

IPEDS 2024-25 Data Collection System

IPEDS HELP DESK (877) 225-2568 | ipedshelp@rti.org
OMB NO. 1850-0582 v.33 : Approval Expires 8/31/2027
User ID: 29C0011

12-month Enrollment 2024-25

2023-24 Data

Institution: University of Missouri-Columbia (178396)

User ID: 29C0011

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 2024-25 data collection period:

- Added screening question to indicate whether the institution enrolled high school students in college courses for credit during the 12-month reporting period. Note: This screening question originally appeared on the Institutional Characteristics Header component when first added in the 2023-24 data collection. This item was added to the 12-month (E12) component in the 2024-25 data collection to better align the timing of this screening question to the reporting of the enrollment counts. This change was prompted by feedback from the IPEDS Help Desk and IPEDS data reporters that separating the screening question and enrollment count reporting on two different components led to confusion and timing misalignment.
- Revised the Gender Unknown or Another Gender than Provided Categories screen for clarity.
- Removed mention of "non-first-time" on survey screens and instructions when discussing "transfer-in" student enrollment status to clarify the distinction between these two terms. This change was prompted by feedback from the IPEDS data reporters and data users that IPEDS survey materials conflated the concepts of "transfer-in" and "non-first-time," which led to misunderstanding in interpretation. This change will clearly separate these two concepts in the IPEDS survey materials to improve clarity and understanding of these terms.
- Added a new FAQ to better clarify the relationship between "transfer-in" enrollment status on the Fall Enrollment (EF) and 12-month Enrollment (E12) components and the "non-first-time" cohort on the Outcome Measures (OM) component. This change was prompted by feedback from the IPEDS data reporters and data users that the IPEDS survey materials conflated the concepts of "transfer-in" and "non-first-time," which led to misunderstanding in interpretation. This change will clearly separate these two concepts in IPEDS survey materials to improve clarity and understanding of these terms.
- Revised definition for "Transfer-in student" Glossary term to improve clarity. This change was prompted by feedback from the IPEDS data reporters and data users that the current definition for "Transfer-in student" led to misunderstanding in interpretation. This change will clarify this term for greater understanding among the IPEDS audiences.
- Revised definition for "Non-first-time student (undergraduate)" Glossary term to improve clarity. This change was prompted by feedback from the IPEDS data reporters and data users that the current definition for "Non-first-time student (undergraduate)" led to misunderstanding in interpretation. This change will clarify this term for greater understanding among the IPEDS audiences.
- Revised definition for "Continuing/Returning student (undergraduate)" Glossary term to improve clarity. This change was prompted by feedback from the IPEDS data reporters and data users that the current definition for "Continuing/Returning student (undergraduate)" led to misunderstanding in interpretation. This change will clarify this term for greater understanding among the IPEDS audiences.

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: University of Missouri-Columbia (178396)

User ID: 29C0011

12-month Enrollment Screening Questions

1. 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).

2. Did your institution enroll high school students in college courses for credit during the 12-month Enrollment (E12) reporting period of July 1, 2023 - June 30, 2024?

If you answer **Yes** to this question, you will be able to report the unduplicated count of high school students enrolled in college courses for credit on Part C of the 12-month Enrollment (E12) survey component.

- Yes.
- Within a dual enrollment program.
- Outside a dual enrollment program.
- No

Note:

Within a dual enrollment program is defined as within an organized system with special guidelines that allows high school students to take college-level courses. The guidelines might have to do with entrance or eligibility requirements, funding, limits on course taking, etc.

Outside a dual enrollment program is defined as high school students who simply enroll in credit courses through your institution, and are treated as regularly enrolled college students.

