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 2013-14 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?

Institutions have the opportunity to create its comparison group instead of using the IPEDS pre-selected comparison group through the Customize Data Feedback Report functionality located in the IPEDS Data Center. Customized comparison groups allow institutional executives to quickly produce customizable reports using different comparison groups and accessing a wider range of IPEDS variables. The Data Center can be accessed at http://nces.ed.gov/ipeds/datacenter.

Texas Tech University
Lubbock, TX
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 15, 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.

The custom comparison group chosen by Texas Tech University includes the following 55 institutions:

- Arizona State University-Tempe (Tempe, AZ)
- Auburn University (Auburn University, AL)
- Clemson University (Clemson, SC)
- Florida State University (Tallahassee, FL)
- Georgia Institute of Technology-Main Campus (Atlanta, GA)
- Indiana University-Bloomington (Bloomington, IN)
- Iowa State University (Ames, IA)
- Kansas State University (Manhattan, KS)
- Louisiana State University and Agricultural & Mechanical College (Baton Rouge, LA)
- Michigan State University (East Lansing, MI)
- Mississippi State University (Mississippi State, MS)
- North Carolina State University at Raleigh (Raleigh, NC)
- Ohio State University-Main Campus (Columbus, OH)
- Oklahoma State University-Main Campus (Stillwater, OK)
- Oregon State University (Corvallis, OR)
- Pennsylvania State University-Main Campus (University Park, PA)
- Purdue University-Main Campus (West Lafayette, IN)
- Rutgers University-New Brunswick (New Brunswick, NJ)
- Texas A & M University-College Station (College Station, TX)
- The University of Alabama (Tuscaloosa, AL)
- The University of Tennessee-Knoxville (Knoxville, TN)
- The University of Texas at Austin (Austin, TX)
- University of Arizona (Tucson, AZ)
- University of Arkansas (Fayetteville, AR)
- University of California-Berkeley (Berkeley, CA)
- University of California-Los Angeles (Los Angeles, CA)
- University of Colorado Boulder (Boulder, CO)
- University of Connecticut (Storrs, CT)
- University of Florida (Gainesville, FL)
- University of Georgia (Athens, GA)
- University of Illinois at Urbana-Champaign (Champaign, IL)
- University of Iowa (Iowa City, IA)
- University of Kansas (Lawrence, KS)
- University of Kentucky (Lexington, KY)
- University of Louisville (Louisville, KY)
- University of Maryland-College Park (College Park, MD)
- University of Massachusetts-Amherst (Amherst, MA)
- University of Michigan-Ann Arbor (Ann Arbor, MI)
- University of Minnesota-Twin Cities (Minneapolis, MN)
- University of Mississippi (University, MS)
- University of Missouri-Columbia (Columbia, MO)
- University of Nebraska-Lincoln (Lincoln, NE)
- University of North Carolina at Chapel Hill (Chapel Hill, NC)
- University of Oklahoma-Norman Campus (Norman, OK)
- University of Oregon (Eugene, OR)
- University of Pittsburgh-Pittsburgh Campus (Pittsburgh, PA)
- University of Rhode Island (Kingston, RI)
- University of South Carolina-Columbia (Columbia, SC)
- University of South Florida-Main Campus (Tampa, FL)
- University of Virginia-Main Campus (Charlottesville, VA)
- University of Washington-Seattle Campus (Seattle, WA)
- University of Wisconsin-Madison (Madison, WI)
- Virginia Polytechnic Institute and State University (Blacksburg, VA)
- Washington State University (Pullman, WA)
- West Virginia University (Morgantown, WV)
Figure 1. Percent of all students enrolled, by race/ethnicity and percent of students who are women: Fall 2013

Figure 2. Unduplicated 12-month headcount of all students and of undergraduate students (2012-13), total FTE enrollment (2012-13), and full- and part-time fall enrollment (Fall 2013)

Figure 3. Number of degrees awarded, by level: 2012-13
Figure 4. Academic year tuition and required fees for full-time, first-time degree/certificate-seeking undergraduates: 2010-11 to 2013-14

Figure 5. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students receiving grant or scholarship aid: 2010-11 to 2012-13

Figure 6. 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: 2012-13

Figure 7. Average amounts of grant or scholarship aid from the federal government, state/local government, or the institution, or loans received, by full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2012-13
Figure 8. Percent of all undergraduates receiving aid by type of aid: 2012-13

Figure 9. Average amount of aid received by all undergraduates, by type of aid: 2012-13

Figure 10. Graduation rate and transfer-out rate (2007 cohort); graduation rate cohort as a percent of total entering students and retention rates of first-time students (Fall 2013)

Figure 11. Bachelor's degree graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2005 cohort
Figure 12. Full-time equivalent staff, by occupational category: Fall 2013

Figure 13. Average salaries of full-time instructional non-medical staff equated to 9-month contracts, by academic rank: Academic year 2013-2014

Figure 14. Percent distribution of core revenues, by source: Fiscal year 2013

Figure 15. Core expenses per FTE enrollment, by function: Fiscal year 2013
Overview

This report is based on data supplied by institutions to IPEDS during the 2013-14 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%. The IPEDS Data Center provides access to all of the data used to create the figures included in this report.

