known but does not fall into either of the mutually exclusive binary categories provided [Men/Women]).	<input type="text" value="5"/>	<input type="text" value="0"/>	5	
<b>Total of Gender unknown + Another gender</b>	<b>5</b>	<b>0</b>	<b>5</b>	<b>3</b>
<b>Total of Students for whom gender is known and falls into one of the mutually exclusive binary categories provided [Men/Women]</b>			<b>857</b>	<b>841</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).

Institution: Frederick Community College (162557)

User ID: P1625572

Awards of 300-899

clock hours ...

**Completers by Level****Postsecondary awards, certificates, or diplomas of****- 300-899 clock hours, or****- 9-29 semester or trimester credit hours, or****- 13-44 quarter credit hours**

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

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

**By Gender**

	Number of Students	Total Awards
Men	<input type="text" value="50"/>	72
Women	<input type="text" value="33"/>	37
<b>TOTAL</b>	<b>83</b>	<b>109</b>
<b>PY TOTAL</b>	<b>71</b>	

**By Race/Ethnicity**

	Number of Students	Total Awards
U.S. Nonresident	<input type="text" value="1"/>	2
Hispanic/Latino	<input type="text" value="9"/>	11
American Indian or Alaska Native	<input type="text" value="0"/>	0
Asian	<input type="text" value="4"/>	6
Black or African American	<input type="text" value="16"/>	22
Native Hawaiian or Other Pacific Islander	<input type="text" value="0"/>	0
White	<input type="text" value="48"/>	60
Two or more races	<input type="text" value="5"/>	8
Race and ethnicity unknown	<input type="text" value="0"/>	0
<b>TOTAL</b>	<b>83</b>	<b>109</b>

**By Age**

	Number of Students	Total Awards
Under 18	<input type="text" value="1"/>	
18-24	<input type="text" value="34"/>	
25-39	<input type="text" value="29"/>	
40 and Above	<input type="text" value="19"/>	
Age Unknown	<input type="text" value="0"/>	
<b>TOTAL</b>	<b>83</b>	<b>109</b>

Institution: Frederick Community College (162557)

User ID: P1625572

Awards of 900 or more  
clock hours ...

**Completers by Level**

- Postsecondary awards, certificates, or diplomas of
- 900 or more clock hours, or
- 30 or more semester or trimester credit hours, or
- 45 or more quarter credit hours

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

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

**By Gender**

	Number of Students	Total Awards
Men	<input type="text" value="1"/>	1
Women	<input type="text" value="13"/>	13
<b>TOTAL</b>	<b>14</b>	<b>14</b>
<b>PY TOTAL</b>	<b>18</b>	

**By Race/Ethnicity**

	Number of Students	Total Awards
U.S. Nonresident	<input type="text" value="1"/>	1
Hispanic/Latino	<input type="text" value="1"/>	1
American Indian or Alaska Native	<input type="text"/>	0
Asian	<input type="text"/>	0
Black or African American	<input type="text" value="1"/>	1
Native Hawaiian or Other Pacific Islander	<input type="text"/>	0
White	<input type="text" value="10"/>	10
Two or more races	<input type="text" value="1"/>	1
Race and ethnicity unknown	<input type="text"/>	0
<b>TOTAL</b>	<b>14</b>	<b>14</b>

**By Age**

	Number of Students	Total Awards
Under 18	<input type="text"/>	
18-24	<input type="text" value="3"/>	
25-39	<input type="text" value="7"/>	
40 and Above	<input type="text" value="4"/>	
Age Unknown	<input type="text"/>	
<b>TOTAL</b>	<b>14</b>	<b>14</b>



Institution: Frederick Community College (162557)

User ID: P1625572

## Associate's degree

## Completers by Level

## Associate's degree

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

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

## By Gender

	Number of Students	Total Awards
Men	330	339
Women	477	508
<b>TOTAL</b>	<b>807</b>	<b>847</b>
<b>PY TOTAL</b>	<b>755</b>	

## By Race/Ethnicity

	Number of Students	Total Awards
<u>U.S. Nonresident</u>	18	19
<u>Hispanic/Latino</u>	129	133
<u>American Indian or Alaska Native</u>	1	1
<u>Asian</u>	37	42
<u>Black or African American</u>	105	112
<u>Native Hawaiian or Other Pacific Islander</u>		0
<u>White</u>	471	490
Two or more races	46	50
<u>Race and ethnicity unknown</u>		0
<b>TOTAL</b>	<b>807</b>	<b>847</b>

## By Age

	Number of Students	Total Awards
Under 18	6	
18-24	519	
25-39	195	
40 and Above	87	
Age Unknown	0	
<b>TOTAL</b>	<b>807</b>	<b>847</b>

Institution: Frederick Community College (162557)

User ID: P1625572

Prepared By

**Prepared by**

Reporting Reminders:

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

This survey component was prepared by:					
<input type="radio"/>	Keyholder	<input type="radio"/>	SFA Contact	<input type="radio"/>	HR Contact
<input type="radio"/>	Finance Contact	<input type="radio"/>	Academic Library Contact	<input checked="" type="radio"/>	Other
Name:		<input type="text" value="Cheoleon Lee"/>			
Email:		<input type="text" value="CLee@frederick.edu"/>			

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

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

Institution: Frederick Community College (162557)

User ID: P1625572

Summary

IPEDS Completion Component Summary

The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the [College Navigator](#) website and/or your institution's Data Feedback Report (DFR). In addition, all data reported in IPEDS survey components become publicly available through the [IPEDS Use the Data](#) and appear as aggregated statistics in various Department of Education reports. [College Navigator](#) is updated approximately three months after the data collection period closes and DFRs will be available through the [IPEDS Use the Data](#) and sent to your institution's CEO at the end of 2024.

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

Summary of Completions Data

Award Level	Number of Completions	
	1 <sup>st</sup> major	2 <sup>nd</sup> major
1b - Postsecondary awards, certificates, or diplomas of - 300-899 clock hours, or - 9-29 semester or trimester credit hours, or - 13-44 quarter credit hours	109	0
2 - Postsecondary awards, certificates, or diplomas of - at least 900 but less than 1,800 clock hours, or - at least 30 but less than 60 semester or trimester credit hours, or - at least 45 but less than 90 quarter credit hours	14	0
3 - Associate's degree	847	0
Total number of degrees and certificates	970	0

Summary of Completers Data

	Number of Students		
	Men	Women	Total
All Completers	356	506	862

Institution: Frederick Community College (162557)

User ID: P1625572

Edit Report

Completions

Source	Description	Severity	Resolved	Options
<a href="#">Global Edits</a>				
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	

# IPEDS 2023-24 Data Collection System

IPEDS HELP DESK (877) 225-2568 | [ipedshelp@rti.org](mailto:ipedshelp@rti.org)  
OMB NO. 1850-0582 v.32 : Approval Expires 8/31/2025  
User ID: P1625572

## Student Financial Aid 2023-24

Institution: Frederick Community College (162557)

User ID: P1625572

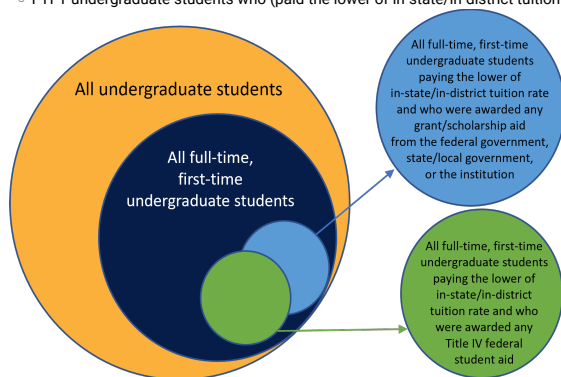
### Overview

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

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

#### Data Reporting Reminders:

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



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

#### Changes to reporting:

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

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

#### Resources:

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

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

Institution: Frederick Community College (162557)

User ID: P1625572

Section 1: Part A - Establish Your Student Counts

Part A - Establish Your Student Counts

Instructions:

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

Reporting Reminders:

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

		YOUR CURRENT YEAR DATA	YOUR PRIOR YEAR DATA
		Fall 2022	Fall 2021
02	<b>i</b> All undergraduate students	<input type="text" value="5,811"/>	5,389
03	All degree/certificate-seeking undergraduate students Of those on line 02, those who are <b>degree/certificate-seeking</b>	<input type="text" value="3,891"/>	
04	Of those on line 02, those who are <b>non-degree/non-certificate-seeking</b> (Line 02 – Line 03)	1,920	
05	All full-time, first-time degree certificate-seeking undergraduate students Of those on line 03, those who are <b>full-time, first-time</b>	<input checked="" type="checkbox"/> <input type="text" value="683"/>	618
06	Of those on line 05, those awarded any: <ul style="list-style-type: none"> <li>• <u>Federal Work Study</u>,</li> <li>• <u>Loans to students</u>,</li> <li>• Grant or scholarship aid from the federal government, state/local government, the institution, or</li> <li>• Other sources known to the institution</li> </ul>	<input type="text" value="424"/>	396
07	Of those on line 05, those awarded any: <ul style="list-style-type: none"> <li>• <u>loans to students</u> or</li> <li>• Grant or scholarship aid from the federal government, state/local government, or the institution</li> </ul>	<input type="text" value="417"/>	395
08	Of those on line 05, those (paying the lower of in-state or in-district tuition rate for public institutions) who were awarded grant or scholarship aid from the federal government, state/local government, or the institution	<input checked="" type="checkbox"/> <input type="text" value="373"/>	280
09	Of those on line 05, those (paying the lower of in-state or in-district tuition rate for public institutions) who were awarded any <u>Title IV federal student aid</u>	<input type="text" value="240"/>	211

Institution: Frederick Community College (162557)

User ID: P1625572

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

Part B - Enter Student Counts and Financial Aid Award Amounts

For this part, report:

For These Students	The Following Type(s) of Aid	Awarded in This Period
<ul style="list-style-type: none"> <li>All undergraduate students enrolled in Fall 2022 for the 2022-23 academic year as defined by the institution</li> </ul>	<ul style="list-style-type: none"> <li>Grant or scholarship aid from:                             <ul style="list-style-type: none"> <li>federal government</li> <li>state/local government</li> <li>the institution</li> <li>other sources known to the institution</li> </ul> </li> <li>Loans to students from:                             <ul style="list-style-type: none"> <li>the federal government</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Any time during academic year 2022-23</li> </ul>
Information from Part A		Fall 2022
All undergraduate students (This number is carried forward from Part A, Line 02.)		5,811
Degree/certificate-seeking undergraduate students (This number is carried forward from Part A, Line 03.)		3,891
Non-degree/non-certificate-seeking undergraduate students (This number is carried forward from Part A, Line 04.)		1,920

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

Aid Type		2022-23											
		All undergraduate students				All degree/certificate-seeking undergraduates				All non-degree/non-certificate-seeking undergraduates			
		Number students who were awarded aid	Percentage of students who were awarded aid	Total amount of aid awarded	Average amount of aid awarded (Col.3/Col.1)	Number students who were awarded aid	Percentage of students who were awarded aid	Total amount of aid awarded	Average amount of aid awarded (Col.7/Col.5)	Number students who were awarded aid (Col.1-Col.5)	Percentage of students who were awarded aid	Total amount of aid awarded (Col.3-Col.7)	Average amount of aid awarded
		Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12
01	Grant or scholarship aid from the federal government, state/local government, the institution, and other sources known to the institution (Do NOT include federal student loans)	3,829	66	9,983,190	2,607	3,829	98	9,983,190	2,607	0	0	0	
02	Federal Pell Grants	1,022	18	5,920,827	5,793	1,022	26	5,920,827	5,793	0	0	0	
03	Federal loans to students	439	8	3,080,376	7,017	439	11	3,080,376	7,017	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

Institution: Frederick Community College (162557)

User ID: P1625572

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

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

Reporting Reminders:

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

Information from Part A		Fall 2022		
01	Full-time, first-time degree/certificate-seeking undergraduate students (This number is carried forward from Part A, Line 05)	683		
Full-time, first-time students:		YOUR CURRENT YEAR DATA		YOUR PRIOR YEAR DATA
		Fall 2022		Fall 2021
		Number of students	Percentage of students	Percentage of students
02	<u>paying in-district tuition rates</u>	<input type="text" value="634"/>	93	88
03	<u>paying in-state tuition rates</u>	<input type="text" value="22"/>	3	4
04	<u>paying out-of-state tuition rates</u>	<input type="text" value="27"/>	4	2
05	Unknown (calculated value) This value is calculated using the following formula: [Line 01-(Line 02 +Line 03 +Line 04)]	0	0	6



Institution: Frederick Community College (162557)

User ID: P1625572

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

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

For this part, report:

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

Information from Part A	Fall 2022
Full-time, first-time degree/certificate-seeking undergraduate students (This number is carried forward from Part A, Line 05)	683
(This number is carried forward from Part A, Line 06) <ul style="list-style-type: none"> <li>Full-time, first-time degree/certificate-seeking undergraduate students awarded:                             <ul style="list-style-type: none"> <li>Federal Work Study</li> <li>Loans to students</li> <li>Grant or scholarship aid from the federal government, state/local government, or the institution</li> <li>Other sources known to the institution</li> </ul> </li> </ul>	424
(This number is carried forward from Part A, Line 07) <ul style="list-style-type: none"> <li>Full-time, first-time degree/certificate-seeking undergraduate students awarded:                             <ul style="list-style-type: none"> <li>Loans to students</li> <li>Grant or scholarship aid from the federal government, state/local government, or the institution</li> </ul> </li> </ul>	417
(This number is carried forward from Part A, Line 08) <ul style="list-style-type: none"> <li>Full-time, first-time degree/certificate-seeking undergraduate students who paying the lower of in-state or in-district tuition rate for public institutions were awarded:                             <ul style="list-style-type: none"> <li>Grant or scholarship aid from the federal government, state/local government, or the institution</li> </ul> </li> </ul>	373

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

Aid Type		Full-time, first-time degree/certificate-seeking undergraduate students (Part A, Line 05)				
		CURRENT YEAR DATA				YOUR PRIOR YEAR DATA
		Fall 2022				Fall 2021
		Number of FTFT students awarded aid	Percentage of FTFT students awarded aid	Total amount of aid awarded to FTFT students	Average amount of aid awarded to FTFT students	Average amount of aid awarded to FTFT students
01	Grants or scholarships from the federal government, state/local government, or the institution	<input type="text" value="393"/>	58	<input type="text" value="1,910,526"/>	<input type="text" value="4,861"/>	<input type="text" value="4,884"/>
02	Federal grants and scholarship aid	<input type="text" value="216"/>	32	<input type="text" value="1,275,309"/>	<input checked="" type="checkbox"/> <input type="text" value="5,904"/>	<input type="text" value="3,995"/>
03	Federal Pell Grants	<input type="text" value="215"/>	31	<input type="text" value="1,243,709"/>	<input checked="" type="checkbox"/> <input type="text" value="5,785"/>	<input type="text" value="5,286"/>
04	Other federal grants and scholarship aid	<input type="text" value="87"/>	13	<input type="text" value="31,600"/>	<input checked="" type="checkbox"/> <input type="text" value="363"/>	<input type="text" value="1,513"/>
05	State/local government grant or scholarship aid (includes fellowships/tuition waivers/exemptions)	<input type="text" value="130"/>	19	<input type="text" value="308,318"/>	<input type="text" value="2,372"/>	<input type="text" value="2,631"/>
06	Institutional grant or scholarship aid (includes fellowships/tuition waivers/exemptions)	<input type="text" value="239"/>	35	<input type="text" value="326,899"/>	<input type="text" value="1,368"/>	<input type="text" value="1,645"/>
07	Loans to students	<input type="text" value="60"/>	9	<input type="text" value="339,488"/>	<input type="text" value="5,658"/>	<input type="text" value="5,617"/>
08	Federal loans to students	<input type="text" value="59"/>	9	<input type="text" value="325,388"/>	<input type="text" value="5,515"/>	<input type="text" value="5,309"/>
09	Other loans to students (including private loans)	<input type="text" value="2"/>	0	<input type="text" value="14,100"/>	<input checked="" type="checkbox"/> <input type="text" value="7,050"/>	<input type="text" value="10,000"/>

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).

