

## IPEDS Data Feedback Report 2018 Executive Summary

The 2018 IPEDS Data Feedback Report compares selective variables for TLU and our institutional comparison group of 34 institutions. The comparison group statistic used is the median values for all figures and data provided in the report. Each year, the Feedback report selects variables from across most of the IPEDS annual surveys. Variables for this year's report include those from Admissions, Student Enrollment, Graduation rates, Tuition and Net Price, Financial Aid, Retention, Finance, Faculty and Staff, and. In general, the 2018 report used data submitted in the 2017-2018 academic year while the 2017 report used data submitted in the 2016-2017 academic year.

### Admissions

- In the 2018 report, TLU had more applicants, fewer admitted students, and slightly more enrolled students than the median of our comparison group. These data were relatively similar in comparison to the 2017 report.
- The distribution of students across race/ethnicity and gender in the 2018 report were very similar to that of students in the 2017 report. This was true comparing TLU across both years and to the comparison group median.

### Enrollment

- Relative to our comparison group median, TLU's unduplicated 12-month headcount was smaller for both full-time and part-time students.
- Looking across years and between TLU and the comparison group, TLU has far fewer part-time students and about half as many Master's students.

### Degrees Awarded

- The number of Bachelor degrees was smaller in 2018 than in 2017, reflecting smaller cohorts reaching graduation.
- In 2017, the number of Bachelor degrees awarded was on par with the median of the comparison group but in 2018, significantly fewer than the comparison group.

### Tuition and Net Price

- TLU's "sticker price" remains lower than the median of the comparison group. In the 2018 report, note figure 6 showing the comparison of TLU's "sticker price" to the median of the comparison group across four years. TLU has maintained the lower tuition and fees for each year.
- As with the "sticker price", TLU's net price is also lower than the median of the comparison group as it has been for the four years reported in figure 7.

### Financial Aid

- TLU's financial aid awards remained stable from year to year and was not notably different than the comparison school levels. The exception was the median institutional aid amount per student for the comparison schools was slightly higher than for TLU in the 2018 report by about

\$1,500 per student. There was no discernible difference in institutional aid between TLU and the comparison group in the 2017 report.

#### Retention and Graduation Rates

- TLU fall to fall entering freshmen retention rates continue to lag substantially behind the median of our comparison group. In the 2017 report, TLU had a 68% rate versus 78% for the comparison group. In the 2018 report, TLU closed the gap by 3% at 72% versus 79% for the comparison group.
- Graduation rates remained the same for TLU and the comparison group from the 2017 report to the 2018 report. TLU's 6-year rate was 52% versus 64% for the comparison group.
- Gaps still exist in graduation rates for Hispanic and African American TLU students versus White students. Additionally, there are substantial gaps in graduation rates for Hispanic and African American students when compared to our comparison group. As the table below indicates, the gap between TLU Hispanic students and those for the comparison group has narrowed slightly.

**Graduation Rate Gaps**

Ethnicity	2018 Report		2017 Report	
	TLU	Comp Grp	TLU	Comp Grp
African American	30%	43%	27%	42%
Hispanic	45%	49%	45%	51%
White	60%	68%	64%	65%
All students	52%	64%	52%	64%

- Looking to the future, both retention and graduation rates appear to be improving for TLU which will likely close the gaps in both of these rates.
- Similar gaps exist in graduation rates for students who received a Federal Pell Grant when comparing to students within TLU who did not receive a Pell grant and when comparing TLU Pell and Non-Pell rates to those of the comparison group. Note this data was not reported in the same manner in 2017.

**6-year Pell Graduation rates**

Pell Status	2018 Report	
	TLU	Comp Grp
Pell recipient	42%	56%
Non-Pell	50%	65%

#### Finance

- TLU tuition and fee revenue was substantially lower than the median of the comparison group in both the 2017 and 2018 reports. However, TLU revenue from all other sources is larger than that of the comparison group in both report years.

- Expenses were similar from year to year and in comparison to the comparison group. However, the expense for the “instruction” category was slightly higher than that of the comparison group in 2018.

### **Staffing and Salaries**

- Staffing levels in both report years remained stable for TLU and the comparison group.
- TLU faculty salaries were similar in the 2018 report to the 2017 report.  
The slight gaps (both positive and negative, depending on rank) in salary between TLU and the comparison group narrowed in the 2018 report.

### **Library**

- The library component of IPEDS was reintroduced about 3 years ago. No library data was provided in the 2017 Data Feedback report. However, the 2018 report includes this data.
- TLU’s library collection is on par with those at comparison schools. TLU’s physical book collection is a smaller proportion of total holdings at 24% versus 32% for the comparison group. For all other media, TLU’s library holdings are similar to those at the comparison schools.
- The TLU library expenses are similar to those of the comparison group except for salaries and wages. In this functional category, TLU expends a higher percent of library expenses at 56% versus 47% for the comparison group. This could indicate that TLU’s overall library expenses are lower than those at comparison institutions thus making salaries a higher percent of total expenditures.

# NATIONAL CENTER FOR EDUCATION STATISTICS

# IPEDS DATA FEEDBACK REPORT 2018

## What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from about 7,000 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?

The figures in this report provide a selection of indicators for your institution to compare with a group of similar institutions. The figures draw from the data collected during the 2017-18 IPEDS collection cycle and are the most recent data available. The inside cover of this report lists the pre-selected comparison group of institutions and the criteria used for their selection. The Methodological Notes at the end of the report describe additional information about these indicators and the pre-selected comparison group.

## Where Can I Do More with IPEDS Data?

Each institution can access previously released Data Feedback Reports from 2005 and customize this 2018 report by using a different comparison group and IPEDS variables of its choosing. To download archived reports or customize the current Data Feedback Report, please visit our website at <http://nces.ed.gov/ipeds/Home/UseTheData>.



Texas Lutheran University  
Seguin, TX



## 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 13, 2018 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 at this provided link (<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 Lutheran University includes the following 34 institutions:

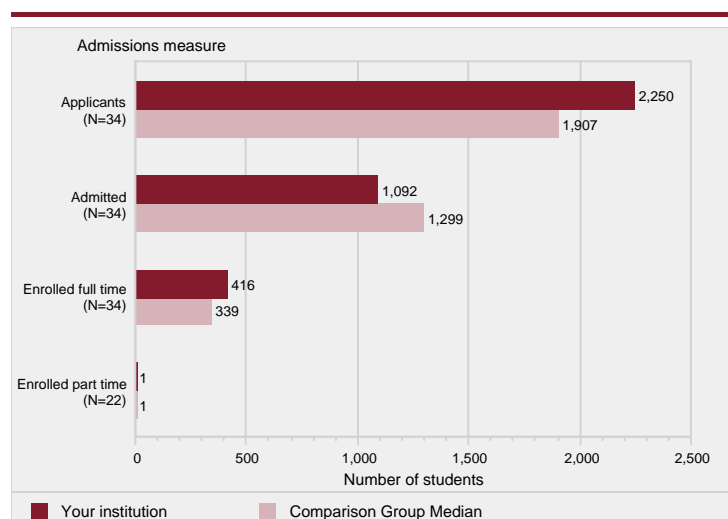
- ▶ Albright College (Reading, PA)
- ▶ Asbury University (Wilmore, KY)
- ▶ Augustana University (Sioux Falls, SD)
- ▶ Austin College (Sherman, TX)
- ▶ Benedictine College (Atchison, KS)
- ▶ Bethel College-Indiana (Mishawaka, IN)
- ▶ Bloomfield College (Bloomfield, NJ)
- ▶ Buena Vista University (Storm Lake, IA)
- ▶ Claflin University (Orangeburg, SC)
- ▶ Claremont McKenna College (Claremont, CA)
- ▶ Concordia University-Nebraska (Seward, NE)
- ▶ Dordt College (Sioux Center, IA)
- ▶ Evangel University (Springfield, MO)
- ▶ Geneva College (Beaver Falls, PA)
- ▶ Georgetown College (Georgetown, KY)
- ▶ Hiram College (Hiram, OH)
- ▶ Houghton College (Houghton, NY)
- ▶ Huntington University (Huntington, IN)
- ▶ Illinois College (Jacksonville, IL)
- ▶ John Brown University (Siloam Springs, AR)
- ▶ Lasell College (Newton, MA)
- ▶ Loras College (Dubuque, IA)
- ▶ Luther College (Decorah, IA)
- ▶ Meredith College (Raleigh, NC)
- ▶ Nebraska Wesleyan University (Lincoln, NE)
- ▶ Oklahoma Baptist University (Shawnee, OK)
- ▶ Pacific Union College (Angwin, CA)
- ▶ Saint Martin's University (Lacey, WA)
- ▶ Schreiner University (Kerrville, TX)
- ▶ Southwestern University (Georgetown, TX)
- ▶ Spring Hill College (Mobile, AL)
- ▶ The College of Idaho (Caldwell, ID)
- ▶ Trinity Christian College (Palos Heights, IL)
- ▶ Westminster College (New Wilmington, PA)