Missing Statistics

If a statistic is not reported for your institution, the omission indicates that the statistic is not relevant to your institution and the data were not collected. Not all notes may be applicable to your report.

Use of Imputed Data

All IPEDS data are subject to imputation for total (institutional) and partial (item) nonresponse. If necessary, imputed values were used to prepare your report.

Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

Disaggregation of Data by Race/Ethnicity

When applicable, some statistics are disaggregated by race/ethnicity. Data disaggregated by race/ethnicity have been reported using the 1997 Office of Management and Budget categories. Detailed information about the race/ethnicity categories can be found at http://nces.ed.gov/ipeds/reic/resource.asp.

Cohort Determination for Reporting Student Financial Aid and Graduation Rates

Student cohorts for reporting Student Financial Aid and Graduation Rates data are based on the reporting type of the institution. For institutions that report based on an academic year (those operating on standard academic terms), student counts and cohorts are based on fall term data. Student counts and cohorts for program reporters (those that do not operate on standard academic terms) are based on unduplicated counts of students enrolled during a full 12-month period.
Endowment Assets

Endowment assets, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include gross investments of endowment funds, term endowment funds, and funds functioning as endowment for the institution and any of its foundations and other affiliated organizations. Private, for-profit institutions under FASB do not hold or report endowment assets.

Equate 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 component). Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours). See “Calculation of FTE Students (using instructional activity)” in the IPEDS Glossary at http://nces.ed.gov/ipeds/glossary/.

FTE Staff

The full-time-equivalent (FTE) of 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.

Graduation Rates and Transfer-out Rate

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know Act and Higher Education Act, as amended, and are defined as the total number of individuals from a given cohort of full-time, first-time degree/certificate-seeking undergraduates who completed a degree or certificate within a given percent of normal time to complete all requirements of the degree or certificate program before the ending status date of August 31, 2013; divided by the total number of students in the cohort of full-time, first-time degree/certificate-seeking undergraduates minus any allowable exclusions. Institutions are permitted to exclude from the cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called up to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission. Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution (without earning a degree/award) and subsequently re-enrolled at another institution within the same time period; divided by the same adjusted cohort (initial cohort minus allowable exclusions) as described above. Only institutions with a mission that includes providing substantial preparation for students to enroll in another eligible institution are required to report transfers out.

Retention Rates

Full-time retention rates is a measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. The full-time retention rate is calculated using the percentage of full-time, first-time degree/certificate-seeking undergraduates, while the part-time rate is calculated using the percentage of part-time, first-time degree/certificate-seeking undergraduates.

Salaries, Wages, and Benefits

Salaries, wages, and benefits, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include amounts paid as compensation for services to all employees regardless of the duration of service, and amounts made to or on behalf of an individual over and above that received in the form of a salary or wage. Frequently, benefits are associated with an insurance payment. Private, for-profit institutions under FASB standards do not report salaries.

Student-to-Faculty Ratio

The guidance provided to institutions for calculating their student-to-faculty ratio is as follows: the number of FTE students (using Fall Enrollment data) divided by the total FTE instructional staff (using the total Primarily instruction + Instruction/research/public service staff reported on the EAP section of the Human Resources component and adding any not primarily instructional staff that are teaching a credit course). For this calculation, FTE for students is equal to the number of full-time students plus one-third the number of part-time students; FTE for instructional staff is similarly calculated. Students enrolled in “stand-alone” graduate or professional programs (such as medicine, law, veterinary, dentistry, social work, or public health) and instructional staff teaching in these programs are excluded from the FTE calculations.

Total Entering Undergraduate Students

Total entering students are students at the undergraduate level, both full- and part-time, new to the institution in the fall term (or the prior summer term who returned in the fall). This includes all first-time undergraduate students, students transferring into the institution at the undergraduate level, and non-degree/certificate-seeking undergraduates entering in the fall. Only degree-granting, academic year reporting institutions provide total entering student data.

Tuition and Required Fees

Tuition is defined as the amount of money charged to students for instructional services, and required fees are those fixed sum charges to students for items not covered by tuition that are required of such a large proportion of all students that the student who does not pay the charge is an exception. The amounts used in this report are for full-time, first-time degree/certificate-seeking undergraduates and are those used by the financial aid office to determine need. For institutions that have differential tuition rates for in-district or in-state students, the lowest tuition rate is used in the figure. Only institutions that operate on standard academic terms will have tuition figures included in their report.

Additional Methodological Information

Additional methodological information on the IPEDS components can be found in the publications available at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010. Additional definitions of variables used in this report can be found in the IPEDS online glossary at http://nces.ed.gov/ipeds/glossary/.