

Office of Institutional Research

# IPEDS Topline

January 2020

Data from 2018-2019 School Year


**Middle Georgia** State University

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## Executive Summary

MGA straddles a division between different kinds of universities

- Compared to smaller state universities, MGA performs well, with larger enrollments, more degrees awarded, and a respectable first-year retention rate
- Compared to the more aspirational universities, MGA is smaller, with fewer degrees awarded and worse retention and graduation rates

The IPEDS, and to some extent USG State University comparison groups reflect the kinds of schools MGA used to be and MGA is relatively strong by comparison

- Compared to the Aspirational schools, MGA has a ways to go
- Whether to pursue those aspirational schools is a strategic choice that would significantly change what MGA is and whom MGA serves

Another of MGA's strengths is its clear price advantage

- This price advantage results in students taking fewer loans, which is especially important considering the access mission of the school
- In conjunction, MGA excels in serving Military students, where MGA exceeds all the comparison groups

Graduation rates lag behind all the comparison groups.

- However, this is perhaps the most unfair comparison in this report. Graduation rates is where the difference between MGA and these schools is starkest. They can be more selective with their students, have more traditional students, and more resources to move these students towards graduation
- This is NOT to say MGA cannot improve – just that these differences need to be kept in mind when making comparisons

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## Findings

MGA has fewer applicants than many of the schools in our comparison groups, but MGA is generous with admission, admitting more, and enrolling more students

The USG Aspirational group receives more applications and can be more selective, while maintaining larger enrollments

MGA is strongly female and minority serving

MGA is more strongly online compared to all the comparison groups. This is true for both grad and undergrad students

MGA awards degrees in line with its size – the smaller universities award fewer and the larger aspirational universities award more

MGA is less expensive than all the comparison groups, and in general MGA students rely a little less on loans – especially when compared with the aspirational group

MGA serves significantly more military students than the comparison groups

One-year retention is only a little weaker for MGA, but graduation rates fall behind the comparison groups

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## Background

Every year IPEDS releases Customized Feedback Reports. We can also generate our own comparison reports that follow the same outline

These reports are generated off the data for the 2018-2019 school year

IPEDS reports on First-Time Full-Time Freshmen, unless otherwise specified, in which case, First-Time, Part-Time Freshmen are included as well

The Office of Institutional Research generated three comparison reports

One based on an IPEDS-generated group

One based on USG State Universities of comparable size

One based on USG State Universities which MGA may aspire to emulate in the future

This report summarizes some of the interesting findings from those more comprehensive reports

There are also Finance, Library, and Staff sections of the IPEDS report but that reporting is usually handled by the appropriate office

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## COMPARISON GROUPS

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## IPEDS generates a comparison group of institutions based on Carnegie Classification, public/private, and size

This comparison group consists of 26 institutions  
(Other USG schools in Bold)

Athens State University (Athens, AL)  
CUNY New York (Jamaica, NY)  
**Dalton State College (Dalton, GA)**  
Farmingdale State College (Farmingdale, NY)  
**Georgia Gwinnett College (Lawrenceville, GA)**  
Indiana State University – Kokomo (Kokomo, IN)  
Keene State College (Keene, NH)  
Lander University (Greenwood, SC)  
Lewis-Clark State College (Lewiston, ID)  
Missouri Southern State University (Lewiston, ID)  
Nevada State College (Henderson, NV)  
Oregon Institute of Technology (Klamath Falls, OR)  
Pennsylvania State University – Penn State Abington (Abington, PA)  
Pennsylvania State University – Penn State Altoona (Altoona, PA)

Pennsylvania State University – Penn State Berks (Reading, PA)  
Rogers State University (Claremore, OK)  
SUNY College of Agriculture and Technology at Cobleskill, (Cobleskill, NY)  
University of Arkansas at Pine Bluff (Pine Bluff, AR)  
University of Arkansas – Fort Smith (Fort Smith, AR)  
University of Florida – Online (Gainesville, FL)  
University of Hawaii – West Oahu (Kapolei, HI)  
University of Maine at Augusta (Augusta, ME)  
University of Pittsburgh – Johnstown (Johnstown, PA)  
University of South Carolina Aiken (Aiken, SC)  
University of South Carolina – Upstate (Spartanburg, SC)  
West Virginia State University (Institute, WV)

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## OIR also generated comparison reports based on USG

One comparison report was **USG State Universities** similar in size to MGA

Albany State University (Albany, GA)  
Clayton State University (Morrow, GA)  
Columbus State University (Columbus, GA)  
Georgia College and State University (Milledgeville, GA)  
Savannah State University (Savannah, GA)  
University of North Georgia (Dahlonega, GA)

The other was an **aspirational comparison group** comprised of USG schools that MGA may wish to eventually emulate

Augusta University (Augusta, GA)  
University of West Georgia (Carrollton, GA)  
Valdosta State University (Valdosta, GA)

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## ADMISSIONS

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### MGA had fewer applicants but more full-time enrolled, with higher percentages of admits and enrollments

Compared to the IPEDS group

MGA had fewer applicants

Applicants (2,314 v 3,136)

More were admitted

Admits (92% v 79%)

And of those admitted, more were enrolled

Full-time enrolled (62% v 33%)

Compared to the USG State University group, we have marginally more full-time enrollment, and more enrollment

Full-time enrollment (4,893 v 4,760)

Part-time enrollment (2,909 v 2,464)

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## Compared to the USG Aspirational group MGA has fewer applicants, admits, and more full-time enrolled students

This is largely a result of MGA's overall smaller enrollment

Unduplicated 12-month headcount (**9,182** v 13,418)

MGA's percentage applicant to admitted is higher and then admits to enrolled is higher than these aspirational schools

Applicants to Admits (**92%** v 63%)

Admits to Enrolled (**62%** v 41%)

