

NATIONAL CENTER FOR EDUCATION STATISTICS

What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from about 7,500 institutions that provide postsecondary education across the United States. IPEDS collects institution-level data on student enrollment, graduation rates, student charges, program completions, faculty, staff, and finances.

These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (<http://collegenavigator.ed.gov>), an online tool to aid in the college search process. For more information about IPEDS, see <http://nces.ed.gov/ipeds>.

What is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. The purpose of this report is to provide institutional executives a useful resource and to help improve the quality and comparability of IPEDS data.

What Is in This Report?

As suggested by the IPEDS Technical Review Panel, the figures in this report provide selected indicators for your institution and a comparison group of institutions. The figures are based on data collected during the 2014-15 IPEDS collection cycle and are the most recent data available. This report provides a list of pre-selected comparison group institutions and the criteria used for their selection. Additional information about these indicators and the pre-selected comparison group are provided in the Methodological Notes at the end of the report.

Where Can I Do More with IPEDS Data?

Each institution can access previous Data Feedback Reports as far back as 2005 and customize this latest report by using a different comparison group and IPEDS variables of its choosing. To download archived reports or customize the current Data Feedback Report (DFR), please visit our web site at <http://nces.ed.gov/ipeds/Home/UseTheData>.



Old Dominion University
Norfolk, VA



COMPARISON GROUP

Comparison group data are included to provide a context for interpreting your institution's statistics. If your institution did not define a custom comparison group for this report by July 17, NCES selected a comparison group for you. (In this case, the characteristics used to define the comparison group appears below.) The Customize Data Feedback Report functionality on the IPEDS Data Center (<http://nces.ed.gov/ipeds/datacenter/>) can be used to reproduce the figures in this report using different peer groups.

Using some of your institution's characteristics, a group of comparison institutions was selected for you. The characteristics include Carnegie Classification of Research Universities (high research activity), public and enrollment of a similar size. This comparison group includes the following 35 institutions:

- ▶ Auburn University (Auburn University, AL)
- ▶ Ball State University (Muncie, IN)
- ▶ Clemson University (Clemson, SC)
- ▶ Florida Atlantic University (Boca Raton, FL)
- ▶ Florida International University (Miami, FL)
- ▶ George Mason University (Fairfax, VA)
- ▶ Indiana University-Purdue University-Indianapolis (Indianapolis, IN)
- ▶ Kansas State University (Manhattan, KS)
- ▶ Kent State University at Kent (Kent, OH)
- ▶ Miami University-Oxford (Oxford, OH)
- ▶ Northern Arizona University (Flagstaff, AZ)
- ▶ Northern Illinois University (DeKalb, IL)
- ▶ Ohio University-Main Campus (Athens, OH)
- ▶ Oklahoma State University-Main Campus (Stillwater, OK)
- ▶ Portland State University (Portland, OR)
- ▶ San Diego State University (San Diego, CA)
- ▶ Southern Illinois University-Carbondale (Carbondale, IL)
- ▶ Temple University (Philadelphia, PA)
- ▶ Texas Tech University (Lubbock, TX)
- ▶ The University of Alabama (Tuscaloosa, AL)
- ▶ The University of Texas at Arlington (Arlington, TX)
- ▶ The University of Texas at Dallas (Richardson, TX)
- ▶ The University of Texas at El Paso (El Paso, TX)
- ▶ The University of Texas at San Antonio (San Antonio, TX)
- ▶ University of Akron Main Campus (Akron, OH)
- ▶ University of Colorado Denver/Anschutz Medical Campus (Denver, CO)
- ▶ University of Memphis (Memphis, TN)
- ▶ University of Mississippi (University, MS)
- ▶ University of Nevada-Las Vegas (Las Vegas, NV)
- ▶ University of North Texas (Denton, TX)
- ▶ University of Toledo (Toledo, OH)
- ▶ University of Wisconsin-Milwaukee (Milwaukee, WI)
- ▶ Utah State University (Logan, UT)
- ▶ West Virginia University (Morgantown, WV)
- ▶ Western Michigan University (Kalamazoo, MI)

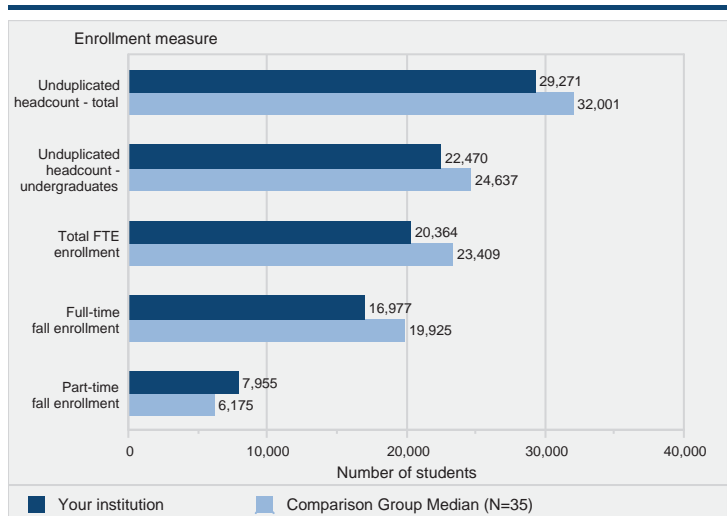
The figures in this report have been organized and ordered into the following topic areas:

