

# 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 nearly 7,000 institutions that provide postsecondary education across the United States. IPEDS collects institution-level data on students (enrollment and 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>), 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. Our goal is to produce a report that is useful to institutional executives and that may help improve the quality and comparability of IPEDS data.

## What Is in This Report?

The figures provided in this report are based on data collected during the 2010-11 IPEDS collection cycle and are the most recent data available. Additional information about these indicators is provided in the Methodological Notes at the end of the report. On the next page is a list of the institutions in your comparison group and the criteria used for their selection. Please refer to "Comparison Group" in the Methodological Notes for more information.

## Where Can I Do More with IPEDS Data?

The Executive Peer Tool (ExPT) is designed to provide campus executives easy access to institutional and comparison group data. Using the ExPT, you can produce reports using different comparison groups and access a wider range of IPEDS variables. The ExPT is available through the IPEDS Data Center (<http://nces.ed.gov/ipeds/datacenter>).



California State University-East Bay  
Hayward, CA

## 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 15, NCES selected a comparison group for you. (In this case, the characteristics used to define the comparison group appears below.) The Executive Peer Tool (ExPT)(<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 Masters Colleges and Universities (larger programs), public and enrollment of a similar size. This comparison group includes the following 34 institutions:

- ▶ Arkansas State University-Main Campus (Jonesboro, AR)
- ▶ California State University-Dominguez Hills (Carson, CA)
- ▶ Central Connecticut State University (New Britain, CT)
- ▶ CUNY City College (New York, NY)
- ▶ CUNY College of Staten Island (Staten Island, NY)
- ▶ CUNY John Jay College of Criminal Justice (New York, NY)
- ▶ Eastern Illinois University (Charleston, IL)
- ▶ Eastern Washington University (Cheney, WA)
- ▶ Ferris State University (Big Rapids, MI)
- ▶ Indiana University-Purdue University-Fort Wayne (Fort Wayne, IN)
- ▶ Kean University (Union, NJ)
- ▶ Kutztown University of Pennsylvania (Kutztown, PA)
- ▶ Marshall University (Huntington, WV)
- ▶ Northern Kentucky University (Highland Heights, KY)
- ▶ Rowan University (Glassboro, NJ)
- ▶ Southeastern Louisiana University (Hammond, LA)
- ▶ Southern Illinois University Edwardsville (Edwardsville, IL)
- ▶ Stephen F Austin State University (Nacogdoches, TX)
- ▶ SUNY College at Buffalo (Buffalo, NY)
- ▶ The University of Tennessee at Chattanooga (Chattanooga, TN)
- ▶ University of Alaska Anchorage (Anchorage, AK)
- ▶ University of Central Arkansas (Conway, AR)
- ▶ University of Central Oklahoma (Edmond, OK)
- ▶ University of North Carolina at Wilmington (Wilmington, NC)
- ▶ University of Northern Iowa (Cedar Falls, IA)
- ▶ University of West Georgia (Carrollton, GA)
- ▶ University of Wisconsin-Oshkosh (Oshkosh, WI)
- ▶ University of Wisconsin-Whitewater (Whitewater, WI)
- ▶ Valdosta State University (Valdosta, GA)
- ▶ West Chester University of Pennsylvania (West Chester, PA)
- ▶ Western Illinois University (Macomb, IL)
- ▶ Western Washington University (Bellingham, WA)
- ▶ William Paterson University of New Jersey (Wayne, NJ)
- ▶ Youngstown State University (Youngstown, OH)

