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 2014-15 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 small, public, 2-year colleges, in the eastern states. This comparison group includes the following 28 institutions:

- Asnuntuck Community College (Enfield, CT)
- Berkshire Community College (Pittsfield, MA)
- Cecil College (North East, MD)
- Chesapeake College (Wye Mills, MD)
- Clinton Community College (Plattsburgh, NY)
- Columbia-Greene Community College (Hudson, NY)
- Garrett College (McHenry, MD)
- Great Bay Community College (Portsmouth, NH)
- Greenfield Community College (Greenfield, MA)
- Kennebec Valley Community College (Fairfield, ME)
- Lakes Region Community College (Laconia, NH)
- Lancaster County Career and Technology Center (Willow Street, PA)
- Nashua Community College (Nashua, NH)
- North Country Community College (Saranac Lake, NY)
- Northern Maine Community College (Presque Isle, ME)
- Northwestern Connecticut Community College (Winsted, CT)
- Pennsylvania Highlands Community College (Johnstown, PA)
- River Valley Community College (Claremont, NH)
- Roxbury Community College (Roxbury Crossing, MA)
- Salem Community College (Carneys Point, NJ)
- Stella and Charles Guttman Community College (New York, NY)
- Sullivan County Community College (Loch Sheldrake, NY)
- Thaddeus Stevens College of Technology (Lancaster, PA)
- University of Pittsburgh-Titusville (Titusville, PA)
- Warren County Community College (Washington, NJ)
- Washington County Community College (Calais, ME)
- White Mountains Community College (Berlin, NH)
- York County Community College (Wells, ME)

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

1) Admissions (only for non-open-admissions schools),
2) Student Enrollment,
3) Awards,
4) Charges and Net Price,
5) Student Financial Aid,
6) Military Benefits*,
7) Retention and Graduation Rates,
8) Finance,
9) Staff, and
10) Libraries*.

*These figures only appear in customized Data Feedback Reports (DFR), which are available through Use the Data portal on the IPEDS website.
**Figure 1.** Percent of all students enrolled, by race/ethnicity, and percent of students who are women: Fall 2014

![Bar chart showing enrollment by race/ethnicity and gender.](image)

**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.


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**Figure 2.** Unduplicated 12-month headcount (2013-14), total FTE enrollment (2013-14), and full- and part-time fall enrollment (Fall 2014)

![Bar chart showing enrollment measures.](image)

**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.


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**Figure 3.** Number of subbaccalaureate degrees and certificates awarded, by level: 2013-14

![Bar chart showing degrees and certificates awarded.](image)

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

Figure 4. Academic year tuition and required fees for full-time, first-time degree/certificate-seeking undergraduates: 2011-12 to 2014-15

Figure 5. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students receiving grant or scholarship aid: 2011-12 to 2013-14

Figure 6. Percent of full-time, first-time degree/certificate-seeking undergraduate students who received grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid: 2013-14

Figure 7. Average amounts of grant or scholarship aid from the federal government, state/local government, or the institution, or loans received for full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2013-14
Figure 8. Percent of all undergraduates receiving aid, by type of aid: 2013-14

- Type of aid: Any grant aid, Pell grants, Federal loans
- Percent of students: Your institution, Comparison Group Median (N=28)

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 only federal loans to students. N is the number of institutions in the comparison group.


Figure 9. Average amount of aid received by all undergraduates, by type of aid: 2013-14

- Type of aid: Any grant aid, Pell grants, Federal loans
- Aid dollars: Your institution, Comparison Group Median

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.


Figure 10. Graduation rate and transfer-out rate (2011 cohort); graduation rate cohort as a percent of total entering students, and retention rates of first-time students (Fall 2014)

- Measure: Graduation rate, Overall (N=27), Transfer-out rate (N=21), Graduation rate cohort as a percent of total entering students (N=27), Full-time retention rate (N=28), Part-time retention rate (N=27)
- Percent: Your institution, Comparison Group Median

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. Retention rates are measured from the fall of first enrollment to the following fall. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

Figure 11. 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.


