

### Fall Enrollment 2023-24

Institution: Valencia College (138187)

User ID: P1381871

#### Overview

##### Fall Enrollment Overview

The Fall Enrollment component collects student enrollment counts by level of student, enrollment status, gender and race/ethnicity. In addition, first-time students' fall-to-fall retention rates and the student-to-faculty ratio are collected. Enrollment by age is required in odd-numbered years, and enrollment by residence of first-time undergraduates is required in even-numbered years.

Institutions operating on a traditional academic year calendar (semester, trimester, quarter, or 4-1-4) report Fall enrollment as of the institution's official fall reporting date or October 15. Institutions operating on a calendar that differs by program or that enrolls students on a continuous basis (referred to as program reporters) report Fall enrollment as students enrolled any time during the period August 1 and October 31.

##### Data reporting reminders:

- Report data to accurately reflect the time period corresponding with the IPEDS survey component, even if such reporting is seemingly inconsistent with prior year reporting.
- Part B, Enrollment of students by age, is required this year.
- Part C, Residence of first-time degree/certificate-seeking undergraduates, is optional this year.
- For reporting students studying in consortium agreements, please refer to the Resource page at <https://nces.ed.gov/ipeds/report-your-data/data-tip-sheet-reporting-data-consortium-institutions>.

##### Changes 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"
- Revised survey materials related to Gender Unknown or Another Gender enrollment reporting in Part A, including non-reporting for small cell size
- Revised Part E Instructions to clarify that bachelor's degree completers by their second fall term among the first-time bachelor's degree-seeking student cohort should be considered retained
- Added FAQ regarding including incarcerated students in for-credit enrollment reporting
- Added FAQ regarding determining students' full- and part-time status
- 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
- Removed reference to Common Data Set methodology in Instructions regarding student-to-faculty ratio
- 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**.

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### Part Selection

Completion of Part C (Residence of First-Time Degree/Certificate-Seeking Undergraduates) is optional this year.

**Do you wish to complete Part C this year?**

If you select 'Yes', you will be expected to complete the Part C screens.

If you select 'No', you will skip Part C.

- No, I will not complete Part C
- Yes, I will complete Part C

Part A - Fall Enrollment for Full-Time Undergraduate Students

Enrollment as of the institution's **official fall reporting date** or as of **October 15, 2023**

Full-time Undergraduate Students

Reporting Reminders:

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students.

Men

Enrolled for <u>credit</u>	Degree/certificate-seeking			Total degree/certificate-seeking	Non-degree/ non-certificate-seeking	Total, <u>Full-time</u> <u>undergraduate</u> students
	First-time	Non-first-time				
		Transfer-in	Continuing/ Returning			
<u>U.S. Nonresident</u>	177	49	368	594	7	601
<u>Hispanic/Latino</u>	1,224	201	1,339	2,764	350	3,114
<u>American Indian or Alaska Native</u>	2	0	8	10	4	14
<u>Asian</u>	133	16	173	322	105	427
<u>Black or African American</u>	362	70	445	877	62	939
<u>Native Hawaiian or Other Pacific Islander</u>	4	1	6	11	4	15
<u>White</u>	592	172	925	1,689	278	1,967
Two or more races	87	23	120	230	42	272
<u>Race and ethnicity unknown</u>	16	3	44	63	14	77
<b>Total men</b>	<b>2,597</b>	<b>535</b>	<b>3,428</b>	<b>6,560</b>	<b>866</b>	<b>7,426</b>
<b>Total men prior year</b>	<b>2,635</b>	<b>571</b>	<b>3,098</b>	<b>6,304</b>	<b>766</b>	<b>7,070</b>