Institution: Frederick Community College (162557)

User ID: P1625572

Section 1: Comparison Chart

Comparison Chart

Reporting Reminders:

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

Note:

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

		Fall 2022	Academic Year 2022-23	Academic Year 2022-23
		Number of students	Federal Pell grants	Federal Student Loans
01	All degree/certificate seeking undergraduate students	3,891		
02	Number of students awarded aid		1,022	439
03	Percentage awarded aid		26	11
04	Total amount of aid awarded		5,920,827	3,080,376
05	Average amount of aid awarded		5,793	7,017
06	Full-time, first-time degree/certificate seeking undergraduate students	683		
07	Number of students awarded aid		215	59
08	Percentage awarded aid		31	9
09	Total amount of aid awarded		1,243,709	325,388
10	Average amount of aid awarded		5,785	5,515
11	All other degree/certificate seeking undergraduate students	3,208		
12	Number of students awarded aid		807	380
13	Percentage awarded aid		25	12
14	Total amount of aid awarded		4,677,118	2,754,988
15	Average amount of aid awarded		5,796	7,250
16	All non-degree/non-certificate-seeking undergraduate students	1,920		
17	Number of students awarded aid		0	0
18	Percentage awarded aid		0	0
19	Total amount of aid awarded		0	0
20	Average amount of aid awarded			

Institution: Frederick Community College (162557)

User ID: P1625572

Section 1: Cost of Attendance

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

Reporting Reminders:

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

Charges for full academic year	2020-21	2021-22	2022-23
<b>Published tuition and required fees:</b>			
<u>In-district</u>			
Tuition	3,072	3,096	3,096
Required fees	676	676	676
Tuition + fees total	3,748	3,772	3,772
<u>In-state</u>			
Tuition	6,720	6,768	6,768
Required fees	676	676	676
Tuition + fees total	7,396	7,444	7,444
<u>Out-of-state</u>			
Tuition	9,096	9,168	9,168
Required fees	676	676	676
Tuition + fees total	9,772	9,844	9,844
<b>Books and supplies</b>			
	1,200	1,200	1,200
<b>Off-campus (not with family):</b>			
Food and housing	8,100	8,100	8,100
Other expenses	2,800	2,800	2,800
Food and housing and other expenses	10,900	10,900	10,900
<b>Off-campus (with family):</b>			
Other expenses	2,800	2,800	2,800

Institution: Frederick Community College (162557)

User ID: P1625572

Section 1: Part D

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

Reporting Reminders:

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

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

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

Information from Part A:		YOUR PRIOR YEAR DATA 2020-21	YOUR PRIOR YEAR DATA 2021-22	YOUR CURRENT YEAR DATA 2022-23
01	Full-time, first-time degree/certificate-seeking undergraduate students paying the lower of in-state or in-district tuition rate for public institutions who were awarded grant or scholarship aid from the following sources: the federal government, state/local government, or the institution (This number is carried forward from Part A, Line 08)	327	280	373
Report the number of these students from Part A, Line 08 with the following living arrangements:		YOUR PRIOR YEAR DATA 2020-21	YOUR PRIOR YEAR DATA 2021-22	YOUR CURRENT YEAR DATA 2022-23
03	Off-campus (with family)	235	233	289
04	Off-campus (not with family)	59	<input checked="" type="checkbox"/> 31	37
05	Unknown (calculated) This value is calculated using the following formula: Line 01 - (Line 02 +Line 03 +Line 04)	33	16	47
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.	1,518,832	1,423,259	1,809,312
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	4,645	5,083	4,851

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 ▼

Institution: Frederick Community College (162557)

User ID: P1625572

Section 1: Part E

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

Reporting Reminders:

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

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

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


Information from Part A:		2020-21	2021-22	2022-23
01	Full-time, first-time degree/certificate-seeking undergraduate students paying the lower of in-state or in-district tuition rate for public institutions who were awarded any Title IV federal student aid (This number is carried forward from Part A, Line 09) Report the number of these students with the following living arrangements:	210	211	240
Report the number of these students from Part A, Line 09 with the following living arrangements:		YOUR PRIOR YEAR DATA	YOUR PRIOR YEAR DATA	YOUR CURRENT YEAR DATA
		2020-21	2021-22	2022-23
03	Off-campus (with family)	158	187	207
04	Off-campus (not with family)	52	<input checked="" type="checkbox"/> 24	33
05	Unknown (calculated) This value is calculated using the formula: [Line 01 - (Line 02 +Line 03 + Line 04)]	0	0	0

Full-Time, First-Time Degree/Certificate Undergraduates Awarded Title IV Aid				
2020-21				
	Number of students awarded any Title IV aid	Of those in Column 1, the 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	<b>i</b> Average amount of federal, state/local, and institutional grant or scholarship aid awarded to students in Column 1
Income level	Col. 1	Col. 2	Col. 3	Col. 4
01 \$0-30,000	81	81	<input checked="" type="checkbox"/> 614,440	7,586
02 \$30,001-48,000	47	47	324,230	6,899
03 \$48,001-75,000	38	31	151,461	3,986
04 \$75,001-110,000	18	12	43,236	2,402
05 \$110,001 and more	26	12	28,319	1,089
06 Total all income levels	210	183	1,161,686	5,532

2021-22				
	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	<b>i</b> Average amount of federal, state/local, and institutional grant or scholarship aid awarded to students in Column 1
Income level	Col. 1	Col. 2	Col. 3	Col. 4
01 \$0-30,000	63	63	<input checked="" type="checkbox"/> 473,984	7,524
02 \$30,001-48,000	41	40	<input checked="" type="checkbox"/> 290,316	7,081
03 \$48,001-75,000	56	55	311,997	5,571
04 \$75,001-110,000	21	12	51,292	2,442
05 \$110,001 and more	30	15	31,321	1,044
06 Total all income levels	211	185	1,158,910	5,492

2022-23				
	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	For those in Column 1, the total amount of grant or scholarship aid awarded from the following sources: the federal	<b>i</b> Average amount of federal, state/local, and institutional grant or

Income level		Col. 1	federal government, state/local government, or the institution Col. 2	government, state/local government, or the institution Col. 3	scholarship aid awarded to students in Column 1 Col. 4
01	\$0-30,000	<input type="text" value="77"/>	<input type="text" value="77"/>	<input checked="" type="checkbox"/> <input type="text" value="650,100"/>	8,443
02	\$30,001-48,000	<input type="text" value="65"/>	<input type="text" value="65"/>	<input checked="" type="checkbox"/> <input type="text" value="473,380"/>	7,283
03	\$48,001-75,000	<input type="text" value="56"/>	<input type="text" value="54"/>	<input type="text" value="270,154"/>	4,824
04	\$75,001-110,000	<input type="text" value="22"/>	<input type="text" value="13"/>	<input type="text" value="49,401"/>	2,246
05	\$110,001 and more	<input type="text" value="20"/>	<input type="text" value="8"/>	<input type="text" value="17,285"/>	864
06	Total all income levels	240	217	<input checked="" type="checkbox"/> 1,460,320	6,085

 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).

Institution: Frederick Community College (162557)

User ID: P1625572

Section 1: Part F

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

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

Cost of attendance components		YOUR PRIOR YEAR DATA	YOUR PRIOR YEAR DATA	YOUR CURRENT YEAR DATA
		2020-21	2021-22	2022-23
01	Published <u>tuition</u> and <u>required fees</u> (lower of in-state or in-district tuition rate for public institutions)	3,748	3,772	3,772
02	<u>Books and supplies</u>	1,200	1,200	1,200
03	<u>Food and housing and other expenses</u> by living arrangement			
	03b <u>Off-campus (with family)</u>	2,800	2,800	2,800
	03c <u>Off-campus (not with family)</u>	10,900	10,900	10,900
04	Number of these students by living arrangement			
	04b <u>Off-campus (with family)</u>	235	233	289
	04c <u>Off-campus (not with family)</u>	59	31	37
	04d <u>Unknown</u>	33	16	47
05	Weighted average for food and housing and other expenses by number of students for each living arrangement (excluding unknown values) See instructions for the formula for this calculation	4,426	3,751	3,719
06	Total cost of attendance This value is calculated using the following formula: [F01+F02+F05]	9,374	8,723	8,691
07	Average amount of grant or scholarship aid awarded to these students from the following sources: the federal government, state/local government, and the institution	4,645	5,083	4,851
08	Average institutional <u>net price</u> for these students This value is calculated using the following formula: [F06-F07]	4,729	3,640	3,840
As required by the <i>Higher Education Act of 1965, as amended</i> , these amounts will be posted on the U.S. Department of Education's College Navigator website and used in the U.S. Department of Education's College Affordability and Transparency Lists.				

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

Non-applicable ▼

Institution: Frederick Community College (162557)

User ID: P1625572

Section 1: Part G

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

Note:

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

Cost of attendance of components		YOUR PRIOR YEAR DATA	YOUR PRIOR YEAR DATA	YOUR CURRENT YEAR DATA
		2020-21	2021-22	2022-23
01	Published <b>tuition</b> and <b>required fees</b> (lower of in-state or in-district tuition rate for public institutions)	3,748	3,772	3,772
02	<b>Books and supplies</b>	1,200	1,200	1,200
03	<b>Food and housing</b> and <b>other expenses</b> by living arrangement			
	03b <b>Off-campus (with family)</b>	2,800	2,800	2,800
	03c <b>Off-campus (not with family)</b>	10,900	10,900	10,900
04	Number of these students by living arrangement			
	04b <b>Off-campus (with family)</b>	158	187	207
	04c <b>Off-campus (not with family)</b>	52	24	33
	04d Unknown	0	0	0
05	Weighted average for food and housing and other expenses by number of students for each living arrangement (excluding unknown values) See instructions for the formula for this calculation	4,806	3,721	3,914
06	Total cost of attendance by income level This value is calculated using the following formula: [G01+G02+G05]	9,754	8,693	8,886
07	Average amount of grant or scholarship aid awarded to these students from the following sources: the federal government, state/local government, and the institution			
	07a \$0-30,000	7,586	7,524	8,443
	07b \$30,001-48,000	6,899	7,081	7,283
	07c \$48,001-75,000	3,986	5,571	4,824
	07d \$75,001-110,000	2,402	2,442	2,246
	07e \$110,001 and more	1,089	1,044	864
	07f Total all income levels	5,532	5,492	6,085
08	Average institutional <b>net price</b> for full-time, first-time degree/certificate-seeking undergraduate students (paying the lower of in-state or in-district tuition rate for public institutions) who were awarded any Title IV federal student aid by income level. This value is calculated using the following formula: [G06-G07]			
	08a \$0-30,000	2,168	1,169	443
	08b \$30,001-48,000	2,855	1,612	1,603
	08c \$48,001-75,000	5,768	3,122	4,062
	08d \$75,001-110,000	7,352	6,251	6,640
	08e \$110,001 and more	8,665	7,649	8,022
	08f Total all income levels	4,222	3,201	2,801

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

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

Non-applicable ▼



Institution: Frederick Community College (162557)

User ID: P1625572

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

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

Important Note:

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

Reporting Reminders:

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

Type of benefit/assistance	YOUR CURRENT YEAR DATA			YOUR PRIOR YEAR DATA
	2022-23			2021-22
	Number of students receiving benefits/assistance	Total dollar amount of benefits/assistance disbursed through the institution	Average dollar amount of benefits/assistance disbursed through the institution	Average dollar amount of benefits/assistance disbursed through the institution
	(1)	(2)	(3)	
<b>Undergraduate students</b>				
<u>Post-9/11 GI Bill Benefits</u>	<input type="text" value="130"/>	<input type="text" value="299,471"/>	2,304	2,437
<u>Department of Defense Tuition Assistance Program</u>	<input type="text" value="11"/>	<input type="text" value="10,707"/>	<input checked="" type="checkbox"/> 973	1,234
<b>Total</b>	<b>141</b>	<b>310,178</b>	<b>2,200</b>	<b>2,207</b>

Institution: Frederick Community College (162557)

User ID: P1625572

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 checked="" type="radio"/>	SFA Contact	<input type="radio"/>	HR Contact
<input type="radio"/>	Finance Contact	<input type="radio"/>	Academic Library Contact	<input type="radio"/>	Other
Name:		<input type="text" value="Nichole Pollard"/>			
Email:		<input type="text" value="npollard@frederick.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="3.00"/> hours	<input type="text" value="3.00"/> hours	<input type="text" value="2.00"/> 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

Institution: Frederick Community College (162557)

User ID: P1625572

Summary

Student Financial Aid Component Summary

The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the [College Navigator](#) website and/or your institution's Data Feedback Report (DFR). In addition, all data reported in IPEDS survey components become publicly available through the [IPEDS Use the Data](#) and appear as aggregated statistics in various Department of Education reports. [College Navigator](#) is updated approximately three months after the data collection period closes and DFRs will be available through the [IPEDS Use the Data](#) and sent to your institution's CEO at the end of 2024.

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

GENERAL INFORMATION	
Reporter Type	Academic
Calendar System	Semester
Award Levels Offered	Postsecondary awards, certificates, or diplomas of 300-899 clock hours... Postsecondary awards, certificates, or diplomas of at least 900 clock hours but less than 1,800 clock hours... Associate's degree Full-time Undergraduate
Levels of Enrollment Offered	Full-time First-time, degree/certificate-seeking Undergraduate Part-time Undergraduate Part-time First-time, degree/certificate-seeking Undergraduate
System	No system

Financial Aid Information Summary				
		Fall 2022	Academic Year 2022-23	Academic Year 2022-23
		Number of students	Federal Pell grants	Federal Student Loans
01	All degree/certificate seeking undergraduate students	3,891		
02	Number of students awarded aid		1,022	439
03	Percentage awarded aid		26	11
04	Total amount of aid awarded		5,920,827	3,080,376
05	Average amount of aid awarded		5,793	7,017
06	Full-time, first-time degree/certificate seeking undergraduate students	683		
07	Number of students awarded aid		215	59
08	Percentage awarded aid		31	9
09	Total amount of aid awarded		1,243,709	325,388
10	Average amount of aid awarded		5,785	5,515
11	All other degree/certificate seeking undergraduate students	3,208		
12	Number of students awarded aid		807	380
13	Percentage awarded aid		25	12
14	Total amount of aid awarded		4,677,118	2,754,988
15	Average amount of aid awarded		5,796	7,250
16	All non-degree/non-certificate-seeking undergraduate students	1,920		
17	Number of students awarded aid		0	0
18	Percentage awarded aid		0	0
19	Total amount of aid awarded		0	0
20	Average amount of aid awarded			

Pricing Information			
Cost of attendance for full-time, first-time undergraduate students			
Charges for full academic year	2020-21	2021-22	2022-23
Published <u>In-state</u> Tuition + fees total	7,396	7,444	7,444
Published <u>Out-of-state</u> Tuition + fees total	9,772	9,844	9,844
<u>Books and supplies</u>	1,200	1,200	1,200
<u>On-campus: Food and housing</u>			
<u>On-campus: Other expenses</u>			
<u>Off-campus (not with family): Food and housing</u>	8,100	8,100	8,100
<u>Off-campus (not with family): Other expenses</u>	2,800	2,800	2,800
<u>Off-campus (with family): Other expenses</u>	2,800	2,800	2,800

Average Net Price			
	2020-21	2021-22	2022-23

Average institutional net price for Full-time, first-time degree/certificate-seeking undergraduate students paying the lower of in-state or in-district tuition rate for public institutions who were awarded grant or scholarship aid from the federal government, state/local government, or the institution		4,729	3,640	3,840
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	2,168	1,169	443
	\$30,001-48,000	2,855	1,612	1,603
	\$48,001-75,000	5,768	3,122	4,062
	\$75,001-110,000	7,352	6,251	6,640
	\$110,001 and more	8,665	7,649	8,022
	Total all income levels	4,222	3,201	2,801

**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
<b>Post-9/11 GI Bill Benefits</b>		
Undergraduate students	130	299,471
Graduate students		
Total	130	299,471
<b>Department of Defense Tuition Assistance Program</b>		
Undergraduate students	11	10,707
Graduate students		
Total	11	10,707

Edit Report

Student Financial Aid

Source	Description	Severity	Resolved	Options
<b>Screen: Establish Your Student Counts</b>				
Screen Entry	The number entered is outside the expected range of between 609 and 673 based on data reported by your institution in the prior year Fall Enrollment survey. Please correct your data or explain. (Error #7189)	Explanation	Yes	
Reason	I contacted the IPEDS Help Desk, and the recommendation was to explain that last year's data incorrectly reported high school students and continuing rather than New students. We will correct last year's data and submit the FA file afterward.			
Screen Entry	The number entered is outside the expected range of between 196 and 364 when compared with the prior year value. Please correct your data or explain. (Error #7175)	Explanation	Yes	
Reason	I contacted the IPEDS Help Desk, and the recommendation was to explain that last year's data incorrectly reported high school students and continuing rather than New students. We will correct last year's data and submit the FA file afterward.			
<b>Screen: Page 2 - Full-time, first-time degree/certificate-seeking undergraduate students</b>				
Screen Entry	The average amount of this type of aid awarded to FTFT Undergraduate students is outside the expected range of between 4,999 and 5,573 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	Compared to Fall 2021, the profile of FCC's FTFT UG students has increased by approximately 23.75% for populations with incomes less than \$75,000. As a result overall Federal Pell awards has also increased for this population thereby increasing overall average awards offered to FTFT students.			
Screen Entry	The average amount of this type of aid awarded to FTFT Undergraduate students is outside the expected range of between 1,226 and 1,800 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	Due the COVID-19 Flexibilities related to Campus-Based Waivers/Reallocation and FSEOG Emergency Aid Grants: Permits transfer of 100 percent from FWS to FSEOG. During Fall 2021 additional funding was spent in FSEOG. By the Fall of 2022, the institution was able to spend more in FWS and as a result less was awarded to students from FSEOG.			
Screen Entry	The average amount of this type of aid awarded to FTFT Undergraduate students is outside the expected range of between 3,708 and 4,282 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	Compared to Fall 2021, the profile of FCC's FTFT UG students has increased by approximately 23.75% for populations with incomes less than \$75,000. As a result overall Federal Pell awards has also increased for this population thereby increasing overall average awards offered to FTFT students.			
Screen Entry	The average amount of this type of aid awarded to FTFT Undergraduate students is outside the expected range of between 9,713 and 10,287 when compared with the prior year value. Please check the number of students and the total amount of aid awarded to these students, and correct or explain the discrepant values. (Error #7147)	Explanation	Yes	
Reason	The total number of students borrowing this year is small, but less was borrowed overall.			
<b>Screen: Full-time, first-time degree/certificate-seeking undergraduate students</b>				
Screen Entry	The number entered is outside the expected range of between 42 and 76 when compared with the prior year value. Please correct your data or explain. (Error #7169) <b>This edit and explanation were retained from the prior year (for reference) and do not need to be re-explained in the current year edit report.</b>	Explanation	Yes	
Reason	Decrease in aid eligible students resulted from an increase in dual enrolled students.			
Screen Entry	The average amount of aid per grant/scholarship awardee (8,442.86) for 2022-23 in the "\$0-30,000" income group is larger than expected based on the cost of attendance. Please review your data and make any necessary corrections or explain the discrepancy. (Error #7388)	Explanation	Yes	
Reason	Compared to Fall 2021, the profile of FCC's FTFT UG students has increased by approximately 23.75% for populations with incomes less than \$75,000. As a result overall Federal Pell awards has also increased for this population thereby increasing overall average awards offered to FTFT students.			
Screen Entry	The average amount of aid per grant/scholarship awardee (7,282.77) for 2022-23 in the "\$30,001-48,000" income group is larger than expected based on the cost of attendance. Please review your data and make any necessary corrections or explain the discrepancy. (Error #7389)	Explanation	Yes	
Reason	Compared to Fall 2021, the profile of FCC's FTFT UG students has increased by approximately 23.75% for populations with incomes less than \$75,000. As a result overall Federal Pell awards has also increased for this population thereby increasing overall average awards offered to FTFT students.			
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 869,183 and 1,448,637 based on the prior year value. Please correct your data or explain. (Error #7332)	Explanation	Yes	
Reason	Compared to Fall 2021, the profile of FCC's FTFT UG students has increased by approximately 23.75% for populations with incomes less than \$75,000. As a result overall Federal Pell awards has also increased for this population thereby increasing overall average awards offered to FTFT students.			
Screen Entry	The number entered is outside the expected range of between 37 and 67 when compared with the prior year value. Please correct your data or explain. (Error #7169) <b>This edit and explanation were retained from the prior year (for reference) and do not need to be re-explained in the current year edit report.</b>	Explanation	Yes	
Reason	Increase of students living off campus with family from in group 4			
Screen Entry	The average amount of aid per grant/scholarship awardee (7,523.56) for 2021-22 in the "\$0-30,000" income group is larger than expected based on the cost of attendance. Please review your data and make any necessary corrections or explain the discrepancy. (Error #7383) <b>This edit and explanation were retained from the prior year (for reference) and do not need to be re-explained in the current year edit report.</b>	Explanation	Yes	

Reason	Compared to Fall 2021, the profile of FCC's FTFT UG students has increased by approximately 23.75% for populations with incomes less than \$75,000. As a result overall Federal Pell awards has also increased for this population thereby increasing overall average awards offered to FTFT students.		
Screen Entry	The average amount of aid per grant/scholarship awardee (7,257.90) for 2021-22 in the "\$30,001-48,000" income group is larger than expected based on the cost of attendance. Please review your data and make any necessary corrections or explain the discrepancy. (Error #7384) <b>This edit and explanation were retained from the prior year (for reference) and do not need to be re-explained in the current year edit report.</b>	Explanation	Yes
Reason	Compared to Fall 2021, the profile of FCC's FTFT UG students has increased by approximately 23.75% for populations with incomes less than \$75,000. As a result overall Federal Pell awards has also increased for this population thereby increasing overall average awards offered to FTFT students.		
Screen Entry	The average amount of aid per grant/scholarship awardee (7,585.68) for 2020-21 in the "\$0-30,000" income group is larger than expected based on the cost of attendance. Please review your data and make any necessary corrections or explain the discrepancy. (Error #7378) <b>This edit and explanation were retained from the prior year (for reference) and do not need to be re-explained in the current year edit report.</b>	Explanation	Yes
Reason	Compared to Fall 2021, the profile of FCC's FTFT UG students has increased by approximately 23.75% for populations with incomes less than \$75,000. As a result overall Federal Pell awards has also increased for this population thereby increasing overall average awards offered to FTFT students.		
<b>Screen: Military Servicemembers and Veteran's Benefits</b>			
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	FCC experiences a drastic decrease (60.7%) in enrollment from students eligible for DOD Tuition Assistance from Fall 2021 to Fall 2022.		

