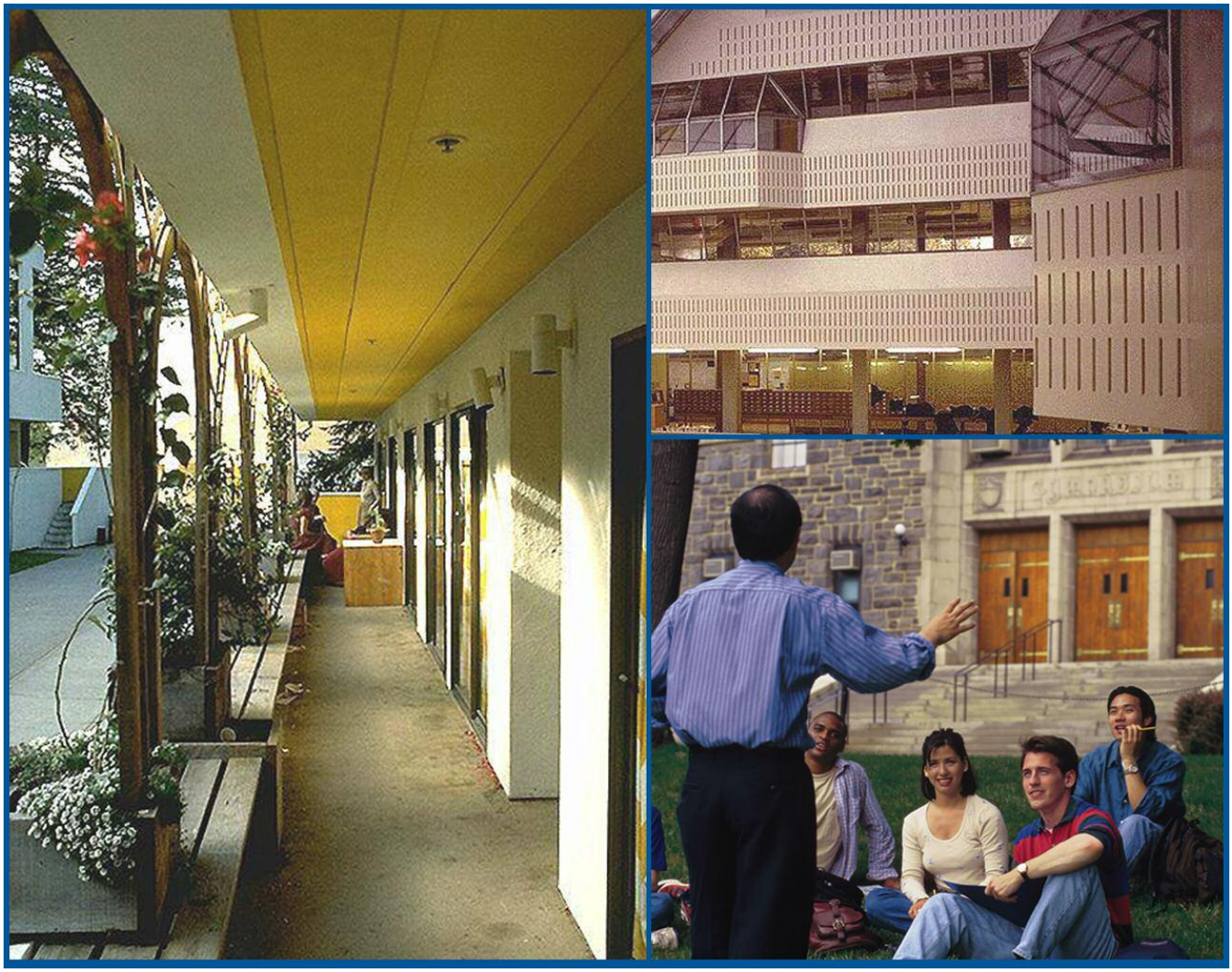
NATIONAL POSTSECONDARY EDUCATION COOPERATIVE

IPEDS Data Feedback Report: 2004



MOHAWK VALLEY COMMUNITY COLLEGE-UTICA BRANCH

NATIONAL POSTSECONDARY NPEC EDUCATION COOPERATIVE

NPEC's mission is to promote the quality, comparability, and utility of postsecondary data and information that support policy development at the federal, state, and institution levels. For additional information see http://nces.ed.gov/npec

October 07, 2004

Dear Institutional Executive:

The National Postsecondary Education Cooperative (NPEC) is pleased to present this first edition of its IPEDS Data Feedback Report, which is customized for your institution. It is based on 2003–04 data that were submitted by your institution to the National Center for Education Statistics (NCES) through the Integrated Postsecondary Education Data System (IPEDS). The report contains information for your institution and for a group of comparison institutions selected by NPEC for this first report based on some of your institution's characteristics. We hope this comparative information will provide a useful context for examining your institution's data.