Women

Enrolled for <u>credit</u>	Degree/certificate-seeking			Total degree/certificate-seeking	Non-degree/ non-certificate-seeking	Total, <u>Full-time</u> <u>undergraduate</u> students
	First-time	Non-first-time				
		Transfer-in	Continuing/ Returning			
<u>U.S. Nonresident</u>	246	66	536	848	20	868
<u>Hispanic/Latino</u>	1,686	258	1,886	3,830	540	4,370
<u>American Indian or Alaska Native</u>	4	2	8	14	2	16
<u>Asian</u>	154	27	195	376	125	501
<u>Black or African American</u>	459	114	680	1,253	131	1,384
<u>Native Hawaiian or Other Pacific Islander</u>	7	0	5	12	0	12
<u>White</u>	625	188	980	1,793	334	2,127
Two or more races	94	37	145	276	63	339
<u>Race and ethnicity unknown</u>	33	10	75	118	32	150
<b>Total women</b>	<b>3,308</b>	<b>702</b>	<b>4,510</b>	<b>8,520</b>	<b>1,247</b>	<b>9,767</b>
<b>Total women prior year</b>	<b>3,170</b>	<b>709</b>	<b>4,053</b>	<b>7,932</b>	<b>1,110</b>	<b>9,042</b>

<b>Grand total (men+women)</b>	<b>5,905</b>	<b>1,237</b>	<b>7,938</b>	<b>15,080</b>	<b>2,113</b>	<b>17,193</b>
<b>Grand total (men+women) prior year</b>	<b>5,805</b>	<b>1,280</b>	<b>7,151</b>	<b>14,236</b>	<b>1,876</b>	<b>16,112</b>

Part A - Fall Enrollment for Part-time Undergraduate Students

Enrollment as of the institution's **official fall reporting date** or as of **October 15, 2023**

Part-time Undergraduate Students

Reporting Reminders:

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students.

Men

Enrolled for <u>credit</u>	Degree/certificate-seeking			Total degree/certificate-seeking	Non-degree/ non-certificate-seeking	Total, <u>part-time</u> <u>undergraduate</u> students
	First-time	Non-first-time				
		Transfer-in	Continuing/ Returning			
U.S. Nonresident	109	14	370	493	37	530
Hispanic/Latino	613	150	2,539	3,302	773	4,075
American Indian or Alaska Native	3	1	14	18	8	26
Asian	43	13	310	366	222	588
Black or African American	222	74	1,026	1,322	209	1,531
Native Hawaiian or Other Pacific Islander	2	2	16	20	1	21
White	237	131	1,520	1,888	719	2,607
Two or more races	46	16	194	256	104	360
Race and ethnicity unknown	16	4	123	143	87	230
<b>Total men</b>	<b>1,291</b>	<b>405</b>	<b>6,112</b>	<b>7,808</b>	<b>2,160</b>	<b>9,968</b>
Total men prior year	1,465	538	6,446	8,449	2,212	10,661

Women

Enrolled for <u>credit</u>	Degree/certificate-seeking			Total degree/certificate-seeking	Non-degree/ non-certificate-seeking	Total, <u>part-time</u> <u>undergraduate</u> students
	First-time	Non-first-time				
		Transfer-in	Continuing/ Returning			
U.S. Nonresident	121	22	476	619	53	672
Hispanic/Latino	916	324	4,299	5,539	1,179	6,718
American Indian or Alaska Native	1	2	24	27	6	33
Asian	50	27	343	420	279	699
Black or African American	343	210	1,871	2,424	396	2,820
Native Hawaiian or Other Pacific Islander	3	0	25	28	7	35
White	285	226	2,117	2,628	962	3,590
Two or more races	54	32	263	349	144	493
Race and ethnicity unknown	11	12	180	203	100	303
<b>Total women</b>	<b>1,784</b>	<b>855</b>	<b>9,598</b>	<b>12,237</b>	<b>3,126</b>	<b>15,363</b>
Total women prior year	1,972	898	10,312	13,182	3,415	16,597

<b>Grand total (men+women)</b>	<b>3,075</b>	<b>1,260</b>	<b>15,710</b>	<b>20,045</b>	<b>5,286</b>	<b>25,331</b>
Grand total (men+women) prior year	3,437	1,436	16,758	21,631	5,627	27,258

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## Part A - Fall Enrollment for Undergraduate Students Total