# IPEDS 2023-24 Data Collection System

IPEDS HELP DESK (877) 225-2568 | [ipedshelp@rti.org](mailto:ipedshelp@rti.org)  
OMB NO. 1850-0582 v.32 : Approval Expires 8/31/2025  
User ID: P1625572

## Graduation Rates 200 2023-24

Institution: Frederick Community College (162557)

User ID: P1625572

### Overview

#### Graduation Rates 200 Overview

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

#### Data Reporting Reminders

- Report data to accurately reflect the time period corresponding with the IPEDS survey component, even if such reporting is seemingly inconsistent with prior-year reporting.
- The reporting of data for the 200% completion period is not cumulative. Respondents are ONLY asked to report data for the time period between 151% and 200% of normal time to completion.



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

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

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

#### Resources:

- The survey materials package for this component can be downloaded using the following link: [Survey Materials](#)
- To access your prior year data submission for this component: [Reported Data](#)

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

Institution: Frederick Community College (162557)

User ID: P1625572

## 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:

72

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

- No  
 Yes



Institution: Frederick Community College (162557)


User ID: P1625572

Completers within 200%

**For less than 4-year institutions, report on the 2019 cohort of full-time, first-time degree/certificate-seeking undergraduate students.**

Information for this cohort was originally reported by your institution in the 2022-23 IPEDS Graduation Rates survey component. The data on lines 1-5 are preloaded based on the information provided.

			Graduation rates	
1	Revised cohort		786	
2	Exclusions within 150%		0	
3	Adjusted cohort 150%		786	
4	Number of students in the cohort who completed a program within 100% of <u>normal time to completion</u>		148	19
5	Number of students in the cohort who completed a program within 150% of <u>normal time to completion</u>		262	33
6	Additional <u>exclusions</u> (between 151% and 200% of normal time)	<input type="text" value="0"/>		
7	Adjusted cohort 200% (line 3 - line 6)		786	
8	Number of students in the cohort who completed a program between 151% and 200% of <u>normal time to completion</u>	<input type="text" value="18"/>		
9	Still enrolled as of 200% of <u>normal time to completion</u>	<input type="text" value="50"/>		
10	<b>Total completers within 200% of normal time (line 5 + line 8)</b>		<b>280</b>	<b>36</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).

Institution: Frederick Community College (162557)

User ID: P1625572

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"/>	Academic Library Contact
		<input checked="" type="radio"/>	Other
Name:	<input type="text" value="Cheoleon Lee"/>		
Email:	<input type="text" value="CLee@frederick.edu"/>		

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

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

Institution: Frederick Community College (162557)

User ID: P1625572

Summary

**Graduation Rate 200% Component Summary**

The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the [College Navigator](#) website and/or your institution's Data Feedback Report (DFR). In addition, all data reported in IPEDS survey components become publicly available through the [IPEDS Use the Data](#) and appear as aggregated statistics in various Department of Education reports. [College Navigator](#) is updated approximately three months after the data collection period closes and DFRs will be available through the [IPEDS Use the Data](#) and sent to your institution's CEO at the end of 2024.

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

Graduation Rates for 100%, 150%, and 200% of normal time – Cohort Year 2019	
Graduation Rate – 100% of normal time (%)	19
Graduation Rate – 150% of normal time (%)	33
Graduation Rate – 200% of normal time (%)	36

Institution: Frederick Community College (162557)

User ID: P1625572

Edit Report

Graduation Rates 200

There are no errors for the selected survey and institution.

## Graduation Rates 2023-24

Institution: Frederick Community College (162557)

User ID: P1625571

### Overview

#### Graduation Rates Overview

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

#### Data Reporting Reminders

- Report data to accurately reflect the time period corresponding with the IPEDS survey component, even if such reporting is seemingly inconsistent with prior-year reporting.
- Once a student is in the cohort, they remain in the cohort, even if their status changes to part-time or they drop out or transfer out of the institution. However, adjustments can be made to the cohort for allowable exclusions, which include the death of a student, total and permanent disability, military deployment, or service on an official church mission or with a foreign aid service of the Federal government.



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

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

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

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

#### Resources:

- The survey materials package for this component can be downloaded using the following link: [Survey Materials](#)
- To access your prior year data submission for this component: [Reported Data](#)

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

## Establishing cohort

### Establishing cohorts

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

your institution must report graduation rates data using a :

Fall Cohort

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

#### Reporting Reminder:

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

### Cohort of full-time, first-time degree/certificate-seeking undergraduate students

Please review the data in the initial cohort column and re-enter the cohort data making any necessary corrections for omissions, erroneous reporting, or where better information regarding race/ethnicity or gender is available. Institutions must continue to report using the new race/ethnicity categories. For information and assistance with this, please visit the [IPEDS Race/Ethnicity Information Center](#).

#### Men

Screen 1 of 5	Cohort year 2020	
	Initial cohort	Revised cohort
<u>U.S. Nonresident</u>	4	<input type="text" value="4"/>
<u>Hispanic/Latino</u>	52	<input type="text" value="52"/>
<u>American Indian or Alaska Native</u>	2	<input type="text" value="2"/>
<u>Asian</u>	21	<input type="text" value="21"/>
<u>Black or African American</u>	31	<input type="text" value="31"/>
<u>Native Hawaiian or Other Pacific Islander</u>	1	<input type="text" value="1"/>
<u>White</u>	190	<input type="text" value="190"/>
Two or more races	20	<input type="text" value="20"/>
<u>Race and ethnicity unknown</u>	0	<input type="text" value="0"/>
<b>Total men</b>	<b>321</b>	<b>321</b>

#### Women

Screen 1 of 5	Cohort year 2020	
	Initial cohort	Revised cohort
<u>U.S. Nonresident</u>	10	<input type="text" value="10"/>

<u>Hispanic/Latino</u>	66	<input type="text" value="66"/>
<u>American Indian or Alaska Native</u>	0	<input type="text" value="0"/>
<u>Asian</u>	11	<input type="text" value="11"/>
<u>Black or African American</u>	42	<input type="text" value="42"/>
<u>Native Hawaiian or Other Pacific Islander</u>	1	<input type="text" value="1"/>
<u>White</u>	191	<input type="text" value="191"/>
Two or more races	22	<input type="text" value="22"/>
<u>Race and ethnicity unknown</u>	0	<input type="text" value="0"/>
<b>Total women</b>	<b>343</b>	<b>343</b>
<b>Total men + women</b>	<b>664</b>	<b>664</b>

## Establishing cohort - Gender Unknown or Another Gender than Provided Categories

### Establishing cohorts - Gender Unknown or Another Gender than Provided Categories

- The 'gender unknown' category is to report students for whom the institution does not know a gender.
- Institutions should not ask students that do not select a binary gender to allocate themselves to a binary gender category; it is up to the institution to allocate unknown students and students that indicate another gender into the binary categories throughout the forms where required. One method commonly used by institutions is to allocate these students to the binary categories required in other parts of the form using the proportion of men to women reported.


Is your institution able to report **another gender** for the 2023-24 data collection?

If you indicate 'No, my institution does not collect data on another gender,' leave the cells in the rows for '**Another gender**' blank (i.e., do not report 0). If you indicate 'No, some cells will have a value of less than 5 students,' your institution collects data on another gender, but some cells have a value of less than 5 students, do not report the data and leave the cells in the rows for 'Another gender' blank. If you indicate 'Yes', but no students identified as another gender, please enter '0'.

- Yes
- No, some cells will have a value of less than 5 students (do not report)
- No, my institution does not collect data on another gender

Of the total students in the revised cohort, how many students did you allocate to a binary gender category (Men/Women) because their gender was unknown or another gender than the provided categories?

Undergraduate Students	Number of students	
	Current Year	Prior year
<b>Grand total</b>	<b>664</b>	<b>786</b>
Gender unknown (i.e., gender information is not known or not collected).	<input type="text" value="0"/>	<b>0</b>
<b>Another gender</b> (i.e., gender information is known but does not fall into either of the mutually exclusive binary categories provided [Men/Women]).	<input type="text" value="0"/>	
<b>Total of Gender unknown + Another gender</b>	<b>0</b>	<b>0</b>
<b>Total of Students for whom gender is known and falls into one of the mutually exclusive binary categories provided [Men/Women]</b>	<b>664</b>	<b>786</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).



Completers within 150%

**Cohort of full-time, first-time degree/certificate-seeking undergraduate students**

In the columns below, report the status of the 2020 cohort of full-time, first-time degree/certificate-seeking undergraduate students listed in Column 10. Those who completed their program within 150% of normal time as of August 31, 2023 should be reported in either Column 11 or 12, depending on the length of the program completed.

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

**Men**

Screen 2 of 5	Cohort year 2020			
	Cohort	Cohort students who completed their program within 150% of normal time to completion		Total completers within 150%
		i Completers of programs of less than 2 academic yrs (or equivalent)	i Completers of programs of at least 2 but less than 4 academic yrs (or equivalent)	
	(Column 10)	(Column 11)	(Column 12)	(Column 29)
U.S. Nonresident	4	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Hispanic/Latino	52	<input type="text" value="0"/>	<input type="text" value="15"/>	15
American Indian or Alaska Native	2	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Asian	21	<input type="text" value="0"/>	<input type="text" value="8"/>	8
Black or African American	31	<input type="text" value="0"/>	<input type="text" value="10"/>	10
Native Hawaiian or Other Pacific Islander	1	<input type="text" value="0"/>	<input type="text" value="0"/>	0
White	190	<input type="text" value="1"/>	<input type="text" value="75"/>	76
Two or more races	20	<input type="text" value="0"/>	<input type="text" value="4"/>	4
Race and ethnicity unknown	0	<input type="text" value="0"/>	<input type="text" value="0"/>	0
<b>Total men</b>	<b>321</b>	<b>1</b>	<b>112</b>	<b>113</b>

**Women**

Screen 2 of 5	Cohort year 2020			
	Cohort	Cohort students who completed their program within 150% of normal time to completion		Total completers within 150%
		i Completers of programs of less than 2 academic yrs (or equivalent)	i Completers of programs of at least 2 but less than 4 academic yrs (or equivalent)	
	(Column 10)	(Column 11)	(Column 12)	(Column 29)
U.S. Nonresident	10	<input type="text" value="0"/>	<input type="text" value="2"/>	2

<u>Hispanic/Latino</u>	66	<input type="text" value="0"/>	<input type="text" value="28"/>	<b>28</b>
<u>American Indian or Alaska Native</u>	0	<input type="text" value="0"/>	<input type="text" value="0"/>	<b>0</b>
<u>Asian</u>	11	<input type="text" value="0"/>	<input type="text" value="5"/>	<b>5</b>
<u>Black or African American</u>	42	<input type="text" value="0"/>	<input type="text" value="14"/>	<b>14</b>
<u>Native Hawaiian or Other Pacific Islander</u>	1	<input type="text" value="0"/>	<input type="text" value="0"/>	<b>0</b>
<u>White</u>	191	<input type="text" value="1"/>	<input type="text" value="66"/>	<b>67</b>
Two or more races	22	<input type="text" value="0"/>	<input type="text" value="5"/>	<b>5</b>
<u>Race and ethnicity unknown</u>	0	<input type="text" value="0"/>	<input type="text" value="0"/>	<b>0</b>
<b>Total women</b>	<b>343</b>	<b>1</b>	<b>120</b>	<b>121</b>
<b>Total men + women</b>	<b>664</b>	<b>2</b>	<b>232</b>	<b>234</b>

Transfers/exclusions

- In the columns below, report the status of those students in the 2020 cohort of full-time, first-time degree/certificate-seeking undergraduate students listed in Column 10 who did not complete a program as of August 31, 2023.
- 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 cohort 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.

Cohort of **full-time, first-time degree/certificate-seeking undergraduate students**

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

Men

Screen 3 of 5	Cohort year 2020					
	Cohort	Total <u>completers</u> <u>within 150%</u>	Total <u>transfer-out students</u>	Total <u>exclusions</u>	Still enrolled	No longer enrolled
	(Column 10)	(Column 29)	(Column 30)	(Column 45)	(Column 51)	(Column 52)
<u>U.S. Nonresident</u>	4	0	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	2
<u>Hispanic/Latino</u>	52	15	<input type="text" value="7"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	27
<u>American Indian or Alaska Native</u>	2	0	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	1
<u>Asian</u>	21	8	<input type="text" value="6"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	6
<u>Black or African American</u>	31	10	<input type="text" value="8"/>	<input type="text" value="0"/>	<input type="text" value="6"/>	7
<u>Native Hawaiian or Other Pacific Islander</u>	1	0	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	0
<u>White</u>	190	76	<input type="text" value="45"/>	<input type="text" value="0"/>	<input type="text" value="16"/>	53
Two or more races	20	4	<input type="text" value="7"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	8
<u>Race and ethnicity unknown</u>	0	0	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
<b>Total men</b>	<b>321</b>	<b>113</b>	<b>76</b>	<b>0</b>	<b>28</b>	<b>104</b>

Women

Screen 3 of 5	Cohort year 2020
---------------	------------------

	Cohort	Total <u>completers</u> within 150%	Total <u>transfer-out students</u>	Total <u>exclusions</u>	Still enrolled	No longer enrolled
	(Column 10)	(Column 29)	(Column 30)	(Column 45)	(Column 51)	(Column 52)
<u>U.S. Nonresident</u>	10	2	<input type="text" value="4"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	2
<u>Hispanic/Latino</u>	66	28	<input type="text" value="16"/>	<input type="text" value="0"/>	<input type="text" value="10"/>	12
<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>	11	5	<input type="text" value="5"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	0
<u>Black or African American</u>	42	14	<input type="text" value="15"/>	<input type="text" value="0"/>	<input type="text" value="6"/>	7
<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>	191	67	<input type="text" value="56"/>	<input type="text" value="0"/>	<input type="text" value="19"/>	49
Two or more races	22	5	<input type="text" value="4"/>	<input type="text" value="0"/>	<input type="text" value="4"/>	9
<u>Race and ethnicity unknown</u>	0	0	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	0
<b>Total women</b>	<b>343</b>	<b>121</b>	<b>101</b>	<b>0</b>	<b>42</b>	<b>79</b>
<b>Total men + women</b>	<b>664</b>	<b>234</b>	<input checked="" type="checkbox"/> <b>177</b>	<b>0</b>	<b>70</b>	<b>183</b>
Total in prior year (men and women)	786		161			

**Completers within 100%**

- In the columns below, report the status of those students in the 2020 cohort of full-time, first-time degree/certificate-seeking undergraduate students who completed their program within 100% of normal time to completion.
- Those who completed their program within 100% of normal time should be reported in either Column 55 or 56, depending on the length of the program completed.

**Cohort of full-time, first-time degree/certificate-seeking undergraduate students**

Screen 4 of 5	Cohort year 2020				
	<u>Revised cohort</u>	<u>Exclusions</u>	Cohort students who completed their program within 100% of <u>normal time to completion</u>		Total completers within 100% (Column 55 + 56)
			<b>i</b> Completers of programs of less than 2 academic yrs (or equivalent)	<b>i</b> Completers of programs of at least 2 but less than 4 academic yrs (or equivalent)	
			(Column 55)	(Column 56)	(Column 57)
<b>Total men + women</b>	664	0	<input type="text" value="0"/>	<input type="text" value="153"/>	<b>153</b>

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, and the number of students that completed a certificate or degree within 150% of normal time to completion.

- 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 full-time, first-time, degree/certificate-seeking cohort

Cohort of **full-time, first-time degree/certificate-seeking undergraduate students**

Screen 5 of 5		Cohort year 2020		
		Number of students in cohort  (Column 10)	Total <u>exclusions</u>  (Column 45)	<u>Number of students that completed within 150% of normal time to completion</u>  (Column 29)
Full-time, first-time, degree/certificate-seeking cohort		664	0	234
	Recipients of a Pell Grant (within entering year)	<input type="text" value="168"/>	<input type="text" value="0"/>	<input type="text" value="65"/>
	Recipients of a Direct Subsidized Loan (Within entering year) that did not receive a Pell Grant	<input type="text" value="496"/>	<input type="text" value="0"/>	<input type="text" value="169"/>
	Did not receive either a Pell Grant or Direct Subsidized Loan (within entering year)	<b>0</b>	<b>0</b>	<b>0</b>


### Graduation and transfer-out rates

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

Screen 1 of 2	Cohort year 2020	
	Graduation rate	Transfer-out rate
Overall Rates (will be displayed on College Navigator)	35	27
Men	35	24
Women	35	29

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

No  Yes

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

4-year average rates

4-year average rates

Screen 2 of 2

**Men**

	2017	2018	2019	2020	4-year Total
Adjusted cohort	391	385	397	321	<b>1,494</b>
Total completers within 150%	111	106	106	113	<b>436</b>
Total transfer-out students	81	82	89	76	<b>328</b>

**Women**

	2017	2018	2019	2020	4-year Total
Adjusted cohort	373	373	389	343	<b>1,478</b>
Total completers within 150%	138	115	156	121	<b>530</b>
Total transfer-out students	77	81	72	101	<b>331</b>

**Total (men and women)**

	2017	2018	2019	2020	4-year Total
Adjusted cohort	764	758	786	664	<b>2,972</b>
Total completers within 150%	249	221	262	<b>234</b>	<b>966</b>
Total transfer-out students	158	163	161	177	<b>659</b>

4-year average Student Right-to-Know Completion or Graduation Rate Calculation	<b>33</b>
--	-----------

(Total Completers within 150% / Adjusted Cohort)

4-year average Student Right-to-Know Transfer-out Rate Calculation	<b>22</b>
--	-----------

(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"/>	HR Contact
<input type="radio"/>	Finance Contact	<input type="radio"/>	Academic Library Contact	<input type="radio"/>	Other
Name: <input type="text"/>					
Email: <input type="text"/>					

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

Number of Staff (including yourself)

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

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

## Summary

### Graduation Rate Component Summary

The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the [College Navigator](#) website and/or your institution's Data Feedback Report (DFR). In addition, all data reported in IPEDS survey components become publicly available through the [IPEDS Use the Data](#) and appear as aggregated statistics in various Department of Education reports. [College Navigator](#) is updated approximately three months after the data collection period closes and DFRs will be available through the [IPEDS Use the Data](#) and sent to your institution's CEO at the end of 2024.