Institution: University of Missouri-Columbia (178396)

User ID: 29C0011

Part A - Unduplicated Count for Full-time Undergraduate Students

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

July 1, 2023 – June 30, 2024

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				Non-degree/ non-certificate-seeking	Total, Full-time undergraduate students
	First-time	Transfer-in	Continuing/Returning	Total degree/certificate-seeking		
U.S. Nonresident	14	20	67	101	15	116
Hispanic/Latino	129	44	395	568	1	569
American Indian or Alaska Native	2	2	10	14	0	14
Asian	70	9	227	306	3	309
Black or African American	111	53	341	505	3	508
Native Hawaiian or Other Pacific Islander	0	0	8	8	0	8
White	1,748	565	5,963	8,276	17	8,293
Two or more races	87	27	297	411	0	411
Race and ethnicity unknown	35	8	73	116	3	119
Total men	2,196	728	7,381	10,305	42	10,347
Total men prior year	2,191	755	7,389	10,335	53	10,388

Women

Students enrolled for <u>credit</u>	Degree/certificate-seeking				Non-degree/ non-certificate-seeking	Total, Full-time undergraduate students
	First-time	Transfer-in	Continuing/Returning	Total degree/certificate-seeking		
U.S. Nonresident	12	20	96	128	35	163
Hispanic/Latino	212	39	486	737	1	738
American Indian or Alaska Native	5	2	9	16	0	16
Asian	83	19	220	322	0	322
Black or African American	126	46	499	671	0	671
Native Hawaiian or Other Pacific Islander	1	2	8	11	0	11
White	2,348	548	6,885	9,781	15	9,796
Two or more races	137	13	432	582	0	582
Race and ethnicity unknown	37	7	64	108	4	112
Total women	2,961	696	8,699	12,356	55	12,411
Total women prior year	2,833	767	8,696	12,296	62	12,358

Grand total (2023-24)	5,157	1,424	16,080	22,661	97	22,758
Prior year data:						
Grand total (men+women) prior year	5,024	1,522	16,085	22,631	115	22,746
Total Full-time undergraduate enrollment Fall 2023 NOTE: Grand total (2023-24) calculated above is expected to be greater than total Full-time undergraduate enrollment Fall 2023.	5,097	1,058	15,890	22,045	45	22,090

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Part A - Unduplicated Count for Part-time Undergraduate Students

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

July 1, 2023 – June 30, 2024

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, Part-time undergraduate students
	First-time	Transfer-in	Continuing/Returning			
U.S. Nonresident	5	3	4	12	11	23
Hispanic/Latino	7	4	28	39	28	67
American Indian or Alaska Native	0	0	0	0	4	4
Asian	2	2	18	22	29	51
Black or African American	15	7	33	55	26	81
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
White	31	45	408	484	325	809
Two or more races	8	4	16	28	21	49
Race and ethnicity unknown	1	3	3	7	76	83
Total men	69	68	510	647	520	1,167
Total men prior year	57	69	576	702	590	1,292

Women

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total degree/certificate-seeking	Non-degree/non-certificate-seeking	Total, Part-time undergraduate students
	First-time	Transfer-in	Continuing/Returning			
U.S. Nonresident	6	5	6	17	16	33
Hispanic/Latino	4	9	35	48	24	72
American Indian or Alaska Native	0	1	2	3	2	5
Asian	1	3	17	21	16	37
Black or African American	6	11	37	54	38	92
Native Hawaiian or Other Pacific Islander	1	0	2	3	1	4
White	29	101	409	539	234	773
Two or more races	2	3	32	37	16	53
Race and ethnicity unknown	1	2	7	10	29	39
Total women	50	135	547	732	376	1,108
Total women prior year	49	183	612	844	394	1,238

Grand total (2023-24)	119	203	1,057	1,379	896	2,275
Prior year data:						
Grand total (men+women) prior year	106	252	1,188	1,546	984	2,530
Total Part-time undergraduate enrollment Fall 2023 <i>NOTE: Grand total (2023-24) calculated above is expected to be greater than total Part-time undergraduate enrollment Fall 2023.</i>	42	106	925	1,073	450	1,523

Institution: University of Missouri-Columbia (178396)

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Part A - Unduplicated Count for Undergraduate Students

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

July 1, 2023 – June 30, 2024

Men

Enrolled for credit	Total full-time undergraduate students	Total part-time undergraduate students	Grand total, all undergraduate students
U.S. Nonresident	116	23	139
Hispanic/Latino	569	67	636
American Indian or Alaska Native	14	4	18
Asian	309	51	360
Black or African American	508	81	589
Native Hawaiian or Other Pacific Islander	8	0	8
White	8,293	809	9,102
Two or more races	411	49	460
Race and ethnicity unknown	119	83	202
Total men	10,347	1,167	11,514

