

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from about 6,400 institutions that provide postsecondary education across the United States.

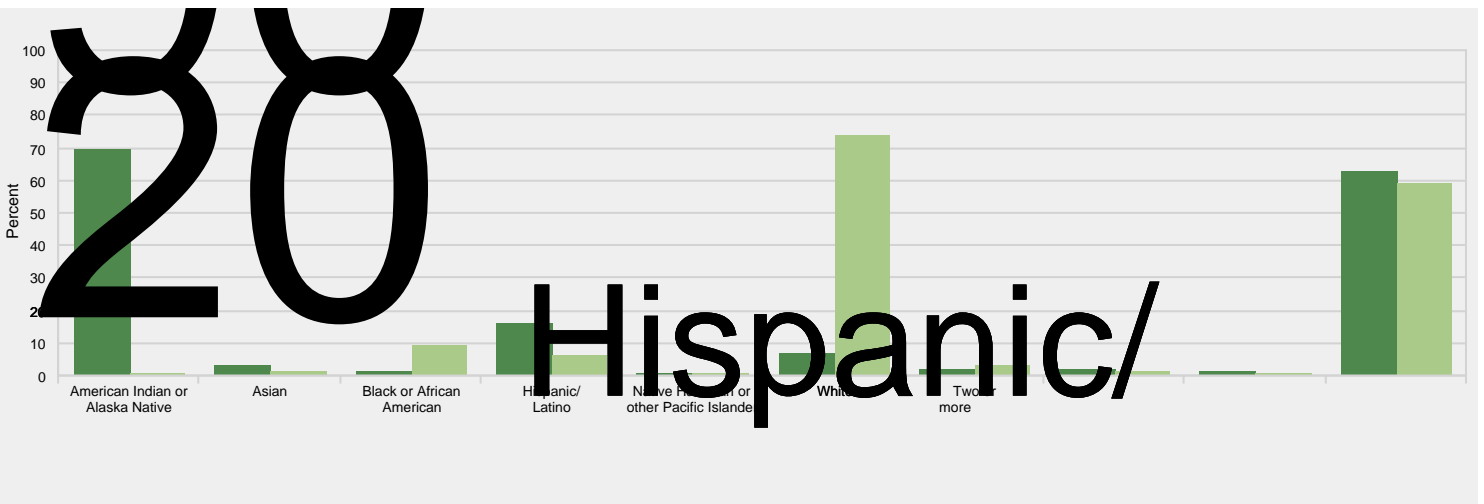
Comparison group data are included to provide a context for interpreting your institution's statistics. If your institution did not define a custom comparison group for this report by July 13, 2019 NCEES selected a comparison group for you. (In this case, the characteristics used to define the comparison group appears below.) The Customize Data Feedback Report functionality on the IPEDS Data Center at this provided link (<https://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 Associate's Colleges: High Career & Technical-High Traditional, public and enrollment of a similar size. This comparison group includes the following 29 institutions:

- ▶ Allegany College of Maryland (Cumberland, MD)
- ▶ Anoka Technical College (Anoka, MN)
- ▶ Ashland Community and Technical College (Ashland, KY)
- ▶ Asnuntuck Community College (Enfield, CT)
- ▶ Barstow Community College (Barstow, CA)
- ▶ Blackhawk Technical College (Janesville, WI)
- ▶ BridgeValley Community & Technical College (South Charleston, WV)
- ▶ Coahoma Community College (Clarksdale, MS)
- ▶ College of Eastern Idaho (Idaho Falls, ID)
- ▶ Columbus Technical College (Columbus, GA)
- ▶ Dakota County Technical College (Rosemount, MN)
- ▶ Gogebic Community College (Ironwood, MI)
- ▶ H Council Trenholm State Community College (Montgomery, AL)
- ▶ J. F. Drake State Community and Technical College (Huntsville, AL)
- ▶ Kauai Community College (Lihue, HI)
- ▶ Lake Area Technical Institute (Watertown, SD)
- ▶ Lamar Institute of Technology (Beaumont, TX)
- ▶ Lamar State College-Port Arthur (Port Arthur, TX)
- ▶ Mitchell Technical Institute (Mitchell, SD)
- ▶ National Park College (Hot Springs, AR)
- ▶ North Georgia Technical College (Clarksville, GA)
- ▶ Seward County Community College (Liberal, KS)
- ▶ Southeast Technical Institute (Sioux Falls, SD)
- ▶ State Technical College of Missouri (Linn, MO)
- ▶ Technical College of the Lowcountry (Beaufort, SC)
- ▶ Thaddeus Stevens College of Technology (Lancaster, PA)
- ▶ University of Arkansas Community College-Batesville (Batesville, AR)
- ▶ Washington County Community College (Calais, ME)
- ▶ Wor-Wic Community College (Salisbury, MD)