If you would like to see your institution compared with a different group of institutions, you can select your own set of comparison institutions and replicate the figures and statistics in this report through the IPEDS Executive Peer Tool. If you would like to analyze additional data for your institution and other comparison institutions, you can examine all available IPEDS data through the IPEDS Peer Analysis System. Finally, if you would like to contact us directly to suggest changes to future reports or to learn more about comparison group selection criteria and other technical issues not discussed in the report, please go to http://nces.ed.gov/npec/datafeedback.asp.

High-quality data benefit everyone, and we wish to express our appreciation for your staff's efforts in providing accurate data to NCES. Please let us know if you find this report useful. We welcome your comments and suggestions.

Sincerely,

Dawn Geronimo Terkla

Dawn Geronimo Terkla
Chair of the NPEC Executive Committee and
Executive Director of Institutional Research
Tufts University

What Is NPEC?

The National Postsecondary Education Cooperative (NPEC) is a voluntary partnership of representatives from postsecondary institutions, associations, government agencies, states, and other organizations with a major interest in postsecondary education. Its mission is to promote the quality, comparability, and utility of postsecondary education data and information that support policy development at the federal, state, and institution levels. The National Center for Education Statistics (NCES) established NPEC and provides resources to support its activities. NPEC receives guidance for its activities from various working groups and committees that are composed of individuals from throughout the United States.

To learn more about us and what we do, please visit our website at http://nces.ed.gov/npec. You are also cordially invited to join the NPEC Network, an electronic community interested in using and improving postsecondary education data. For more information, see http://nces.ed.gov/npec/datafeedback.asp.

What Is The Purpose Of This Report?

Consistent with its mission, NPEC initiated this data feedback project to provide each institution a context for examining the data they submitted to the Integrated Postsecondary Education Data System (IPEDS). NPEC's goal is to produce a report that is useful to institutional executives and that may help improve the quality and comparability of IPEDS data.

What Is In This Report?

In this report, figures are used to describe selected aspects of your institution and a comparison group of institutions. NPEC selected the comparison group based on some of your institution's characteristics. The figures are based on the most recent IPEDS data available. Information on the methodology used to produce the figures appears under "Methodological Notes" at the end of the report. A list of comparison institutions and the criteria used for their selection appear under "Comparison Group" near the end of this report.

What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of surveys designed to collect data from all institutions and educational organizations in the United States, Puerto Rico, outlying areas, and freely associated states whose primary purpose is to provide postsecondary education.

IPEDS collects institution-level data on student charges, program completions, faculty, staff, and finances. Each year nearly 7,000 postsecondary institutions provide information to the U.S. Department of Education through IPEDS. These data are used to inform state- and federal-level policy analysis and development. For more information about IPEDS, see http://nces.ed.gov/ipeds.

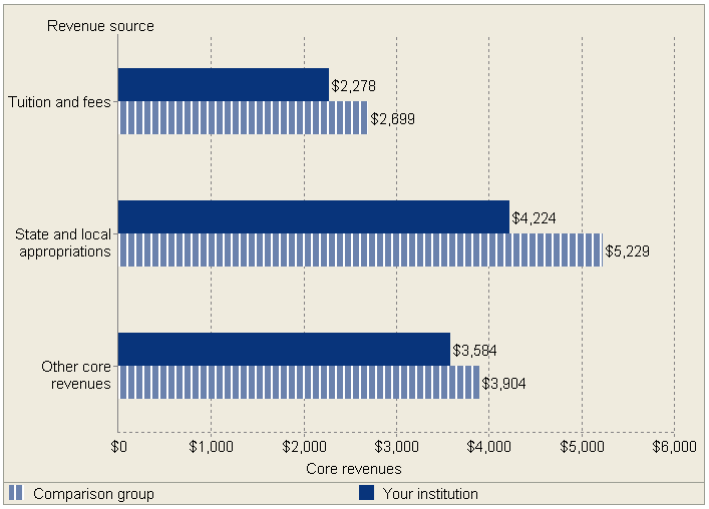
Would You Like To Do More Analysis Of Your IPEDS Data?

The information in this report can be replicated with the same or a different comparison group using the IPEDS Executive Peer Tool (ExPT) at http://nces.ed.gov/ipedspas/expt. If you would like to make comparisons on a wider range of IPEDS variables, a more comprehensive Peer Analysis System is available at http://nces.ed.gov/ipedspas. In both peer analysis systems, you can select your own comparison group by institution name.

SELECTED FIGURES

These figures are based on 2003-04 IPEDS data submitted by your institution, MOHAWK VALLEY COMMUNITY COLLEGE-UTICA BRANCH, and the comparison group of 86 institutions listed later in this report.