- 1) Admissions (only for non-open-admissions schools),
- 2) Student Enrollment,
- 3) Awards,
- 4) Charges and Net Price,
- 5) Student Financial Aid,
- 6) Military Benefits*,
- 7) Retention and Graduation Rates,
- 8) Finance,
- 9) Staff, and
- 10) Libraries*.

*These figures only appear in customized Data Feedback Reports (DFR), which are available through Use the Data portal on the IPEDS website.

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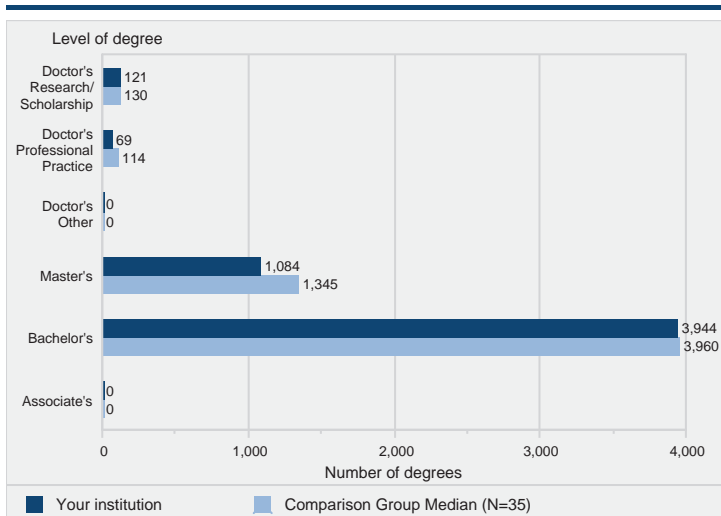
Figure 4. Unduplicated 12-month headcount of all students and undergraduate students (2013-14), total FTE enrollment (2013-14), and full- and part-time fall enrollment (Fall 2014)



NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes. Total headcount, FTE, and full- and part-time fall enrollment include both undergraduate and postbaccalaureate students, when applicable. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2014, 12-month Enrollment component and Spring 2015, Fall Enrollment component.

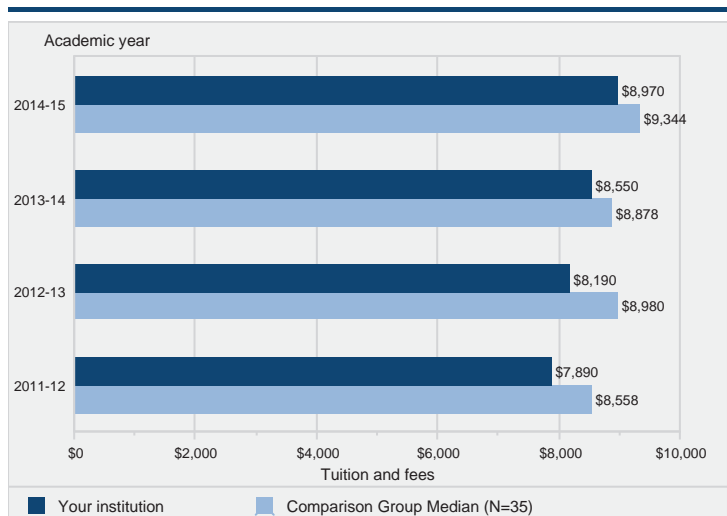
Figure 5. Number of degrees awarded, by level: 2013-14



NOTE: For additional information about postbaccalaureate degree levels, see the Methodology Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2014, Completions component.

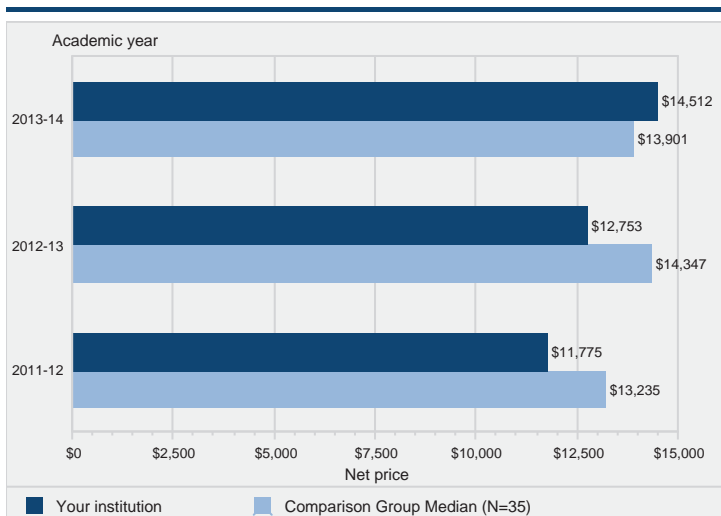
Figure 6. Academic year tuition and required fees for full-time, first-time degree/certificate-seeking undergraduates: 2011-12 to 2014-15