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

Overall Graduation Rate	
Graduation Rate (%)	35
Total number of students in the Adjusted Cohort	664
Total number of completers within 150% of normal time	234

Overall Transfer-out Rate	
Transfer-out Rate (%)	27
Total number of students in the Adjusted Cohort	664
Total number of transfers-out within 150% of normal time	177

Edit Report

Graduation Rates

Source	Description	Severity	Resolved	Options
<b>Screen: Transfers/exclusions</b>				
Screen Entry	Based on the total number of transfer-out students reported (men + women), the difference between the current year and prior year transfer-out rates for your institution is greater than expected. This number should include ONLY students who transferred out to another eligible institution. Do NOT include all non-completers here. If the number of transfer-out students reported is correct, please explain. (Error #4301)	Explanation	Yes	
Reason	The Fall 2020 cohort was in the middle of pandemic and the mode of instruction was online. The higher than expected increase in the total number of transfer-out students seems to be the effect of pandemic.			

# IPEDS 2023-24 Data Collection System

IPEDS HELP DESK (877) 225-2568 | [ipedshelp@rti.org](mailto:ipedshelp@rti.org)  
OMB NO. 1850-0582 v.32 : Approval Expires 8/31/2025  
User ID: P1625572

## Graduation Rates 2023-24

Institution: Frederick Community College (162557)

User ID: P1625572

### Overview

#### Graduation Rates Overview

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

#### Data Reporting Reminders

- Report data to accurately reflect the time period corresponding with the IPEDS survey component, even if such reporting is seemingly inconsistent with prior-year reporting.
- Once a student is in the cohort, they remain in the cohort, even if their status changes to part-time or they drop out or transfer out of the institution. However, adjustments can be made to the cohort for allowable exclusions, which include the death of a student, total and permanent disability, military deployment, or service on an official church mission or with a foreign aid service of the Federal government.
- When reporting award levels for sub-baccalaureate certificates, determine program length by the number of credit or clock hours.

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

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

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

#### Resources:

- The survey materials package for this component can be downloaded using the following link: [Survey Materials](#)
- To access your prior year data submission for this component: [Reported Data](#)

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

Institution: Frederick Community College (162557)

User ID: P1625572

Establishing cohort

Establishing cohorts

Based on your institution's response to the predominant calendar system question (B3) on the Institutional Characteristics Header survey component from the IPEDS Fall 2023 data collection, your institution must report graduation rates data using a : **Fall Cohort**

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

Reporting Reminder:

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

Cohort of full-time, first-time degree/certificate-seeking undergraduate students

Please review the data in the initial cohort column and re-enter the cohort data making any necessary corrections for omissions, erroneous reporting, or where better information regarding race/ethnicity or gender is available. Institutions must continue to report using the new race/ethnicity categories. For information and assistance with this, please visit the [IPEDS Race/Ethnicity Information Center](#).

Men

Screen 1 of 5	Cohort year 2020	
	Initial cohort	Revised cohort
U.S. Nonresident	4	<input type="text" value="4"/>
Hispanic/Latino	52	<input type="text" value="52"/>
American Indian or Alaska Native	2	<input type="text" value="2"/>
Asian	21	<input type="text" value="21"/>
Black or African American	31	<input type="text" value="31"/>
Native Hawaiian or Other Pacific Islander	1	<input type="text" value="1"/>
White	190	<input type="text" value="190"/>
Two or more races	20	<input type="text" value="20"/>
Race and ethnicity unknown	0	<input type="text" value="0"/>
<b>Total men</b>	<b>321</b>	<b>321</b>

Women

Screen 1 of 5	Cohort year 2020	
	Initial cohort	Revised cohort
U.S. Nonresident	10	<input type="text" value="10"/>
Hispanic/Latino	66	<input type="text" value="66"/>
American Indian or Alaska Native	0	<input type="text" value="0"/>
Asian	11	<input type="text" value="11"/>
Black or African American	42	<input type="text" value="42"/>
Native Hawaiian or Other Pacific Islander	1	<input type="text" value="1"/>
White	191	<input type="text" value="191"/>
Two or more races	22	<input type="text" value="22"/>
Race and ethnicity unknown	0	<input type="text" value="0"/>
<b>Total women</b>	<b>343</b>	<b>343</b>
<b>Total men + women</b>	<b>664</b>	<b>664</b>

Institution: Frederick Community College (162557)

User ID: P1625572

Establishing cohort - Gender Unknown or Another Gender than Provided Categories

**Establishing cohorts - Gender Unknown or Another Gender than Provided Categories**

- The 'gender unknown' category is to report students for whom the institution does not know a gender.
- Institutions should not ask students that do not select a binary gender to allocate themselves to a binary gender category; it is up to the institution to allocate unknown students and students that indicate another gender into the binary categories throughout the forms where required. One method commonly used by institutions is to allocate these students to the binary categories required in other parts of the form using the proportion of men to women reported.


Is your institution able to report **another gender** for the 2023-24 data collection?

If you indicate 'No, my institution does not collect data on another gender,' leave the cells in the rows for '**Another gender**' blank (i.e., do not report 0). If you indicate 'No, some cells will have a value of less than 5 students,' your institution collects data on another gender, but some cells have a value of less than 5 students, do not report the data and leave the cells in the rows for 'Another gender' blank. If you indicate 'Yes,' but no students identified as another gender, please enter '0'.

- Yes
- No, some cells will have a value of less than 5 students (do not report)
- No, my institution does not collect data on another gender

Of the total students in the revised cohort, how many students did you allocate to a binary gender category (Men/Women) because their gender was unknown or another gender than the provided categories?

Undergraduate Students	Number of students	
	Current Year	Prior year
<b>Grand total</b>	<b>664</b>	<b>786</b>
Gender unknown (i.e., gender information is not known or not collected).	<input type="text" value="0"/>	<b>0</b>
<b>Another gender</b> (i.e., gender information is known but does not fall into either of the mutually exclusive binary categories provided [Men/Women]).	<input type="text" value="0"/>	
<b>Total of Gender unknown + Another gender</b>	<b>0</b>	<b>0</b>
<b>Total of Students for whom gender is known and falls into one of the mutually exclusive binary categories provided [Men/Women]</b>	<b>664</b>	<b>786</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).

Institution: Frederick Community College (162557)

User ID: P1625572

Completers within 150%

**Cohort of full-time, first-time degree/certificate-seeking undergraduate students**

In the columns below, report the status of the 2020 cohort of full-time, first-time degree/certificate-seeking undergraduate students listed in Column 10. Those who completed their program within 150% of normal time as of August 31, 2023 should be reported in either Column 11 or 12, depending on the length of the program completed.

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

**Men**

Screen 2 of 5	Cohort year 2020			
	Cohort	Cohort students who completed their program within 150% of normal time to completion		Total completers within 150%
		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)	
	(Column 10)	(Column 11)	(Column 12)	(Column 29)
U.S. Nonresident	4	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Hispanic/Latino	52	<input type="text" value="0"/>	<input type="text" value="15"/>	15
American Indian or Alaska Native	2	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Asian	21	<input type="text" value="0"/>	<input type="text" value="8"/>	8
Black or African American	31	<input type="text" value="0"/>	<input type="text" value="10"/>	10
Native Hawaiian or Other Pacific Islander	1	<input type="text" value="0"/>	<input type="text" value="0"/>	0
White	190	<input type="text" value="1"/>	<input type="text" value="75"/>	76
Two or more races	20	<input type="text" value="0"/>	<input type="text" value="4"/>	4
Race and ethnicity unknown	0	<input type="text" value="0"/>	<input type="text" value="0"/>	0
<b>Total men</b>	<b>321</b>	<b>1</b>	<b>112</b>	<b>113</b>

**Women**

Screen 2 of 5	Cohort year 2020			
	Cohort	Cohort students who completed their program within 150% of normal time to completion		Total completers within 150%
		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)	
	(Column 10)	(Column 11)	(Column 12)	(Column 29)
U.S. Nonresident	10	<input type="text" value="0"/>	<input type="text" value="2"/>	2
Hispanic/Latino	66	<input type="text" value="0"/>	<input type="text" value="28"/>	28
American Indian or Alaska Native	0	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Asian	11	<input type="text" value="0"/>	<input type="text" value="5"/>	5
Black or African American	42	<input type="text" value="0"/>	<input type="text" value="14"/>	14
Native Hawaiian or Other Pacific Islander	1	<input type="text" value="0"/>	<input type="text" value="0"/>	0
White	191	<input type="text" value="1"/>	<input type="text" value="66"/>	67
Two or more races	22	<input type="text" value="0"/>	<input type="text" value="5"/>	5
Race and ethnicity unknown	0	<input type="text" value="0"/>	<input type="text" value="0"/>	0
<b>Total women</b>	<b>343</b>	<b>1</b>	<b>120</b>	<b>121</b>
<b>Total men + women</b>	<b>664</b>	<b>2</b>	<b>232</b>	<b>234</b>

Transfers/exclusions

- In the columns below, report the status of those students in the 2020 cohort of full-time, first-time degree/certificate-seeking undergraduate students listed in Column 10 who did not complete a program as of August 31, 2023.
- 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 cohort 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.

**Cohort of full-time, first-time degree/certificate-seeking undergraduate students**

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

**Men**

Screen 3 of 5	Cohort year 2020					
	Cohort	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.S. Nonresident	4	0	2	0	0	2
Hispanic/Latino	52	15	7	0	3	27
American Indian or Alaska Native	2	0	1	0	0	1
Asian	21	8	6	0	1	6
Black or African American	31	10	8	0	6	7
Native Hawaiian or Other Pacific Islander	1	0	0	0	1	0
White	190	76	45	0	16	53
Two or more races	20	4	7	0	1	8
Race and ethnicity unknown	0	0	0	0	0	0
<b>Total men</b>	<b>321</b>	<b>113</b>	<b>76</b>	<b>0</b>	<b>28</b>	<b>104</b>

**Women**

Screen 3 of 5	Cohort year 2020					
	Cohort	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.S. Nonresident	10	2	4	0	2	2
Hispanic/Latino	66	28	16	0	10	12
American Indian or Alaska Native	0	0	0	0	0	0
Asian	11	5	5	0	1	0
Black or African American	42	14	15	0	6	7
Native Hawaiian or Other Pacific Islander	1	0	1	0	0	0
White	191	67	56	0	19	49
Two or more races	22	5	4	0	4	9
Race and ethnicity unknown	0	0	0	0	0	0
<b>Total women</b>	<b>343</b>	<b>121</b>	<b>101</b>	<b>0</b>	<b>42</b>	<b>79</b>
<b>Total men + women</b>	<b>664</b>	<b>234</b>	<b>177</b>	<b>0</b>	<b>70</b>	<b>183</b>
Total in prior year (men and women)	786		161			



Institution: Frederick Community College (162557)

User ID: P1625572

Completers within 100%

- In the columns below, report the status of those students in the 2020 cohort of full-time, first-time degree/certificate-seeking undergraduate students who completed their program within 100% of normal time to completion.
- Those who completed their program within 100% of normal time should be reported in either Column 55 or 56, depending on the length of the program completed.

**Cohort of full-time, first-time degree/certificate-seeking undergraduate students**

Screen 4 of 5	Cohort year 2020				
	Revised cohort	Exclusions	Cohort students who completed their program within 100% of normal time to completion		Total completers within 100% (Column 55 + 56)  (Column 57)
			Completers of programs of less than 2 academic yrs (or equivalent)  (Column 55)	Completers of programs of at least 2 but less than 4 academic yrs (or equivalent)  (Column 56)	
<b>Total men + women</b>	664	0	0	153	153

Institution: Frederick Community College (162557)

User ID: P1625572

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, and the number of students that completed a certificate or degree within 150% of normal time to completion.

- 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 full-time, first-time, degree/certificate-seeking cohort

Cohort of full-time, first-time degree/certificate-seeking undergraduate students

Screen 5 of 5	Cohort year 2020		
	Number of students in cohort	Total exclusions	Number of students that completed within 150% of normal time to completion
	(Column 10)	(Column 45)	(Column 29)
Full-time, first-time, degree/certificate-seeking cohort	664	0	234
Recipients of a Pell Grant (within entering year)	<input type="text" value="168"/>	<input type="text" value="0"/>	<input type="text" value="65"/>
Recipients of a Direct Subsidized Loan (Within entering year) that did not receive a Pell Grant	<input type="text" value="52"/>	<input type="text" value="0"/>	<input type="text" value="14"/>
Did not receive either a Pell Grant or Direct Subsidized Loan (within entering year)	<b>444</b>	<b>0</b>	<b>155</b>

Institution: Frederick Community College (162557)

User ID: P1625572


Graduation and transfer-out rates

Calculation of graduation and transfer-out rates

Screen 1 of 2	Cohort year 2020	
	Graduation rate	Transfer-out rate
Overall Rates (will be displayed on College Navigator)	35	27
Men	35	24
Women	35	29

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).

Institution: Frederick Community College (162557)

User ID: P1625572

4-year average rates

4-year average rates

Screen 2 of 2

Men

	2017	2018	2019	2020	4-year Total
Adjusted cohort	391	385	397	321	1,494
Total completers within 150%	111	106	106	113	436
Total transfer-out students	81	82	89	76	328

Women

	2017	2018	2019	2020	4-year Total
Adjusted cohort	373	373	389	343	1,478
Total completers within 150%	138	115	156	121	530
Total transfer-out students	77	81	72	101	331

Total (men and women)

	2017	2018	2019	2020	4-year Total
Adjusted cohort	764	758	786	664	2,972
Total completers within 150%	249	221	262	234	966
Total transfer-out students	158	163	161	177	659

4-year average Student Right-to-Know Completion or Graduation Rate Calculation					33
(Total Completers within 150% / Adjusted Cohort)					
4-year average Student Right-to-Know Transfer-out Rate Calculation					22
(Total Transfer-out Students / Adjusted Cohort)					

Institution: Frederick Community College (162557)

User ID: P1625572

Prepared by

**Prepared by**

Reporting Reminders:

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

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

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

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

Institution: Frederick Community College (162557)

User ID: P1625572

Summary

**Graduation Rate Component Summary**

The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the [College Navigator](#) website and/or your institution's Data Feedback Report (DFR). In addition, all data reported in IPEDS survey components become publicly available through the [IPEDS Use the Data](#) and appear as aggregated statistics in various Department of Education reports. [College Navigator](#) is updated approximately three months after the data collection period closes and DFRs will be available through the [IPEDS Use the Data](#) and sent to your institution's CEO at the end of 2024.

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

Overall Graduation Rate	
Graduation Rate (%)	35
Total number of students in the Adjusted Cohort	664
Total number of completers within 150% of normal time	234

Overall Transfer-out Rate	
Transfer-out Rate (%)	27
Total number of students in the Adjusted Cohort	664
Total number of transfers-out within 150% of normal time	177

Institution: Frederick Community College (162557)

User ID: P1625572

Edit Report

Graduation Rates

Source	Description	Severity	Resolved	Options
<a href="#">Screen: Transfers/exclusions</a>				
Screen Entry	Based on the total number of transfer-out students reported (men + women), the difference between the current year and prior year transfer-out rates for your institution is greater than expected. This number should include ONLY students who transferred out to another eligible institution. Do NOT include all non-completers here. If the number of transfer-out students reported is correct, please explain. (Error #4301)	Explanation	Yes	
Reason	The Fall 2020 cohort was in the middle of pandemic and the mode of instruction was online. The higher than expected increase in the total number of transfer-out students seems to be the effect of pandemic.			