In sum we are also less selective

Applicants (**2,314** vs 6,557)

Admits (**2,128** v 4,105)

Enrollments (**1,321** v 1,631)

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## STUDENT ENROLLMENT

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## MGA is larger and more online than both the IPEDS and the USG State University comparison groups

MGA is significantly larger than the IPEDS comparison group on average  
Enrollment (**9,182** v 4,954)

MGA is larger on average than the USG State University comparison  
(**7,802** v 7,014)

This comparison group has higher minority and female percentages than MGA  
Minority enrollment (**35%** v 50% undergrad, **32%** v 47% grad)  
Female enrollment (**58%** v 62% undergrad, **47%** v 70% grad)

MGA is strongly more fully online  
Percent online (**19%** v 8% undergrad, **83%** v 48% grad)

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## MGA's overall enrollment is smaller and much more online than the USG Aspirational group

MGA is smaller in general, but especially among grad students  
Total enrollment (**9,182** v 13,418)  
Graduate enrollment (**218** v 2,598)

As such MGA also carries a smaller proportion of full-time (both grad and undergrad) students than the comparison group  
Percent of full-time students (**62%** v 68%)

MGA has a higher percentage of undergrads and grad students as fully online students  
Percent of undergraduates fully online (**19%** v 12%)  
Percent of grad students fully online (**83%** v 75%)

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## Women at MGA are a smaller percentage of total enrollment than among the Aspirational comparison group

Especially among graduate students, women are a smaller percentage and MGA has a larger percentage of African American students

Female graduate students (47% v 75%)

African American graduate students (32% v 22%)

For all students, MGA's racial/ethnic breakout is about the same as the Aspirational comparison group, but women are lower

Black or African American (35% v 35%)

White (52% v 51%)

Female enrollment (57% v 66%)

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AWARDS

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## MGA awards significantly more degrees than the IPEDS comparison group, but fewer than the USG State Univ. group

Total awards are larger than the IPEDS group

Masters\* (53 v 1)

Bachelors (743 v 569)

Associates (465 v 15)

But among the USG State University comparison group, MGA awards fewer degrees on average

Masters (53 v 157)

Bachelors (743 v 1,012)

MGA only awards more Associates degrees among the USG State University comparison group

Associates (465 v 57)

\*The IPEDS comparison universities do not offer many graduate degrees

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## MGA awards far fewer degrees compared to the USG Aspirational group

Number of degrees awarded

Graduate (53 v 633)

Bachelors (743 v 1,512)

The only exception is Associates, where the comparison group only awarded 1. However, that did not make up the difference against the Graduate and Bachelors degrees

Associates (465 v 1)

Given the numerical size difference between MGA and the Aspirational group, degree production might be expected to be smaller

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## CHARGES AND NET PRICE

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## MGA is less expensive than all the comparison groups

Price is estimated from first-time full-time degree-seeking undergraduates

Tuition and fees are less than half among the IPEDS comparison group, and average net price of attendance is much less expensive

Tuition and fees (**\$3,924** v \$8,038)

Average net price of attendance (**\$9,378** v \$11,735)

USG State University comparison group

Tuition and fees (**\$3,924** v \$5,739)

Net price of attendance (**\$9,378** v \$10,821)

USG Aspirational Group

Tuition and fees (**\$3,924** v \$6,410)

Average net price of attendance (**\$9,378** v \$13,630)

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## STUDENT FINANCIAL AID

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### The percent of students receiving grants or loans is similar (but a little lower) for MGA than compared to either group

MGA is only 3 or 4% lower than the IPEDS comparison group for students getting grants and loan

Grants (**83%** v 87%)

Loans (**51%** v 54%)

The average grant was smaller, but average loans were similar for this group

Grants (**\$5,369** v \$7,076)

Loans (**\$5,667** v \$5,584)

Compared to USG State Universities:

Fewer MGA students receive grant aid and loan aid compared to USG State universities

Grants (**83%** v 88%)

Loans (**51%** v 63%)

Both the average grant and the average loan was smaller

Average grant amount (**\$5,369** v \$7,555)

Average loan amount (**\$5,667** v \$5,584)

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## Compared to the USG aspirational group, a smaller percentage of MGA students took both grants and loans

There is only a 4% difference for students taking grants, but a 14% difference for students taking loans

Percent taking grants (**83%** v 87%)

Percent taking loans (**51%** v 65%)

*Does this reflect greater prudence among MGA students, or the greater accessibility of the cost of education at MGA?*

The average grant is smaller, but the average loan is about the same

Average grant amount (**\$5,369** v \$8,161)

Average loan amount (**\$5,667** v \$5,793)

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## MILITARY BENEFITS

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## MGA serves more military students than all the comparison groups

There is no reported data for the IPEDS comparison group, suggesting very small or unreported military involvement

MGA serves significantly more (almost double) military benefit students\* than USG State universities, and at a greater average amount per student

Military benefit students (320 v 177)

Average amount of benefits (\$5,413 v \$5,002)

MGA serves more military students than the USG Aspirational group as well, but at a lower average amount

Military benefit students (320 v 272)

Average amount of benefits (\$5,413 v \$6,239)

\*This number is Post-911 undergraduates, but MGA is significantly higher in most categories

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## RETENTION AND GRADUATION RATES

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## In comparison retention is adequate, but graduation rates can be improved

In both the IPEDS and USG State university groups, one-year full-time retention is 6-8% behind, but one-year part-time retention is about the same

Graduation rates however are close to half of those comparison groups

### IPEDS

One-year retention rate full-time (64% v 70%)

Part-time retention rate (41% v 40%)

150% graduation rate (18% v 39%)

### USG State University Group

One-year full-time retention (64% v 72%)

One-year part-time (41% v 39%)

150% graduation rates (18% v 32%)

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## Compared to the Aspirational group, MGA's retention is comparable, but graduation rates lag

### USG Aspirational

One-year full-time retention rate (64% v 69%)

One-year part-time retention rate (41% v 33%)

Graduation rates are not in line with the aspirational group

150% graduation rates (18% v 42%)

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# **Appendix 1: IPEDS Report IPEDS-Generated Comparison**

# NATIONAL CENTER FOR EDUCATION STATISTICS

# IPEDS DATA FEEDBACK REPORT 2019

## What Is IPEDS?

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.