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, 15, 16, 17, 18, 19 and 20	Pg. 6, 7, 8 and 9
8) Finance	Fig. 21 and 22	Pg. 10
9) Staff	Fig. 23 and 24	Pg. 10
10) Libraries	Fig. 25 and 26	Pg. 11

\*These figures only appear in customized Data Feedback Reports (DFR), which are available through Use the Data portal on the IPEDS website.

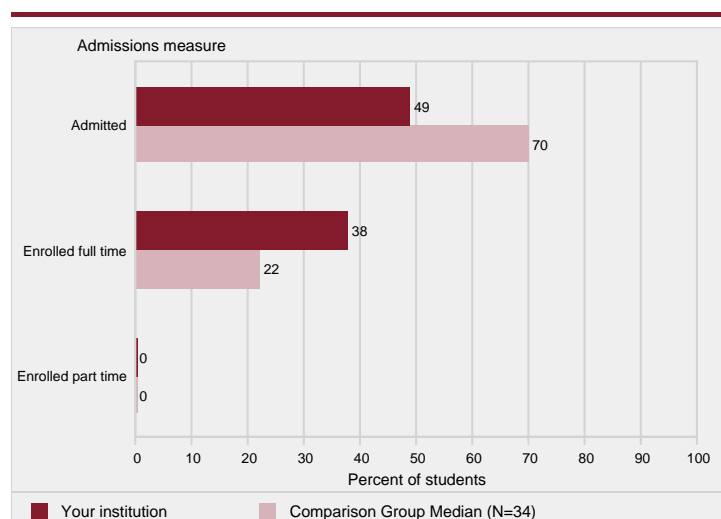
**Figure 1. Number of first-time undergraduate students who applied, were admitted, and enrolled full and part time: Fall 2017**



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.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Admissions component.

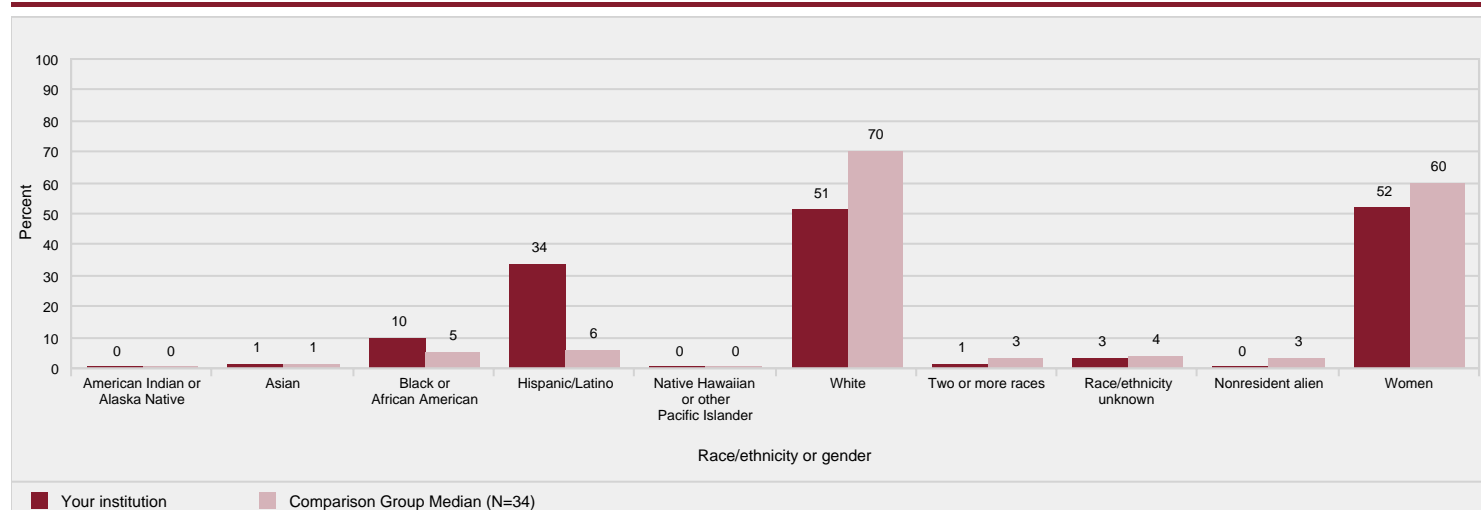
**Figure 2. Percent of first-time undergraduate applicants admitted, and percent of admissions enrolled, by full- and part-time status: Fall 2017**



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.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Admissions component.

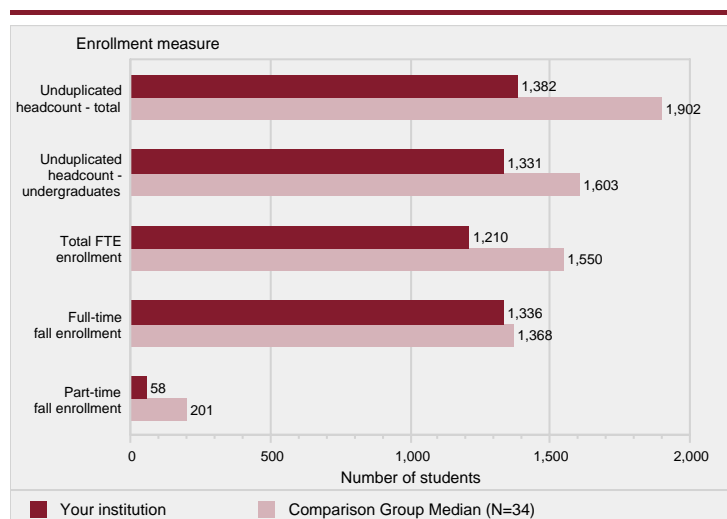
**Figure 3. Percent of all students enrolled, by race/ethnicity, and percent of students who are women: Fall 2017**



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.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2018, Fall Enrollment component.