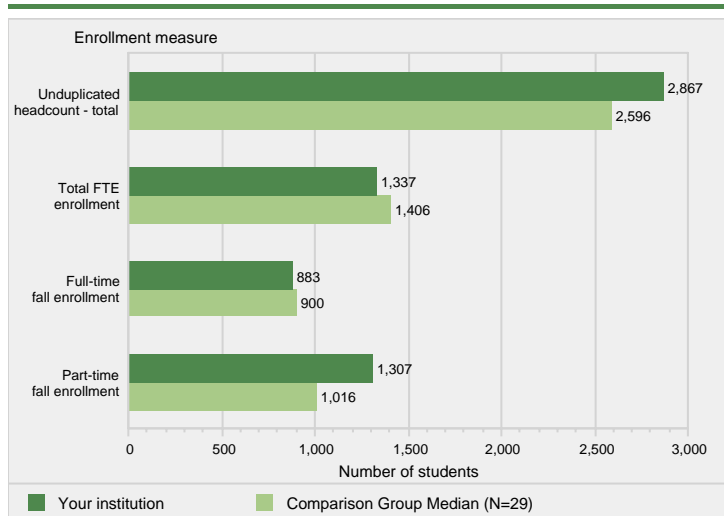
1) Admissions (only for non-open-admissions schools)	[No charts applicable]	
2) Student Enrollment	Fig. 1 and 2	Pg. 3
3) Awards	Fig. 3	Pg. 3
4) Charges and Net Price	Fig. 4 and 5	Pg. 4
5) Student Financial Aid	Fig. 6 and 7	Pg. 4
6) Military Benefits*	[No charts applicable]	
7) Retention and Graduation Rates	Fig. 8, 9, 10, 11, 12, 13, 14, 15 and 16	Pg. 5, 6, 7 and 8
8) Finance	Fig. 17 and 18	Pg. 9
9) Staff	Fig. 19 and 20	Pg. 9
10) Libraries*	Fig. 21 and 22	Pg. 10

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



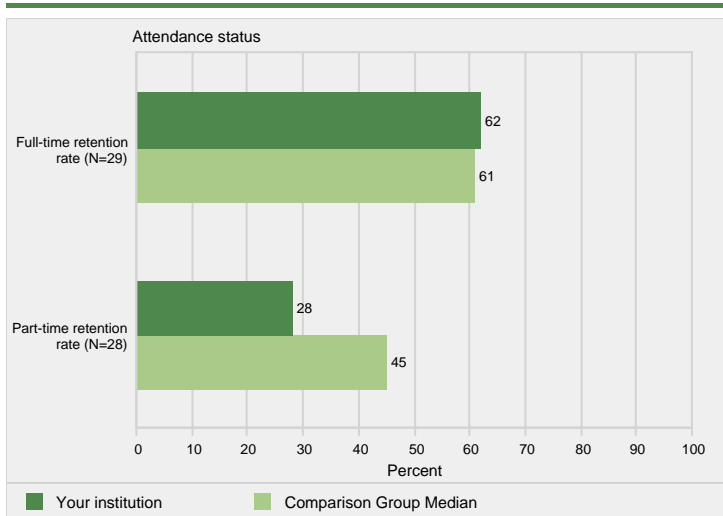
NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. Median values for the comparison group will not add to 100%. See 'Use of Median Values for Comparison Group' for how median values are determined. N is the number of institutions in the comparison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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Fall Enrollment component.



