

**IPEDS Summary:**

Reporting Period:		2023-24	2022-23	Difference between 2023 and 2021-22	2023-24 collection period:
Source:	Data:	STLCC			
<b>12-month Enrollment</b>	Unduplicated headcount - total	21,021	22,035	(5%)	Smr22, Fall22, Spg23-eot, credit hours
	Total FTE enrollment	9,330	9,399	(1%)	
<b>Fall Enrollment</b>	Full-time fall enrollment	5,310	5,294	0%	Fall 2023 - census
	Part-time fall enrollment	9,317	9,007	3%	
	Total fall enrollment	14,627	14,301	2%	
	Student-to-faculty ratio	18 to 1	18 to 1		
<b>Completions: Level of award</b>	Associate's	1,899	1,981	(4%)	Smr22, Fall22, Spg23-live
	Certificates of at least 1 but less than 2 years	128	207	(38%)	
	Certificates of less than 1 year	152	193	(21%)	
	Total number of degrees and certificates	2,179	2,381	(8%)	
<b>Institutional Characteristics</b>	Academic Year-In district tuition and fees	3,660	3,660	0%	Current year 2023
<b>Student Financial Aid : Percent of first-time, full-time students</b>	Any grant aid	75%	84%	(9%)	Students: Fall 2022-census Aid Year: Fall22, Spg23, Smr23-eot
	Federal grants	45%	68%	(23%)	
	Pell grants	45%	44%	1%	
	State/local grants	47%	50%	(3%)	
	Institutional grants	9%	10%	(1%)	
	Federal loans	4%	4%	0%	
	Other loans	0%	0%	0%	
<b>Student Financial Aid : Average Aid dollars for first-time, full-time students</b>	Any grant aid	4,841	6,059	(20%)	Students: Fall 2022-census Aid Year: Fall22, Spg23, Smr23-eot
	Federal grants	5,216	5,628	(7%)	
	Pell grants	5,023	4,801	5%	
	State/local grants	2,310	2,172	6%	
	Institutional grants	1,773	1,939	(9%)	
	Federal loans	2,878	2,810	2%	
	Other loans	0	0	0%	
<b>Student Financial Aid : Percent of all students</b>	Any grant aid	40%	56%	(16%)	Students: Fall 2022-census Aid Year: Fall22, Spg23, Smr23-eot
	Pell grants	29%	30%	(1%)	
	Federal loans	6%	5%	1%	
<b>Student Financial Aid : Average Aid dollars for all students</b>	Any grant aid	3,873	4,623	(16%)	Students: Fall 2022-census Aid Year: Fall22, Spg23, Smr23-eot
	Pell grants	3,874	3,512	10%	
	Federal loans	3,479	3,497	(1%)	
<b>Graduation Rates</b>	Graduation rate, overall	25%	22%	3%	Fall cohort year 2020-census
	Transfer-out rate	26%	18%	8%	
<b>Fall Enrollment</b>	Full-time retention rate	62%	62%	0%	Fall cohort year 2023-census
	Part-time retention rate	40%	38%	2%	
<b>200% Graduation Rates</b>	Normal time	12%	12%	(0%)	Fall cohort year 2019-census
	150% of normal time	22%	21%	1%	
	200% of normal time	26%	26%	(0%)	
<b>Human Resources:</b>	Full-time staff	1,116	1,085	3%	As of November 1, 2023 (Fall 2023)
	Part-time staff	1,150	1,142	1%	
	FTE staff	1,499	1,466	2%	
<b>Human Resources: FTE counts</b>	Postsecondary Teachers and staff	506	509	(1%)	As of November 1, 2023 (Fall 2023)
	Instructional support occupations	104	113	(8%)	
	Management	144	120	20%	
	Business and financial operations	231	207	12%	
	Computer, engineering and science	78	74	5%	
	Community service, legal, arts, and media	24	23	4%	
	Healthcare	2	2	0%	
	Other	410	418	(2%)	

Source: IPEDS - For all definitions and calculations visit <https://nces.ed.gov/ipeds/datacenter/Default.aspx>.

## IPEDS Summary:

Reporting Period:		2023-24	2022-23	Difference between 2022-23 and 2021-22	2023-24 collection period:
Source:	Data:	STLCC			
<b>Graduation Rates</b>	Graduation rate, overall	18%	22%	(4%)	Fall cohort year 2017-census
	Transfer-out rate	19%	18%	1%	
<b>200% Graduation Rates</b> <small>(Rates on the cohort who completed a bachelor's degree.)</small>	Normal time	0%	0%	0%	Fall cohort year 2015-census
	150% of normal time	0%	0%	0%	
	200% of normal time	0%	0%	0%	

*Our reporting aims to maintain transparency and clarity, ensuring the accurate interpretation of our institutional data over time. It's important to note a change in IPEDS reporting due to the introduction of the bachelor's degree program at STLCC effective Fall 2023.*

*The data presented on page one for Fall Enrollment (retention rates), Graduation Rates, and 200% Graduation Rates reflects how the IPEDS surveys have been reported previously. The data presented above reflects the current 2023-24 survey changes.*

*When an institution transitions to offering bachelor's degree(s) and becomes a bachelor's degree-granting institution for IPEDS reporting, it necessitates a change in the cohort timeframe for reporting graduation rates. For the following reasons:*

- Difference in Program Duration:** *Bachelor's degree programs typically have a longer duration compared to certificate and associate degree programs. Certificate and associate degree programs often have shorter completion timeframes, ranging from a few months to a couple of years. In contrast, bachelor's degree programs usually span four years or more.*
- Graduation Rate Calculation:** *IPEDS calculates graduation rates based on the cohort of first-time, full-time degree-seeking undergraduate students. For institutions offering only certificate and associate degrees, the graduation rate cohort is typically tracked over a shorter timeframe, reflecting the completion timeline of these programs. However, with the introduction of bachelor's degree programs, the cohort timeframe needs to be extended to encompass the longer duration required for bachelor's degree completion.*
- Accurate Comparison:** *Changing the cohort timeframe ensures accurate and meaningful comparisons of graduation rates across different types of degree programs within the institution. It allows for a consistent and fair assessment of student success and institutional performance, accounting for the varying program durations and completion timelines.*
- Compliance with IPEDS Reporting Guidelines:** *IPEDS provides specific guidelines and definitions for reporting graduation rates, including the determination of the cohort timeframe. Institutions are required to adhere to these guidelines to ensure the consistency and reliability of data reported across institutions nationwide.*

*In summary, changing to a bachelor's reporting institution for IPEDS necessitates adjusting the cohort timeframe to accurately capture graduation rates for the expanded range of degree programs offered, facilitating meaningful comparisons and compliance with reporting guidelines.*

Source: IPEDS - For all definitions and calculations visit <https://nces.ed.gov/ipeds/datacenter/Default.aspx>.