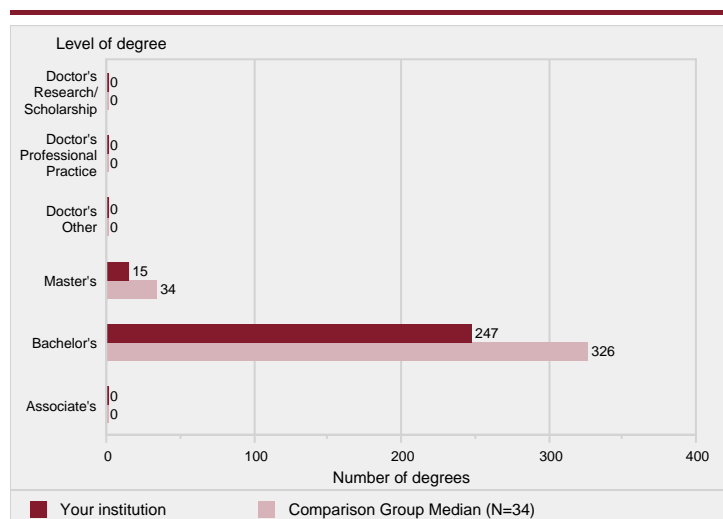
**Figure 4. Unduplicated 12-month headcount of all students and of undergraduate students (2016-17), total FTE enrollment (2016-17), and full- and part-time fall enrollment (Fall 2017)**



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.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2017, 12-month Enrollment component and Spring 2018, Fall Enrollment component.

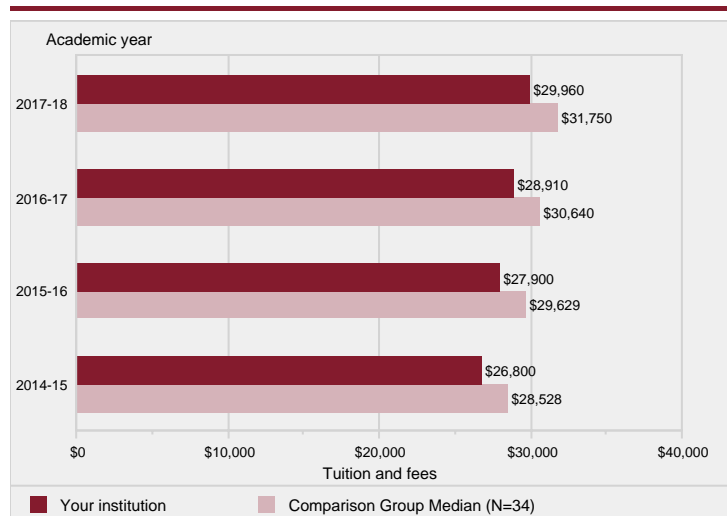
**Figure 5. Number of degrees awarded, by level: 2016-17**



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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2017, Completions component.

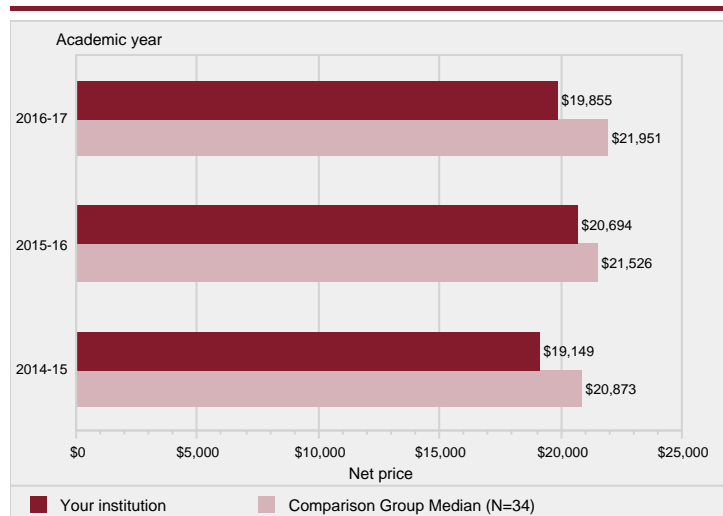
**Figure 6. Academic year tuition and required fees for full-time, first-time degree/certificate-seeking undergraduates: 2014-15 to 2017-18**



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.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2017, Institutional Characteristics component.

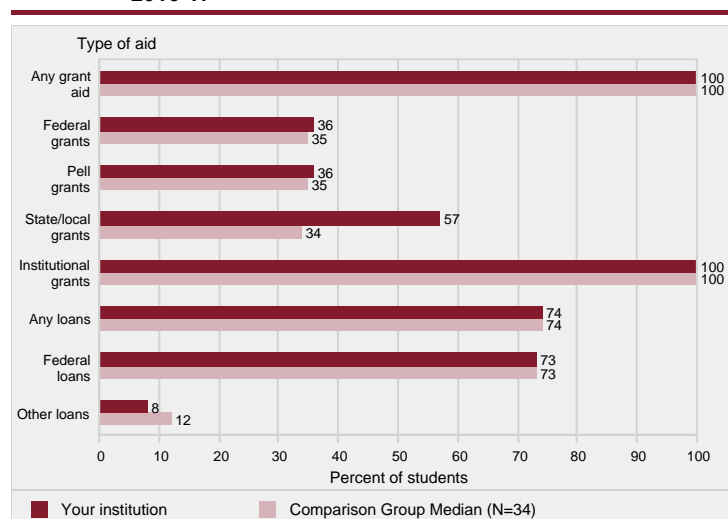
**Figure 7. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students, who were awarded grant or scholarship aid: 2014-15 to 2016-17**



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 awarded 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.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2017, Institutional Characteristics component and Winter 2017-18, Student Financial Aid component.

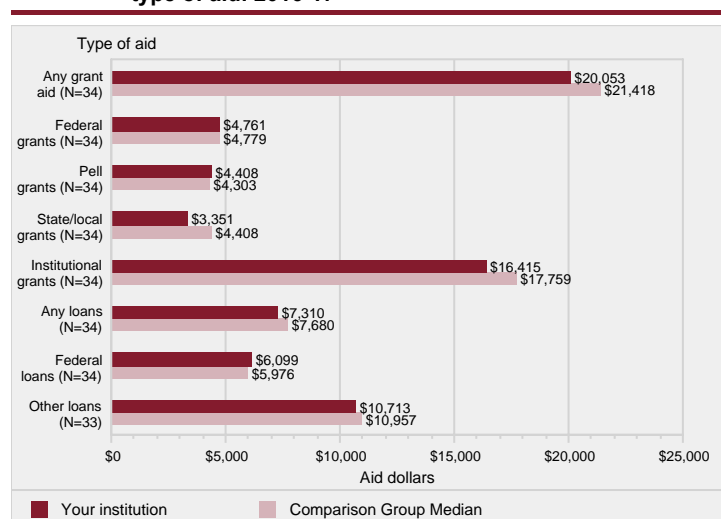
**Figure 8. Percent of full-time, first-time degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid: 2016-17**



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans awarded to students. For details on how students are counted for financial aid reporting, see Cohort Determination in the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Student Financial Aid component.