Enrollment as of the institution's **official fall reporting date** or as of **October 15, 2023**Undergraduate Students**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>	601	530	<b>1,131</b>
<u>Hispanic/Latino</u>	3,114	4,075	<b>7,189</b>
<u>American Indian or Alaska Native</u>	14	26	<b>40</b>
<u>Asian</u>	427	588	<b>1,015</b>
<u>Black or African American</u>	939	1,531	<b>2,470</b>
<u>Native Hawaiian or Other Pacific Islander</u>	15	21	<b>36</b>
<u>White</u>	1,967	2,607	<b>4,574</b>
Two or more races	272	360	<b>632</b>
<u>Race and ethnicity unknown</u>	77	230	<b>307</b>
<b>Total men</b>	<b>7,426</b>	<b>9,968</b>	<b>17,394</b>

**Women**

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
<u>U.S. Nonresident</u>	868	672	<b>1,540</b>
<u>Hispanic/Latino</u>	4,370	6,718	<b>11,088</b>
<u>American Indian or Alaska Native</u>	16	33	<b>49</b>
<u>Asian</u>	501	699	<b>1,200</b>
<u>Black or African American</u>	1,384	2,820	<b>4,204</b>
<u>Native Hawaiian or Other Pacific Islander</u>	12	35	<b>47</b>
<u>White</u>	2,127	3,590	<b>5,717</b>
Two or more races	339	493	<b>832</b>
<u>Race and ethnicity unknown</u>	150	303	<b>453</b>
<b>Total women</b>	<b>9,767</b>	<b>15,363</b>	<b>25,130</b>
<b>Grand Total (men+women)</b>	<b>17,193</b>	<b>25,331</b>	<b>42,524</b>

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## Part A - Fall Enrollment - Summary - Grand Totals

## Fall Enrollment Component Summary

## Men

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
<u>U.S. Nonresident</u>	601	530	1,131
<u>Hispanic/Latino</u>	3,114	4,075	7,189
<u>American Indian or Alaska Native</u>	14	26	40
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## Women

Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
<u>U.S. Nonresident</u>	868	672	1,540
<u>Hispanic/Latino</u>	4,370	6,718	11,088
<u>American Indian or Alaska Native</u>	16	33	49
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<u>Race and ethnicity unknown</u>	150	303	453
<b>Total women</b>	<b>9,767</b>	<b>15,363</b>	<b>25,130</b>
<b>Grand Total (men+women)</b>	<b>17,193</b>	<b>25,331</b>	<b>42,524</b>

Institution: Valencia College (138187)

Part A - Fall Enrollment- Gender Unknown or Another Gender than Provided Categories

**Part A - Fall Enrollment - 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 commonly used method to allocate students is to use the known portion of men to women.

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>42,524</b>	<b>43,370</b>
	Gender unknown (i.e., gender information is not known or not collected).	0	0
	<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]).	[ ]	
	<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>42,524</b>	<b>43,370</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).


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Part A - Fall Enrollment by Distance Education Status

Enrollment as of the institution's **official fall reporting date** or as of October 15, 2023

	Undergraduate Students	
	Degree/certificate-seeking	Non-degree/non-certificate-seeking
<b>i</b> Enrolled <i>exclusively</i> in <u>distance education courses</u>	14,813	4,316
Enrolled in <i>at least one</i> but not all distance education courses	11,706	1,560
<i>Not enrolled</i> in any distance education courses	<b>8,606</b>	<b>1,523</b>
<b>Total (Carried forward from part A)</b>	<b>35,125</b>	<b>7,399</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).



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Part A - Fall Enrollment by Distance Education Status

Of those students *exclusively* enrolled in distance education courses, report the number that are:

		Undergraduate Students	
		Degree/certificate-seeking	Non-degree/non-certificate-seeking
Located in	FL	14,657	4,241
Located in the U.S. but not in	FL	0	0
Located in the U.S. but state/jurisdiction unknown		0	0
Located outside the U.S.		0	0
Location unknown/unreported		156	75
<b>Total students exclusively enrolled in distance education (Carried forward from section above)</b>		<b>14,813</b>	<b>4,316</b>

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

Enrollment as of the institution's official fall reporting date or as of October 15, 2023

