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 2015-16 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.
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 Masters Colleges and Universities (larger programs), private not-for-profit and enrollment of a similar size. This comparison group includes the following 33 institutions:

- Abilene Christian University (Abilene, TX)
- Baldwin Wallace University (Berea, OH)
- Bellarmine University (Louisville, KY)
- Bethel University (Saint Paul, MN)
- California Lutheran University (Thousand Oaks, CA)
- Canisius College (Buffalo, NY)
- Concordia University-Irvine (Irvine, CA)
- Concordia University-Saint Paul (Saint Paul, MN)
- Endicott College (Beverly, MA)
- Gannon University (Erie, PA)
- George Fox University (Newberg, OR)
- Hamline University (Saint Paul, MN)
- Iona College (New Rochelle, NY)
- Jacksonville University (Jacksonville, FL)
- John Carroll University (University Heights, OH)
- Lincoln Memorial University (Harrogate, TN)
- Loyola University New Orleans (New Orleans, LA)
- Molloy College (Rockville Centre, NY)
- Niagara University (Niagara University, NY)
- Norwich University (Northfield, VT)
- Pacific University (Forest Grove, OR)
- Philadelphia University (Philadelphia, PA)
- Point Park University (Pittsburgh, PA)
- Robert Morris University Illinois (Chicago, IL)
- Saint Edward's University (Austin, TX)
- Saint Mary's University of Minnesota (Winona, MN)
- St Catherine University (Saint Paul, MN)
- St. Joseph's College-New York (Brooklyn, NY)
- The College of Saint Rose (Albany, NY)
- The College of Saint Scholastica (Duluth, MN)
- Utica College (Utica, NY)
- Wilkes University (Wilkes-Barre, PA)
- William Carey University (Hattiesburg, MS)

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

1) Admissions (only for non-open-admissions schools) 
   Fig. 1 and 2 
   Pg. 3
2) Student Enrollment
   Fig. 3 and 4 
   Pg. 3 and 4
3) Awards
   Fig. 5
   Pg. 4
4) Charges and Net Price
   Fig. 6 and 7 
   Pg. 4
5) Student Financial Aid
   Fig. 8, 9, 10 and 11
   Pg. 5
6) Military Benefits*
   [No charts applicable]
7) Retention and Graduation Rates
   Fig. 12, 13, 14 and 15 
   Pg. 6 and 7
8) Finance
   Fig. 16 and 17 
   Pg. 7
9) Staff
   Fig. 18 and 19 
   Pg. 8
10) Libraries*
    [No charts applicable]

*These figures only appear in customized Data Feedback Reports (DFR), which are available through Use the Data portal on the IPEDS website.
Figure 1. Number of first-time undergraduate students who applied, were admitted, and enrolled full and part time: Fall 2015

<table>
<thead>
<tr>
<th>Admissions measure</th>
<th>Applicants (N=33)</th>
<th>Admitted (N=33)</th>
<th>Enrolled full time (N=33)</th>
<th>Enrolled part time (N=30)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
<td>9,641</td>
<td>5,713</td>
<td>2,626</td>
<td>4</td>
</tr>
</tbody>
</table>

NOTE: Admissions data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. For details, see the Methodological Notes. N is the number of institutions in the comparison group.


Figure 2. Percent of first-time undergraduate applicants admitted, and percent of admissions enrolled, by full- and part-time status: Fall 2015

<table>
<thead>
<tr>
<th>Admissions measure</th>
<th>Admitted</th>
<th>Enrolled full time</th>
<th>Enrolled part time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of students</td>
<td>59</td>
<td>74</td>
<td>10</td>
</tr>
</tbody>
</table>

NOTE: Admissions data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. For details, see the Methodological Notes. Median values for the comparison group will not add to 100%. See "Use of Median Values for Comparison Group" for how median values are determined. N is the number of institutions in the comparison group.