NOTE: The tuition and required fees shown here are the lowest reported from the categories of in-district, in-state, and out-of-state. N is the number of institutions in the comparison group.

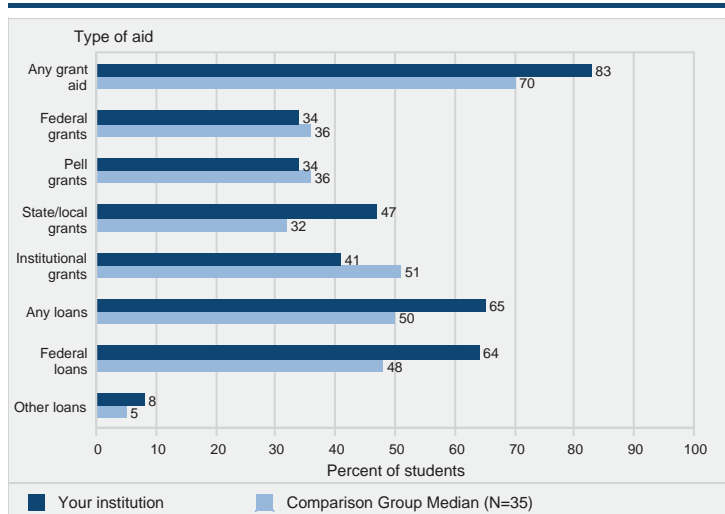
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2014, Institutional Characteristics component.

Figure 7. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students receiving grant or scholarship aid: 2011-12 to 2013-14



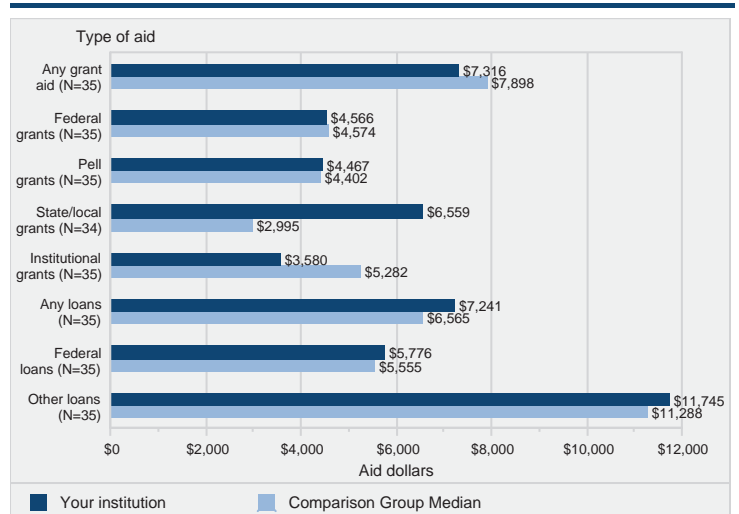
NOTE: Average net price is for full-time, first-time degree/certificate-seeking

Figure 8. Percent of full-time, first-time degree/certificate-seeking undergraduate students who received grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid: 2013-14



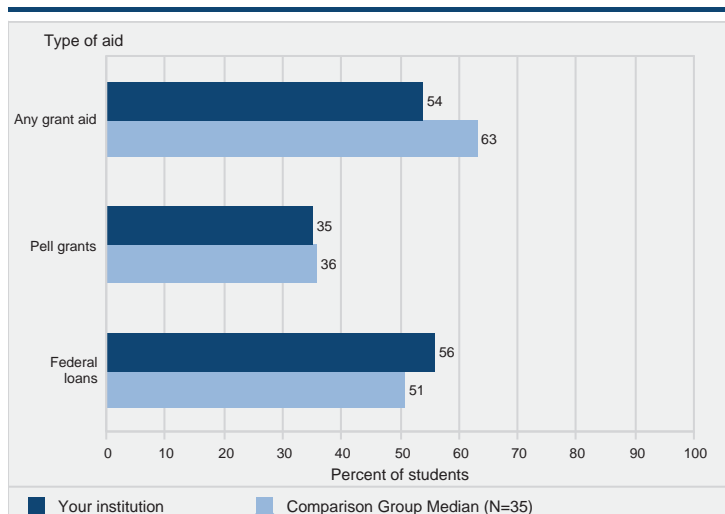
NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans to students. For details on how students are counted for financial aid reporting, see Cohort Determination in the Methodological Notes. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2014-15, Student Financial Aid component.