Women

Enrolled for credit	Total full-time undergraduate students	Total part-time undergraduate students	Grand total, all undergraduate students
U.S. Nonresident	163	33	196
Hispanic/Latino	738	72	810
American Indian or Alaska Native	16	5	21
Asian	322	37	359
Black or African American	671	92	763
Native Hawaiian or Other Pacific Islander	11	4	15
White	9,796	773	10,569
Two or more races	582	53	635
Race and ethnicity unknown	112	39	151
Total women	12,411	1,108	13,519
Grand Total (men+women)	22,758	2,275	25,033

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Part A - Unduplicated Count for Graduate Students

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

July 1, 2023 – June 30, 2024

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
- Report all postbaccalaureate degree and certificate students as graduate students, including any doctor's - professional practice students (formerly first-professional)

Men

Students <u>enrolled for credit</u>	Graduate students		
	Total full-time	Total part-time	Total graduate students
U.S. Nonresident	425	233	658
Hispanic/Latino	86	61	147
American Indian or Alaska Native	5	2	7
Asian	69	43	112
Black or African American	103	99	202
Native Hawaiian or Other Pacific Islander	0	0	0
White	1,008	831	1,839
Two or more races	56	29	85
Race and ethnicity unknown	52	30	82
Total men	1,804	1,328	3,132
Total men prior year			3,299

Women

Students <u>enrolled for credit</u>	Graduate students		
	Total full-time	Total part-time	Total Graduate students
U.S. Nonresident	448	153	601
Hispanic/Latino	136	87	223
American Indian or Alaska Native	8	2	10
Asian	99	70	169
Black or African American	157	162	319
Native Hawaiian or Other Pacific Islander	1	4	5
White	1,845	1,890	3,735
Two or more races	78	60	138
Race and ethnicity unknown	41	24	65
Total women	2,813	2,452	5,265
Total women prior year			5,418

Grand total (2023-24)	4,617	3,780	8,397
Prior year data:			
Unduplicated headcount (2022-23)			8,717
i Total graduate enrollment Fall 2023 <i>NOTE: Grand total (2023-24) calculated above is expected to be greater than Total graduate enrollment Fall 2023.</i>	4,305	3,095	7,400

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Part A - Gender Unknown or Another Gender than Provided Categories

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

Reporting Reminders:

- The purpose of this supplemental section is to determine whether institutions are able to report the number of students for whom gender is unknown and the number of students for whom gender does not align with the 'Men' and 'Women' categories. Note that these students must still be allocated into the 'Men' and 'Women' categories in all other sections of the survey component.
- 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.
- The 'gender unknown' category is to report students for whom the institution does not know a gender.

Is your institution able to report another gender for the July 1, 2023 - June 30, 2024 reporting period?

If you indicate 'No, my institution is not able to report 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:

- No, my institution is not able to report another gender (do not report)
- No, some cells will have a value of less than 5 students (do not report)
- Yes

Graduate students:

- No, my institution is not able to report another gender (do not report)
- No, some cells will have a value of less than 5 students (do not report)
- Yes

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	
	Current Year	Prior year	Current Year	Prior year
Grand total	25,033	25,276	8,397	8,717
Gender unknown (i.e., gender information is not known or not collected).	1	0	2	2
Another gender (i.e., gender information is known but does not fall into either of the mutually exclusive binary categories provided [Men/Women]).				
Total of Gender unknown + Another gender	1	0	2	2
Total of Students for whom gender is known and falls into one of the mutually exclusive binary categories provided [Men/Women]	25,032	25,276	8,395	8,715

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 – 12-month Enrollment by Distance Education Status

12-month Unduplicated Count - Distance Education Status

July 1, 2023 – June 30, 2024

	Undergraduate Students		Graduate Students
	Degree/certificate-seeking	Non-degree/non-certificate-seeking	
Students enrolled exclusively in distance education courses	1,359	533	3,285
Students enrolled in at least one but not all distance education courses	17,765	93	2,219
Students not enrolled in any distance education courses	4,916	367	2,893
Total (Carried forward from part A)	24,040	993	8,397

 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 B - Instructional Activity

12-month Instructional Activity

July 1, 2023 - June 30, 2024

Instructional Activity Reporting Reminder:

- Instructional activity is used to calculate an IPEDS FTE based on the institution's reported calendar system.
- Graduate credit hour activity should not include any doctor's - professional practice activity, the total of those students' FTE is entered separately instead.