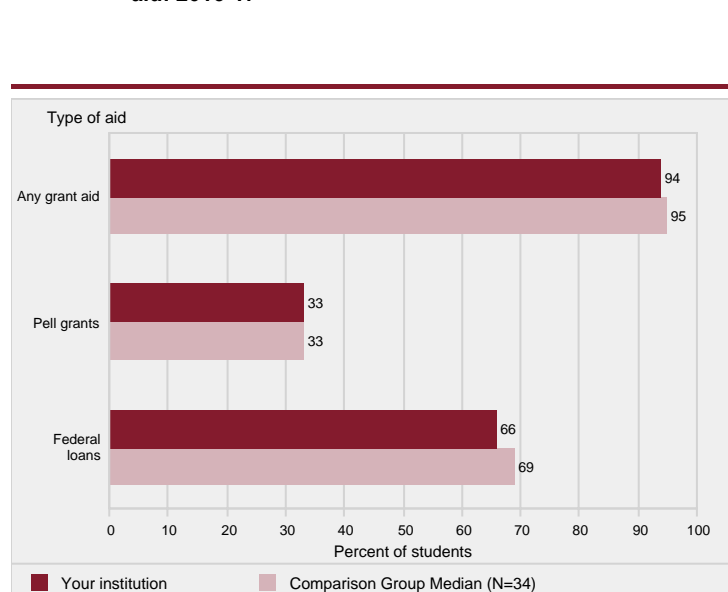
**Figure 9. Average amounts of awarded grant or scholarship aid from the federal government, state/local government, or the institution, or loans awarded to full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2016-17**



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans awarded 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.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Student Financial Aid component.

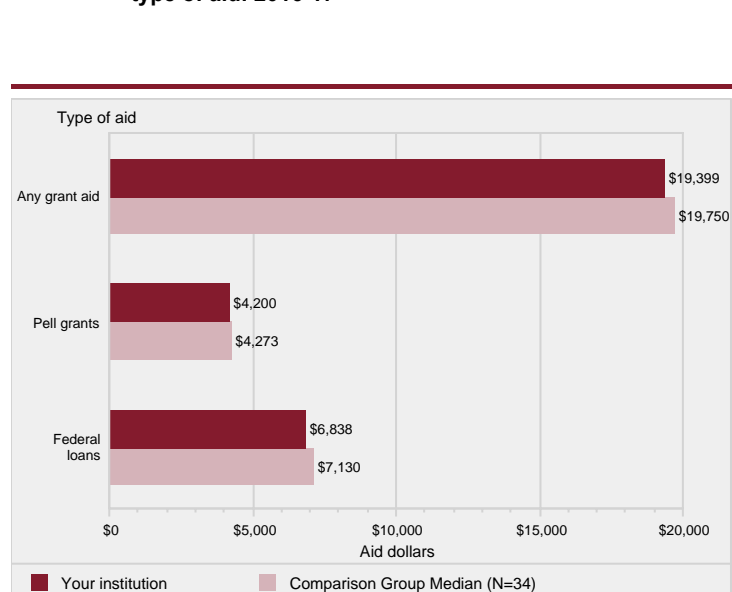
**Figure 10. Percent of all undergraduates awarded aid, by type of aid: 2016-17**



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, the institution, or other sources. Federal loans includes only federal loans awarded to students. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Student Financial Aid component.

**Figure 11. Average amount of aid awarded to all undergraduates, by type of aid: 2016-17**

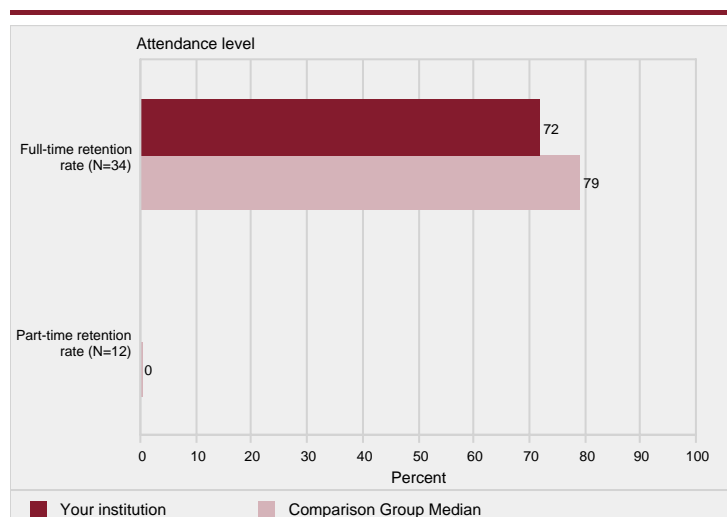


NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes federal loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Student Financial Aid component.



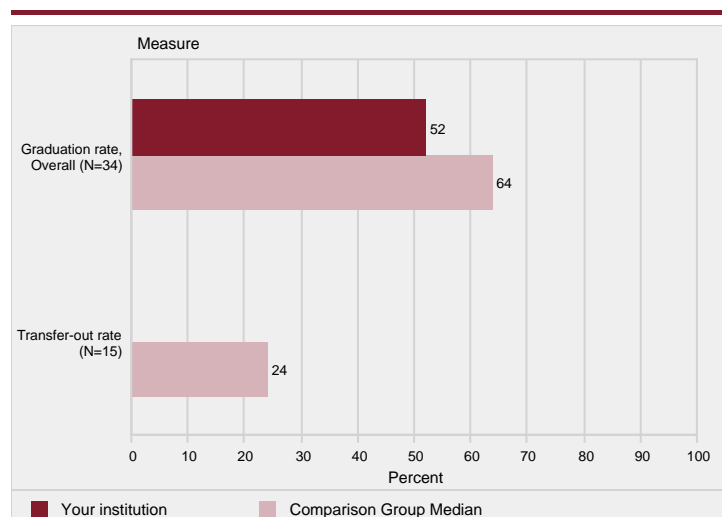
**Figure 12. Retention rates of first-time bachelor's degree seeking students, by attendance level: Fall 2016 cohort**



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, 2016. Program reporters determine the cohort with enrollment any time between August 1-October 31, 2016 and retention based on August 1, 2017. 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.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2018, Fall Enrollment component.

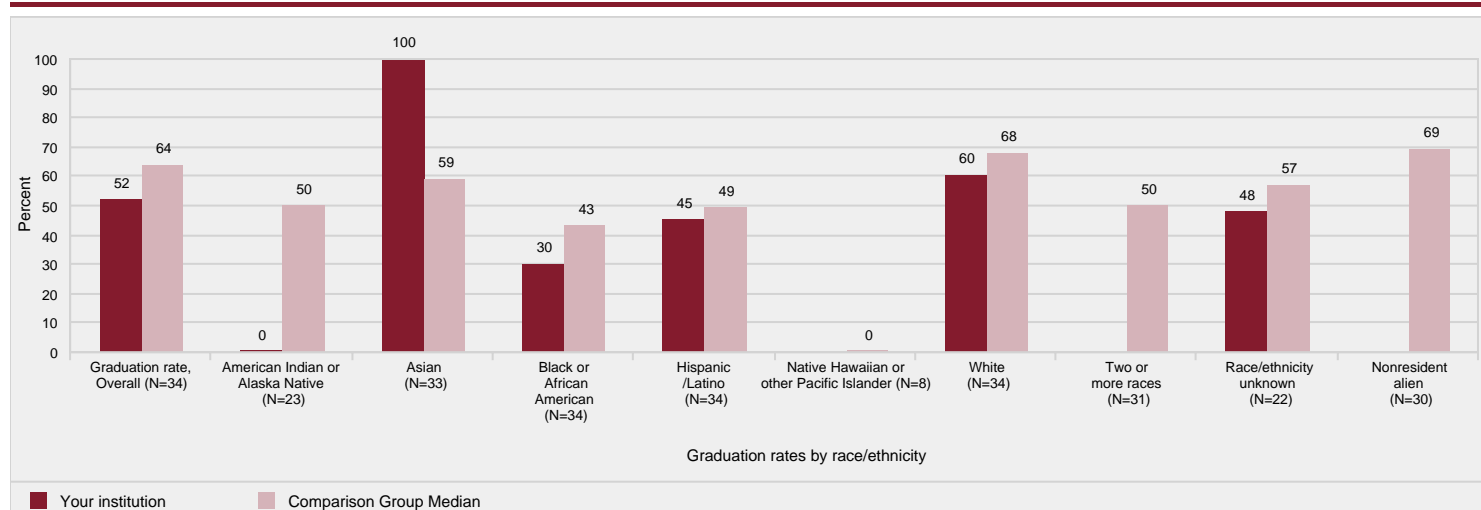
**Figure 13. Graduation and transfer-out rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion: 2011 cohort**



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.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Graduation Rates component.