Figure 9. Average amounts of grant or scholarship aid from the federal government, state/local government, or the institution, or loans received for full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2013-14



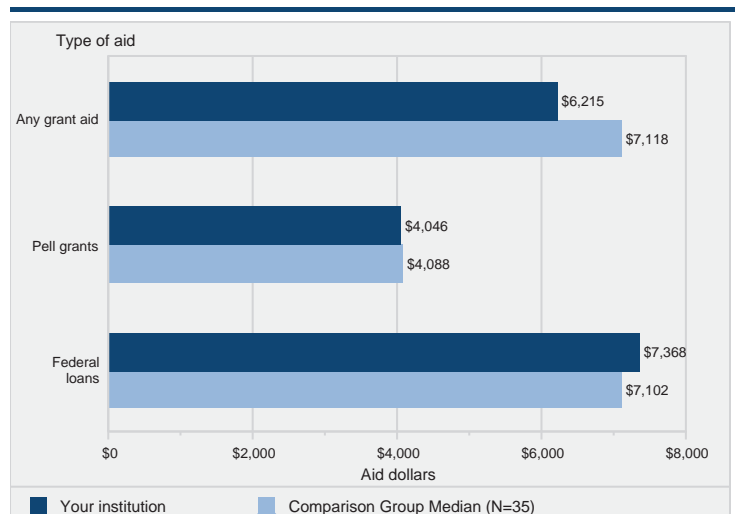
NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2014-15, Student Financial Aid component.

Figure 10. Percent of all undergraduates receiving aid, by type of aid: 2013-14



NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes only federal loans to students. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2014-15, Student Financial Aid component.

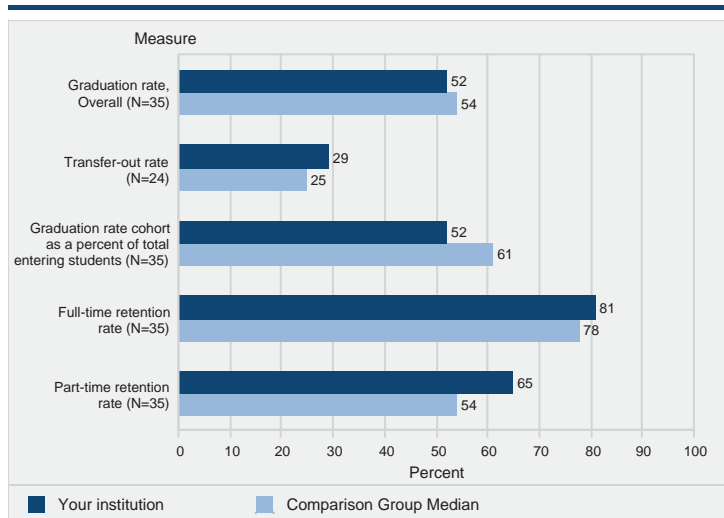
Figure 11. Average amount of aid received by all undergraduates, by type of aid: 2013-14



NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes federal loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2014-15, Student Financial Aid component.

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Figure 12. Graduation rate and transfer-out rate (2008 cohort); graduation rate cohort as a percent of total entering students and retention rates of first-time students (Fall 2014)



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Graduation and transfer-out rates are the Student Right-to-Know rates. Only institutions with mission to prepare students to transfer are required to report transfer out. Retention rates are measured from the fall of first enrollment to the following fall. Four-year institutions report retention rates for students seeking a bachelor's degree.

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METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during the 2014-15 data collection year. Response rates exceeded 99% for most surveys. Detailed response tables are included in IPEDS First Look reports, which can be found at <http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010>.

Use of Median Values for Comparison Group

The value for the comparison institution is compared to the median value for the comparison group for each statistic included in the figure. If more than one statistic is presented in a figure, the median values are determined separately for each indicator or statistic. Medians are not reported for comparison groups with fewer than three values. Where percentage distributions are presented, median values may not add to 100%. To access all the data used to create the figures included in this report, go to 'Use the Data' portal on the IPEDS website (<http://nces.ed.gov/ipeds>)

Equated Instructional Non-Medical Staff Salaries

Institutions reported total salary outlays by academic rank and gender, and the number of staff by academic rank, contract length (9-, 10-, 11-, and 12-month contracts), and gender. The total number of months covered by salary outlays was calculated by multiplying the number of staff reported for each contract length period by the number of months of the contract, and summing across all contract length periods. The weighted average monthly salary for each academic rank and gender was calculated by dividing the total salary outlays by the total number of months covered. The weighted average monthly salary was then multiplied by 9 to determine an equated 9-month salary for each rank.

FTE Enrollment

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