Figure 3. Percent of all students enrolled, by race/ethnicity, and percent of students who are women: Fall 2015

<table>
<thead>
<tr>
<th>Race/ethnicity or gender</th>
<th>Percent</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>71</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>63</td>
</tr>
<tr>
<td>Black or African American</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>White</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Two or more races</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Race/ethnicity unknown</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Women</td>
<td>71</td>
<td>63</td>
</tr>
</tbody>
</table>

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

**Figure 4.** Unduplicated 12-month headcount of all students and of undergraduate students (2014-15), total FTE enrollment (2014-15), and full- and part-time fall enrollment (Fall 2015)

**Figure 5.** Number of degrees awarded, by level: 2014-15

**Figure 6.** Academic year tuition and required fees for full-time, first-time degree/certificate-seeking undergraduates: 2012-13 to 2015-16

**Figure 7.** Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students, who were awarded grant or scholarship aid: 2012-13 to 2014-15

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.


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


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. 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 details, see the Methodological Notes. N is the number of institutions in the comparison group.

Figure 8. Percent of full-time, first-time degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid: 2014-15

Figure 9. Average amounts of grant or scholarship aid from the federal government, state/local government, or the institution, or loans awarded to full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2014-15

Figure 10. Percent of all undergraduates awarded aid, by type of aid: 2014-15

Figure 11. Average amount of aid awarded to all undergraduates, by type of aid: 2014-15
Figure 12. Retention rates of full-time, first-time bachelor's degree seeking students (Fall 2014 cohort)

NOTE: Retention rates are measured from the fall of first enrollment to the following fall. Academic reporting institutions report retention data as of the institution’s official fall reporting date or as of October 15, 2014. Program reporters determine the cohort with enrollment any time between August 1-October 31, 2014 and retention based on August 1, 2015. Four-year institutions report retention rates for students seeking a bachelor's degree. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.


Figure 13. Graduation and transfer-out rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion (2009 cohort)

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. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.


Figure 14. Bachelor's degree graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2007 cohort

NOTE: The 6-year graduation rate is the Student Right-to-Know (SRK) rate; the 4- and 8-year rates are calculated using the same methodology. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

Figure 15. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2009 cohort

Graduation rates by race/ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Overall (N=33)</th>
<th>American Indian or Alaska Native (N=24)</th>
<th>Asian (N=32)</th>
<th>Black or African American (N=33)</th>
<th>Hispanic / Latino (N=33)</th>
<th>Native Hawaiian or other Pacific Islander (N=15)</th>
<th>White (N=33)</th>
<th>Two or more races (N=25)</th>
<th>Race/ethnicity unknown (N=32)</th>
<th>Nonresident alien (N=28)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation rate</td>
<td>58</td>
<td>63</td>
<td>68</td>
<td>45</td>
<td>52</td>
<td>50</td>
<td>61</td>
<td>68</td>
<td>58</td>
<td>40</td>
</tr>
</tbody>
</table>

NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. The graduation rates are the Student Right-to-Know (SRK) rates. Median values for the comparison group will not add to 100%. N is the number of institutions in the comparison group.


Figure 16. Percent distribution of core revenues, by source: Fiscal year 2015

Revenue source

- Tuition and fees: 58%
- Government grants and contracts: 1%
- Private gifts, grants, and contracts: 2%
- Investment return: 2%
- Other core revenues: 40%

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 17. Core expenses per FTE enrollment, by function: Fiscal year 2015

Expense function

- Instruction: $8,016
- Research: $1,185
- Public service: $52
- Academic support: $4,036
- Institutional support: $3,923
- Student services: $3,716
- Other core expenses: $3,613
- Other core expenses: $10,121

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.