# IPEDS 2023-24

## Data Collection System

IPEDS HELP DESK (877) 225-2568 | [ipedshelp@rti.org](mailto:ipedshelp@rti.org)  
OMB NO. 1850-0582 v.32 : Approval Expires 8/31/2025  
User ID: P1625572

### Outcome Measures 2023-24

Institution: Frederick Community College (162557)

User ID: P1625572

#### Overview

##### Outcome Measures Overview

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

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

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

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

##### Data Reporting Reminders:

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

##### Changes to reporting:

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

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

##### Important Dates to Remember:

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

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

##### Reporting Tips

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

##### Resources:

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

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



Institution: Frederick Community College (162557)

User ID: P1625572

Establishing Cohorts

**2015-16 Entering Undergraduate Cohort**

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

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

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

Degree/Certificate-Seeking Undergraduate Students	2015-16 cohort	Exclusions to 2015-16 cohort	Adjusted 2015-16 cohort	Prior year Adjusted cohort
<b>First-time entering</b>				
Full-time	970	0	970	818
Pell Grant recipients	276	0	276	251
Non-Pell Grant recipients	694	0	694	567
Part-time	782	0	782	771
Pell Grant recipients	195	0	195	239
Non-Pell Grant recipients	587	0	587	532
<b>Non-First-time entering</b>				
Full-time	1,280	0	1,280	1,458
Pell Grant recipients	386	0	386	455
Non-Pell Grant recipients	894	0	894	1,003
Part-time	3,033	0	3,033	3,307
Pell Grant recipients	690	0	690	793
Non-Pell Grant recipients	2,343	0	2,343	2,514
<b>Total Entering</b>	<b>6,065</b>	<b>0</b>	<b>6,065</b>	<b>6,354</b>
<b>Pell Grant recipients</b>	<b>1,547</b>	<b>0</b>	<b>1,547</b>	<b>1,738</b>
<b>Non-Pell Grant recipients</b>	<b>4,518</b>	<b>0</b>	<b>4,518</b>	<b>4,616</b>

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

	2015 Fall Enrollment, 2015-16 Spring Collection	2015 Pell Grant data from Student Financial Aid, 2016-17 Winter Collection	
First-time, Full-time	797	214	
First-time, Part-time	500	N/A	
Non-First-time, Full-time	67	N/A	
Non-First-time, Part-time	90	N/A	
Total Undergraduates	N/A	1,335	

Institution: Frederick Community College (162557)

User ID: P1625572

Award Status at Four Years

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

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

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

Undergraduate Students	Adjusted 2015-16 cohort	Number of students conferred an award by your institution (Highest Award by August 31, 2019)			Total number of adjusted cohort that received an award from your institution	Percent of adjusted cohort that received an award from your institution
		Certificates	Associate's	Bachelor's		
<b>First-time entering</b>						
Full-time	970	11	334	0	345	36
Pell Grant recipients	276	<input type="text" value="2"/>	<input type="text" value="89"/>	<input type="text" value="0"/>	91	33
Non-Pell Grant recipients	694	<input type="text" value="9"/>	<input type="text" value="245"/>	<input type="text" value="0"/>	254	37
Part-time	782	21	123	0	144	18
Pell Grant recipients	195	<input type="text" value="6"/>	<input type="text" value="38"/>	<input type="text" value="0"/>	44	23
Non-Pell Grant recipients	587	<input type="text" value="15"/>	<input type="text" value="85"/>	<input type="text" value="0"/>	100	17
<b>Non-First-time entering</b>						
Full-time	1,280	25	733	0	758	59
Pell Grant recipients	386	<input type="text" value="10"/>	<input type="text" value="207"/>	<input type="text" value="0"/>	217	56
Non-Pell Grant recipients	894	<input type="text" value="15"/>	<input type="text" value="526"/>	<input type="text" value="0"/>	541	61
Part-time	3,033	115	1,111	0	1,226	40
Pell Grant recipients	690	<input type="text" value="19"/>	<input type="text" value="290"/>	<input type="text" value="0"/>	309	45
Non-Pell Grant recipients	2,343	<input type="text" value="96"/>	<input type="text" value="821"/>	<input type="text" value="0"/>	917	39
<b>Total Entering</b>						
	6,065	172	2,301	0	2,473	41
Pell Grant recipients	1,547	37	624	0	661	43
Non-Pell Grant recipients	4,518	135	1,677	0	1,812	40

Institution: Frederick Community College (162557)

User ID: P1625572

## Award Status at Six Years

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

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

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

Undergraduate Students	Adjusted 2015-16 cohort	Number of students conferred an award by your institution (Highest Award through August 31, 2021)			Total number of adjusted cohort that received an award from your institution	Percent of adjusted cohort that received an award from your institution
		Certificates	Associate's	Bachelor's		
<b>First-time entering</b>						
Full-time	970	11	381	0	392	40
Pell Grant recipients	276	<input type="text" value="2"/>	<input type="text" value="106"/>	<input type="text" value="0"/>	108	39
Non-Pell Grant recipients	694	<input type="text" value="9"/>	<input type="text" value="275"/>	<input type="text" value="0"/>	284	41
Part-time	782	22	162	0	184	24
Pell Grant recipients	195	<input type="text" value="6"/>	<input type="text" value="44"/>	<input type="text" value="0"/>	50	26
Non-Pell Grant recipients	587	<input type="text" value="16"/>	<input type="text" value="118"/>	<input type="text" value="0"/>	134	23
<b>Non-First-time entering</b>						
Full-time	1,280	27	757	0	784	61
Pell Grant recipients	386	<input type="text" value="10"/>	<input type="text" value="215"/>	<input type="text" value="0"/>	225	58
Non-Pell Grant recipients	894	<input type="text" value="17"/>	<input type="text" value="542"/>	<input type="text" value="0"/>	559	63
Part-time	3,033	118	1,233	0	1,351	45
Pell Grant recipients	690	<input type="text" value="20"/>	<input type="text" value="326"/>	<input type="text" value="0"/>	346	50
Non-Pell Grant recipients	2,343	<input type="text" value="98"/>	<input type="text" value="907"/>	<input type="text" value="0"/>	1,005	43
<b>Total Entering</b>						
	6,065	178	2,533	0	2,711	45
Pell Grant recipients	1,547	38	691	0	729	47
Non-Pell Grant recipients	4,518	140	1,842	0	1,982	44

Institution: Frederick Community College (162557)

User ID: P1625572

Award and Enrollment Status at Eight Years

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

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

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

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

Undergraduate Students	Adjusted 2015-16 cohort	Award Status at Eight Years After Entry						Enrollment Status at Eight Years After Entry				
		Number of students conferred an award by your institution (From Entry through August 31, 2023)			Total number of adjusted cohort that received an award from your institution	Percent of adjusted cohort that received an award from your institution	Prior Year Total number of adjusted cohort that received an award from your institution	Number of students who did not receive an award from your institution (From entry through August 31, 2023)				Percent of adjusted cohort that did not receive an award, but are still enrolled at your institution or enrolled at another institution after leaving your institution
		Certificates	Associate's	Bachelor's				Number still enrolled at your institution	Number who enrolled at another institution after leaving your institution	Number of students whose subsequent enrollment status is unknown	Total number who did not receive an award from your institution	
<b>First-time entering</b>												
Full-time	970	11	391	0	402	41	345	20	265	283	568	29
Pell Grant recipients	276	2	110	0	112	41	88	3	68	93	164	26
Non-Pell Grant recipients	694	9	281	0	290	42	257	17	197	190	404	31
Part-time	782	24	176	0	200	26	156	5	201	376	582	26
Pell Grant recipients	195	8	48	0	56	29	40	2	41	96	139	22
Non-Pell Grant recipients	587	16	128	0	144	25	116	3	160	280	443	28
<b>Non-First-time entering</b>												
Full-time	1,280	27	770	0	797	62	858	8	249	226	483	20
Pell Grant recipients	386	10	218	0	228	59	254	2	74	82	158	20
Non-Pell Grant recipients	894	17	552	0	569	64	604	6	175	144	325	20
Part-time	3,033	121	1,284	0	1,405	46	1,475	45	564	1,019	1,628	20
Pell Grant recipients	690	20	340	0	360	52	407	11	109	210	330	17
Non-Pell Grant recipients	2,343	101	944	0	1,045	45	1,068	34	455	809	1,298	21
<b>Total Entering</b>	<b>6,065</b>	<b>183</b>	<b>2,621</b>	<b>0</b>	<b>2,804</b>	<b>46</b>	<b>2,834</b>	<b>78</b>	<b>1,279</b>	<b>1,904</b>	<b>3,261</b>	<b>22</b>
Pell Grant recipients	<b>1,547</b>	<b>40</b>	<b>716</b>	<b>0</b>	<b>756</b>	<b>49</b>	<b>789</b>	<b>18</b>	<b>292</b>	<b>481</b>	<b>791</b>	<b>20</b>
Non-Pell Grant recipients	<b>4,518</b>	<b>143</b>	<b>1,905</b>	<b>0</b>	<b>2,048</b>	<b>45</b>	<b>2,045</b>	<b>60</b>	<b>987</b>	<b>1,423</b>	<b>2,470</b>	<b>23</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).

Institution: Frederick Community College (162557)

User ID: P1625572

Prepared by

**Prepared by**

Reporting Reminders:

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

This survey component was prepared by:					
<input type="radio"/>	Keyholder	<input type="radio"/>	SFA Contact	<input type="radio"/>	HR Contact
<input type="radio"/>	Finance Contact	<input type="radio"/>	Academic Library Contact	<input checked="" type="radio"/>	Other
Name:		<input type="text" value="Cheoleon Lee, Ph.D."/>			
Email:		<input type="text" value="CLee@frederick.edu"/>			

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

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

Institution: Frederick Community College (162557)

User ID: P1625572

Summary

**Outcome Measures Component Summary**

The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the [College Navigator](#) website and/or your institution's Data Feedback Report (DFR). In addition, all data reported in IPEDS survey components become publicly available through the [IPEDS Use the Data](#) and appear as aggregated statistics in various Department of Education reports. [College Navigator](#) is updated approximately three months after the data collection period closes and DFRs will be available through the [IPEDS Use the Data](#) and sent to your institution's CEO at the end of 2024.

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

Cohort	4-year Award Rate (%)	6-year Award Rate (%)	8-year Award Rate (%)	Still enrolled at your institution after 8 years (%)	Did not receive an award and subsequently enrolled at another institution (%)	Percent enrollment status unknown after 8 years (%)
<b>First-time entering</b>						
Full-time	36	40	41	2	27	29
Pell Grant recipients	33	39	41	1	25	34
Non Pell Grant recipients	37	41	42	2	28	27
Part-time	18	24	26	1	26	48
Pell Grant recipients	23	26	29	1	21	49
Non Pell Grant recipients	17	23	25	1	27	48
<b>Non-First-time entering</b>						
Full-time	59	61	62	1	19	18
Pell Grant recipients	56	58	59	1	19	21
Non Pell Grant recipients	61	63	64	1	20	16
Part-time	40	45	46	1	19	34
Pell Grant recipients	45	50	52	2	16	30
Non Pell Grant recipients	39	43	45	1	19	35
<b>Total Entering</b>						
Full-time	41	45	46	1	21	31
Pell Grant recipients	43	47	49	1	19	31
Non Pell Grant recipients	40	44	45	1	22	31

Institution: Frederick Community College (162557)

User ID: P1625572

Edit Report

Outcome Measures

There are no errors for the selected survey and institution.

## Finance 2023-24

Institution: Frederick Community College (162557)

User ID: P1625577

### Overview

#### Overview

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

#### Data Reporting Reminder:

- Report data to accurately reflect the time period corresponding with the IPEDS survey component, even if such reporting is seemingly inconsistent with prior-year reporting.

#### Changes in reporting

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

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

#### Resources:

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

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



## Finance - Public Institutions' Reporting Standard

### Reporting Standard

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

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

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

## Finance - Public Institutions Using GASB Standards

### General Information: GASB-Reporting Institutions (aligned form)

Reporting Reminder:

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

#### 1. Fiscal Year Calendar

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

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

#### 2. Audit Opinion

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

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

#### 3. Reporting Model

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

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

#### 4. Intercollegiate Athletics

Does your institution participate in intercollegiate athletics?

- No
- Yes - answer part a and b below

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

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

b) Does your institution have intercollegiate athletics revenue?

- No
- Yes - select category(s) where these revenues are included [check all that apply]
  - Sales and services of educational activities
  - Sales and services of auxiliary enterprises
  - Other (specify in box below)


**5. Endowment Assets**

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

- No
- Yes - (report endowment assets)

**6. Pension**


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

- No
-  Yes

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

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

- No
- Yes

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


Part A - Statement of Net Position Page 1

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

If your institution is a parent institution then the amounts reported in Parts A and D should include ALL of your child institutions

Line no.		Current year amount	Prior year amount
<b>Assets</b>			
01	Total <u>current assets</u>	34,902,731	30,218,110
31	Depreciable <u>capital assets</u> , net of depreciation	95,135,028	92,721,994
04	Other noncurrent assets CV=[A05-A31]	0	0
05	Total <u>noncurrent assets</u>	95,135,028	92,721,994
06	<b>Total assets</b> CV=(A01+A05)	<b>130,037,759</b>	<b>122,940,104</b>
19	<u>Deferred outflows of resources</u>	0	0
<b>Liabilities</b>			
07	<u>Long-term debt, current portion</u>	320,000	80,000
08	Other current liabilities CV=(A09-A07)	7,571,733	6,553,570
09	Total <u>current liabilities</u>	7,891,733	6,633,570
10	<u>Long-term debt</u>	4,931,902	5,327,001
11	Other noncurrent liabilities CV=(A12-A10)	790,907	28,496
12	Total <u>noncurrent liabilities</u>	5,722,809	5,355,497
13	<b>Total liabilities</b> CV=(A09+A12)	<b>13,614,542</b>	<b>11,989,067</b>
20	<u>Deferred inflows of resources</u>	0	0


<b>Net Position</b>				
14	<u>Invested in capital assets, net of related debt</u>		88,776,374	87,314,993
15	<u>Restricted-expendable</u>		510,632	616,907
16	<u>Restricted-nonexpendable</u>		0	0
17	<u>Unrestricted</u> CV=[A18-(A14+A15+A16)]		<b>27,136,211</b>	<b>23,019,137</b>
18	<b><u>Net position</u></b> CV=[(A06+A19)-(A13+A20)]		<b>116,423,217</b>	<b>110,951,037</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 - Statement of Net Position Page 2

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

Line No.	Description	Ending balance	Prior year Ending balance
<b>Capital Assets</b>			
21	<u>Land and land improvements</u>	8,878,597	8,402,370
22	<u>Infrastructure</u>	0	0
23	<u>Buildings</u>	143,525,630	131,241,548
32	Equipment, including art and <u>library collections</u>	10,334,960	9,773,758
27	<u>Construction in progress</u>	1,431,358	9,007,542
	<b>Total for Plant, Property and Equipment CV = (A21+ .. A27)</b>	<b>164,170,545</b>	<b>158,425,218</b>
28	<u>Accumulated depreciation</u>	70,406,595	65,703,225
33	Intangible assets, net of accumulated amortization	0	0
34	Other capital assets	1,371,079	0


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

Part D - Summary of Changes In Net Position

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

If your institution is a parent institution then the amounts reported in Parts A and D should include ALL of your child institutions

Line No.	Description	Current year amount	Prior year amount
01	Total revenues and other additions for this institution <b>AND all of its child institutions</b>	80,520,949	85,670,629
02	Total expenses and deductions for this institution <b>AND all of its child institutions</b>	75,048,769	72,259,661
03	Change in net position during year <b>CV=(D01-D02)</b>	<b>5,472,180</b>	<b>13,410,968</b>
04	<u>Net position</u> beginning of year for this institution <b>AND all of its child institutions</b>	110,951,037	97,540,069
05	<u>Adjustments to beginning net position</u> and other gains or losses <b>CV=[D06-(D03+D04)]</b>	0	0
06	Net position end of year for this institution <b>AND all of its child institutions (from A18)</b>	116,423,217	110,951,037


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

Part E-1 - Scholarships and Fellowships

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

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

Line No.	Scholarships and Fellowships	Current year amount	Prior year amount
01	<u>Pell grants</u> (federal)	<input type="text" value="4,547,985"/>	3,618,936
02	<u>Other federal grants</u> (Do NOT include FDSL amounts)	<input checked="" type="checkbox"/> <input type="text" value="534,041"/>	4,676,733
03	<u>Grants by state government</u>	<input type="text" value="917,175"/>	736,361
04	<u>Grants by local government</u>	<input type="text" value="0"/>	0
05	<u>Institutional grants from restricted resources</u>	<input type="text" value="1,043,125"/>	986,439
06	<u>Institutional grants from unrestricted resources</u> CV=[E07-(E01+...+E05)]	<b>197,455</b>	169,862
07	Total revenue that funds scholarships and fellowships	<input type="text" value="7,239,781"/>	10,188,331
<u>Discounts and Allowances</u>			
08	<u>Discounts and allowances</u> applied to <u>tuition and fees</u>	<input type="text" value="921,873"/>	1,017,409
09	<u>Discounts and allowances</u> applied to sales and services of <u>auxiliary enterprises</u>	<input type="text" value="0"/>	0
10	Total discounts and allowances CV=(E08+E09)	<b>921,873</b>	1,017,409
11	Net scholarships and fellowships expenses after deducting discounts and allowances CV= (E07-E10) <b>This amount will be carried forward to C10 of the expense section.</b>	<b>6,317,908</b>	9,170,922

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



Part E-2 - Sources of Discounts and Allowances

Fiscal Year: July 1, 2022 - June 30, 2023							
Line No.	Source of Discounts and Allowances	Amount of Source Applied to:					
		Tuition and fees discounts allowances		Auxiliary enterprises discounts allowances		Total discounts allowances	
		Current year amount	Prior year amount	Current year amount	Prior year amount	Current year amount	Prior year amount
12	Pell grants (federal)	719,555	1,017,409	0	0	719,555	1,017,409
13	Other federal grants (Do NOT include FDSL amounts)		0		0	0	0
14	Grants by state government		0		0	0	0
15	Grants by local government		0		0	0	0
16	Endowments and gifts		0		0	0	0
17	Other institutional sources CV=[E18-(E12+E13+ ... +E16)]	202,318	0	0	0	202,318	0
18	Total (from Part E1 line 8, 9 and 10)	921,873	1,017,409	0	0	921,873	1,017,409

Part B - Revenues and Other Additions, Page 1

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


Line No.	Source of Funds	Current year amount	Prior year amount
<u>Operating Revenues</u>			
01	<u>Tuition and fees</u> , after deducting <u>discounts and allowances</u>	16,838,802	15,094,703
Grants and contracts - operating			
02	Federal operating grants and contracts	2,796,416	7,049,795
03	State operating grants and contracts	2,002,931	1,926,635
04	Local government/private operating grants and contracts	17,322	15,867
04a	Local government operating grants and contracts	17,322	15,867
04b	Private operating grants and contracts	0	0
05	Sales and services of <u>auxiliary enterprises</u> , after deducting <u>discounts and allowances</u>	2,258,206	1,550,138
26	<u>Sales and services of educational activities</u>	0	0
08	Other sources - operating (CV) CV=[B09-(B01+ .....+B26)]	3,081,884	2,614,855
09	Total operating revenues	26,995,561	28,251,993

Part B - Revenues and Other Additions, Page 2

Fiscal Year: July 1, 2022 - June 30, 2023			
Line No.	Source of funds	Current year amount	Prior year amount
<u>Nonoperating Revenues</u>			
10	Federal <u>appropriations</u>	0	0
11	State <u>appropriations</u>	19,251,190	16,007,628
12	<u>Local appropriations, education district taxes, and similar support</u>	22,618,303	21,798,561
Grants-nonoperating			
13	Federal nonoperating grants <b>Do NOT include Federal Direct Student Loans</b>	4,912,697	7,667,150
14	State nonoperating grants		0
15	Local government nonoperating grants		0
16	<u>Gifts, including contributions from affiliated organizations</u>	0	0
17	<u>Investment income</u>	854,706	54,847
18	Other nonoperating revenues <b>CV=[B19-(B10+...+B17)]</b>	1,000,000	2,353,755
19	Total nonoperating revenues	48,636,896	47,881,941
27	Total operating and nonoperating revenues <b>CV=[B19+B09]</b>	75,632,457	76,133,934
28	<u>12-month Student FTE from E12</u>	3,368	2,943
29	Total operating and nonoperating revenues per student FTE <b>CV=[B27/B28]</b>	22,456	25,869