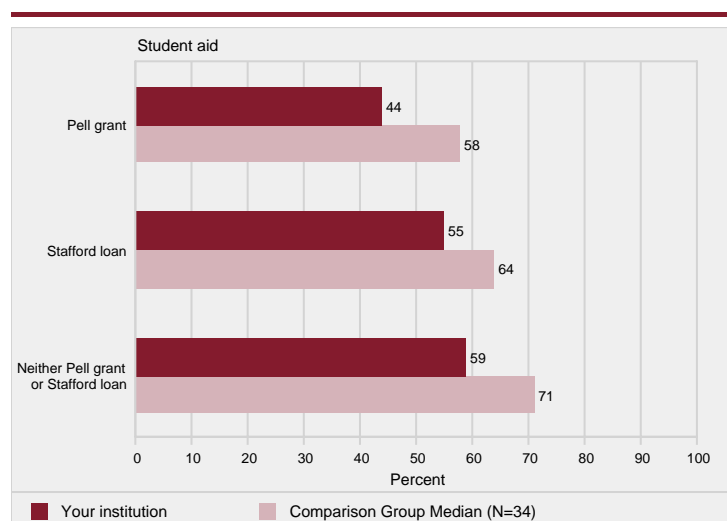
**Figure 14. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2011 cohort**



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.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Graduation Rates component.

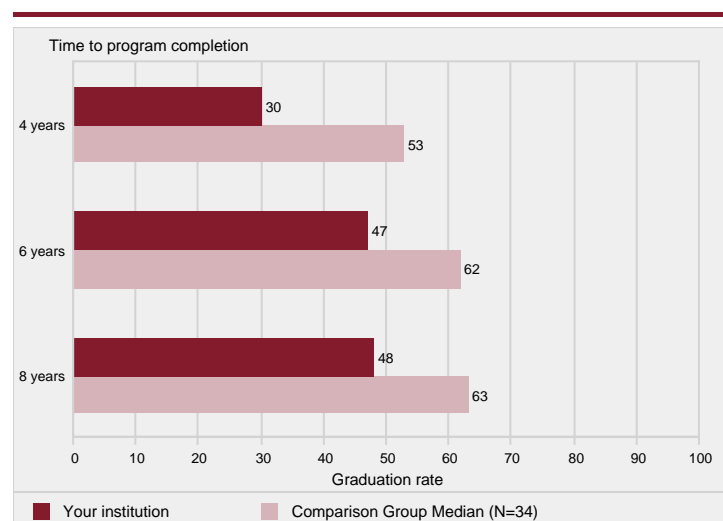
**Figure 15. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by financial aid recipients: 2011 cohort**



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Data were collected on those students, who at entry of the cohort, were awarded a Pell Grant and students who were awarded a Subsidized Stafford loan, but did not receive a Pell Grant. Graduation 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.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Graduation Rates component.

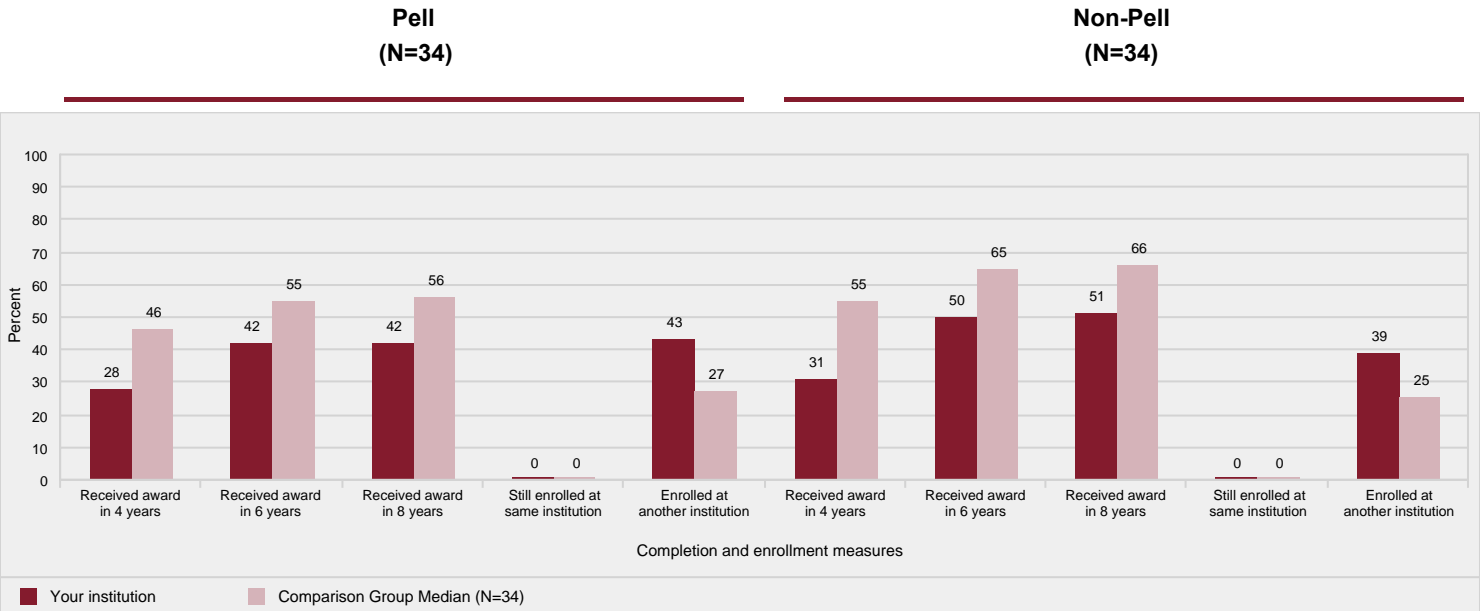
**Figure 16. Bachelor's degree graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2009 cohort**



NOTE: The 4-, 6-, and 8-year graduation rates are calculated using the number students who completed a bachelor's or equivalent degree from a cohort of students who entered the institution seeking a bachelor's or equivalent degree. For details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, 200% Graduation Rates component.