Figure 12. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within normal time, and 150% and 200% of normal time to completion: 2010 cohort

NOTE: The 150% graduation rate is the Student Right-to-Know (SRK) rates; the Normal time and 200% rates are calculated using the same methodology. For details, see the Methodological Notes. N is the number of institutions in the comparison group.


Figure 13. Percent distribution of core revenues, by source: Fiscal year 2014

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 14. Core expenses per FTE enrollment, by function: Fiscal year 2014

Expense function

<table>
<thead>
<tr>
<th>Function</th>
<th>Your institution</th>
<th>Comparison Group Median (N=28)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$7,136</td>
<td>$6,510</td>
</tr>
<tr>
<td>Research</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Public service</td>
<td>$3</td>
<td>$3</td>
</tr>
<tr>
<td>Academic support</td>
<td>$4,427</td>
<td></td>
</tr>
<tr>
<td>Institutional support</td>
<td>$3,526</td>
<td></td>
</tr>
<tr>
<td>Student services</td>
<td>$1,896</td>
<td>$1,641</td>
</tr>
<tr>
<td>Other core expenses</td>
<td>$2,037</td>
<td>$1,737</td>
</tr>
</tbody>
</table>

Dollars per FTE

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 15. Full-time equivalent staff, by occupational category: Fall 2014

Staff category

<table>
<thead>
<tr>
<th>Category</th>
<th>Your institution</th>
<th>Comparison Group Median (N=28)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postsecondary Teachers and staff</td>
<td>63</td>
<td>69</td>
</tr>
<tr>
<td>Instructional support occupations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business and financial operations</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>Computer, engineering, and science</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>Community service, legal, arts, and media</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Healthcare</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>19</td>
<td>29</td>
</tr>
</tbody>
</table>

Number of staff

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


Figure 16. Average salaries of full-time instructional non-medical staff equated to 9-month contracts, by academic rank: Academic year 2014-15

<table>
<thead>
<tr>
<th>Academic rank</th>
<th>Your institution</th>
<th>Comparison Group Median (N=28)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All ranks (N=28)</td>
<td>$64,989</td>
<td>$67,095</td>
</tr>
<tr>
<td>Professor (N=22)</td>
<td>$55,404</td>
<td>$57,420</td>
</tr>
<tr>
<td>Associate professor (N=23)</td>
<td>$58,779</td>
<td>$60,304</td>
</tr>
<tr>
<td>Assistant professor (N=22)</td>
<td>$49,424</td>
<td>$52,281</td>
</tr>
<tr>
<td>Instructor (N=20)</td>
<td>$48,722</td>
<td>$50,281</td>
</tr>
<tr>
<td>Lecturer (N=2)</td>
<td>$48,722</td>
<td>$50,281</td>
</tr>
<tr>
<td>No academic rank (N=2)</td>
<td>$48,722</td>
<td>$50,281</td>
</tr>
</tbody>
</table>

Average salary

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. Medians are not reported for comparison groups with less than three values.

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during the 2014-15 data collection year. Response rates exceeded 99% for most surveys. Detailed response tables are included in IPEDS First Look reports, which can be found at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010.

Use of Median Values for Comparison Group

The value for the comparison institution is compared to the median value for the comparison group for each statistic included in the figure. If more than one statistic is presented in a figure, the median values are determined separately for each indicator or statistic. Medians are not reported for comparison groups with 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.

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

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/.

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 part-time staff. Graduate assistants are not included.

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

Full-time retention rates is a measure of the rate 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.

Tuition and Required Fees

Tuition is defined as the amount of money charged to students for instructional services, and required fees are those fixed sum charges to students for items not covered by tuition that are required of such a large proportion of all students that the student who does not pay the charge is an exception. The amounts used in this report are for full-time, first-time degree/certificate-seeking undergraduates and are those used by the financial aid office to determine need. For institutions that have differential tuition rates for in-district or in-state students, the lowest tuition rate is used in the figure. Only institutions that operate on standard academic terms will have tuition figures included in their report.

Additional Methodological Information

Additional methodological information on the IPEDS components can be found in the publications available at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010. Additional definitions of variables used in this report can be found in the IPEDS online glossary available at http://nces.ed.gov/ipeds/glossary/.