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 (<https://nces.ed.gov/collegenavigator/>), an online tool to aid in the college search process. Additional information about IPEDS can be found on the website at <https://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 2018-19 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 2019 report by using a different comparison group and IPEDS variables of its choosing. To learn how to customize the 2019 report, visit this resource page <https://nces.ed.gov/ipeds/Help/View/2>. To download archived reports or customize the current Data Feedback Report, visit the 'Use the Data' portal on the IPEDS website <https://nces.ed.gov/ipeds> and click on Data Feedback Report.



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Macon, GA





## 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 (<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 Carnegie Classification of Baccalaureate Colleges--Diverse Fields, public and enrollment of a similar size. This comparison group includes the following 26 institutions:

- ▶ Athens State University (Athens, AL)
- ▶ CUNY York College (Jamaica, NY)
- ▶ Dalton State College (Dalton, GA)
- ▶ Farmingdale State College (Farmingdale, NY)
- ▶ Georgia Gwinnett College (Lawrenceville, GA)
- ▶ Indiana University-Kokomo (Kokomo, IN)
- ▶ Keene State College (Keene, NH)
- ▶ Lander University (Greenwood, SC)
- ▶ Lewis-Clark State College (Lewiston, ID)
- ▶ Missouri Southern State University (Joplin, MO)
- ▶ Nevada State College (Henderson, NV)
- ▶ Oregon Institute of Technology (Klamath Falls, OR)
- ▶ Pennsylvania State University-Penn State Abington (Abington, PA)
- ▶ Pennsylvania State University-Penn State Altoona (Altoona, PA)
- ▶ Pennsylvania State University-Penn State Berks (Reading, PA)
- ▶ Rogers State University (Claremore, OK)
- ▶ SUNY College of Agriculture and Technology at Cobleskill (Cobleskill, NY)
- ▶ University of Arkansas at Pine Bluff (Pine Bluff, AR)
- ▶ University of Arkansas-Fort Smith (Fort Smith, AR)
- ▶ University of Florida-Online (Gainesville, FL)
- ▶ University of Hawaii-West Oahu (Kapolei, HI)
- ▶ University of Maine at Augusta (Augusta, ME)
- ▶ University of Pittsburgh-Johnstown (Johnstown, PA)
- ▶ University of South Carolina Aiken (Aiken, SC)
- ▶ University of South Carolina-Upstate (Spartanburg, SC)
- ▶ West Virginia State University (Institute, WV)

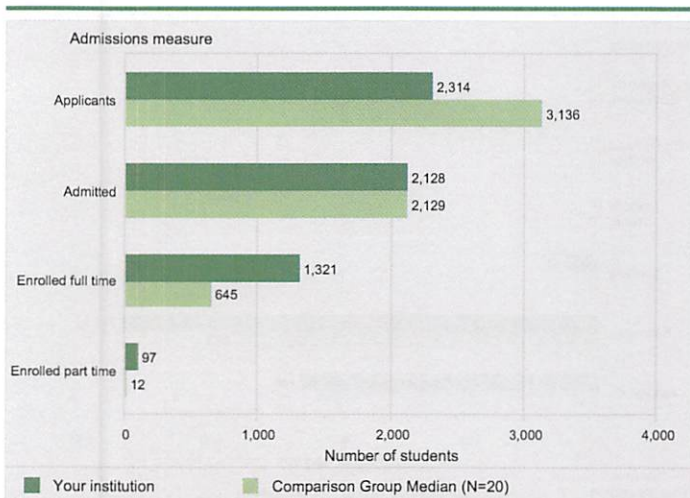
The figures in this report have been organized and ordered into the following topic areas:

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 and 9	Pg. 5
6) Military Benefits*	[No charts applicable]	
7) Retention and Graduation Rates	Fig. 10, 11, 12, 13, 14, 15, 16, 17 and 18	Pg. 5, 6, 7 and 8
8) Finance	Fig. 19 and 20	Pg. 9
9) Staff	Fig. 21 and 22	Pg. 9
10) Libraries*	Fig. 23 and 24	Pg. 10

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



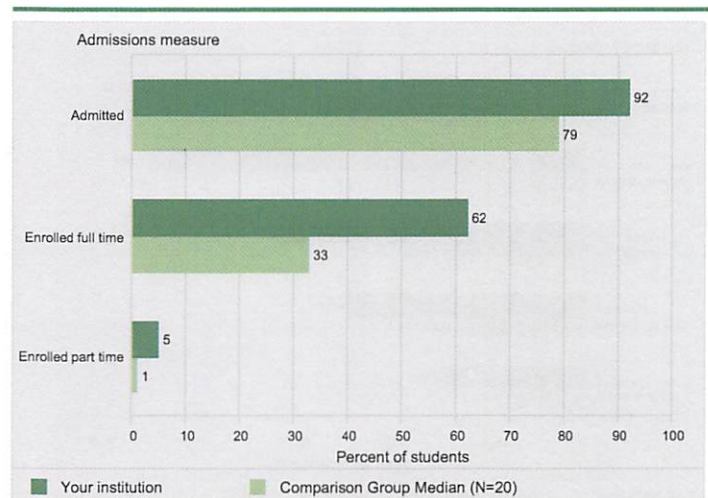
**Figure 1. Number of first-time undergraduate students who applied, were admitted, and enrolled full and part time: Fall 2018**



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 2018-19, Admissions component.