Part B - Revenues and Other Additions, Page 3

Fiscal Year: July 1, 2022 - June 30, 2023			
Line No.	Source of funds	Current year amount	Prior year amount
Other Revenues and Additions			
20	<u>Capital appropriations</u>	4,888,492	9,536,695
21	<u>Capital grants and gifts</u>		0
22	<u>Additions to permanent endowments</u>		0
23	Other revenues and additions CV=[B24-(B20+...+B22)]	0	0
24	Total other revenues and additions CV=[B25-(B9+B19)]	4,888,492	9,536,695
25	Total all revenues and other additions	80,520,949	85,670,629

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

Part C-1 - Expenses and Other Deductions by Functional Classification


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

Report Total Operating AND Nonoperating Expenses in this section

Line No.	Expense: Functional Classifications	Total amount	Prior Year Total Amount	Salaries and wages	Prior Year Salaries and wages
		(1)		(2)	
01	<u>Instruction</u>	36,935,048	35,039,016	21,032,978	18,806,711
02	<u>Research</u>	0	0	0	0
03	<u>Public service</u>	0	0	0	0
05	<u>Academic support</u>	1,485,825	1,381,378	701,420	651,846
06	<u>Student services</u>	11,421,474	8,880,170	5,439,108	4,487,484
07	<u>Institutional support</u>	14,889,320	13,632,451	6,826,893	6,206,095
10	<u>Scholarships and fellowships expenses, net of discounts and allowances (from Part E-1, line 11)</u>	6,317,908	9,170,922		
11	<u>Auxiliary enterprises</u>	3,796,980	4,092,561	884,855	882,556
14	Other Functional Expenses and deductions CV=[C19-(C01+...+C11)]	202,214	63,163	0	0
19	<b>Total expenses and deductions</b>	75,048,769	72,259,661	34,885,254	31,034,692

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

Fiscal Year: July 1, 2022 - June 30, 2023			
Line No.	Expense: Natural Classifications	Total Amount	Prior year amount
19-2	Salaries and Wages(from Part C-1,Column 2 line 19).	34,885,254	31,034,692
19-3	Benefits	9,371,686	8,800,229
19-4	Operation and Maintenance of Plant (as a natural expense).	8,377,268	6,518,143
19-5	Depreciation	4,858,917	4,059,733
19-6	Interest	<input checked="" type="checkbox"/> 98,777	199,665
19-7	Other Natural Expenses and Deductions CV=[C19-1 - (C19-2 + ... + C19-6)]	17,456,867	21,647,199
19-1	<b>Total Expenses and Deductions (from Part C-1, Line 19)</b>	75,048,769	72,259,661
20-1	12-month Student FTE (from E12 survey).	3,368	2,943
21-1	Total expenses and deductions per student FTE CV=[C19-1/C20-1]	<b>22,283</b>	<b>24,553</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 H - Details of Endowment Net Assets

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

Include not only endowment net assets held by the institution, but any assets held by private foundations affiliated with the institution.


Line No.	Value of Endowment Net Assets	Market Value	Prior Year Amounts
01	Value of endowment net assets at the beginning of the fiscal year	14,262,402	14,312,172
02	Value of endowment net assets at the end of the fiscal year	14,702,247	14,262,402
03	Change in value of endowment net assets <b>CV=[H02-H01]</b>	439,845	-49,770
03a	New gifts and additions	167,319	111,553
03b	Endowment net investment return	735,622	239,683
03c	Spending distribution for current use	-443,236	-398,056
03d	Other <b>CV=[H03-(H03a+H03b+H03c)]</b>	-19,860	-2,950

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

Part N - Financial Health

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


Line No.	Description <i>(If your institution is a parent institution then the amounts reported should include ALL of your child institutions. Include amounts for the institution's GASB and FASB component units.)</i>	Current year amount	Prior year amount
01	Operating income (Loss) + net nonoperating revenues (expenses)	<input checked="" type="checkbox"/> 615,472	3,879,349
02	Operating revenues + nonoperating revenues	82,131,760	87,091,252
03	Change in net position	<input checked="" type="checkbox"/> 6,217,748	13,450,403
04	Net position	130,971,147	117,520,743
05	Expendable net assets	43,067,113	38,458,466
06	Plant-related debt	5,251,902	5,407,001
07	Total expenses	76,627,796	73,675,208

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




Part J - Revenue Data for the Census Bureau

Fiscal Year: July 1, 2022 - June 30, 2023						
Source and type		Amount				
		Total for all funds and operations (includes endowment funds, but excludes component units)	Education and general/independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/experiment services
		(1)	(2)	(3)	(4)	(5)
01	Tuition and fees	17,760,675	17,760,675			
02	Sales and services	<b>2,258,206</b>	<input type="text"/>	2,258,206		<input type="text"/>
03	Federal grants/contracts (excludes Pell Grants)	2,796,416	<input type="text" value="2,796,416"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Revenue from the state government:						
04	State appropriations, current & capital	2,611,324	<input type="text" value="2,611,324"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
05	State grants and contracts	2,002,931	<input type="text" value="2,002,931"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Revenue from local governments:						
06	Local appropriation, current & capital	2,277,169	<input type="text" value="2,277,169"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
07	Local government grants/contracts	0	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
08	Receipts from property and non-property taxes	<input type="text"/>				
09	Gifts and private grants, NOT including capital grants	<input type="text"/>				
10	Interest earnings	<input type="text" value="854,706"/>				
11	<u>Dividend earnings</u>	<input type="text"/>				
12	<u>Realized capital gains</u>	<input type="text"/>				

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

Part K - Expenditure Data for the Census Bureau


Fiscal Year: July 1, 2022 - June 30, 2023						
Category		Total for all funds and operations (includes endowment funds, but excludes component units)	Education and general/ independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/ experiment services
		(1)	(2)	(3)	(4)	(5)
02	Employee benefits, total	10,603,713	<input type="text" value="10,370,808"/>	<input type="text" value="232,905"/>	<input type="text"/>	<input type="text"/>
03	Payment to state retirement funds (may be included in line 02 above)	2,822,038	<input type="text" value="2,822,038"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
04	Current expenditures <b>including</b> salaries	75,048,769	<input type="text" value="71,251,789"/>	<input type="text" value="3,796,980"/>	<input type="text"/>	<input type="text"/>
Capital outlays						
05	Construction	13,213,615	<input type="text" value="13,213,615"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
06	Equipment purchases	741,119	<input type="text" value="741,119"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
07	Land purchases	0	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
08	Interest on debt outstanding, all funds and activities	<input type="text"/>				

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

Part L - Debt and Assets for Census Bureau, page 1


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

Debt		
	Category	Amount
01	Long-term debt outstanding at beginning of fiscal year	6,100,430
02	Long-term debt issued during fiscal year	677,650
03	Long-term debt retired during fiscal year	344,327
04	Long-term debt outstanding at end of fiscal year	6,038,650
05	Short-term debt outstanding at beginning of fiscal year	80,000
06	Short-term debt outstanding at end of fiscal year	320,000

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

Part L - Debt and Assets for Census Bureau, page 2

Fiscal Year: July 1, 2022 - June 30, 2023		
Assets		
	Category	Amount
07	Total cash and security assets held at end of fiscal year in sinking or debt service funds	<input type="text"/>
08	Total cash and security assets held at end of fiscal year in bond funds	<input type="text"/>
09	Total cash and security assets held at end of fiscal year in all other funds	30,779,221

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

Prepared by

**Prepared by**

Reporting Reminders:

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

This survey component was prepared by:

<input type="radio"/>	Keyholder	<input type="radio"/>	SFA Contact	<input type="radio"/>	HR Contact
<input checked="" type="radio"/>	Finance Contact	<input type="radio"/>	Academic Library Contact	<input type="radio"/>	Other
Name: <input type="text" value="Shawn Chesnutwood"/>					
Email: <input type="text" value="schesnutwood@frederick.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="3.00"/> hours	<input type="text" value="4.00"/> hours	<input type="text" value="3.00"/> 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

### Finance Component Summary

The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the [College Navigator](#) website and/or your institution's Data Feedback Report (DFR). In addition, all data reported in IPEDS survey components become publicly available through the [IPEDS Use the Data](#) and appear as aggregated statistics in various Department of Education reports. [College Navigator](#) is updated approximately three months after the data collection period closes and DFRs will be available through the [IPEDS Use the Data](#) and sent to your institution's CEO at the end of 2024.

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

Core Revenues			
Revenue Source	Reported values	Percent of total core revenues (%)	Core revenues per FTE enrollment
Tuition and fees	16,838,802	22	5,000
State appropriations	19,251,190	25	5,716
Local appropriations	22,618,303	29	6,716
Government grants and contracts	9,729,366	12	2,889
Private gifts, grants, and contracts	0	0	0
Investment income	854,706	1	254
Other core revenues	8,970,376	11	2,663
Total core revenues	78,262,743	100	23,237
<b>Total revenues</b>	<b>80,520,949</b>	<b>N/A</b>	<b>23,908</b>

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	36,935,048	52	10,966
Research	0	0	0
Public service	0	0	0
Academic support	1,485,825	2	441
Institutional support	14,889,320	21	4,421
Student services	11,421,474	16	3,391
Other core expenses	6,520,122	9	1,936

Total core expenses	71,251,789	100	21,156
<b>Total expenses</b>	75,048,769	N/A	22,283

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

	Calculated value
<b>FTE enrollment</b>	3,368

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



Edit Report

Finance

Source	Description	Severity	Resolved	Options
<b>Screen: Scholarships &amp; Fellowships</b>				
Screen Entry	The amount reported is outside the expected range of between 2,338,367 and 7,015,099 when compared with the prior year value. Please correct your data or explain. (Error #5301)	Explanation	Yes	
Reason	The majority of the HEERF funds were used in previous years.			
Perform Edits	The fiscal year for this institution exactly matches the coverage period specified in SFA (July 1 to June 30) therefore, we would expect the grant/scholarship aid awarded in SFA (\$9,983,190) to be similar to the scholarship/fellowship revenue reported in Finance (\$7,239,781). Please review your data and make any necessary corrections, or explain. (Error #5309)	Explanation	Yes	
Reason	The SFA includes Federal Aid only.			
<b>Screen: Expenses Part 2</b>				
Screen Entry	The amount reported is outside the expected range of between 99,833 and 299,497 when compared with the prior year value. Please correct your data or explain. (Error #5301)	Explanation	Yes	
Reason	Reduced debt service costs			
<b>Screen: Financial Health</b>				
Screen Entry	The amount reported is outside the expected range of between 1,939,675 and 5,819,023 when compared with the prior year value. Please correct your data or explain. (Error #5301)	Explanation	Yes	
Reason	Decrease in Capital Appropriations.			
Screen Entry	The amount reported is outside the expected range of between 6,725,202 and 20,175,604 when compared with the prior year value. Please correct your data or explain. (Error #5301)	Explanation	Yes	
Reason	Decrease in Capital Appropriations.			

## Human Resources 2023-24

Institution: Frederick Community College (162557)

User ID: P1625577

### Overview

#### Human Resources Overview

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

#### Data Reporting Reminders

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

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

#### Changes in reporting

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

- Rephrased "remedial education" terminology in survey materials to "developmental education," including Glossary terms
- Added FAQ regarding staff who provide instruction or services to incarcerated students.

#### Resources:

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

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

## Human Resources Screening Questions

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

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

- No  
 Yes

### Does your institution have graduate assistants?

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

- No  
 Yes

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

- No  
 Yes

### Does your institution have a tenure system?

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

- No  
 Yes

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

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

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

- No  
 Yes

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

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

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

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



<u>White</u>	<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"/>	<input type="text" value="0"/>	<b>0</b>
Two or more races	<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"/>	<input type="text" value="0"/>	<b>0</b>
<u>Race and ethnicity unknown</u>	<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"/>	<input type="text" value="0"/>	<b>0</b>
<b>Total women</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total (men+women)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Total from prior year							



<u>White</u>	<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"/>	<input type="text" value="0"/>	<b>0</b>
Two or more races	<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"/>	<input type="text" value="0"/>	<b>0</b>
<u>Race and ethnicity unknown</u>	<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"/>	<input type="text" value="0"/>	<b>0</b>
<b>Total women</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total (men+women)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Total from prior year							





<u>White</u>	12	11	25	0	0	0	<b>48</b>
Two or more races	0	0	0	0	0	0	<b>0</b>
<u>Race and ethnicity unknown</u>	0	3	0	0	0	0	<b>3</b>
<b>Total women</b>	<b>17</b>	<b>16</b>	<b>33</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>66</b>
<b>Total (men+women)</b>	<b>31</b>	<b>24</b>	<b>50</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>105</b>
Total from prior year							104



<u>White</u>	<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"/>	<input type="text" value="0"/>	<b>0</b>
Two or more races	<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"/>	<input type="text" value="0"/>	<b>0</b>
<u>Race and ethnicity unknown</u>	<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"/>	<input type="text" value="0"/>	<b>0</b>
<b>Total women</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total (men+women)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Total from prior year							

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

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

As of November 1, 2023

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

**Men**

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

**Women**

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

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

Part A2 - Full-time Instructional Staff by Function

**Number of Full-time Instructional Staff**

As of November 1, 2023

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

	With <u>Faculty Status</u>				Without Faculty Status	Total
	<u>Multi-year</u>	<u>Annual contract</u>	<u>Less-than-annual contract</u>	<u>Indefinite duration (continuing or at-will)</u>		
<b><u>Instructional staff</u></b>	0	0	105	0	0	105
<b>Total carried forward from previous screens</b>	0	0	105	0	0	105
<b><u>Primarily Instruction</u></b>	0	0	105	0	0	105
<b><u>i</u> Exclusively credit</b>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="105"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	105
<b><u>i</u> Exclusively not-for-credit</b>	<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"/>	0
<b>Combined credit/not-for-credit</b>	<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"/>	0
<b><u>Instruction/research/public service staff</u></b>	<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"/>	0

Part A3 - Full-time Instructional Staff - Totals

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

As of November 1, 2023

Race/ethnicity	Total men	Total women	Total (men+women)
<u>U.S. Nonresident</u>	0	0	0
<u>Hispanic/Latino</u>	0	5	5
<u>American Indian or Alaska Native</u>	0	0	0
<u>Asian</u>	2	6	8
<u>Black or African American</u>	6	4	10
<u>Native Hawaiian or Other Pacific Islander</u>	0	0	0
<u>White</u>	31	48	79
Two or more races	0	0	0
<u>Race and ethnicity unknown</u>	0	3	3
<b>Total</b>	<b>39</b>	<b>66</b>	<b>105</b>
Total from prior year			104

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

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

As of November 1, 2023

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

**Men**

Race/ethnicity	<u>Instructional Staff</u> (carried forward from Part A)	<u>Research staff</u>	<u>Public Service staff</u>
<u>U.S. Nonresident</u>	0	<input type="text"/>	<input type="text"/>
<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>	2	<input type="text"/>	<input type="text"/>
<u>Black or African American</u>	6	<input type="text"/>	<input type="text"/>
<u>Native Hawaiian or Other Pacific Islander</u>	0	<input type="text"/>	<input type="text"/>
<u>White</u>	31	<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"/>
<b>Total men</b>	<b>39</b>	<b>0</b>	<b>0</b>

**Women**

Race/ethnicity	<u>Instructional Staff</u> (carried forward from Part A)	<u>Research staff</u>	<u>Public Service staff</u>
<u>U.S. Nonresident</u>	0	<input type="text" value="0"/>	<input type="text" value="0"/>
<u>Hispanic/Latino</u>	5	<input type="text" value="0"/>	<input type="text" value="0"/>
<u>American Indian or Alaska Native</u>	0	<input type="text" value="0"/>	<input type="text" value="0"/>
<u>Asian</u>	6	<input type="text" value="0"/>	<input type="text" value="0"/>
<u>Black or African American</u>	4	<input type="text" value="0"/>	<input type="text" value="0"/>
<u>Native Hawaiian or Other Pacific Islander</u>	0	<input type="text" value="0"/>	<input type="text" value="0"/>
<u>White</u>	48	<input type="text" value="0"/>	<input type="text" value="0"/>



Two or more races	0	<input type="text" value="0"/>	<input type="text" value="0"/>
<u>Race and ethnicity unknown</u>	3	<input type="text" value="0"/>	<input type="text" value="0"/>
<b>Total women</b>	<b>66</b>	<b>0</b>	<b>0</b>
<b>Total (men+women)</b>	<b>105</b>	<b>0</b>	<b>0</b>
Total from prior year	104		

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

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

As of November 1, 2023

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

**Men**

Race/ethnicity	<u>Archivists, Curators, and Museum Technicians</u> 25-4010	<u>Librarians and Media Collections Specialists</u> 25-4020	<u>Library Technicians</u> 25-4030	<b>i</b> <u>Student and Academic Affairs and Other Education Services Occupations</u> 25-2000 + 25-3000 + 25-9000
<u>U.S. Nonresident</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<u>Hispanic/Latino</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>
<u>American Indian or Alaska Native</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<u>Asian</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<u>Black or African American</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<u>White</u>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="12"/>
Two or more races	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<u>Race and ethnicity unknown</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<b>Total men</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>16</b>

**Women**

Race/ethnicity	<u>Archivists, Curators, and Museum Technicians</u> 25-4010	<u>Librarians and Media Collections Specialists</u> 25-4020	<u>Library Technicians</u> 25-4030	<u>Student and Academic Affairs and Other Education Services Occupations</u> 25-2000 + 25-3000 + 25-9000
<u>U.S. Nonresident</u>	<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" value="4"/>
<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" value="1"/>
<u>Black or African American</u>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="4"/>
<u>Native Hawaiian or Other</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

<u>Pacific Islander</u>				
<u>White</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="34"/>
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" value="2"/>
<b>Total women</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>45</b>
<b>Total (men+women)</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>61</b>
<b>Total from prior year</b>		<b>2</b>		<b>52</b>