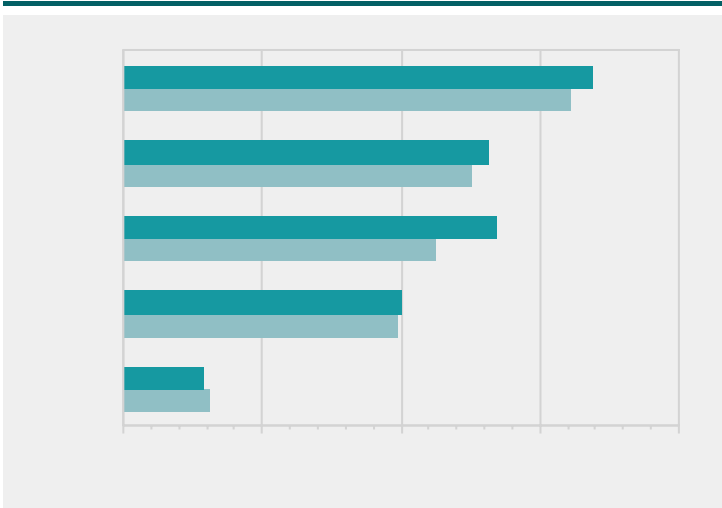
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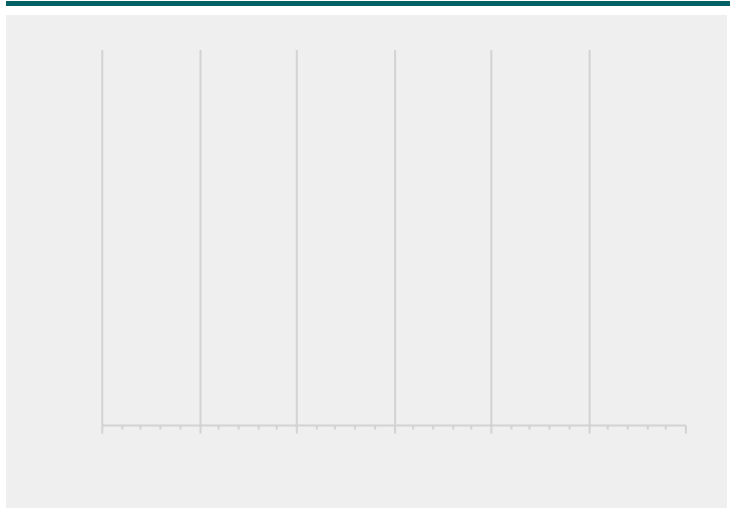
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# IPEDS DATA FEEDBACK REPORT

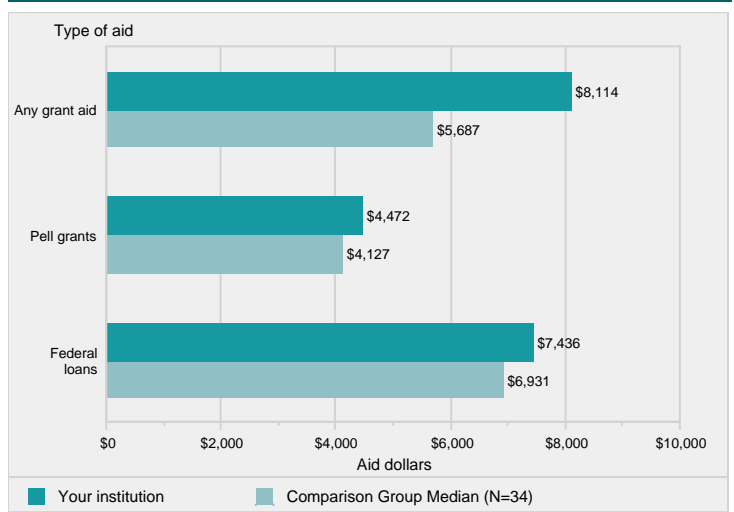
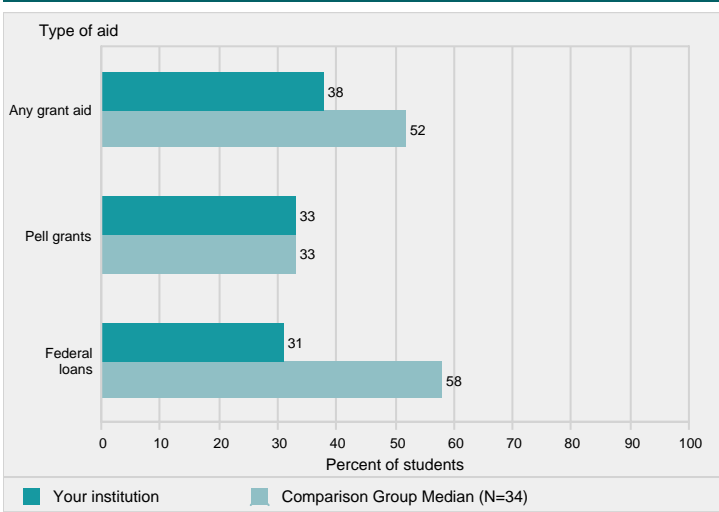
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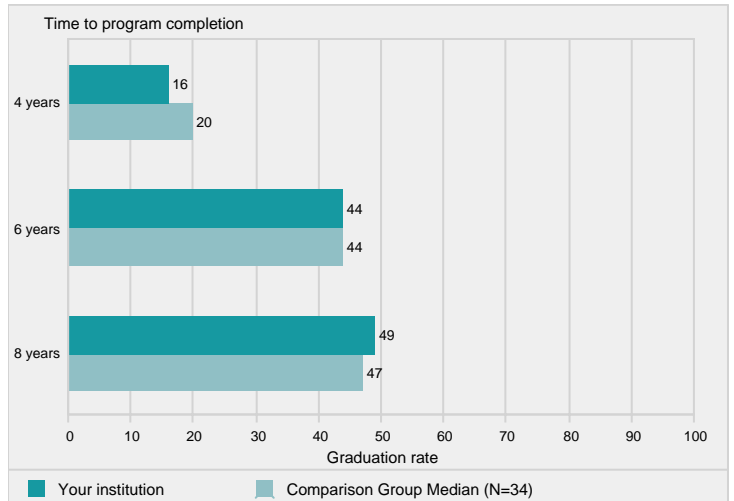
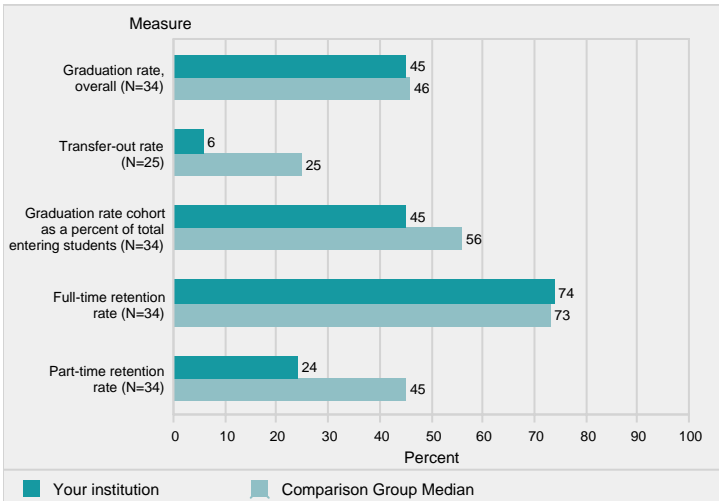


