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) 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 Tech University (Russellville, AR)
- Austin Peay State University (Clarksville, TN)
- Bloomsburg University of Pennsylvania (Bloomsburg, PA)
- Bridgewater State University (Bridgewater, MA)
- California University of Pennsylvania (California, PA)
- CUNY Lehman College (Bronx, NY)
- Fort Hays State University (Hays, KS)
- Jacksonville State University (Jacksonville, AL)
- McNeese State University (Lake Charles, LA)
- Murray State University (Murray, KY)
- North Carolina Central University (Durham, NC)
- Northeastern Illinois University (Chicago, IL)
- Northeastern State University (Tahlequah, OK)
- Northwestern State University of Louisiana (Natchitoches, LA)
- Prairie View A&M University (Prairie View, TX)
- Radford University (Radford, VA)
- Saginaw Valley State University (University Center, MI)
- Salem State University (Salem, MA)
- Salisbury University (Salisbury, MD)
- Shippensburg University of Pennsylvania (Shippensburg, PA)
- Slippery Rock University of Pennsylvania (Slippery Rock, PA)
- Southeast Missouri State University (Cape Girardeau, MO)
- Southern Connecticut State University (New Haven, CT)
- SUNY College at Oswego (Oswego, NY)
- Tarleton State University (Stephenville, TX)
- Tennessee Technological University (Cookeville, TN)
- The University of Tennessee at Chattanooga (Chattanooga, TN)
- University of Central Missouri (Warrensburg, MO)
- University of Colorado Colorado Springs (Colorado Springs, CO)
- University of Massachusetts-Dartmouth (North Dartmouth, MA)
- University of Southern Indiana (Evansville, IN)
- University of Wisconsin-La Crosse (La Crosse, WI)
- University of Wisconsin-Stout (Menomonie, WI)
- Western Carolina University (Cullowhee, NC)
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.


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

- **Your institution**
- **Comparison Group Median (N=34)**

### Tuition and fees
- **2011-12**
  - $8,361
- **2010-11**
  - $7,700
- **2009-10**
  - $7,147
- **2008-09**
  - $6,866

**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.


**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

- **Your institution**
- **Comparison Group Median (N=34)**

### Net price
- **2010-11**
  - $12,892
- **2009-10**
  - $11,595
- **2008-09**
  - $10,397

**NOTE:** Average net price is for full-time, first-time, degree/certificate-seeking undergraduate students and is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. For public institutions, this includes only students who paid the in-state or in-district tuition rate. 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 more information, see the Methodological Notes at the end of this report. **N** is the number of institutions in the comparison group.


**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

<table>
<thead>
<tr>
<th>Type of aid</th>
<th>Percent of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any grant aid</td>
<td>47</td>
</tr>
<tr>
<td>Federal grants</td>
<td>30</td>
</tr>
<tr>
<td>Pell grants</td>
<td>30</td>
</tr>
<tr>
<td>State/local grants</td>
<td>34</td>
</tr>
<tr>
<td>Institutional grants</td>
<td>14</td>
</tr>
<tr>
<td>Any loans</td>
<td>63</td>
</tr>
<tr>
<td>Federal loans</td>
<td>66</td>
</tr>
<tr>
<td>Other loans</td>
<td>10</td>
</tr>
</tbody>
</table>

**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 include 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 at the end of this report. **N** is the number of institutions in the comparison group.


**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

<table>
<thead>
<tr>
<th>Type of aid</th>
<th>Aid dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any grant aid (N=34)</td>
<td>$3,604</td>
</tr>
<tr>
<td>Federal grants (N=34)</td>
<td>$4,632</td>
</tr>
<tr>
<td>Pell grants (N=34)</td>
<td>$3,889</td>
</tr>
<tr>
<td>State/local grants (N=34)</td>
<td>$2,243</td>
</tr>
<tr>
<td>Institutional grants (N=34)</td>
<td>$2,243</td>
</tr>
<tr>
<td>Any loans (N=34)</td>
<td>$5,930</td>
</tr>
<tr>
<td>Federal loans (N=34)</td>
<td>$5,674</td>
</tr>
<tr>
<td>Other loans (N=30)</td>
<td>$7,141</td>
</tr>
</tbody>
</table>

**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 include 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.


**Millersville University of Pennsylvania**
**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

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

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

Figure 15. Core expenses per FTE enrollment, by function: Fiscal year 2011
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.)
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, 2011, 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 reported only for those first-time students seeking a bachelor’s degree. For less than 4-year institutions, the rate is calculated for all first-time degree/certificate-seeking students.

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.

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 nondegree/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; 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 available at http://nces.ed.gov/ipeds/glossary/.

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