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

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

As of November 1, 2023

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

Men

Race/ethnicity	<u>Management Occupations</u> 11-0000	<u>Business and Financial Operations Occupations</u> 13-0000	<u>Computer, Engineering, and Science Occupations</u> 15-0000 + 17-0000 + 19-0000	<u>Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations</u> 21-0000 + 23-0000 + 27-0000	<u>Healthcare Practitioners and Technical Occupations</u> 29-0000
<u>U.S. Nonresident</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<u>Hispanic/Latino</u>	<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"/>
<u>American Indian or Alaska Native</u>	<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"/>
<u>Asian</u>	<input type="text" value="1"/>	<input type="text" value="3"/>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="0"/>
<u>Black or African American</u>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<u>Native Hawaiian or Other Pacific Islander</u>	<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"/>
<u>White</u>	<input type="text" value="16"/>	<input type="text" value="7"/>	<input type="text" value="14"/>	<input type="text" value="3"/>	<input type="text" value="1"/>
Two or more races	<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"/>
<u>Race and ethnicity unknown</u>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<b>Total men</b>	<b>20</b>	<b>12</b>	<b>16</b>	<b>4</b>	<b>1</b>

Women

Race/ethnicity	<u>Management Occupations</u> 11-0000	<u>Business and Financial Operations Occupations</u> 13-0000	<u>Computer, Engineering, and Science Occupations</u> 15-0000 + 17-0000 + 19-0000	<u>Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations</u> 21-0000 + 23-0000 + 27-0000	<u>Healthcare Practitioners and Technical Occupations</u> 29-0000
<u>U.S. Nonresident</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<u>Hispanic/Latino</u>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="0"/>
<u>American Indian or Alaska Native</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>

<u>Asian</u>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>
<u>Black or African American</u>	<input type="text" value="9"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="4"/>	<input type="text" value="0"/>
<u>Native Hawaiian or Other Pacific Islander</u>	<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"/>
<u>White</u>	<input type="text" value="47"/>	<input type="text" value="12"/>	<input type="text" value="12"/>	<input type="text" value="11"/>	<input type="text" value="2"/>
Two or more races	<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"/>
<u>Race and ethnicity unknown</u>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<b>Total women</b>	<b>60</b>	<b>15</b>	<b>16</b>	<b>20</b>	<b>2</b>

<b>Total (men+women)</b>	<b>80</b>	<b>27</b>	<b>32</b>	<input checked="" type="checkbox"/> <b>24</b>	<b>3</b>
Total from prior year	73	29	29	39	4



<u>Asian</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<b>11</b>
<u>Black or African American</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="8"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<b>34</b>
<u>Native Hawaiian or Other Pacific Islander</u>	<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"/>	<b>0</b>
<u>White</u>	<input type="text" value="8"/>	<input type="text" value="0"/>	<input type="text" value="34"/>	<input type="text" value="2"/>	<input type="text" value="1"/>	<b>211</b>
Two or more races	<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"/>	<b>0</b>
<u>Race and ethnicity unknown</u>	<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"/>	<b>8</b>
<b>Total women</b>	<b>8</b>	<b>0</b>	<b>47</b>	<b>6</b>	<b>1</b>	<b>287</b>

<b>Total (men+women)</b>	<b>10</b>	<b>0</b>	<b>56</b>	<b>32</b>	<b>2</b>	<b>434</b>
Total from prior year	14		55	33	2	436

Part B2 - Full-time Non-instructional Staff by Occupational Category and Contract Length

Number of Full-time Non-instructional Staff

As of November 1, 2023

Occupational category	With Faculty Status				Without Faculty Status	Total
	Multi-year	Annual contract	Less-than-annual contract	Indefinite duration (continuing or at-will)		
<u>Research staff</u>	0	0	0	0	0	0
<u>Public Service staff</u>	0	0	0	0	0	0
<u>Archivists, Curators, and Museum Technicians</u> 25-4010	0	0	0	0	0	0
<u>Librarians and Media Collections Specialists</u> 25-4020	0	0	0	0	2	2
<u>Library Technicians</u> 25-4030	0	0	0	0	0	0
<b>i</b> <u>Student and Academic Affairs and Other Education Services Occupations</u> 25-2000 + 25-3000 + 25-9000	0	0	0	0	61	61
<u>Management Occupations</u> 11-0000	0	0	0	0	80	80
<u>Business and Financial Operations Occupations</u> 13-0000	0	0	0	0	27	27
<u>Computer, Engineering, and Science Occupations</u> 15-0000 + 17-0000 + 19-0000	0	0	0	0	32	32
<u>Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations</u> 21-0000 + 23-0000 + 27-0000	0	0	0	0	24	24
<u>Healthcare Practitioners and Technical Occupations</u> 29-0000	0	0	0	0	3	3
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>229</b>	<b>229</b>
Total from prior year			0		228	228



Part C - Full-time Summary

**Summary of Full-time Staff**

As of November 1, 2023

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

Occupational category	With Faculty Status				Without Faculty Status	Total
	Multi-year	Annual contract	Less-than-annual contract	Indefinite duration (continuing or at-will)		
Primarily Instruction	0	0	105	0	0	<b>105</b>
Exclusively credit	0	0	105	0	0	<b>105</b>
Exclusively not-for-credit	0	0	0	0	0	<b>0</b>
Combined credit/not-for-credit	0	0	0	0	0	<b>0</b>
Instruction/research/public service staff	0	0	0	0	0	<b>0</b>
Research staff	0	0	0	0	0	<b>0</b>
Public Service staff	0	0	0	0	0	<b>0</b>
Archivists, Curators, and Museum Technicians 25-4010	0	0	0	0	0	<b>0</b>
Librarians and Media Collections Specialists 25-4020	0	0	0	0	2	<b>2</b>
Library Technicians 25-4030	0	0	0	0	0	<b>0</b>
Student and Academic Affairs and Other Education Services Occupations 25-2000 + 25-3000 + 25-9000	0	0	0	0	61	<b>61</b>
Management Occupations 11-0000	0	0	0	0	80	<b>80</b>
Business and Financial Operations Occupations 13-0000	0	0	0	0	27	<b>27</b>
Computer, Engineering, and Science Occupations 15-0000 + 17-0000 + 19-0000	0	0	0	0	32	<b>32</b>
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations 21-0000 + 23-0000 + 27-0000	0	0	0	0	24	<b>24</b>
Healthcare Practitioners and Technical Occupations 29-0000	0	0	0	0	3	<b>3</b>
Service Occupations						<b>10</b>

31-0000 + 33-0000 + 35-0000 + 37-0000 + 39-0000		
Sales and Related Occupations 41-0000		<b>0</b>
Office and Administrative Support Occupations 43-0000		<b>56</b>
Natural Resources, Construction, and Maintenance Occupations 45-0000 + 47-0000 + 49-0000		<b>32</b>
Production, Transportation, and Material Moving Occupations 51-0000 + 53-0000		<b>2</b>
<b>Total</b>		<b>434</b>

Part G1 - Salaries Worksheet

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

Annual Salary, 2023-24

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

**Men**

Academic Rank	Months worked					Total Staff	Total staff for salary reporting
	12 months	11 months	10 months	9 months	< 9 months		
Professors	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="14"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	14	14
Associate professors	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="8"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	8	8
Assistant professors	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="17"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	17	17
Instructors	<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"/>	0	0
Lecturers	<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"/>	0	0
No academic rank	<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	0
<b>Total men</b>	<b>0</b>	<b>0</b>	<b>39</b>	<b>0</b>	<b>0</b>	<b>39</b>	<b>39</b>
Total men full-time instructional staff from Part A						39	

**Women**

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="0"/>	<input type="text" value="0"/>	<input type="text" value="17"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	17	17
Associate professors	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="16"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	16	16
Assistant professors	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="33"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	33	33
Instructors	<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"/>	0	0
Lecturers	<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"/>	0	0
No academic rank	<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"/>	0	0
<b>Total women</b>	<b>0</b>	<b>0</b>	<b>66</b>	<b>0</b>	<b>0</b>	<b>66</b>	<b>66</b>
Total women full-time instructional staff from Part A						66	

<b>Total (men+women)</b>	<b>0</b>	<b>0</b>	<b>105</b>	<b>0</b>	<b>0</b>	<b>105</b>	<b>105</b>
Total (men+women) full-time instructional staff from Part A						105	

Part G2 - Salary Outlays for Instructional Staff

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

Annual Salary Outlays, 2023-24

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

**Men**

Academic Rank	Total staff for salary reporting (from Part G, screen 1)	Salary Outlays				
		12 months	11 months	10 months	9 months	Equated 9 months
Professors	14	<input type="text"/>	<input type="text"/>	1,375,680	<input type="text"/>	1,238,112
Associate professors	8	<input type="text"/>	<input type="text"/>	677,120	<input type="text"/>	609,408
Assistant professors	17	<input type="text"/>	<input type="text"/>	1,192,630	<input type="text"/>	1,073,367
Instructors	0	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Lecturers	0	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
No academic rank	0	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<b>Total men</b>	<b>39</b>	<b>0</b>	<b>0</b>	<b>3,245,430</b>	<b>0</b>	<b>2,920,887</b>

**Women**

Academic Rank	Total staff for salary reporting (from Part G, screen 1)	Salary Outlays				
		12 months	11 months	10 months	9 months	Equated 9 months
Professors	17	<input type="text"/>	<input type="text"/>	1,472,982	<input type="text"/>	1,325,684
Associate professors	16	<input type="text"/>	<input type="text"/>	1,301,458	<input type="text"/>	1,171,312
Assistant professors	33	<input type="text"/>	<input type="text"/>	2,293,305	<input type="text"/>	2,063,975
Instructors	0	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Lecturers	0	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
No academic rank	0	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<b>Total women</b>	<b>66</b>	<b>0</b>	<b>0</b>	<b>5,067,745</b>	<b>0</b>	<b>4,560,971</b>

<b>Total (men + women)</b>	<b>105</b>	<b>0</b>	<b>0</b>	<b>8,313,175</b>	<b>0</b>	<b>7,481,858</b>
----------------------------	------------	----------	----------	------------------	----------	------------------

Part G3 - Average Salaries for Instructional Staff by Academic Rank

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

Annual Average Salaries, 2023-24

**Men**

Academic Rank	Total staff for salary reporting (from Part G, screen 1)	Annual Average Salaries				
		12 months	11 months	10 months	9 months	<b>i</b> Equated 9 months
Professors	14			<b>98,263</b>		<b>88,437</b>
Associate professors	8			<b>84,640</b>		<b>76,176</b>
Assistant professors	17			<b>70,155</b>		<b>63,139</b>
Instructors	0					
Lecturers	0					
No academic rank	0					
<b>Total men</b>	<b>39</b>			<b>83,216</b>		<b>74,895</b>

**Women**

Academic Rank	Total staff for salary reporting (from Part G, screen 1)	Annual Average Salaries				
		12 months	11 months	10 months	9 months	<b>i</b> Equated 9 months
Professors	17			<b>86,646</b>		<b>77,981</b>
Associate professors	16			<b>81,341</b>		<b>73,207</b>
Assistant professors	33			<b>69,494</b>		<b>62,545</b>
Instructors	0					
Lecturers	0					
No academic rank	0					
<b>Total women</b>	<b>66</b>			<b>76,784</b>		<b>69,106</b>

<b>Total (men+women)</b>	<b>105</b>			<b>79,173</b>		<b>71,256</b>
--------------------------	------------	--	--	---------------	--	---------------

Part G4 - Salary Outlays for Non-instructional Staff

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

Annual Salary Outlays, 2023-24

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	0
<u>Public Service staff</u>	0	0
<u>Library and Student and Academic Affairs and Other Education Services Occupations</u> 25-4000 + 25-2000 + 25-3000 + 25-9000	63	4,351,706
<u>Management Occupations</u> 11-0000	80	8,395,215
<u>Business and Financial Operations Occupations</u> 13-0000	27	1,990,364
<u>Computer, Engineering, and Science Occupations</u> 15-0000 + 17-0000 + 19-0000	32	2,155,383
<u>Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations</u> 21-0000 + 23-0000 + 27-0000	24	1,303,846
<u>Healthcare Practitioners and Technical Occupations</u> 29-0000	3	215,544
<u>Service Occupations</u> 31-0000 + 33-0000 + 35-0000 + 37-0000 + 39-0000	10	213,067
<u>Sales and Related Occupations</u> 41-0000	0	0
<u>Office and Administrative Support Occupations</u> 43-0000	56	3,237,957
<u>Natural Resources, Construction, and Maintenance Occupations</u> 45-0000 + 47-0000 + 49-0000	32	1,629,914
<u>Production, Transportation, and Material Moving Occupations</u> 51-0000 + 53-0000	2	121,195
Total	329	<b>23,614,191</b>
Total from prior year	332	21,467,775

Part D - Part-time Staff by Occupational Category

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

As of November 1, 2023

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

**Men**

Race/ethnicity	<u>Instructional staff</u>	<u>Research staff</u>	<u>Public Service staff</u>
<u>U.S. Nonresident</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<u>Hispanic/Latino</u>	<input type="text" value="7"/>	<input type="text" value="0"/>	<input type="text" value="2"/>
<u>American Indian or Alaska Native</u>	<input type="text" value=""/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<u>Asian</u>	<input type="text" value="5"/>	<input type="text" value="0"/>	<input type="text" value="2"/>
<u>Black or African American</u>	<input type="text" value="11"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text" value=""/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<u>White</u>	<input type="text" value="101"/>	<input type="text" value="0"/>	<input type="text" value="22"/>
Two or more races	<input type="text" value=""/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<u>Race and ethnicity unknown</u>	<input type="text" value="4"/>	<input type="text" value="0"/>	<input type="text" value="3"/>
<b>Total men</b>	<b>128</b>	<b>0</b>	<b>29</b>

**Women**

Race/ethnicity	<u>Instructional staff</u>	<u>Research staff</u>	<u>Public Service staff</u>
<u>U.S. Nonresident</u>	<input type="text" value=""/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<u>Hispanic/Latino</u>	<input type="text" value="4"/>	<input type="text" value="0"/>	<input type="text" value="6"/>
<u>American Indian or Alaska Native</u>	<input type="text" value=""/>	<input type="text" value="0"/>	<input type="text" value=""/>
<u>Asian</u>	<input type="text" value="9"/>	<input type="text" value="0"/>	<input type="text" value="3"/>
<u>Black or African American</u>	<input type="text" value="9"/>	<input type="text" value="0"/>	<input type="text" value="10"/>
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text" value=""/>	<input type="text" value="0"/>	<input type="text" value=""/>
<u>White</u>	<input type="text" value="108"/>	<input type="text" value="0"/>	<input type="text" value="79"/>
Two or more races	<input type="text" value=""/>	<input type="text" value="0"/>	<input type="text" value=""/>
<u>Race and ethnicity unknown</u>	<input type="text" value="6"/>	<input type="text" value="0"/>	<input type="text" value="4"/>
<b>Total women</b>	<b>136</b>	<b>0</b>	<b>102</b>



---

<b>Total (men+women)</b>	<b>264</b>	<b>0</b>	<b>131</b>
Total from prior year	247		121

Part D - Part-time Staff by Occupational Category

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

As of November 1, 2023

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

**Men**

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

**Women**

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

<u>Black or African American</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<b>0</b>
<u>Native Hawaiian or Other Pacific Islander</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<b>0</b>
<u>White</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<b>1</b>
Two or more races	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<b>0</b>
<u>Race and ethnicity unknown</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<b>1</b>
<b>Total women</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>
<b>Total (men+women)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>3</b>
Total from prior year				10	10

Part D - Part-time Staff by Occupational Category

**Number of Part-time Staff**

As of November 1, 2023

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

**Men**

Race/ethnicity	<u>Management Occupations</u> 11-0000	<u>Business and Financial Operations Occupations</u> 13-0000	<u>Computer, Engineering, and Science Occupations</u> 15-0000 + 17-0000 + 19-0000	<u>Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations</u> 21-0000 + 23-0000 + 27-0000	<u>Healthcare Practitioners and Technical Occupations</u> 29-0000
<u>U.S. Nonresident</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<u>Hispanic/Latino</u>	<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"/>
<u>American Indian or Alaska Native</u>	<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"/>
<u>Asian</u>	<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"/>
<u>Black or African American</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="5"/>	<input type="text" value="0"/>
<u>Native Hawaiian or Other Pacific Islander</u>	<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"/>
<u>White</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="9"/>	<input type="text" value="0"/>
Two or more races	<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"/>
<u>Race and ethnicity unknown</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="0"/>
<b>Total men</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>16</b>	<b>0</b>

**Women**

Race/ethnicity	<u>Management Occupations</u> 11-0000	<u>Business and Financial Operations Occupations</u> 13-0000	<u>Computer, Engineering, and Science Occupations</u> 15-0000 + 17-0000 + 19-0000	<u>Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations</u> 21-0000 + 23-0000 + 27-0000	<u>Healthcare Practitioners and Technical Occupations</u> 29-0000
<u>U.S. Nonresident</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<u>Hispanic/Latino</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>
<u>American Indian or Alaska Native</u>	<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"/>

<u>Asian</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>
<u>Black or African American</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="5"/>	<input type="text" value="0"/>
<u>Native Hawaiian or Other Pacific Islander</u>	<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"/>
<u>White</u>	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="1"/>	<input type="text" value="3"/>	<input type="text" value="0"/>
Two or more races	<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"/>
<u>Race and ethnicity unknown</u>	<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"/>
<b>Total women</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>10</b>	<b>0</b>

<b>Total (men+women)</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>26</b>	<b>0</b>
Total from prior year		3	2	19	1



<u>Asian</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<b>16</b>
<u>Black or African American</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="15"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<b>40</b>
<u>Native Hawaiian or Other Pacific Islander</u>	<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"/>	<b>0</b>
<u>White</u>	<input type="text" value="7"/>	<input type="text" value="0"/>	<input type="text" value="110"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<b>312</b>
Two or more races	<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"/>	<b>0</b>
<u>Race and ethnicity unknown</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="4"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<b>15</b>
<b>Total women</b>	<b>7</b>	<b>0</b>	<b>137</b>	<b>0</b>	<b>0</b>	<b>399</b>

<b>Total (men+women)</b>	<b>14</b>	<b>0</b>	<b>192</b>	<b>0</b>	<b>0</b>	<b>635</b>
Total from prior year	8		165			576