Age	Full-time Undergraduate Students	
	Men	Women
Under 18	734	1,178
18-19	3,601	4,784
20-21	1,403	1,661
22-24	685	811
25-29	546	588
30-34	234	297
35-39	110	194
40-49	65	194
50-64	39	53
65 and over	1	0
Age unknown/unreported	8	7
<b>Total full-time undergraduate students (Carried forward from part A)</b>	<b>7,426</b>	<b>9,767</b>

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

Enrollment as of the institution's official fall reporting date or as of October 15, 2023

Age	Part-time Undergraduate Students	
	Men	Women
Under 18	1,147	1,680
18-19	2,288	3,292
20-21	2,356	3,150
22-24	1,547	2,190
25-29	1,196	1,917
30-34	590	1,101
35-39	322	722
40-49	335	893
50-64	158	380
65 and over	20	28
Age unknown/unreported	9	10
<b>Total part-time undergraduate students (Carried forward from part A)</b>	<b>9,968</b>	<b>15,363</b>


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## Part C - Screening Question

Did any of your **first-time degree/certificate-seeking undergraduate** students (reported in Part A) enroll within 12 months of graduating high school or receiving their GED?

- No, we do not have any first-time students who enrolled within 12 months of their high school graduation.
- Yes, we have first-time students who enrolled within 12 months of their high school graduation.

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

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Part C - Residence of First-time Undergraduates

Enrollment as of the institution's **official fall reporting date** or as of **October 15, 2023**

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

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

State of <u>residence</u> when student was first admitted	FIPS Code	<b>i</b> Total <u>first-time</u> degree/certificate-seeking undergraduates (1)	Of students in column 1, those who enrolled within 12 months of high school graduation or receiving their GED (2)
Alabama	01	<input type="text" value="3"/>	<input type="text" value="0"/>
Alaska	02	<input type="text"/>	<input type="text"/>
Arizona	04	<input type="text"/>	<input type="text"/>
Arkansas	05	<input type="text"/>	<input type="text"/>
California	06	<input type="text" value="1"/>	<input type="text" value="1"/>
Colorado	08	<input type="text" value="1"/>	<input type="text" value="1"/>
Connecticut	09	<input type="text" value="7"/>	<input type="text" value="6"/>
Delaware	10	<input type="text"/>	<input type="text"/>
District of Columbia	11	<input type="text"/>	<input type="text"/>
Florida	12	<input type="text" value="7,402"/>	<input type="text" value="6,081"/>
Georgia	13	<input type="text" value="8"/>	<input type="text" value="4"/>
Hawaii	15	<input type="text"/>	<input type="text"/>
Idaho	16	<input type="text"/>	<input type="text"/>
Illinois	17	<input type="text" value="12"/>	<input type="text" value="10"/>
Indiana	18	<input type="text" value="1"/>	<input type="text" value="1"/>
Iowa	19	<input type="text" value="1"/>	<input type="text" value="1"/>
Kansas	20	<input type="text" value="2"/>	<input type="text" value="2"/>
Kentucky	21	<input type="text" value="1"/>	<input type="text" value="0"/>
Louisiana	22	<input type="text" value="3"/>	<input type="text" value="3"/>
Maine	23	<input type="text"/>	<input type="text"/>

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Part C - Residence of First-time Undergraduates

Enrollment as of the institution's **official fall reporting date** or as of **October 15, 2023**