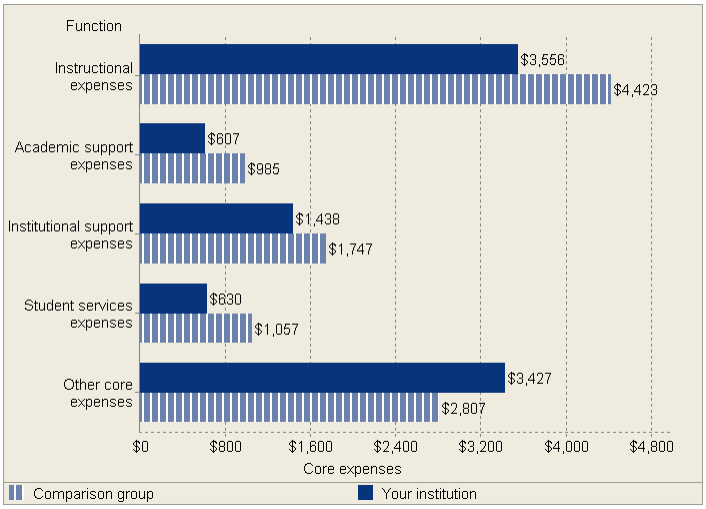
Figure 1. Core revenues per FTE student, by revenue source: Fiscal year 2003



NOTE: For details on calculating full-time equivalent enrollment (FTE) see "Calculating FTE" in the Methodological Notes at the end of this report. For a detailed definition of core revenues, see "Core Revenues" in the Methodological Notes.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2004.

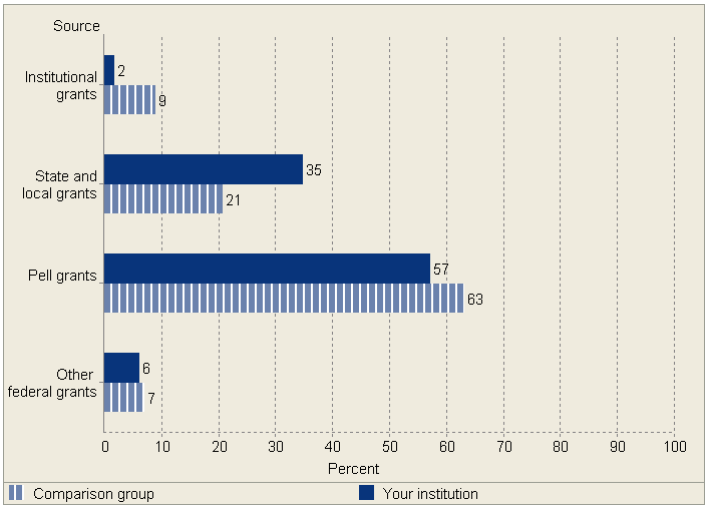
Figure 2. Core expenses per FTE student, by function: Fiscal year 2003



NOTE: For details on calculating full-time equivalent enrollment (FTE) see "Calculating FTE" in the Methodological Notes at the end of this report. For a detailed definition of core expenses, see "Core Expenses" in the Methodological Notes.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2004.

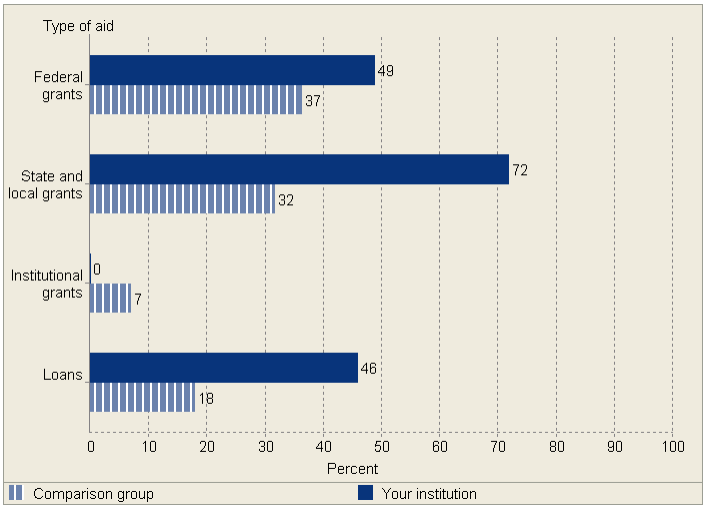
Figure 3. Percent distribution of scholarship and fellowship expenditures, by type of award: Fiscal year 2003



NOTE: This figure is based on IPEDS Finance data. The percents represent total expenditures for scholarships and fellowships awarded from the sources regardless of student level. They include funded and unfunded grants as well as allowances. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2004.

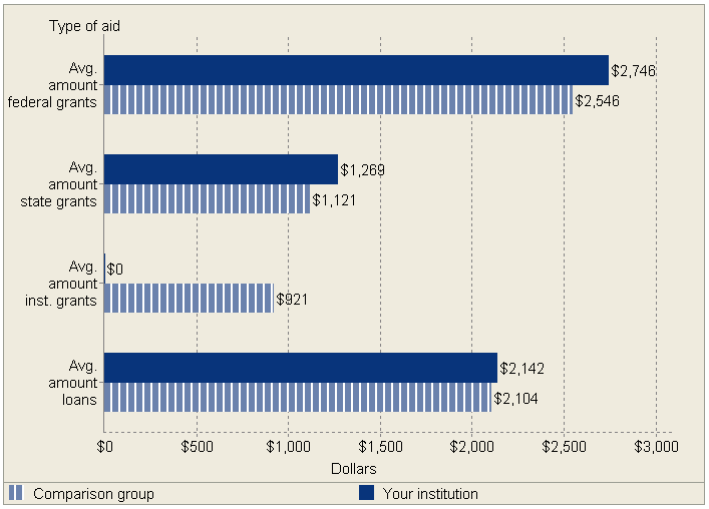
Figure 4. Percent of first-time, full-time, degree/certificate-seeking undergraduate students receiving financial aid, by type of aid: Academic year 2002–03