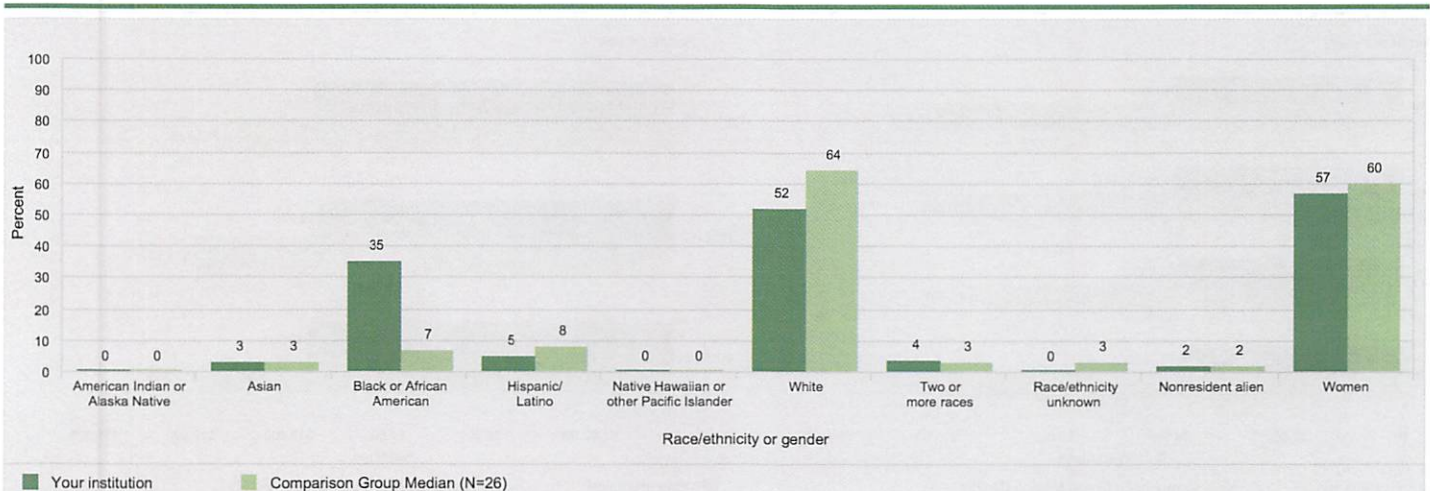
**Figure 2. Percent of first-time undergraduate applicants admitted, and percent of admitted students enrolled full and part time: Fall 2018**



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. 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 2018-19, Admissions component.

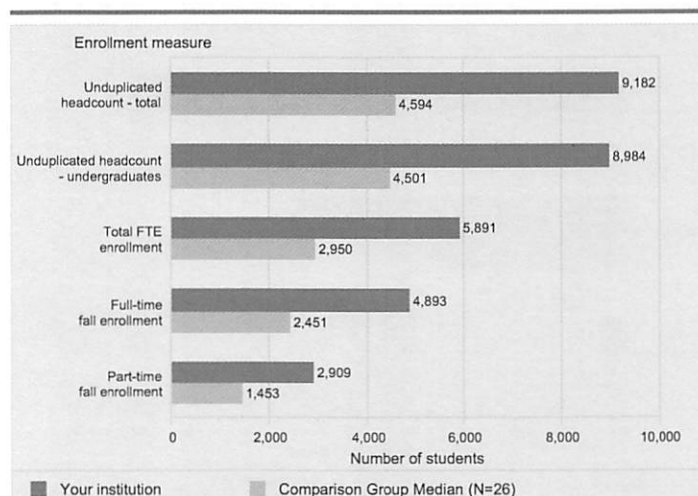
**Figure 3. Percent of all students enrolled, by race/ethnicity, and percent of students who are women: Fall 2018**



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.

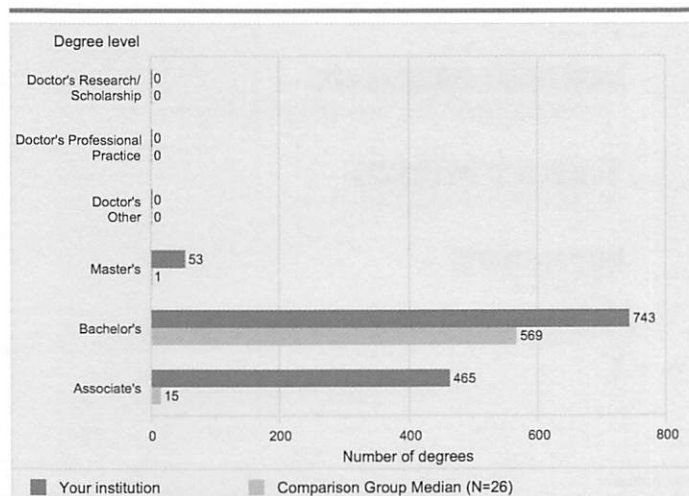
**Figure 4. Unduplicated 12-month headcount of all students and of undergraduate students (2017-18), total FTE enrollment (2017-18), and full- and part-time fall enrollment (Fall 2018)**



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 2018, 12-month Enrollment component and Spring 2019, Fall Enrollment component.