Figure 18. Full-time equivalent staff, by occupational category: Fall 2015

<table>
<thead>
<tr>
<th>Staff category</th>
<th>Your institution</th>
<th>Comparison Group Median (N=33)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postsecondary Teachers and staff</td>
<td>259</td>
<td>287</td>
</tr>
<tr>
<td>Instructional support occupations</td>
<td>48</td>
<td>71</td>
</tr>
<tr>
<td>Management</td>
<td>107</td>
<td>141</td>
</tr>
<tr>
<td>Business and financial operations</td>
<td>24</td>
<td>59</td>
</tr>
<tr>
<td>Computer, engineering, and science</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>Community service, legal, arts, and media</td>
<td>61</td>
<td>63</td>
</tr>
<tr>
<td>Healthcare</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Other</td>
<td>141</td>
<td>141</td>
</tr>
</tbody>
</table>

NOTE: Graduate assistants are not included. For calculation details, see the Methodological Notes. N is the number of institutions in the comparison group.


Figure 19. Average salaries of full-time instructional non-medical staff equated to 9-month contracts, by academic rank: Academic year 2015-16

<table>
<thead>
<tr>
<th>Academic rank</th>
<th>Your institution</th>
<th>Comparison Group Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>All ranks (N=33)</td>
<td>$70,655</td>
<td>$78,911</td>
</tr>
<tr>
<td>Professor (N=33)</td>
<td>$69,651</td>
<td>$77,411</td>
</tr>
<tr>
<td>Associate professor (N=32)</td>
<td>$67,511</td>
<td>$74,977</td>
</tr>
<tr>
<td>Assistant professor (N=32)</td>
<td>$62,613</td>
<td>$68,777</td>
</tr>
<tr>
<td>Instructor (N=27)</td>
<td>$51,525</td>
<td>$56,147</td>
</tr>
<tr>
<td>Lecturer (N=9)</td>
<td>$49,131</td>
<td>$51,525</td>
</tr>
<tr>
<td>No academic rank (N=10)</td>
<td>$52,506</td>
<td>$54,671</td>
</tr>
</tbody>
</table>

NOTE: Average salaries of full-time instructional non-medical staff equated to 9-month contracts was calculated by multiplying the average monthly salary by 9. The average monthly salary was calculated by dividing the total salary outlays by the total number of months covered by staff on 9, 10, 11 and 12-month contracts.

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during the 2015-16 data collection year. Response rates exceeded 99% for most surveys. Detailed response tables are included in IPEDS First Look reports 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).

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.

DESCRIPTION OF STATISTICS USED IN THE FIGURES

Admissions (only for non-open-admissions schools)

Admissions and Test Score Data

Admissions and test score data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. Applicants include only those students who fulfilled all requirements for consideration for admission and who were notified of one of the following actions: admission, non-admission, placement on a wait list, or application withdrawn (by applicant or institution). Admitted applicants (admissions) include wait-listed students who were subsequently offered admission. Early decision, early action, and students who began studies during the summer prior to the fall reporting period are included. For customized Data Feedback Reports, test scores are presented only if they are required for admission.
Student Enrollment

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/.

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.

Charges and Net Price

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 awarded 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.

Retention and Graduation Rates

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, 2014; 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

Retention rates are measures 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.

Finance

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,
spirations and fellowships (net of discounts and allowances), and other expenses. Expenses for operation and maintenance of plant,
preciation, and interest are allocated to each of the other functions. Core expenses at degree-granting institutions exclude expenses for
uxiliary 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.

Endowment Assets

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

Salaries, Wages, and Benefits

Salaries, wages, and benefits, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards,
clude amounts paid as compensation for services to all employees regardless of the duration of service, and amounts made to or on behalf
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.

Staff

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
art-time staff. Graduate assistants are not included.

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

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
rollment data) divided by the total FTE instructional staff (using the total Primarily instruction + Instruction/research/public service staff
ported 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;
TE for instructional staff is similarly calculated. Students enrolled in "stand-alone" graduate or professional programs (such as medicine, law,
ery, dentistry, social work, or public health) and instructional staff teaching in these programs are excluded from the FTE calculations.

Additional Methodological Information

Additional methodological information on the IPEDS components can be found in the publications available at

Additional definitions of variables used in this report can be found in the IPEDS online glossary available at http://nces.ed.gov/ipeds/glossary/.