NOTE: For details on how students are counted for financial aid reporting, see "Student Counts for Financial Aid Reporting" in the Methodological Notes at the end of this report.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2004.

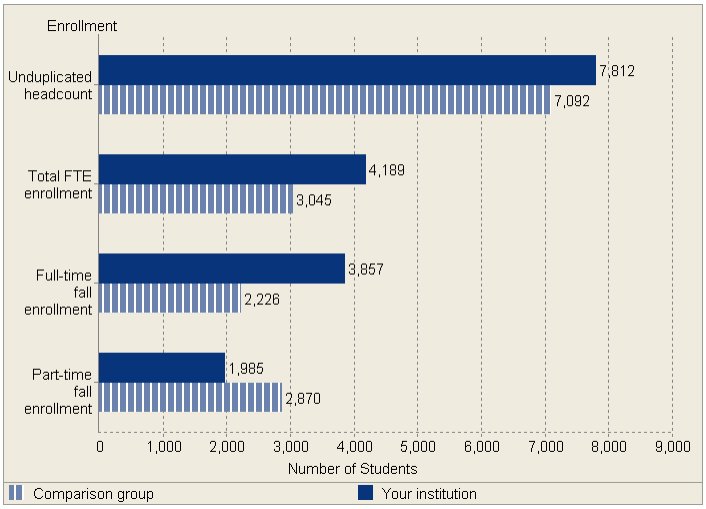
Figure 5. Average amount of financial aid received for the full year by first-time, full-time, degree/certificate-seeking undergraduate students receiving financial aid, by type of aid: Academic year 2002–03



NOTE: For details on how students are counted for financial aid reporting, see "Student Counts for Financial Aid Reporting" in the Methodological Notes at the end of this report.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2004.

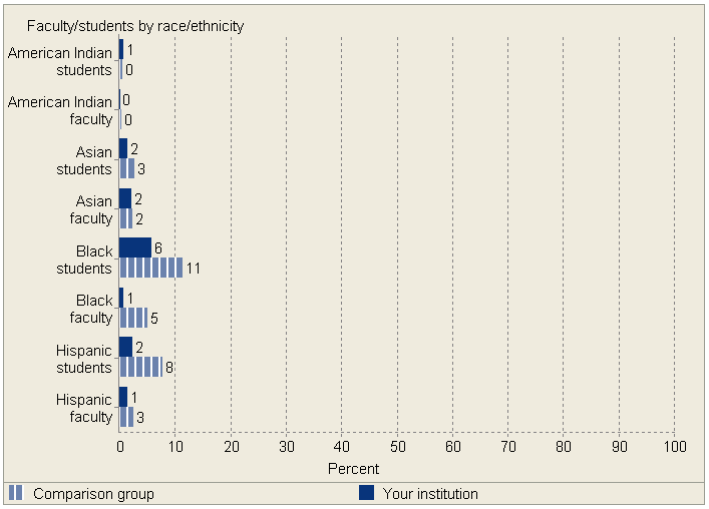
Figure 6. Unduplicated 12-month headcount and total FTE enrollment (academic year 2002-03) and full- and part-time fall enrollment (fall 2003)



NOTE: For details on calculating full-time equivalent enrollment (FTE), see "Calculating FTE" in the Methodological Notes at the end of this report. Headcounts, FTE, and full- and part-time fall enrollment include both undergraduate and postbaccalaureate students, when applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2004.

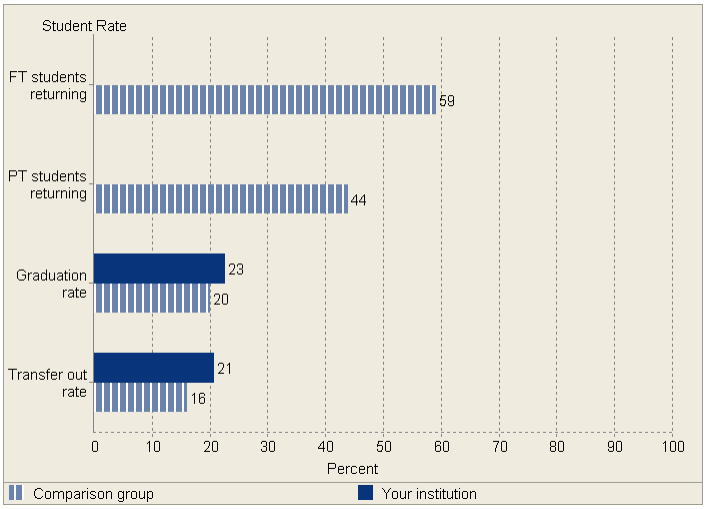
Figure 7. Percent of students and full-time faculty, by selected categories of race/ethnicity: Fall 2003



NOTE: This figure excludes White, non-Hispanic and non-resident alien students and full-time faculty, and those students and full-time faculty whose race/ethnicity was unknown. American Indian includes Alaska Natives; Asian includes Pacific Islander; Black is Black, non-Hispanic A zero value may reflect rounding to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2003–04 and Spring 2004.