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

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

State of <u>residence</u> when student was first admitted	FIPS Code	Total <u>first-time</u> degree/certificate-seeking undergraduates (1)	Of students in column 1, those who enrolled within 12 months of high school graduation or receiving their GED (2)
Maryland	24	<input type="text" value="7"/>	<input type="text" value="5"/>
Massachusetts	25	<input type="text" value="3"/>	<input type="text" value="3"/>
Michigan	26	<input type="text" value="4"/>	<input type="text" value="3"/>
Minnesota	27	<input type="text" value="1"/>	<input type="text" value="0"/>
Mississippi	28	<input type="text" value="1"/>	<input type="text" value="1"/>
Missouri	29	<input type="text" value=""/>	<input type="text" value=""/>
Montana	30	<input type="text" value=""/>	<input type="text" value=""/>
Nebraska	31	<input type="text" value=""/>	<input type="text" value=""/>
Nevada	32	<input type="text" value="1"/>	<input type="text" value="0"/>
New Hampshire	33	<input type="text" value="1"/>	<input type="text" value="1"/>
New Jersey	34	<input type="text" value="8"/>	<input type="text" value="7"/>
New Mexico	35	<input type="text" value="3"/>	<input type="text" value="2"/>
New York	36	<input type="text" value="21"/>	<input type="text" value="15"/>
North Carolina	37	<input type="text" value="7"/>	<input type="text" value="5"/>
North Dakota	38	<input type="text" value=""/>	<input type="text" value=""/>
Ohio	39	<input type="text" value="2"/>	<input type="text" value="2"/>
Oklahoma	40	<input type="text" value="2"/>	<input type="text" value="1"/>
Oregon	41	<input type="text" value="1"/>	<input type="text" value="0"/>
Pennsylvania	42	<input type="text" value="11"/>	<input type="text" value="7"/>
Rhode Island	44	<input type="text" value="1"/>	<input type="text" value="1"/>

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Part C - Residence of First-time Undergraduates

Enrollment as of the institution's **official fall reporting date** or as of **October 15, 2023**

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

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

State of <u>residence</u> when student was first admitted	FIPS Code	Total <u>first-time</u> degree/certificate-seeking undergraduates (1)	Of students in column 1, those who enrolled within 12 months of high school graduation or receiving their GED (2)
South Carolina	45	<input type="text" value="2"/>	<input type="text" value="1"/>
South Dakota	46	<input type="text"/>	<input type="text"/>
Tennessee	47	<input type="text" value="1"/>	<input type="text" value="1"/>
Texas	48	<input type="text" value="1"/>	<input type="text" value="0"/>
Utah	49	<input type="text" value="2"/>	<input type="text" value="1"/>
Vermont	50	<input type="text"/>	<input type="text"/>
Virginia	51	<input type="text" value="8"/>	<input type="text" value="5"/>
Washington	53	<input type="text"/>	<input type="text"/>
West Virginia	54	<input type="text"/>	<input type="text"/>
Wisconsin	55	<input type="text" value="2"/>	<input type="text" value="1"/>
Wyoming	56	<input type="text"/>	<input type="text"/>
<u>State Unknown</u>	57	<input type="text" value="2"/>	<input type="text" value="0"/>
American Samoa	60	<input type="text"/>	<input type="text"/>
Federated States of Micronesia	64	<input type="text"/>	<input type="text"/>
Guam	66	<input type="text"/>	<input type="text"/>
Marshall Islands	68	<input type="text"/>	<input type="text"/>
Northern Marianas	69	<input type="text"/>	<input type="text"/>
Palau	70	<input type="text"/>	<input type="text"/>
Puerto Rico	72	<input type="text"/>	<input type="text"/>
Virgin Islands	78	<input type="text"/>	<input type="text"/>
Foreign Countries	90	<input checked="" type="checkbox"/> <input type="text" value="299"/>	<input type="text" value="111"/>
Residence unknown/unreported	98	1,147	
<b>Total first-time degree/certificate-seeking undergraduates (Carried forward from Part A)</b>		<b>8,980</b>	<b>6,283</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: Valencia College (138187)

User ID: P1381871

## Part D - Total Undergraduate Entering Class

## Total Undergraduate Entering Class, Fall 2023

D1	Total full-time, first-time degree/certificate-seeking <u>undergraduates</u> from Part A (GR <u>cohort</u> )	5,905
D2	Total <u>first-time</u> degree/certificate-seeking undergraduates (full-time + part-time) from Part A	8,980
D3	Total <u>transfer-in (non-first-time entering)</u> , degree/certificate-seeking undergraduates (full-time + part-time) from Part A	2,497
D4	Total <u>non-degree/non-certificate-seeking</u> undergraduates (full-time + part-time) from Part A	7,399
D5	Of the total non-degree/non-certificate-seeking undergraduates displayed on line D4, <b>the number that are new to the institution in Fall 2023</b>	854
D6	Total <u>entering students</u> at the undergraduate level <b>Note:</b> This is calculated as first-time students (line D2) + students transferring to the institution (line D3) + non-degree/non-certificate-seeking undergraduates entering in Fall 2023 (line D5).	12,331
D7	Percentage of undergraduate entering class represented by your GR <u>cohort</u> (line D1/line D6)	48



Institution: Valencia College (138187)

User ID: P1381871

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

**Retention Rates - Full-time, First-time Bachelor's Seeking Cohort from Fall 2022**

Academic reporters determine the cohort and retention as of the institution's official fall reporting date or as of October 15. Program reporters determine the cohort with enrollment any time between August 1 and October 31, 2022 and retention based on August 1, 2023.