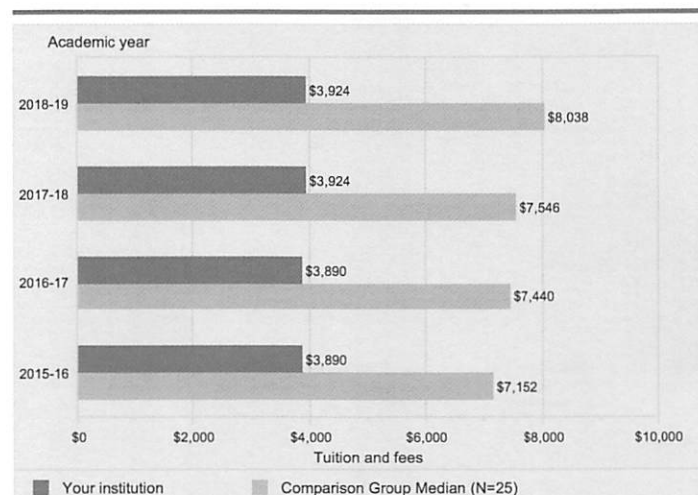
**Figure 5. Number of degrees awarded, by level: 2017-18**



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 2018, Completions component.

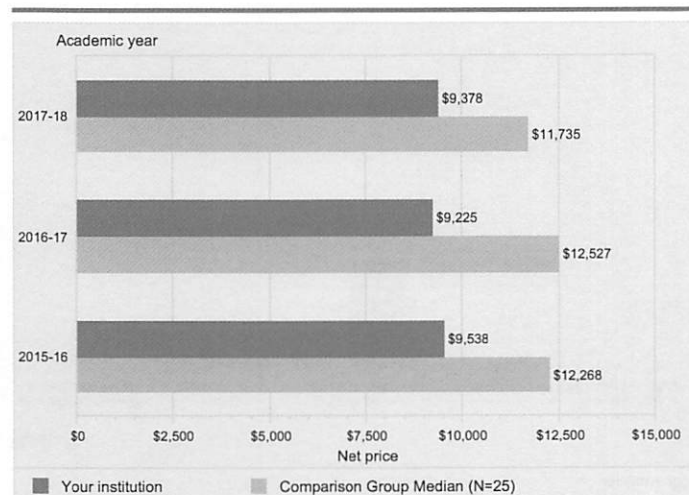
**Figure 6. Academic year tuition and required fees for full-time, first-time degree/certificate-seeking undergraduates: 2015-16 to 2018-19**



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 2018, 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: 2015-16 to 2017-18**

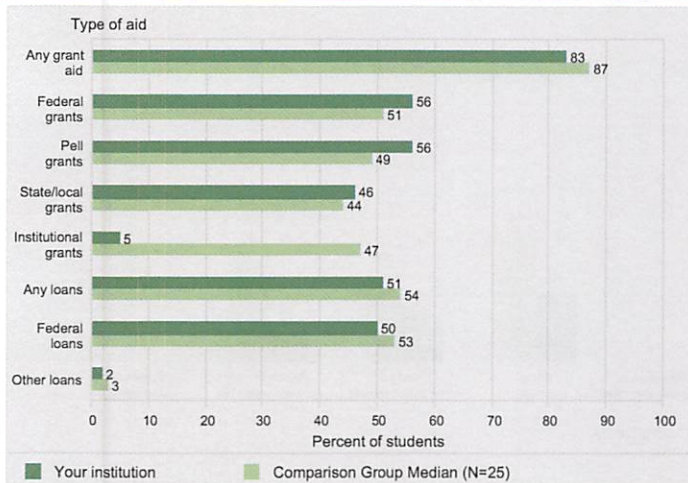


NOTE: Average net price is for full-time, first-time degree/certificate-seeking undergraduate students and is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship awarded aid from the total cost of attendance. Total cost of attendance 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 2018, Institutional Characteristics component and Winter 2018-19, Student Financial Aid component.



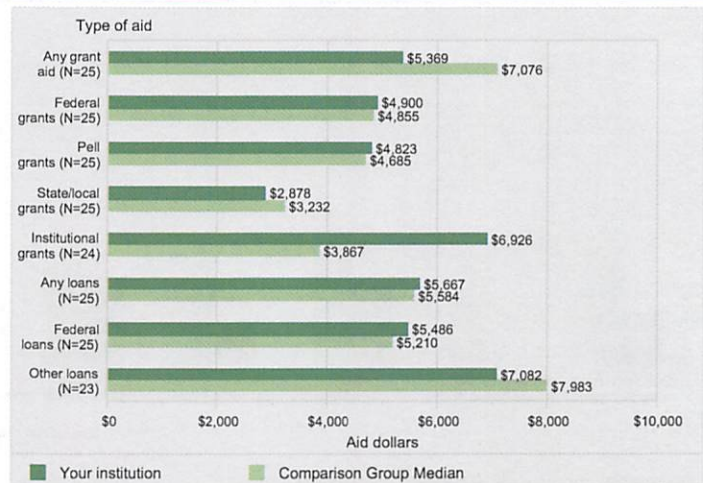
**Figure 8. Percent of full-time, first-time degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid: 2017-18**



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 2018-19, Student Financial Aid component.

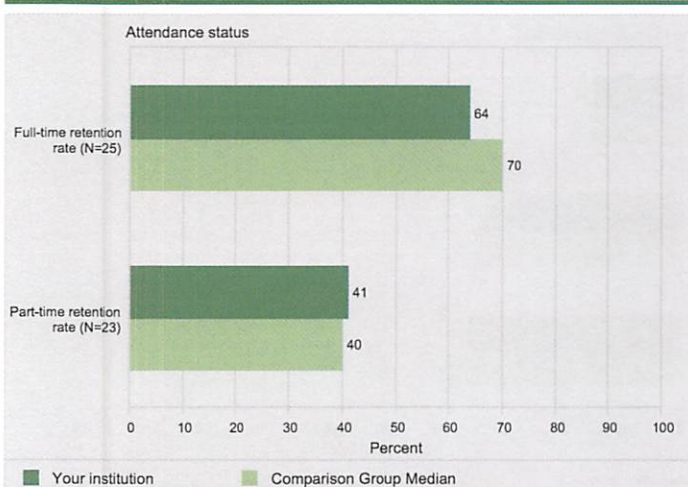
**Figure 9. Average amounts of awarded grant or scholarship aid from the federal government, state/local government, or the institution, or loans awarded to full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2017-18**



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 2018-19, Student Financial Aid component.