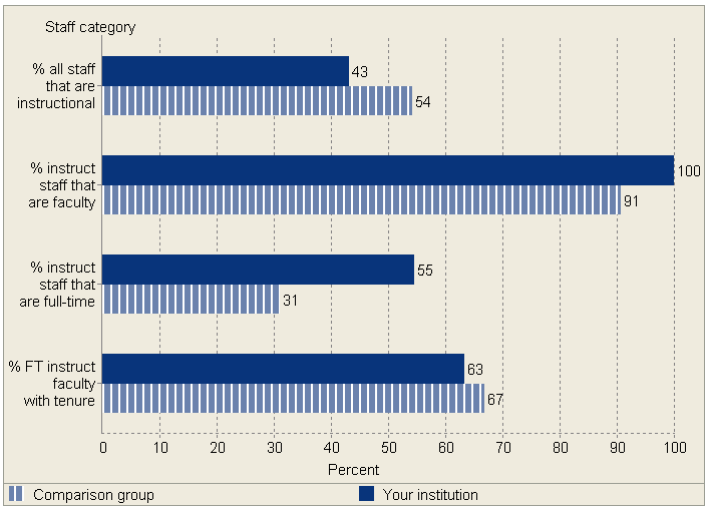
Figure 8. Percent of first-time, full- and part-time degree/certificate-seeking undergraduates returning from fall 2002 to fall 2003, and percent of the 2000 cohort who completed a degree/certificate or who transferred out



NOTE: In 4-year schools, retention rates are reported for students seeking a bachelor's degree only. It is likely that 50 percent or less of the institutions in the comparison group reported retention rates. The graduation and transfer rates are the Student Right to Know rates (SRK). It is possible that a relatively high percentage of the institutions in the comparison group did not report a transfer out rate. For more information see the Methodological Notes at the end of this report.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2004.

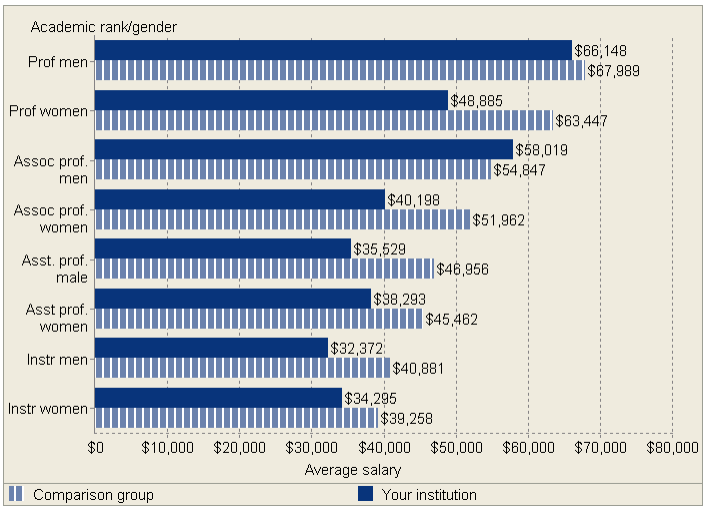
Figure 9. Instructional staff: Fall 2003



NOTE: Instructional staff include those staff whose primary responsibility is instruction and those staff whose primary responsibility is instruction/research/public service. Instructional faculty are those instructional staff who have faculty status. Includes non-medical and, where applicable, medical staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2003–04.

Figure 10. Average full-time instructional faculty salaries for equated 9-month contracts, by selected academic ranks and gender: Academic year 2003–04



NOTE: Average full-time instructional faculty salaries for 11- and 12-month contracts were adjusted to 9-month average salaries by multiplying the 11- and 12-month salary by .818. Salaries based on less-than 9-month contracts are not included. Medical school faculty salaries are not included.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2003–04.