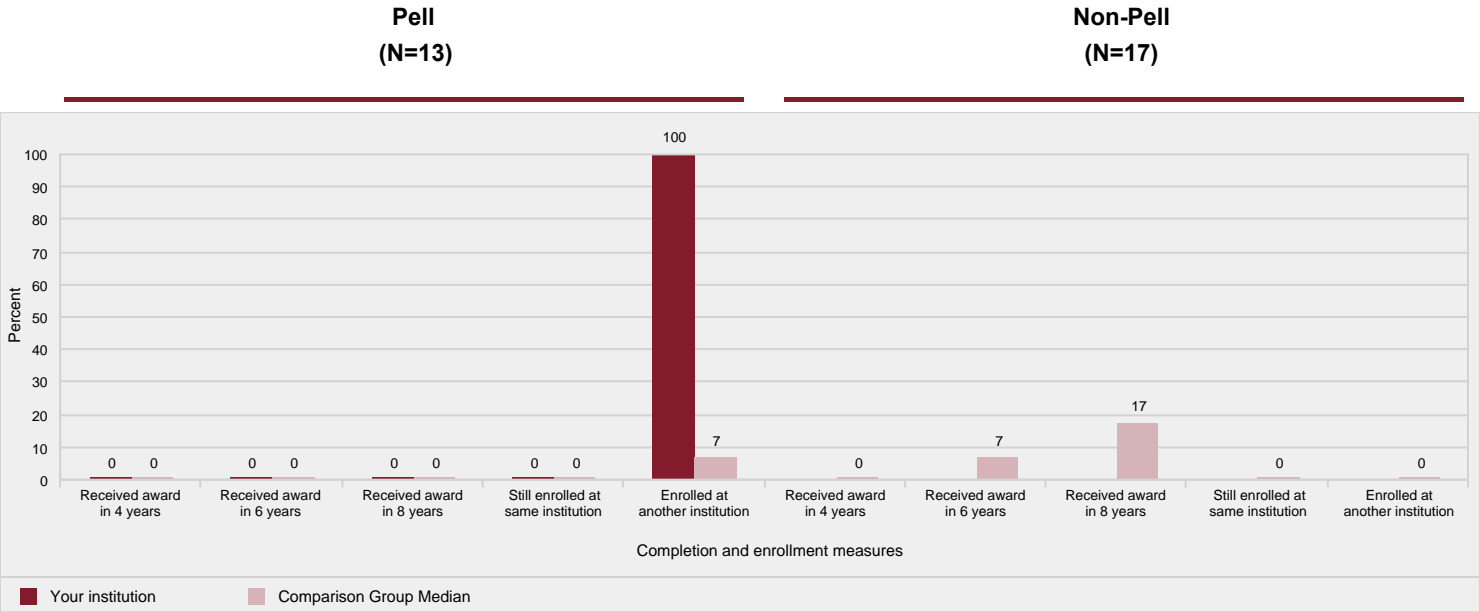
Figure 17. Award and enrollment rates of first-time, full-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status, 2009-10 cohort



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on student who did not received an award after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2009-June 30, 2010. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Outcome Measures component.

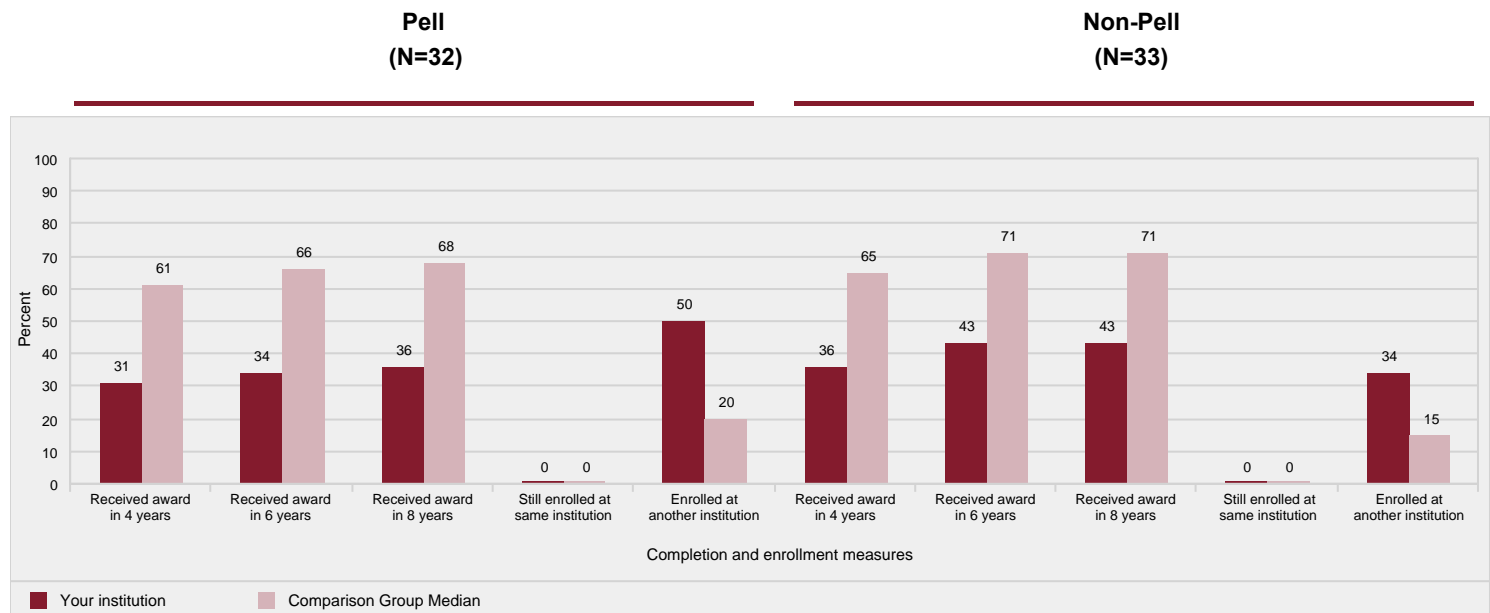
Figure 18. Award and enrollment rates of first-time, part-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status, 2009-10 cohort



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on student who did not received an award after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2009-June 30, 2010. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Outcome Measures component.

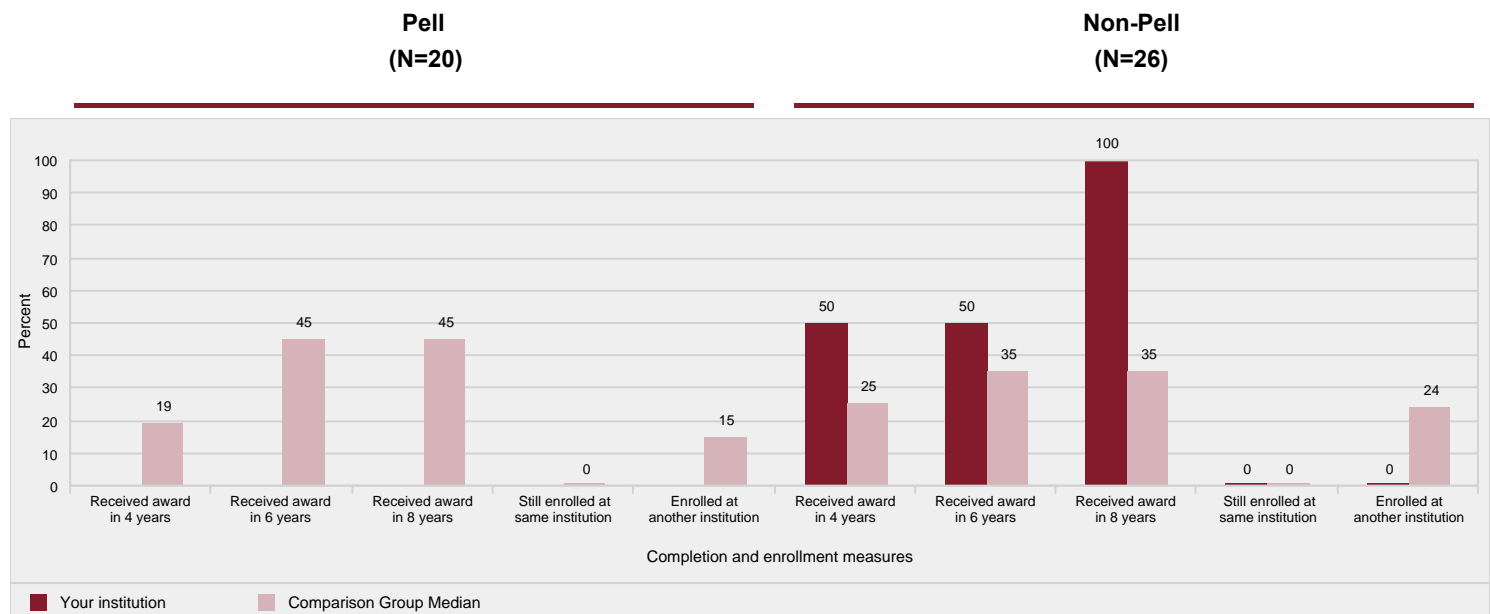
**Figure 19. Award and enrollment rates of non-first-time, full-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status, 2009-10 cohort**



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on student who did not received an award after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2009-June 30, 2010. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Outcome Measures component.