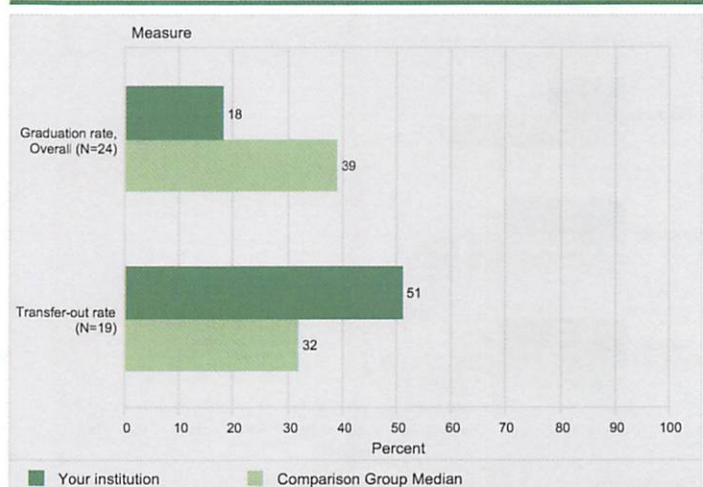
**Figure 10. Retention rates of first-time bachelor's degree seeking students, by attendance status: Fall 2017 cohort**



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, 2017. Program reporters determine the cohort with enrollment any time between August 1-October 31, 2017 and retention based on August 1, 2018. 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 2019, Fall Enrollment component.

**Figure 11. Graduation and transfer-out rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion: 2012 cohort**

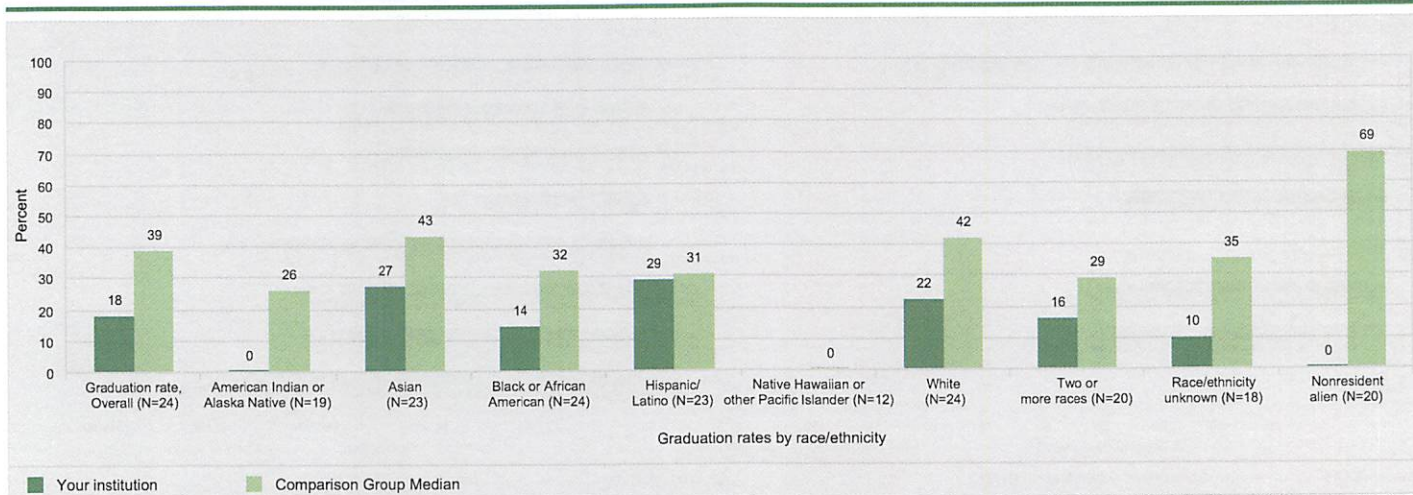


NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Graduation and transfer-out rates are the Student Right-to-Know rates. Only institutions with mission to prepare students to transfer are required to report transfer out. For more details, 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 2018-19, Graduation Rates component.



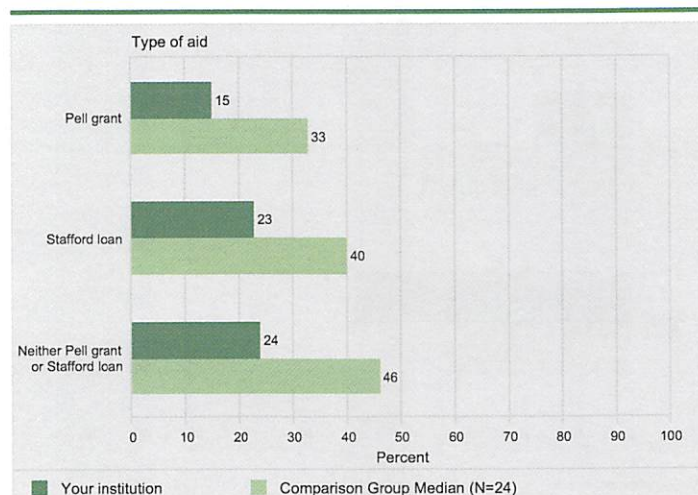
**Figure 12. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2012 cohort**



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 2018-19, Graduation Rates component.

**Figure 13. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by type of aid: 2012 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. 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.