COMPARISON GROUP

Using some of your institution's characteristics, NPEC selected a group of comparison institutions. The characteristics include public, 2 year, degree-granting, medium enrollment (2,000 – 9,999), in the northeast division of the country. This comparison group includes the following 86 institutions:

- ADIRONDACK COMMUNITY COLLEGE (QUEENSBURY, NY)
- ALLEGANY COLLEGE OF MARYLAND (CUMBERLAND, MD)
- ATLANTIC CAPE COMMUNITY COLLEGE (MAYS LANDING, NJ)
- BALTIMORE CITY COMMUNITY COLLEGE (BALTIMORE, MD)
- BERKSHIRE COMMUNITY COLLEGE (PITTSFIELD, MA)
- BRISTOL COMMUNITY COLLEGE (FALL RIVER, MA)
- BROOME COMMUNITY COLLEGE (BINGHAMTON, NY)
- BUNKER HILL COMMUNITY COLLEGE (BOSTON, MA)
- BURLINGTON COUNTY COLLEGE (PEMBERTON, NJ)
- BUTLER COUNTY COMMUNITY COLLEGE (BUTLER, PA)
- CAPE COD COMMUNITY COLLEGE (WEST BARNSTABLE, MA)
- CAPITAL COMMUNITY COLLEGE (HARTFORD, CT)
- CARROLL COMMUNITY COLLEGE (WESTMINSTER, MD)
- CAYUGA COUNTY COMMUNITY COLLEGE (AUBURN, NY)
- CHESAPEAKE COLLEGE (WYE MILLS, MD)
- CLINTON COMMUNITY COLLEGE (PLATTSBURGH, NY)
- COLLEGE OF SOUTHERN MARYLAND (LA PLATA, MD)
- COMMUNITY COLLEGE OF BEAVER COUNTY (MONACA, PA)
- COMMUNITY COLLEGE OF VERMONT (WATERBURY, VT)
- CORNING COMMUNITY COLLEGE (CORNING, NY)
- COUNTY COLLEGE OF MORRIS (RANDOLPH, NJ)
- CUMBERLAND COUNTY COLLEGE (VINELAND, NJ)
- CUNY BRONX COMMUNITY COLLEGE (BRONX, NY)
- CUNY HOSTOS COMMUNITY COLLEGE (BRONX, NY)
- DELAWARE TECHNICAL & COMM COLL-STANTON-WILMINGTON (NEWARK, DE)
- DELAWARE TECHNICAL AND COMMUNITY COLLEGE-OWENS (GEORGETOWN, DE)
- DELAWARE TECHNICAL AND COMMUNITY COLLEGE-TERRY (DOVER, DE)
- DUTCHESS COMMUNITY COLLEGE (POUGHKEEPSIE, NY)
- EASTERN MAINE COMMUNITY COLLEGE (BANGOR, ME)
- ESSEX COUNTY COLLEGE (NEWARK, NJ)
- FINGER LAKES COMMUNITY COLLEGE (CANANDAIGUA, NY)
- FREDERICK COMMUNITY COLLEGE (FREDERICK, MD)
- GATEWAY COMMUNITY COLLEGE (NEW HAVEN, CT)
- GENESEE COMMUNITY COLLEGE (BATAVIA, NY)
- GLOUCESTER COUNTY COLLEGE (SEWELL, NJ)
- GREENFIELD COMMUNITY COLLEGE (GREENFIELD, MA)
- HAGERSTOWN COMMUNITY COLLEGE (HAGERSTOWN, MD)
- HARFORD COMMUNITY COLLEGE (BEL AIR, MD)
- HARRISBURG AREA COMMUNITY COLLEGE-HARRISBURG (HARRISBURG, PA)
- HARRISBURG AREA COMMUNITY COLLEGE-LANCASTER (LANCASTER, PA)
- HERKIMER COUNTY COMMUNITY COLLEGE (HERKIMER, NY)
- HOLYOKE COMMUNITY COLLEGE (HOLYOKE, MA)
- HOUSATONIC COMMUNITY COLLEGE (BRIDGEPORT, CT)
- HOWARD COMMUNITY COLLEGE (COLUMBIA, MD)
- HUDSON COUNTY COMMUNITY COLLEGE (JERSEY CITY, NJ)
- JAMESTOWN COMMUNITY COLLEGE (JAMESTOWN, NY)
- JEFFERSON COMMUNITY COLLEGE (WATERTOWN, NY)
- LEHIGH CARBON COMMUNITY COLLEGE (SCHNECKSVILLE, PA)
- LUZERNE COUNTY COMMUNITY COLLEGE (NANTICOKE, PA)
- MANCHESTER COMMUNITY COLLEGE (MANCHESTER, CT)
- MASSACHUSETTS BAY COMMUNITY COLLEGE (WELLESLEY HILLS, MA)
- MASSASOIT COMMUNITY COLLEGE (BROCKTON, MA)
- MERCER COUNTY COMMUNITY COLLEGE (WEST WINDSOR, NJ)
- MIDDLESEX COMMUNITY COLLEGE (BEDFORD, MA)
- MIDDLESEX COMMUNITY COLLEGE (MIDDLETOWN, CT)
- MOUNT WACHUSETT COMMUNITY COLLEGE (GARDNER, MA)
- NAUGATUCK VALLEY COMMUNITY COLLEGE (WATERBURY, CT)
- NEW HAMPSHIRE COMM TECH COLL-MANCHESTER/STRATHAM (MANCHESTER, NH)
- NEW HAMPSHIRE COMMUNITY TECH COLL-BERLIN/LACONIA (LACONIA, NH)
- NEW HAMPSHIRE TECHNICAL INSTITUTE (CONCORD, NH)
- NH COMMUNITY TECHNICAL COLLEGE-NASHUA-CLAREMONT (NASHUA, NH)
- NIAGARA COUNTY COMMUNITY COLLEGE (SANBORN, NY)
- NORTH SHORE COMMUNITY COLLEGE (DANVERS, MA)
- NORTHAMPTON COUNTY AREA COMMUNITY COLLEGE (BETHLEHEM, PA)
- NORTHERN ESSEX COMMUNITY COLLEGE (HAVERHILL, MA)
- NORWALK COMMUNITY COLLEGE (NORWALK, CT)
- OCEAN COUNTY COLLEGE (TOMS RIVER, NJ)
- ONONDAGA COMMUNITY COLLEGE (SYRACUSE, NY)
- ORANGE COUNTY COMMUNITY COLLEGE (MIDDLETOWN, NY)
- PASSAIC COUNTY COMMUNITY COLLEGE (PATERSON, NJ)
- QUINCY COLLEGE (QUINCY, MA)
- QUINSIGAMOND COMMUNITY COLLEGE (WORCESTER, MA)
- RARITAN VALLEY COMMUNITY COLLEGE (SOMERVILLE, NJ)
- READING AREA COMMUNITY COLLEGE (READING, PA)
- ROCKLAND COMMUNITY COLLEGE (SUFFERN, NY)
- ROXBURY COMMUNITY COLLEGE (ROXBURY CROSSING, MA)
- SCHENECTADY COUNTY COMMUNITY COLLEGE (SCHENECTADY, NY)
- SOUTHERN MAINE COMMUNITY COLLEGE (SOUTH PORTLAND, ME)
- SPRINGFIELD TECHNICAL COMMUNITY COLLEGE (SPRINGFIELD, MA)
- SUNY ULSTER COUNTY COMMUNITY COLLEGE (STONE RIDGE, NY)
- SUSSEX COUNTY COMMUNITY COLLEGE (NEWTON, NJ)
- THREE RIVERS COMMUNITY COLLEGE (NORWICH, CT)
- TOMPKINS-CORTLAND COMMUNITY COLLEGE (DRYDEN, NY)
- TUNXIS COMMUNITY COLLEGE (FARMINGTON, CT)
- WESTMORELAND COUNTY COMMUNITY COLLEGE (YOUNGWOOD, PA)
- WOR-WIC COMMUNITY COLLEGE (SALISBURY, MD)