FTE Reporting Reminder:

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

Instructional Activity

	2023-24 total activity	Prior year data
Undergraduate level:		
<u>Credit hour activity</u>	<input type="text" value="677,766"/>	670,592
Graduate level:		
<u>Credit hour activity</u> (Do not include doctor's-professional practice instructional activity here; the total FTE of those students should be entered separately below)	<input type="text" value="84,529"/>	86,849

Full-Time Equivalent (FTE) of Students

	2023-24 total activity	Prior year data
Doctor's - professional practice level:		
<u>Doctor's - professional practice</u> FTE student estimate	<input type="text" value="1,763"/>	1,741

Calendar system (as reported on the prior year IC survey component):	Semester
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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 and graduate 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 2023-24	Institution reported FTE 2023-24	Prior year FTE 2022-23
Undergraduate student FTE	22,592	<input type="text" value="22,592"/>	22,353
Graduate student FTE (excluding doctor's - professional practice student FTE)	3,522	<input type="text" value="3,522"/>	3,619
Doctor's - professional practice student FTE		1,763	1,741
Total FTE student enrollment		27,877	27,713

 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: University of Missouri-Columbia (178396)

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Part C – Unduplicated Count of Dual Enrolled Students

12-month Unduplicated Count of Dual Enrolled Students

July 1, 2023 – June 30, 2024

Reporting Reminders:

- 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.	993
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	High school students enrolled in college courses for credit		
	Men	Women	Total
U.S. Nonresident	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Hispanic/Latino	<input type="text" value="1"/>	<input type="text" value="1"/>	2
American Indian or Alaska Native	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Asian	<input type="text" value="4"/>	<input type="text" value="0"/>	4
Black or African American	<input type="text" value="0"/>	<input type="text" value="0"/>	0
Native Hawaiian or Other Pacific Islander	<input type="text" value="0"/>	<input type="text" value="0"/>	0
White	<input type="text" value="8"/>	<input type="text" value="10"/>	18
Two or more races	<input type="text" value="0"/>	<input type="text" value="1"/>	1
Race and ethnicity unknown	<input type="text" value="2"/>	<input type="text" value="1"/>	3
Total	15	13	28
Total prior year	15	11	26

Institution: University of Missouri-Columbia (178396)

User ID: 29C0011

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:

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"/> 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

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 2025.

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.

12-Month Unduplicated Headcount and Full-Time Equivalent Students		
Total 12-month unduplicated headcount enrollment		33,430
	Undergraduate student unduplicated headcount enrollment	25,033
	Graduate student unduplicated headcount enrollment	8,397
Total 12-month full-time equivalent (FTE) student enrollment		27,877
	Undergraduate student FTE enrollment	22,592
	Graduate student FTE enrollment	3,522
	Doctor's-professional practice FTE enrollment	1,763

Total 12-month Undergraduate Student Characteristics		
Percent of undergraduate students who are female		54 %
Percent of undergraduate students who are full-time		91 %
Percent of undergraduate students who are enrolled exclusively in distance education courses		8 %
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		99 %
	American Indian or Alaska Native	0 %
	Asian	3 %
	Black or African American	5 %
	Hispanic/Latino	6 %
	Native Hawaiian or Pacific Islander	0 %
	White	79 %
	Two or More Races	4 %
	Race and ethnicity unknown	1 %
U .S. Nonresident		1 %

Total 12-month Graduate Student Characteristics		
Percent of graduate students who are female		63 %
Percent of graduate students who are full-time		55 %
Percent of graduate students who are enrolled exclusively in distance education courses		39 %
Percent of graduate students by U.S. resident status and race/ethnicity: Note: Race/ethnicity is not collected for U.S. Nonresidents.		
U.S. Resident		85 %
	American Indian or Alaska Native	0 %
	Asian	3 %
	Black or African American	6 %
	Hispanic/Latino	4 %
	Native Hawaiian or Pacific Islander	0 %
	White	66 %

	Two or More Races	3 %
	Race and ethnicity unknown	2 %
U .S. Nonresident		15 %

Institution: University of Missouri-Columbia (178396)

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Edit Report

12-month Enrollment

There are no errors for the selected survey and institution.