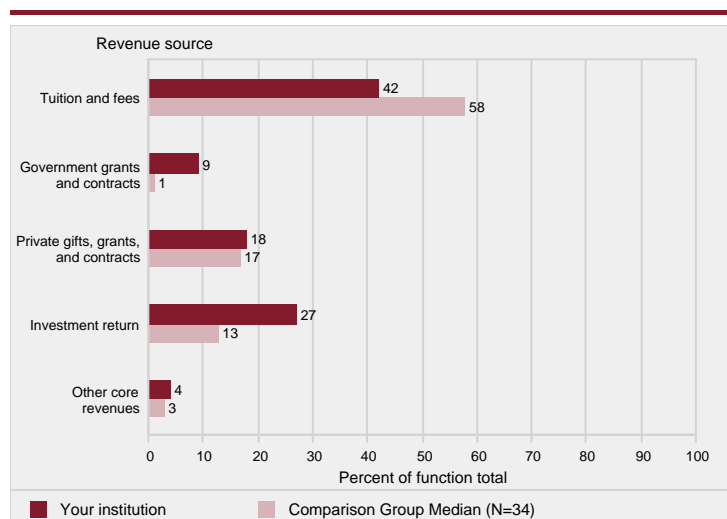
**Figure 20. Award and enrollment rates of non-first-time, part-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status, 2009-10 cohort**



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on student who did not received an award after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2009-June 30, 2010. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2017-18, Outcome Measures component.

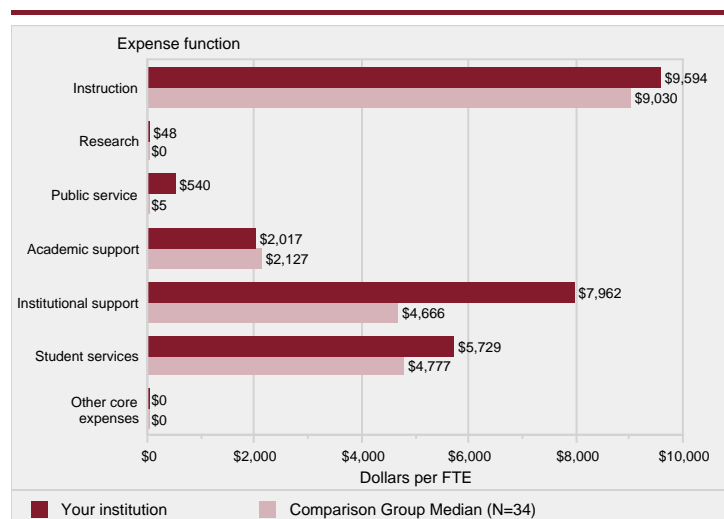
**Figure 21. Percent distribution of core revenues, by source: Fiscal year 2017**



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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2018, Finance component.

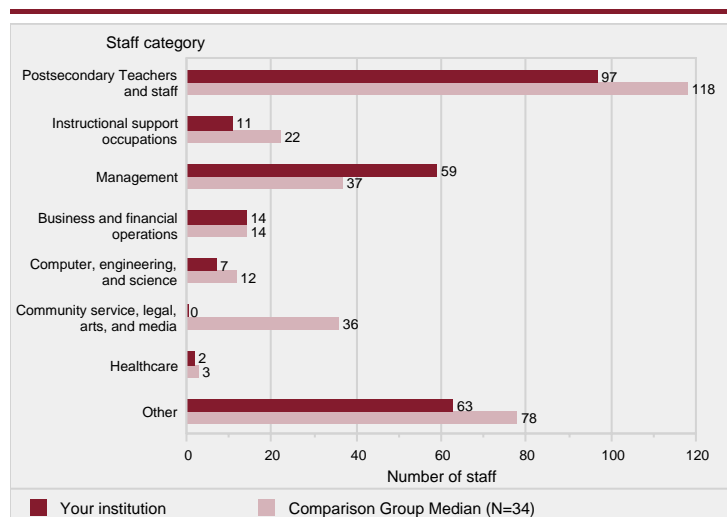
**Figure 22. Core expenses per FTE enrollment, by function: Fiscal year 2017**



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.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2017, 12-month Enrollment component and Spring 2018, Finance component.

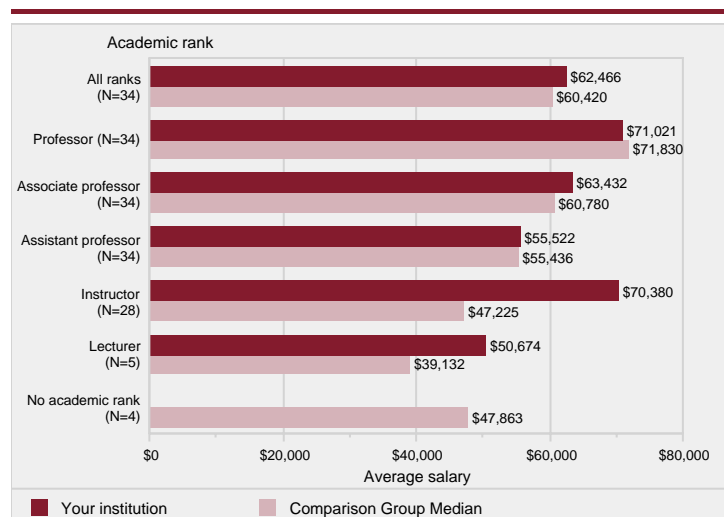
**Figure 23. Full-time equivalent staff, by occupational category: Fall 2017**



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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2018, Human Resources component.

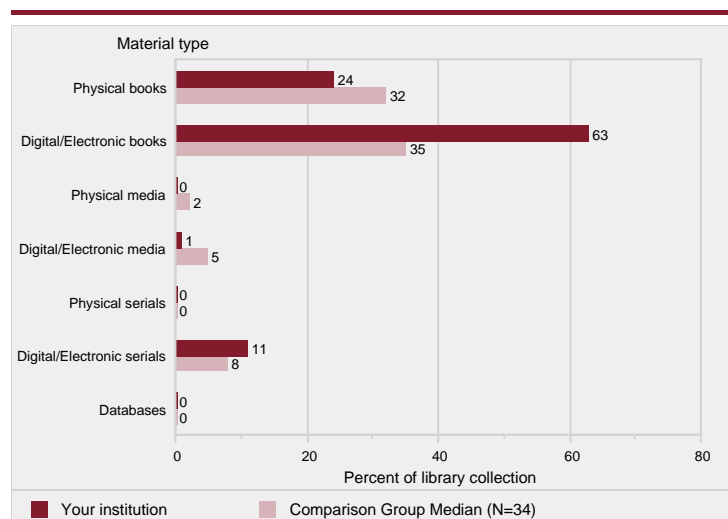
**Figure 24. Average salaries of full-time instructional non-medical staff equated to 9-months worked, by academic rank: Academic year 2017-18**



NOTE: See Methodology Notes for more details on average salary. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2018, Human Resources component.