**Figure 14. Bachelor's degree graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2010 cohort**

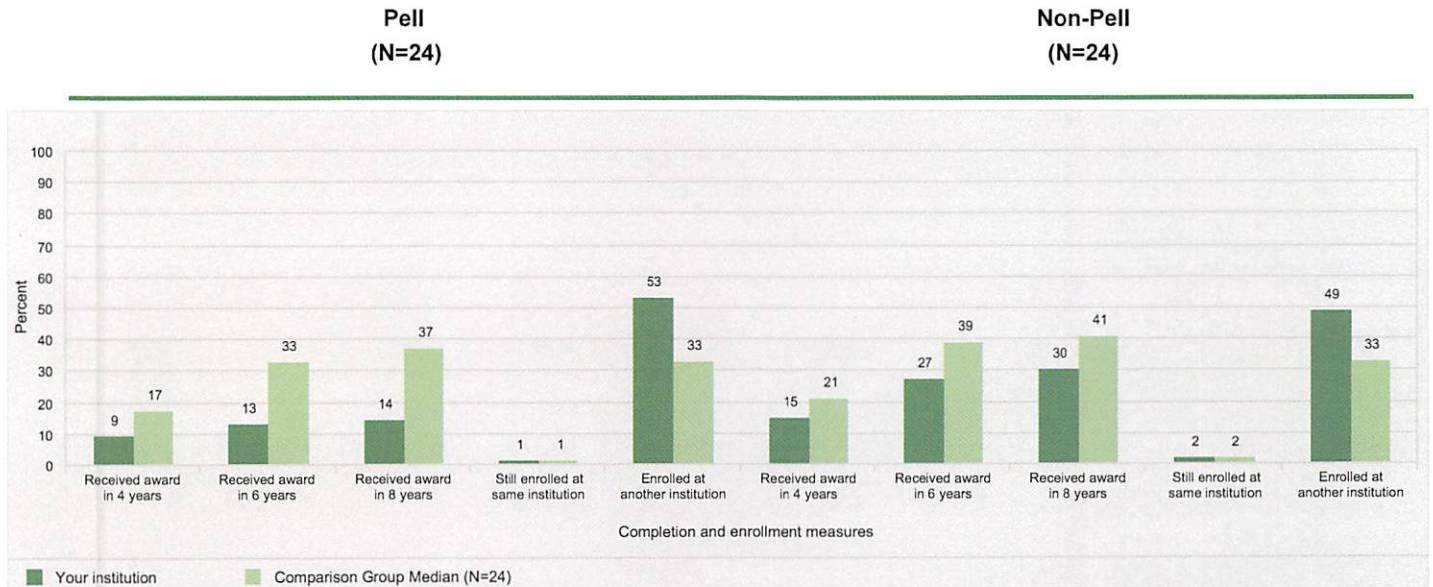


NOTE: The 4-, 6-, and 8-year graduation rates are calculated using the number of students who completed a bachelor's or equivalent degree from a cohort of students who entered the institution seeking a bachelor's or equivalent degree. For details, see the Methodological Notes. N is the number of institutions 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 2018-19, 200% Graduation Rates component.



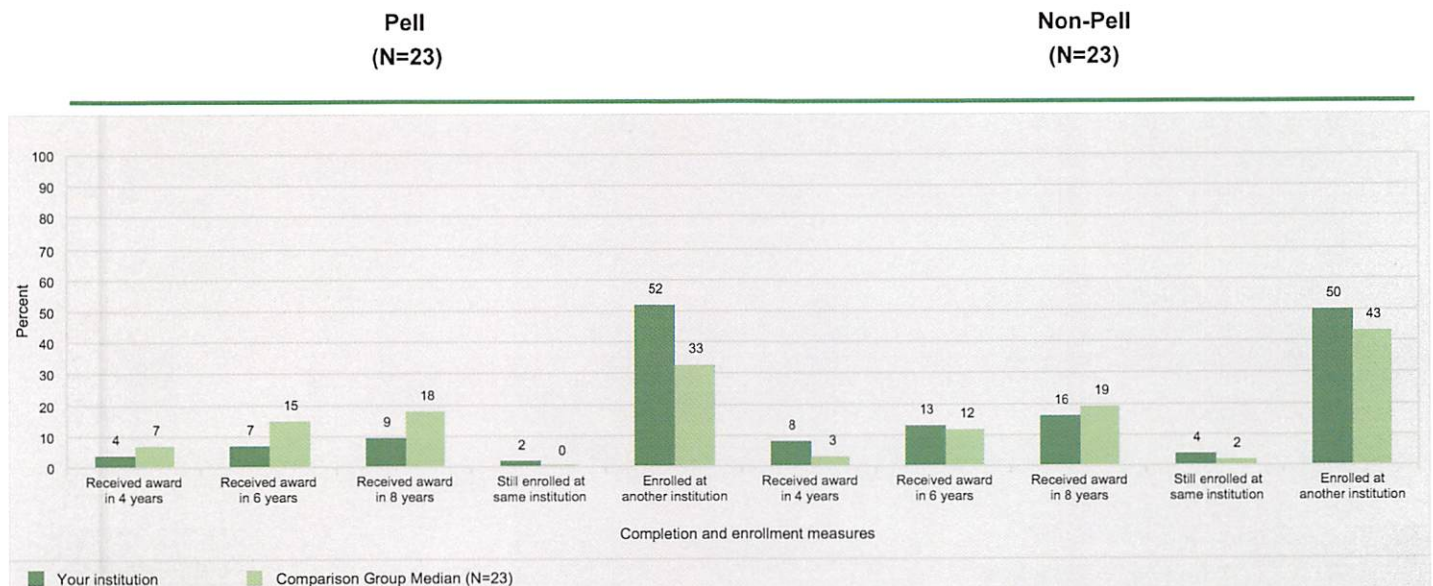
**Figure 15. Award and enrollment rates of first-time, full-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status: 2010-11 cohort**



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. 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, Outcome Measures component.