METHODOLOGICAL NOTES

Data Anomalies

Many of the statistics in this report are calculated from data from more than one source (e.g., other Core Revenues per FTE Student relies on both finance data and 12-month credit and contact hour activity data). As a result, perceived problems with a statistic could be due to misreporting of any one of the data elements being used to produce the statistic. For additional examples of data anomalies, please see the Frequently Asked Questions feature at http://nces.ed.gov/npec/datafeedback.asp.

Missing Statistics

If a statistic is not reported for your institution, the omission indicates one of the following: (1) the value of that statistic for your institution was not relevant to your institution and the data were not collected and/or not reported; (2) the data required to compute the statistic for your institution were reported by another institution, (e.g., a "parent institution"); or (3) the data required to compute the statistic for your institution included data for other institutions (e.g., "children").

Use of Imputed Data

If a value for a particular data element (e.g., full-time undergraduate enrollment, number of instructional staff) should have been reported by an institution but was not, NCES imputes (i.e., estimates) a value for that data element. Imputed data were used in computing the values of the statistics for the focus institution. The use of imputed data for the focus institution is indicated in the figure notes. Imputed data were also used in computing values of the statistics for the comparison group.

Perturbed Data

When a data cell contains a small number of cases, it is possible that individuals representing the cases in the cell could be identified. Rather than suppressing the data entirely to maintain individual confidentiality, NCES perturbs the data. That is, NCES makes slight adjustments to the data so the data no longer reflect an individual's actual status and may not reflect an institution's reported values. Data collected on the salary, staff and graduation rate components of IPEDS may be perturbed.

Calculating FTE

The number of full-time-equivalent (FTE) students used in this report is based on the institution's calendar system (as reported under Institutional Characteristics), the instructional activity (total credit hours and total contact hours) for a 12-month period (as reported under Enrollment), and the 12-month unduplicated headcount of first-professional students (as reported under Enrollment). For institutions with a semester, trimester, or 4-1-4 plan, the number of FTE undergraduate and graduate students is the sum of the following: (1) undergraduate credit hours divided by 30; (2) graduate credit hours divided by 24; and (3) contact hours divided by 900. For institutions with a quarter plan, the number of undergraduate and graduate FTE students is the sum of (1) undergraduate credit hours divided by 45; (2) graduate credit hours divided by 36; and (3) contact hours divided by 900. For institutions with continuous enrollment over a 12-month period, the number of undergraduate FTE students is the sum of undergraduate credit hours divided by 30 and contact hours divided by 900. The FTE of first-professional students is determined by calculating the proportion of full-time and part-time first-professional students based on fall enrollment and applying these proportions to the 12-month unduplicated headcount of first-professional students. For institutions with first-professional students, the total FTE is the sum of the FTE of undergraduate, graduate, and first-professional students.