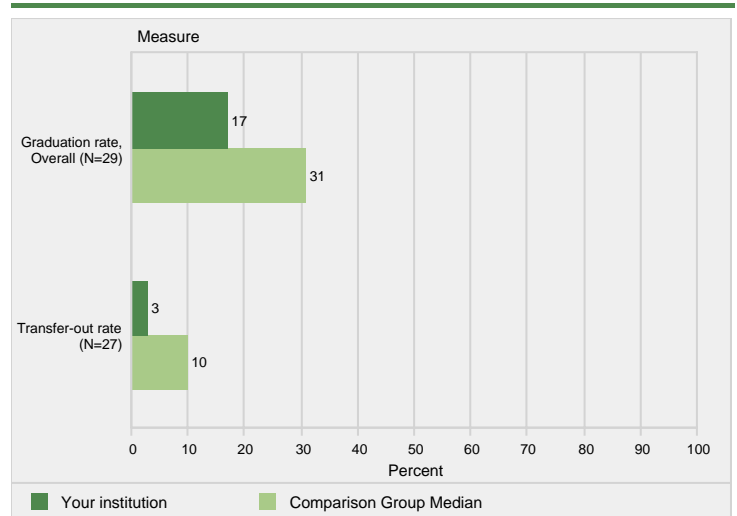
NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes. N is the number of institutions in the comparison group.





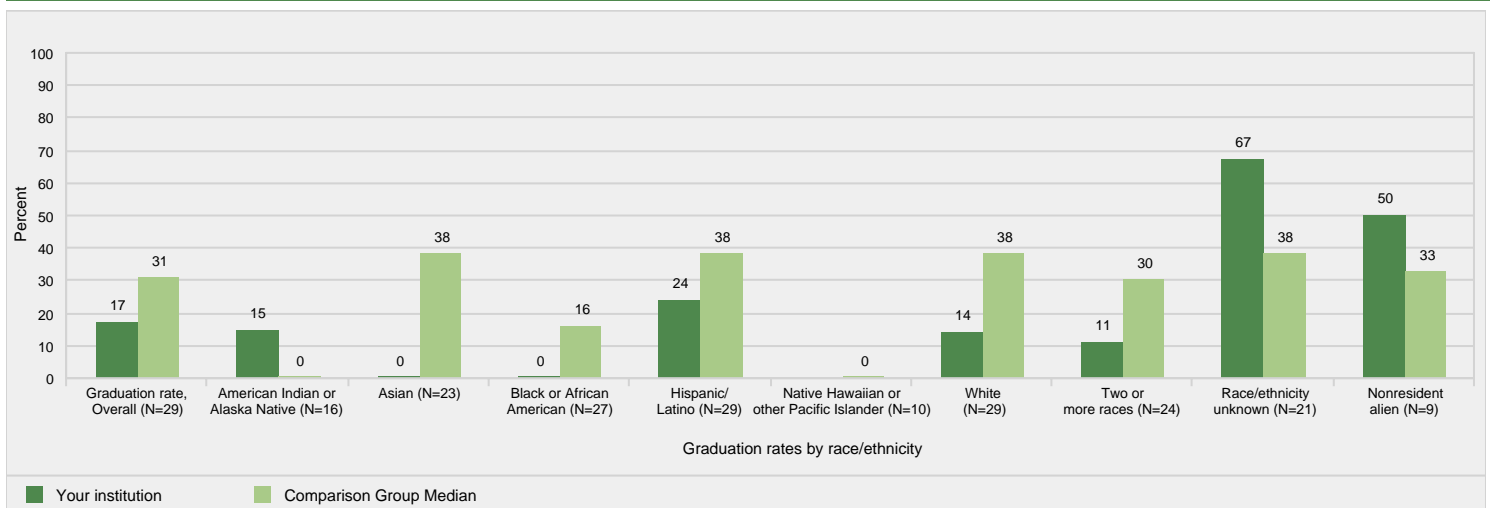
NOTE: Retention rates are measured from the fall of first enrollment to the following fall. Academic reporting institutions report retention data as of the institution's official fall reporting date or as of October 15, 2017. Program reporters determine the cohort with enrollment any time between August 1-October 31, 2017 and retention based on August 1, 2018. 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 2019, Fall Enrollment component.



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 2018-19, Graduation Rates component.