The retention rate is calculated by the system after clicking "Save" on the screen. Exclusions are subtracted from and inclusions are added to the original cohort and the resulting adjusted cohort is used for calculating the retention rate.

Retention Data Reporting Reminders:

- Include only **full-time, first-time bachelor's-seeking** students in this cohort.
- Determine the full-time cohort using Fall 2022 status (e.g., if a student was full-time in Fall 2022, report them in the full-time cohort regardless of their Fall 2023 status).
- If there are no students to report in the cohort, enter zero. Do not leave the field blank.
- Report in the exclusions box (line E2a) the number of students from the cohort who left the institution for any of the following reasons: died or were totally and permanently disabled; to serve in the armed forces (including those called to active duty); to serve with a foreign aid service of the Federal Government (e.g., Peace Corps); or to serve on official church missions.
- Report in the inclusion box (line E2b) first-time bachelor's-seeking study abroad students who were excluded from the first-time cohort (line E1) but who have re-enrolled at the institution their second year.

FULL-TIME, FIRST-TIME BACHELOR'S COHORT RETENTION:			Prior year data (Fall 2021 cohort)	
<b>E1</b>	Full-time, first-time Fall 2022 bachelor's seeking cohort	<input type="text" value="0"/>	0	
<b>E2a</b>	<u>Exclusions</u> from the Fall 2022 cohort	<input type="text" value="0"/>	0	
<b>E2b</b>	Inclusion to the Fall 2022 cohort	<input type="text" value="0"/>	0	
<b>E3</b>	<b>Adjusted</b> Fall 2022 cohort (line E1 - E2a + E2b)	0	0	
<b>E4</b>	Students from Fall 2022 cohort <b>still enrolled</b> as of Fall 2023	<input type="text" value="0"/>	0	
<b>E5</b>	Full-time, first-time Fall 2022 bachelor's cohort retention rate (line E4 / line E3)		%	%

 The notes below provide context for the data you've reported above and **may** be posted on the College Navigator website.

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

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

**Retention Rates - Part-time, First-time Bachelor's Seeking Cohort from Fall 2022**

Academic reporters determine the cohort and retention as of the institution's official fall reporting date or as of October 15. Program reporters determine the cohort with enrollment any time between August 1 and October 31, 2022 and retention based on August 1, 2023.

The retention rate is calculated by the system after clicking "Save" on the screen. Exclusions are subtracted from the original cohort and the resulting adjusted cohort is used for calculating the retention rate.

Retention Data Reporting Reminders:

- Include only **part-time, first-time bachelor's-seeking** students in this cohort.
- Determine part-time using Fall 2022 attendance status (e.g., if a student was part-time in Fall 2022, report them in the part-time cohort regardless of their Fall 2023 status).
- If there are no students to report in the cohort, enter zero. Do not leave the field blank.
- Report in the exclusions box (line E7a) the number of students from the cohort who left the institution for any of the following reasons: died or were totally and permanently disabled; to serve in the armed forces (including those called to active duty); to serve with a foreign aid service of the Federal Government (e.g., Peace Corps); or to serve on official church missions.
- Report in the inclusion box (line E7b) first-time bachelor's-seeking study abroad students who were excluded from the first-time cohort (line E6) but who have re-enrolled at the institution their second year.