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## METHODOLOGICAL NOTES

### Overview

This report is based on data supplied by institutions to IPEDS during the 2010-11 survey year. Response rates exceeded 99 percent 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 less than three values. Where percentage distributions are presented, median values may not add to 100 percent. Through the ExPT, users have 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. As such, not all notes listed below 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 (new) Office of Management and Budget categories. Detailed information about the recent race/ethnicity changes can be found at <http://nces.ed.gov/ipeds/reic/resource.asp>.

### Postbaccalaureate Degree Categories

The use of new postbaccalaureate degree categories was mandatory in the 2010-11 collection year. These categories are: doctor's degree-research/scholarship, doctor's degree-professional practice, and doctor's

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# IPEDS DATA FEEDBACK REPORT

## *Equated Instructional Staff Salaries*

Total salary outlays for full-time instructional staff on 11/12-month contracts were equated to 9-month outlays by multiplying the outlay for 11/12-month contracted instructional staff by 0.8182. The equated outlays were then added to the outlays for 9/10-month instructional staff to determine an average salary for each rank. Salaries are not included for medical school staff or staff on less-than-9-month contracts.

## *FTE for 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 for Staff*

The full-time equivalent (FTE) of staff is calculated by summing the total number of full-time staff from the Employees by Assigned Position (EAP) section of the Human Resources component and adding one-third of the total number of part-time staff.

## *Graduation Rates and Transfer-out Rate*

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know and Higher Education Opportunity Acts 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 (for the degree or certificate) before the ending status date of August 31, 2010, divided by the entire cohort of full-time, first-time, degree/certificate-seeking undergraduates minus any allowable exclusions. Institutions are permitted to exclude from the initial cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called 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 within the same time period, divided by the same adjusted cohort. Only institutions with a mission that includes preparing students to transfer are required to report transfers out.

## *Retention Rates*

Full-time retention rates are defined as the number of full-time, first-time, degree/certificate-seeking undergraduate students who enter the institution for the first time in the fall and who return to the same institution the following fall (as either full- or part-time), divided by the total number of full-time, first-time, degree/certificate-seeking undergraduates in the fall of first entrance. Part-time retention rates are similarly defined. For 4-year institutions offering a bachelor's degree, this rate is defined as:

$$\frac{\text{Number of full-time, first-time, degree/certificate-seeking undergraduates who return to the institution the following fall}}{\text{Total number of full-time, first-time, degree/certificate-seeking undergraduates in the fall of first entrance}}$$

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