Part E - Part-time Staff by Occupational Category and Contract Length

Number of **Part-time Staff**

As of November 1, 2023

Occupational category	With <u>Faculty Status</u>				Without Faculty Status	Total
	<u>Multi-year</u>	<u>Annual contract</u>	<u>Less-than-annual contract</u>	<u>Indefinite duration (continuing or at-will)</u>		
<u>Primarily Instruction</u>	0	0	264	0	0	264
<i>i</i> Exclusively credit	0	0	239	0	0	239
<i>i</i> Exclusively not-for-credit	0	0	0	0	0	0
Combined credit/not-for-credit	0	0	25	0	0	25
<u>Instruction/research/public service staff</u>	0	0	0	0	0	0
<u>Research staff</u>	0	0	0	0	0	0
<u>Public Service staff</u>	0	0	57	0	74	131
<u>Archivists, Curators, and Museum Technicians</u> 25-4010	0	0	0	0	0	0
<u>Librarians and Media Collections Specialists</u> 25-4020	0	0	0	0	0	0
<u>Library Technicians</u> 25-4030	0	0	0	0	0	0
<i>i</i> <u>Student and Academic Affairs and Other Education Services Occupations</u> 25-2000 + 25-3000 + 25-9000	0	0	0	0	3	3
<u>Management Occupations</u> 11-0000	0	0	0	0	0	0
<u>Business and Financial Operations Occupations</u> 13-0000	0	0	0	0	3	3
<u>Computer, Engineering, and Science Occupations</u> 15-0000 + 17-0000 + 19-0000	0	0	0	0	2	2
<u>Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations</u> 21-0000 + 23-0000 + 27-0000	0	0	0	0	26	26
<u>Healthcare Practitioners and Technical Occupations</u> 29-0000	0	0	0	0	0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>321</b>	<b>0</b>	<b>108</b>	<b>429</b>



Total from prior year			309		94	403
-----------------------	--	--	-----	--	----	-----

Part F - Part-time Summary

Summary of Part-time Staff

As of November 1, 2023

Occupational category	With Faculty Status				Without Faculty Status	Total
	Multi-year	Annual contract	Less-than-annual contract	Indefinite duration (continuing or at-will)		
Primarily Instruction	0	0	264	0	0	<b>264</b>
Exclusively credit	0	0	239	0	0	<b>239</b>
Exclusively not-for-credit	0	0	0	0	0	<b>0</b>
Combined credit/not-for-credit	0	0	25	0	0	<b>25</b>
Instruction/research/public service staff	0	0	0	0	0	<b>0</b>
Research staff	0	0	0	0	0	<b>0</b>
Public Service staff	0	0	57	0	74	<b>131</b>
Archivists, Curators, and Museum Technicians 25-4010	0	0	0	0	0	<b>0</b>
Librarians and Media Collections Specialists 25-4020	0	0	0	0	0	<b>0</b>
Library Technicians 25-4030	0	0	0	0	0	<b>0</b>
Student and Academic Affairs and Other Education Services Occupations 25-2000 + 25-3000 + 25-9000	0	0	0	0	3	<b>3</b>
Management Occupations 11-0000	0	0	0	0	0	<b>0</b>
Business and Financial Operations Occupations 13-0000	0	0	0	0	3	<b>3</b>
Computer, Engineering, and Science Occupations 15-0000 + 17-0000 + 19-0000	0	0	0	0	2	<b>2</b>
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations 21-0000 + 23-0000 + 27-0000	0	0	0	0	26	<b>26</b>
Healthcare Practitioners and Technical Occupations 29-0000	0	0	0	0	0	<b>0</b>
Service Occupations 31-0000 + 33-0000 + 35-0000 + 37-0000 + 39-0000						<b>14</b>

Sales and Related Occupations 41-0000		<b>0</b>
Office and Administrative Support Occupations 43-0000		<b>192</b>
Natural Resources, Construction, and Maintenance Occupations 45-0000 + 47-0000 + 49-0000		<b>0</b>
Production, Transportation, and Material Moving Occupations 51-0000 + 53-0000		<b>0</b>
<b>Total</b>		<b>635</b>

Part H - New Hires, Full-time Instructional Staff by Contract Length

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

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

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

**Men**

Race/ethnicity	With <u>Faculty Status</u>				Without Faculty Status	Total
	<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" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<b>0</b>
<u>Hispanic/Latino</u>	<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"/>	<b>0</b>
<u>American Indian or Alaska Native</u>	<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"/>	<b>0</b>
<u>Asian</u>	<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"/>	<b>0</b>
<u>Black or African American</u>	<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"/>	<b>0</b>
<u>Native Hawaiian or Other Pacific Islander</u>	<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"/>	<b>0</b>
<u>White</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<b>3</b>
Two or more races	<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"/>	<b>0</b>
<u>Race and ethnicity unknown</u>	<input type="text" value=""/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<b>0</b>
<b>Total men</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Women**

Race/ethnicity	With <u>Faculty Status</u>				Without Faculty Status	Total
	<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" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<b>0</b>
<u>Hispanic/Latino</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<b>1</b>
<u>American Indian or Alaska Native</u>	<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"/>	<b>0</b>
<u>Asian</u>	<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"/>	<b>0</b>
<u>Black or African American</u>	<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"/>	<b>0</b>
<u>Native Hawaiian or Other Pacific Islander</u>	<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"/>	<b>0</b>
<u>White</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<b>3</b>

Two or more races	0	0	0	0	0	0
<u>Race and ethnicity unknown</u>	0	0	0	0	0	0
<b>Total women</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Total (men+women)</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>7</b>

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

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

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

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

**Men**

Race/ethnicity	Instructional Staff (from Part H, screen 1).	Research staff	Public Service staff	Library and Student and Academic Affairs and Other Education Services Occupations 25-4000 + 25-2000 + 25-3000 + 25-9000
<u>U.S. Nonresident</u>	0	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<u>Hispanic/Latino</u>	0	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<u>American Indian or Alaska Native</u>	0	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<u>Asian</u>	0	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<u>Black or African American</u>	0	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<u>Native Hawaiian or Other Pacific Islander</u>	0	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<u>White</u>	3	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Two or more races	0	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<u>Race and ethnicity unknown</u>	0	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<b>Total men</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Women**

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

<u>White</u>	3	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Two or more races	0	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<u>Race and ethnicity unknown</u>	0	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<b>Total women</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total (men+women)</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>

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

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

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

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

**Men**

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

**Women**

Race/ethnicity	<u>Management Occupations</u> 11-0000	<u>Business and Financial Operations Occupations</u> 13-0000	<u>Computer, Engineering, and Science Occupations</u> 15-0000 + 17-0000 + 19-0000	<u>Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations</u> 21-0000 + 23-0000 + 27-0000	<u>Healthcare Practitioners and Technical Occupations</u> 29-0000
<u>U.S. Nonresident</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<u>Hispanic/Latino</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>
<u>American Indian or Alaska Native</u>	<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"/>



<u>Asian</u>	<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"/>
<u>Black or African American</u>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="0"/>
<u>Native Hawaiian or Other Pacific Islander</u>	<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"/>
<u>White</u>	<input type="text" value="4"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="0"/>
Two or more races	<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"/>
<u>Race and ethnicity unknown</u>	<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"/>
<b>Total women</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>5</b>	<b>0</b>
<b>Total (men+women)</b>	<b>6</b>	<b>0</b>	<b>3</b>	<b>7</b>	<b>0</b>



<u>Asian</u>	<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"/>	<b>0</b>
<u>Black or African American</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<b>6</b>
<u>Native Hawaiian or Other Pacific Islander</u>	<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"/>	<b>0</b>
<u>White</u>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<b>13</b>
Two or more races	<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"/>	<b>0</b>
<u>Race and ethnicity unknown</u>	<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"/>	<b>0</b>
<b>Total women</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>21</b>
<b>Total (men+women)</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>3</b>	<b>0</b>	<b>35</b>

Institution: Frederick Community College (162557)

User ID: P1625577

## Human Resources Survey Evaluation

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

No

Prepared by

**Prepared by**

Reporting Reminders:

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

This survey component was prepared by:

<input type="radio"/>	Keyholder	<input type="radio"/>	SFA Contact	<input checked="" type="radio"/>	HR Contact
<input type="radio"/>	Finance Contact	<input type="radio"/>	Academic Library Contact	<input type="radio"/>	Other

Name:

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="0.00"/> hours	<input type="text" value="3.00"/> hours	<input type="text" value="8.00"/> 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

### Human Resources Component Summary

The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the [College Navigator](#) website and/or your institution's Data Feedback Report (DFR). In addition, all data reported in IPEDS survey components become publicly available through the [IPEDS Use the Data](#) and appear as aggregated statistics in various Department of Education reports. [College Navigator](#) is updated approximately three months after the data collection period closes and DFRs will be available through the [IPEDS Use the Data](#) and sent to your institution's CEO at the end of 2024.

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

Number of staff by employment status and occupational category: Fall 2023				
Occupational category		Reported values		FTE staff
		Number of full-time staff	Number of part-time staff	
<b>Total number of staff</b>		<b>434</b>	<b>635</b>	<b>646</b>
Instructional Staff		105	264	193
Primarily Instruction		105	264	193
Exclusively credit		105	239	185
Exclusively not-for-credit		0	0	0
Combined credit/not-for-credit		0	25	8
Instruction/research/public service staff		0	0	0
Research staff		0	0	0
Public Service staff		0	131	44
Library and Student and Academic Affairs and Other Education Services Occupations SOC		63	3	64
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		61	3	62
Management Occupations 11-0000		80	0	80

Business and Financial Operations Occupations 13-0000	27	3	28
Computer, Engineering, and Science Occupations 15-0000 + 17-0000 + 19-0000	32	2	33
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations 21-0000 + 23-0000 + 27-0000	24	26	33
Healthcare Practitioners and Technical Occupations 29-0000	3	0	3
Service Occupations 31-0000 + 33-0000 + 35-0000 + 37-0000 + 39-0000	10	14	15
Sales and Related Occupations 41-0000	0	0	0
Office and Administrative Support Occupations 43-0000	56	192	120
Natural Resources, Construction, and Maintenance Occupations 45-0000 + 47-0000 + 49-0000	32	0	32
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 2023-24

Academic Rank	Months Covered by Annual Salary				Total Staff for Salary reporting	Total Number of Months	Salary Outlays (\$)	Weighted Average Monthly Salaries (\$)
	12 months	11 months	10 months	9 months				
<b>All Ranks</b>	0	0	105	0	105	1,050	8,313,175	7,917
Professors	0	0	31	0	31	310	2,848,662	9,189
Associate professors	0	0	24	0	24	240	1,978,578	8,244
Assistant professors	0	0	50	0	50	500	3,485,935	6,972
Instructors	0	0	0	0	0	0	0	
Lecturers	0	0	0	0	0	0	0	
No academic rank	0	0	0	0	0	0	0	

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

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

Occupational category	Number of full-time staff (carried forward from the Part B - FT, non-instructional staff screens)	Total annual salary outlays (\$)
Research staff	0	0
Public Service staff	0	0
Library and Student and Academic Affairs and Other Education Services Occupations 25-4000 + 25-2000 + 25-3000 + 25-9000	63	4,351,706
Management Occupations 11-0000	80	8,395,215
Business and Financial Operations Occupations 13-0000	27	1,990,364
Computer, Engineering, and Science Occupations 15-0000 + 17-0000 + 19-0000	32	2,155,383
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media Occupations 21-0000 + 23-0000 + 27-0000	24	1,303,846
Healthcare Practitioners and Technical Occupations 29-0000	3	215,544
Service Occupations 31-0000 + 33-0000 + 35-0000 + 37-0000 + 39-0000	10	213,067
Sales and Related Occupations 41-0000	0	0
Office and Administrative Support Occupations 43-0000	56	3,237,957
Natural Resources, Construction, and Maintenance Occupations 45-0000 + 47-0000 + 49-0000	32	1,629,914
Production, Transportation, and Material Moving Occupations 51-0000 + 53-0000	2	121,195
<b>Total</b>	<b>329</b>	<b>23,614,191</b>

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

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

	Number of staff
<b>Newly Hired Full-time Permanent Staff</b>	<b>35</b>



Edit Report

Human Resources

Source	Description	Severity	Resolved	Options
<b>Screen: B1 - FT Non-instructional, Occupation - 3</b>				
Screen Entry	This number(24) is outside the expected range of between 26 and 52 based on the prior year value. Please correct your data or explain. (Error #1387)	Explanation	Yes	
Reason	This is correct. We found a better classification for a few employees and also change in staffing.			

## Academic Libraries 2023-24

Institution: Frederick Community College (162557)

User ID: P1625577

### Overview

#### Academic Libraries Overview

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

#### Data Reporting Reminders

- Report data to accurately reflect the time period corresponding with the IPEDS survey component, even if such reporting is seemingly inconsistent with prior-year reporting.
- Report all data for fiscal year (FY) 2023. Fiscal Year 2023 is defined as the most recent 12-month period that ends before October 1, 2023, that corresponds to the institution's fiscal year.

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

There are no changes to this survey component.

#### Coverage

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

#### Resources:

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

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

## Screening Questions

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

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

**Is the library collection entirely electronic?**

- No  Yes

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

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

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

<u>Library Collections</u>	Physical		Digital/Electronic		Total
		Prior Year Amount		Prior Year Amount	
Books	<input type="text" value="11,676"/>	11,651	<input checked="" type="checkbox"/>	<input type="text" value="59,104"/>	43,813
<u>Databases</u>				<input type="text" value="40"/>	36
<u>Media</u>	<input type="text" value="943"/>	964	<input checked="" type="checkbox"/>	<input type="text" value="41"/>	26
<u>Serials</u>	<input type="text" value="0"/>	0		<input type="text" value="0"/>	0
<b>Total</b>	<b>12,619</b>	<b>12,615</b>	<input checked="" type="checkbox"/>	<b>59,185</b>	<b>43,875</b>
<b>Library Circulation</b>	<input type="text" value="827"/>	<b>894</b>		<input type="text" value="238,893"/>	<b>267,671</b>

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

- No
- Yes

<u>Interlibrary Loan Services</u>	Number	Prior Year Amount
Total interlibrary loans and documents provided to other libraries	<input type="text" value="33"/>	40
Total interlibrary loans and documents received	<input type="text" value="94"/>	73

**Does your institution have Library Staff?**

- No
- Yes

Library Staff	Number of FTEs	Prior Year Amount
Librarians	<input type="text" value="3.00"/>	3.00
Other Professional Staff	<input type="text" value="1.00"/>	1.00
All Other Paid Staff (Except Student Assistants)	<input type="text" value="2.00"/>	2.00
Student Assistants	<input checked="" type="checkbox"/> <input type="text" value="1.75"/>	1.00
<b>Total</b>	<b>7.75</b>	<b>7.00</b>

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

Ebooks from the main e-book database have been steadily added to the catalog. Demand for streaming media has increased since returning from the pandemic.

Physical Library hours were expanded by 35% in Spring 2023 increasing the number of student assistants.

## Expenses

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

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

		Prior Year Amount
<b>i</b> Indicate the number of <b>branch and independent libraries</b> (exclude the main or central library).		0
<b>i</b> Expenses		Amount
Total <u>salaries and wages</u> for the library staff		433,161 395,429
Are staff <u>fringe benefits</u> paid out of the library budget?		
<input checked="" type="radio"/>	No	
<input type="radio"/>	Yes	Total Fringe benefits 0
<b>Materials/services expenses</b>		
One-time purchases of <u>books</u> , <u>serial back-files</u> , and other materials	25,301	22,483
<u>Ongoing commitments to subscriptions</u>	96,758	97,987
All other materials/services costs	666	438
<b>Total materials/services expenses</b>	<b>122,725</b>	<b>120,908</b>
<b>Operations and maintenance expenses</b>		
<u>Preservation services</u>	0	0
All other operations and maintenance expenses	17,914	13,572
<b>Total operations and maintenance expenses</b>	<b>17,914</b>	<b>13,572</b>
<b>Total Expenses</b>	<b>573,800</b>	<b>529,909</b>
<b>Total Expenses (minus Fringe Benefits)</b>	<b>573,800</b>	<b>529,909</b>

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



Prepared by

**Prepared by**

Reporting Reminders:

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

This survey component was prepared by:

<input type="radio"/>	Keyholder	<input type="radio"/>	SFA Contact	<input type="radio"/>	HR Contact
<input type="radio"/>	Finance Contact	<input checked="" type="radio"/>	Academic Library Contact	<input type="radio"/>	Other
Name: <input type="text" value="Colleen McKnight"/>					
Email: <input type="text" value="Cmcknight@frederick.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="4.00"/> hours	<input type="text" value="1.00"/> hours	<input type="text" value="1.00"/> hours
Other offices	<input type="text" value="4.00"/> hours	<input type="text"/> hours	<input type="text"/> hours	<input type="text"/> hours



## Summary

### Academic Libraries Component Summary

The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the [College Navigator](#) website and/or your institution's Data Feedback Report (DFR). In addition, all data reported in IPEDS survey components become publicly available through the [IPEDS Use the Data](#) and appear as aggregated statistics in various Department of Education reports. [College Navigator](#) is updated approximately three months after the data collection period closes and DFRs will be available through the [IPEDS Use the Data](#) and sent to your institution's CEO at the end of 2024.

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

Library Collections/Circulation	Physical	Digital/Electronic
Books	11,676	59,104
<u>Databases</u>		40
<u>Media</u>	943	41
<u>Serials</u>	0	0
<b>Total</b>	12,619	59,185
<b>Library Circulation</b>	827	238,893

<b>Interlibrary Loan Services</b>	Total interlibrary loans and documents provided to other libraries : 33 Total interlibrary loans and documents received : 94 Librarians : 3.00
<b>Library Staff</b>	Other Professional Staff : 1.00 All Other Paid Staff (Except Student Assistants) : 2.00 Student Assistants : 1.75

Expenses	Amount
Branch and independent libraries	0
Salaries and wages	433,161
Fringe benefits	
Total materials/services expenses	122,725
Total operations and maintenance expenses	17,914
<b>Total Expenses</b>	<b>573,800</b>

Edit Report

Academic Libraries

Source	Description	Severity	Resolved	Options
<b>Screen: Collections/Circulation/Interlibrary Loan Services and Staff</b>				
Screen Entry	The number entered (59,104) is outside the expected range of between 30,670 and 56,956 compared to the prior year value. Please correct your data or explain. (Error #15015)	Explanation	Yes	
Reason	Ebooks from the main e-book database have been steadily added to the catalog.			
Screen Entry	The number entered (41) is outside the expected range of between 19 and 33 compared to the prior year value. Please correct your data or explain. (Error #15015)	Explanation	Yes	
Reason	Demand for streaming media has increased since returning from the pandemic.			
Screen Entry	The calculated value (59,185) is outside the expected range of between 30,713 and 57,037 compared to the prior year value. Please correct your data or explain. (Error #15027)	Explanation	Yes	
Reason	Ebooks from the main e-book database have been steadily added to the catalog. Demand for streaming media has increased since returning from the pandemic.			
Screen Entry	The Student Assistants(1.75) is outside the expected range compared to Student Assistants reported in the prior year(1.00). Please correct your data or explain. (Error #15815)	Explanation	Yes	
Reason	Physical Library hours were expanded by 35% in Spring 2023 increasing the number of student assistants.			