Core Revenues

Core Revenues for public institutions reporting under the new Governmental Accounting Standards Board (GASB) standards include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts; investment income; and other operating and nonoperating sources. Core Revenues for GASB (public) institutions reporting under the old standards include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts; endowment income; sales and services of educational activities; and other sources. Core Revenues for private, not-for-profit institutions reporting under Financial Accounting Standards Board (FASB) standards include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts; investment return; sales and services of educational activities; and other sources. Core Revenues for private, for-profit institutions include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private grants and contracts; net investment income; sales and services of educational activities; and other sources. In general, Core Revenues exclude revenues from auxiliary enterprises, hospitals, and independent operations.

Core Expenses

Core Expenses for GASB (public) institutions reporting under the new standards include expenses on instruction, research, public service, academic support, student services, institutional support, operation and maintenance of plant, depreciation, scholarships and fellowships, and other expenses. Core Expenses for GASB (public) institutions reporting under the old standards include expenditures on instruction, research, public service, academic support, student services, institutional support, operation and maintenance of plant, scholarships and fellowships, mandatory transfers, and other expenses. Core Expenses for FASB (private, not-for-profit and for-profit) institutions include expenses on instruction, research, public service, academic support, student services, institutional support, and net grant aid to students. In general, core expenses exclude expenses for auxiliary enterprises (e.g., bookstores, dormitories), independent operations, and hospitals.

Student Counts for Financial Aid Reporting

Students are counted differently in the Student Financial Aid survey depending on the reporting type of the institution. For academic year reporters (those operating on standard academic terms and tracking a fall cohort for reporting graduation rates), student counts are taken from fall enrollment counts. Counts for program reporters (those that do not operate on standard academic terms) are taken from full-year unduplicated counts of students for the 12-month period.

Retention Rates

Full-time retention rates are defined as the number of full-time, degree/certificate-seeking undergraduates who enter the institution for the first time in the fall and who return to the same institution the following fall, divided by the total number of full-time degree/certificate-seeking undergraduates in the fall of first entrance. Part-time retention rates are defined as the number of part-time degree/certificate-seeking undergraduates who enter the institution for the first time in the fall and who return to the same institution the following fall, divided by the total number of part-time degree/certificate-seeking undergraduates in the fall of first entrance. For 4-year institutions offering a bachelor's degree, this rate was calculated for those students seeking a bachelor's degree. For less-than-4-year institutions the rate was calculated for all degree- or certificate-seeking students. For the spring 2004 collection cycle, reporting retention rates was voluntary. The response rate was about 50 percent over all institutions and unreported retention rates were not imputed by NCES. As a result, the number of institutions in a comparison group that reported a retention rate may be 50 percent or less.

Graduation Rates

Graduation rates are the Student Right to Know (SRK) rates and are defined as the total number of individuals from a given cohort of first-time, full-time, degree/certificate-seeking undergraduates who complete a degree or certificate within 150 percent of normal time for completion of their degree or certificate, divided by the entire cohort of first-time, full-time, degree/certificate-seeking undergraduates minus any allowable exclusions that include students who died or were totally and permanently disabled; those who left school to serve in the armed forces; 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 Rates

Transfer out rates are the Student Right to Know (SRK) rates and are defined as the total number of individuals from a given cohort of first-time, full-time, degree/certificate-seeking undergraduates who are known to have transferred out of the reporting institution within 150 percent of normal time for completion of the degree they were seeking divided by the entire cohort of first-time, full-time, degree/certificate-seeking undergraduates minus any allowable exclusions that include students who died or were totally and permanently disabled; those who left school to serve in the armed forces; 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. Reporting transfer out rates is required only if transfer is part of the institution's mission.

Equated Faculty Salaries

Average full-time faculty salaries for 11- and 12-month contracts were adjusted to 9-month average salaries by multiplying the average 11- and 12-month salary by .818. Salaries based on less-than-9-month contracts are not included.

Comparison Groups

Comparison group data were included to provide a context for interpreting you institution's statistics. NPEC selected the comparison group based on the institutional characteristics detailed immediately above the listing of the comparison group institutions. NPEC realizes that the comparison group used in this report may not reflect an institution's peer group. Therefore, NCES has developed the Executive Peer Tool (http://nces.ed.gov/ipedspas/expt) so that an institution can replicate this report using its own peer group. In general, in creating a comparison group, the goal was to select between 30 and 99 institutions so that a meaningful comparison group average could be calculated. In some cases, however, there may be fewer than 30 institutions (but generally not less than 10) in a comparison group if the entire universe of institutions with the listed characteristics is included.

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

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