PART-TIME, FIRST-TIME BACHELOR'S COHORT RETENTION:			Prior year data (Fall 2021 cohort)	
<b>E6</b>	Part-time, first-time Fall 2022 bachelor's seeking cohort	<input type="text" value="0"/>	0	
<b>E7a</b>	<u>Exclusions</u> from the Fall 2022 cohort	<input type="text" value="0"/>	0	
<b>E7b</b>	Inclusions to the Fall 2022 cohort	<input type="text" value="0"/>	0	
<b>E8</b>	<b>Adjusted</b> Fall 2022 cohort (line E6 - E7a + E7b)	0	0	
<b>E9</b>	Students from Fall 2022 cohort <b>still enrolled</b> as of Fall 2023	<input type="text" value="0"/>	0	
<b>E10</b>	Part-time, first-time Fall 2022 bachelor's cohort retention rate (line E9 / line E8)		%	%

 The notes below provide context for the data you've reported above and **may** be posted on the College Navigator website.

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

Institution: Valencia College (138187)

User ID: P1381871

### Part F - Student-to-Faculty Ratio

#### Student-to-Faculty Ratio

Please provide your institution's student-to-faculty ratio (i.e., student-to-instructional staff) for undergraduate programs for Fall 2023. The student-to-faculty ratio and any accompanying context that is provided will be displayed on College Navigator.


Click [here](#) to use a worksheet to help you determine the student-to-faculty ratio

Student-to-faculty ratio

to 1

Student-to-faculty ratio prior year

to 1

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

Institution: Valencia College (138187)

User ID: P1381871

Prepared by

Reporting Reminders:

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

This survey component was prepared by:

<input checked="" type="radio"/>	Keyholder	<input type="radio"/>	SFA Contact	<input type="radio"/>	HR Contact
<input type="radio"/>	Finance Contact	<input type="radio"/>	Academic Library Contact	<input type="radio"/>	Other
Name: <input type="text" value="Daniel Bohorquez"/>					
Email: <input type="text" value="dbohorquez@valenciacollege.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="1.00"/> hours	<input type="text" value="1.00"/> hours	<input type="text" value="1.00"/> hours	<input type="text" value="1.00"/> hours
Other offices	<input type="text"/> hours	<input type="text"/> hours	<input type="text"/> hours	<input type="text"/> hours

Summary

Fall Enrollment Component Summary

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

Student Enrollment		
Total enrollment		42,524
	Undergraduate enrollment	42,524
Student-to-faculty ratio		
		23 to 1

Undergraduate Student Characteristics		
Percent of all students who are female (%)		59
Percent of undergraduates who are full-time (%)		40
Percent of undergraduates who are transfer-in (%)		6
Percent of undergraduates who are enrolled exclusively in distance education courses (%)		45
Percent of all students by U.S. resident status and race/ethnicity: Note: Race/ethnicity is not collected for U.S. Nonresidents.		
U.S. Resident (%)		94
	American Indian or Alaska Native (%)	0
	Asian	5
	Black or African American (%)	16
	Hispanic/Latino (%)	43
	Native Hawaiian or Pacific Islander (%)	0
	White (%)	24
	Two or More Races (%)	3
	Race and ethnicity unknown (%)	2
U .S. Nonresident (%)		6
Percent of undergraduate students by age:		
	24 and under (%)	76
	25 and over (%)	23
	Age unknown (%)	0
Percent of first-time degree/certificate seeking students by residence:		
	In state (%)	82
	Out-of-state (%)	1
	Foreign countries (%)	3
	Residence unknown (%)	13

Undergraduate Retention and Graduation Rate Cohort		
First-time, full-time bachelor's seeking student fall-to-fall retention rate (%)		
First-time, part-time bachelor's seeking student fall-to-fall retention rate (%)		
Graduation rate cohort as percent of total entering students (%)		
		48

Edit Report

Fall Enrollment

Source	Description	Severity	Resolved	Options
<b>Screen: Part C - Residence of First-time Undergraduates</b>				
Upload File	The reported number of first-time students from a foreign country (299) is significantly different from the reported number of first-time U.S. Nonresident students from Part A (653). We would expect most individuals who are not permanent residents of the United States to be applying from foreign countries, so we expect these two values should be more similar. Please correct your data or explain the discrepancy. (Error #6827)	Explanation	Yes	
Reason	We have verified the amount and feel that this is accurate based on the IPEDS fall enrollment verification reports.			