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 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 those suggested by the IPEDS Technical Review Panel. They were developed to provide selected indicators and data elements for your institution and a comparison group of institutions. The figures are based on data collected during the 2011-12 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/data center).
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/](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 Knox College includes the following 36 institutions:

- Albion College (Albion, MI)
- Allegheny College (Meadville, PA)
- Amherst College (Amherst, MA)
- Bard College (New York, NY)
- Bates College (Lewiston, ME)
- Beloit College (Beloit, WI)
- Carleton College (Northfield, MN)
- Centre College (Danville, KY)
- Colby College (Waterville, ME)
- College of the Holy Cross (Worcester, MA)
- Cornell College (Mount Vernon, IA)
- Davidson College (Davidson, NC)
- Denison University (Granville, OH)
- DePauw University (Greencastle, IN)
- Dickinson College (Carlisle, PA)
- Franklin and Marshall College (Lancaster, PA)
- Grinnell College (Grinnell, IA)
- Hamilton College (Clinton, NY)
- Hampden-Sydney College (Hampden-Sydney, VA)
- Hampshire College (Amherst, MA)
- Haverford College (Haverford, PA)
- Kalamazoo College (Kalamazoo, MI)
- Kenyon College (Gambier, OH)
- Lafayette College (Easton, PA)
- Lawrence University (Appleton, WI)
- Macalester College (Saint Paul, MN)
- Southwestern University (Georgetown, TX)
- St Olaf College (Northfield, MN)
- Swarthmore College (Swarthmore, PA)
- The College of Wooster (Wooster, OH)
- Union College (Schenectady, NY)
- Ursinus College (Collegeville, PA)
- Vassar College (Poughkeepsie, NY)
- Wellesley College (Wellesley, MA)
- Wheaton College (Norton, MA)
- Whitman College (Walla Walla, WA)
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Figure 1.  Percent of all students enrolled, by race/ethnicity and percent of students who are women: Fall 2011

NOTE: For more information about disaggregation of data by race and ethnicity, please see the Methodological Notes at the end of this report. Median values for the comparison group will not add to 100 percent. See “Use of Median Values for Comparison Group” in the Methodological Notes at the end of this report for how median values are determined. N is the number of institutions in the comparison group.


Figure 2. Unduplicated 12-month headcount of all students and of undergraduate students (2010-11), total FTE enrollment (2010-11), and full- and part-time fall enrollment (Fall 2011)

NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes at the end of this report. 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.


Figure 3. Number of degrees awarded, by level: 2010-11

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

**Figure 4.** Academic year tuition and required fees for full-time, first-time, degree/certificate-seeking undergraduates: 2008-09--2011-12

**Figure 5.** Average net price of attendance for full-time, first-time, degree/certificate-seeking undergraduate students receiving grant or scholarship aid: 2008-09--2010-11

**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: 2010-11

**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: 2010-11

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Figure 8. Percent of all undergraduates receiving aid by type of aid: 2010-11

Figure 9. Average amount of aid received by all undergraduates, by type of aid: 2010-11

Figure 10. Graduation rate and transfer-out rate (2005 cohort); graduation rate cohort as a percent of total entering students and retention rates of first-time students (Fall 2011)

Figure 11. Bachelor's degree graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2003 cohort
Figure 12. Full-time equivalent staff, by assigned position: Fall 2011

NOTE: Graduate assistants are not included in this figure. For information on the calculation of FTE of staff, see the Methodological Notes. N is the number of institutions in the comparison group.


Figure 13. Average salaries of full-time instructional staff equated to 9-month contracts, by academic rank: Academic year 2011-12

NOTE: Average full-time instructional staff salaries for 11/12-month contracts were equated to 9-month average salaries by multiplying the 11/12-month salary by .8182. Salaries based on less than 9-month contracts are not included. Medical school salaries are not included. N is the number of institutions in the comparison group.


Figure 14. Percent distribution of core revenues, by source: Fiscal year 2011

NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For a detailed definition of core revenues, see the Methodological Notes. N is the number of institutions in the comparison group.


Figure 15. Core expenses per FTE enrollment, by function: Fiscal year 2011

NOTE: Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during the 2011-12 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 2011-12 collection year. These categories are: doctor’s degree-research/scholarship, doctor’s degree-professional practice, and doctor’s degree-other. (The first-professional degree and certificate categories and the single doctor’s degree category have been eliminated.)

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.

Description of Statistics Used in the Figures

Average Institutional Net Price

Average net price is calculated for full-time, first-time degree/certificate-seeking undergraduates who were awarded grant or scholarship aid from the federal government, state/local government, or the institution anytime during the full aid year. For public institutions, this includes only students who paid the in-state or in-district tuition rate. Other sources of grant aid are excluded. Average net price is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses.

For the purpose of the IPEDS reporting, aid received refers to financial aid that was awarded to, and accepted by, a student. This amount may differ from the aid amount that is disbursed to a student.

Core Revenues

Core revenues for public institutions reporting under GASB standards include tuition and fees; state and local appropriations; government grants and contracts; private gifts, grants, and contracts; sales and services of educational activities; investment income; other operating and non-operating sources; and other revenues and additions (federal and capital appropriations and grants and additions to permanent endowments). Core revenues for private, not-for-profit institutions (and a small number of public institutions) reporting under FASB standards include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts (including contributions from affiliated entities); investment return; sales and services of educational activities; and other sources. Core revenues for private, for-profit institutions reporting under FASB standards include tuition and fees; government appropriations, grants, and contracts (federal, state, and local); private grants and contracts; investment income; sales and services of educational activities; and other sources. At degree-granting institutions, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Nondegree-granting institutions do no report revenue from auxiliary enterprises in a separate category. These amounts may be included in the core revenues from other sources.

Core Expenses

Core expenses include expenses for instruction, research, public service, academic support, institutional support, student services, scholarships and fellowships (net of discounts and allowances), and other expenses. Expenses for operation and maintenance of plant, depreciation, and interest are allocated to each of the other functions. Core expenses at degree-granting institutions exclude expenses for auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Nondegree-granting institutions do not report expenses for auxiliary enterprises in a separate category. These amounts may be included in the core expenses as other expenses.
Total salary outlays for full-time instructional staff were calculated by multiplying the reported outlay for the reporting year by 12 to determine the full-time equivalent (FTE for Enrollment) enrollment. In this report, the term FTE refers to the number of students enrolled in the fall term, 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.

**Total Entering Undergraduate Students**

Total entering students are those students who enter the institution at the undergraduate level, both full- and part-time, after the academic year (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/](http://nces.ed.gov/ipeds/glossary/).

**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 period of time (for the degree or certificate) before the ending status date of August 31, 2011, divided by the total number of individuals from the cohort who are known to have transferred out of the reporting institution during the same time period.

Retained students to transfer are required to report transfers out. Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution during the same time period, divided by the same adjusted cohort. Only institutions with a mission that includes preparing staff include amounts paid as compensation for services to all employees.

**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.