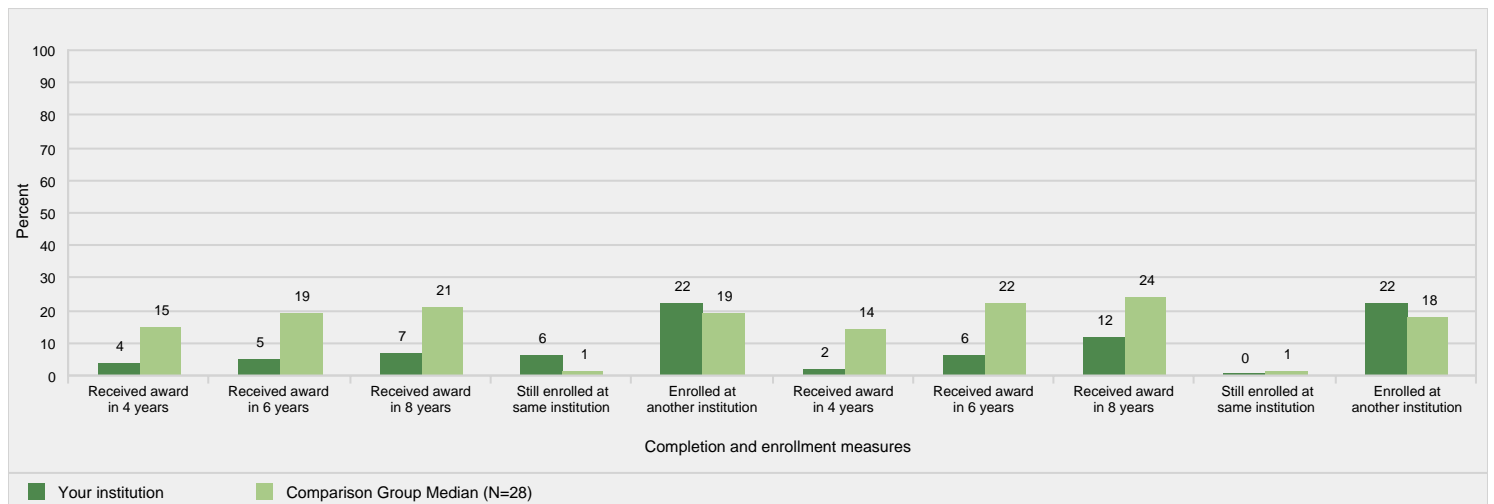
NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. The graduation rates are the Student Right-to-Know (SRK) rates. Median values for the comparison group will not add to 100%. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Graduation Rates component.



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive 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, 2010-June 30, 2011. Pell recipients are students with demonstrated financial need.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2018-19, Outcome Measures component.







Group 1, Intervention/Item 1, Your estimate \$7476

Item 2, Comparison Group Median (N=20) \$2518



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This report is based on data supplied by institutions to IPEDS during 2018-19 data collection year. Response rates exceeded 99% for most surveys. IPEDS First Look reports at <https://nces.ed.gov/pubsearch/getpubcats.asp?sid=010> provide some information on aggregate

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12-month Enrollment captures a cumulative unduplicated headcount of enrollment over the full 12-month period beginning July 1 and ending June 30.

In contrast, Fall Enrollment captures number of students enrolled on a particular date in the fall. Fall enrollment is often referred to as a "snapshot" of an institution's enrollment at a specific time.

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 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.

Completions collects data on undergraduate and graduate completions and completers in a 12-month period. Completions are the counts of postsecondary awards granted where each award reported once but multiple awards may be reported for one recipient.

Completers are the counts of students granted postsecondary awards. The count of completers is collected in two ways. The first way counts all completers, while the second way counts completers by award level (e.g., number of associate's completers, number of bachelor's completers).

Student Financial Aid collects the counts of undergraduate students awarded different types of financial aid and the total amounts of aid awarded. The average dollar amount of aid awarded is then calculated.

In addition, Student Financial Aid collects counts of full-time, first-time undergraduate student awarded aid and amounts of aid, and counts of undergraduate and graduate students receiving military educational benefits.

IPEDS collects data to calculate average net price at each institution for two groups of undergraduate students: those awarded grant aid and those awarded Title IV federal aid.

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

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Retention rates are measures of the rate at which students persist in their educational program at an institution, expressed as a percentage.



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 and 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.

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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.

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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.

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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

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Additional methodological information on the IPEDS components can be found in the publications available at <https://nces.ed.gov/pubsearch/getpubcats.asp?sid=010>.