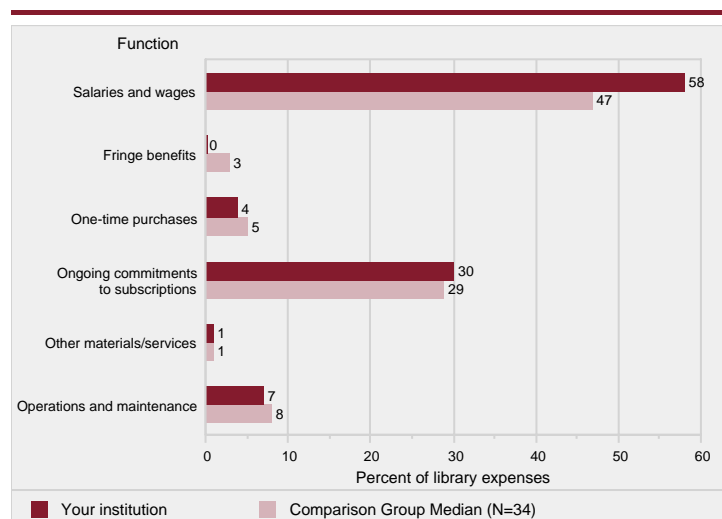
**Figure 25. Percent distribution of library collection, by material type: Fiscal Year 2017**



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2018, Academic Libraries component.

**Figure 26. Percent distribution of library expenses, by function: Fiscal Year 2017**



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2018, Academic Libraries component.

## METHODOLOGICAL NOTES

### Overview

This report is based on data supplied by institutions to IPEDS during 2017-18 data collection year. Response rates exceeded 99% for most surveys. IPEDS First Look reports at <http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010> provide some information on aggregate institutional responses.

### Use of Median Values for Comparison Group

This report compares your institution's data to the median value for the comparison group for each statistic shown in the figure. If more than one statistic is present in a figure, the median values are determined separately for each indicator or statistic. Medians are not displayed 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 at this provided link (<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 <https://nces.ed.gov/ipeds/Section/Resources>.

### Cohort Determination for Reporting Student Financial Aid, Graduation Rates, and Outcome Measures

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.

Student cohorts for reporting Outcome Measures are based on a full-year cohort from July 1-June 30 for all degree-granting institutions.

## 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 scores 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 <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.

### *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, Graduation Rates, and Outcome Measures

### *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.

### *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; 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.

A further extension of the traditional Graduation Rates (GR) component which carries forward 100% and 150% graduation rates data previously reported in the GR component is the Graduation Rates 200% (GR200) component, which request information on any additional completers and exclusions from the cohort between 151% and 200% normal time for students to complete all requirements of their program of study.

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.



## *Outcome Measures Data*

Alternative measures of student success are reported by degree-granting institutions to describe the outcomes of four degree/certificate-seeking undergraduate student groups: Full-time, first-time (FTFT); Part-time, first-time (PTFT); Full-time, non-first-time (FTNFT); and Part-time, non-first-time (PTNFT). Additionally, each of the four cohorts collects data on two subcohorts: Pell grant recipients and non-Pell grant recipients. These measures provide the 4-year, 6-year, and 8-year award rates (or completions rates) after entering an institution. NCES calculates award rates by dividing a cohort's or subcohort's adjusted cohort into the number of total awards at 4-year, 6-year, and 8-year status points.

The initial cohort can be revised and take allowable exclusions resulting in an adjusted cohort. Institutions are permitted to exclude from the initial cohort the following: 1) students who died or were totally and permanently disabled; 2) those who left school to serve in the armed forces or were called up to active duty; 3) those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and 4) those who left to serve on an office church mission.

The highest award and the type of award (i.e., certificate, Associate's, or Bachelor's) are reported at each status point. For students who did not earn an undergraduate award after 8-years of entry, the enrollment statuses are reported as either still enrolled at the institution, or subsequently transferred out of the institution. Unlike the Graduation Rates data, all institutions must report on a full-year cohort (students entering July 1 of one year to June 30 to the next) and on their transfer out students, regardless if the institution has a mission that provides substantial transfer preparation.

## **Finance**

### *Core Revenues*

Core revenues for public institutions reporting under GASB standards include tuition and fees; government (federal, state, and local) appropriations and operating and nonoperating grants/contracts; private gifts, grants, and contracts (private operating grants/contracts plus gifts and contributions from affiliated entities); sales and services of educational activities; investment income; other operating and nonoperating sources; and other revenues and additions (capital appropriations and grants and additions to permanent endowments). "Other core revenues" include federal appropriations, sales and services of educational activities, other operating and nonoperating sources, and other revenues and additions.

Core revenues for private, not-for-profit institutions (and a small number of public institutions) reporting under FASB standards include tuition and fees; government (federal, state, and local) appropriations and grants/contracts; private gifts, grants/contracts (including contributions from affiliated entities); investment return; sales and services of educational activities; and other sources (a generated category of total revenues minus the sum of core and noncore categories on the Finance component). "Other core revenues" include government (federal, state, and local) appropriations, 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 (federal, state, and local) appropriations and grants/contracts; private grants/ contracts; investment income; sales and services of educational activities; and other sources (a generated category of total revenues minus the sum of core and noncore categories on the Finance component). "Other core revenues" include government (federal, state, and local) appropriations and other sources.

At degree-granting institutions, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores and dormitories), hospitals, and independent operations. Non-degree-granting institutions do not report revenue from auxiliary enterprises in a separate category, and thus may include these amounts in the core revenues from other sources.

### *Core Expenses*

Core expenses include expenses for instruction, research, public service, academic support, institutional support, student services, grant aid/scholarships and fellowships (net of discounts and allowances), and other functional expenses (a generated category of total expense minus the sum of core and noncore functions on the Finance component). 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 and dormitories), hospitals, and independent operations. Non-degree-granting institutions do not report expenses for auxiliary enterprises in a separate category and thus may include these amounts in the core expenses as other expenses. "Other core expenses" is the sum of grant aid/scholarships and fellowships and other expenses.

### *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.

*Salaries and Wages*

Salaries and wages for public institutions under GASB standards and private (not-for-profit and 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.

**Staff***FTE Staff*

The full-time-equivalent (FTE) by occupational category 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.

*Equated Instructional Non-Medical Staff Salaries*

Institutions reported the number of full-time nonmedical instructional staff and their salary outlays by academic rank, gender, and the number of months worked (9-, 10-, 11-, and 12-months). Salary outlays for staff who worked 10-, 11-, and 12-months were equated to 9-months of work by multiplying the outlays reported for 10-months by 0.90, the outlays reported for 11 months by 0.818, and the outlays reported for 12-months by 0.75. The equated 10-, 11-, and 12-outlays were then added to the outlays for instructional staff that worked 9-months to generate a total 9-month equated salary outlay. The total 9-month equated outlay was then divided by total number of instructional non-medical staff to determine an equated 9-month average salary. This calculation was done for each academic rank. Salary outlays were not reported for staff that work less than 9-months and were excluded.

*Student-to-Faculty Ratio*

Institutions can provide their institution's student-to-faculty ratio (i.e., student-to-instructional staff) for undergraduate programs or follow the NCES guidance in calculating their student-to-faculty ratio, which is as follows: the number of FTE students (using Fall Enrollment survey data) divided by total FTE instructional staff (using the total Primarily instruction + Instruction/research/public service staff reported in 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 the full-time students plus one-third the number of part-time students; FTE for instructional staff is similarly calculated. Students 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.

**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 this provided link <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.