**Figure 16. Award and enrollment rates of first-time, part-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status: 2010-11 cohort**

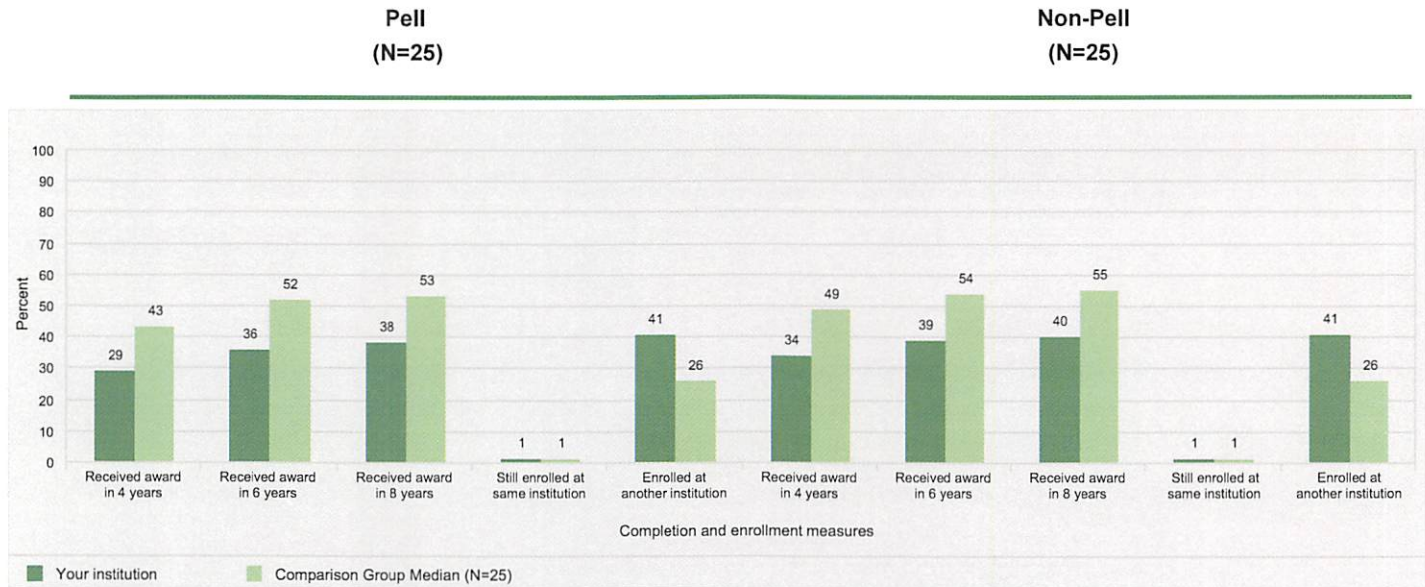


NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) 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. 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, Outcome Measures component.

# Middle Georgia State University

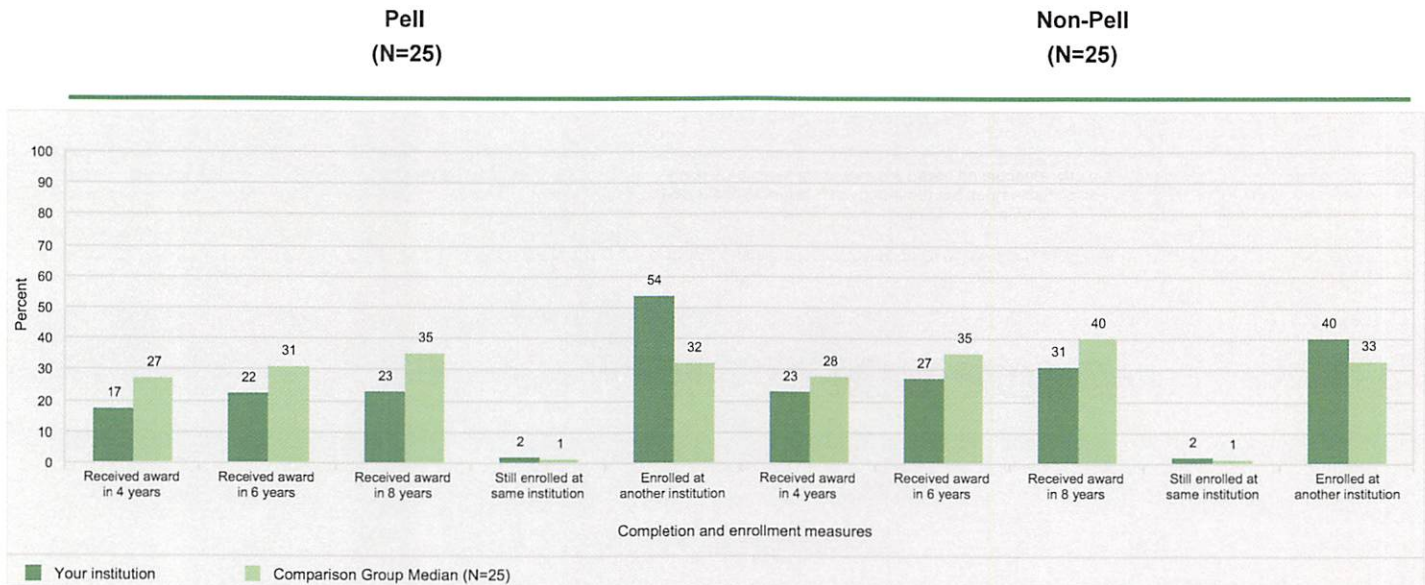
**Figure 17. Award and enrollment rates of non-first-time, full-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status: 2010-11 cohort**



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. 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, Outcome Measures component.

**Figure 18. Award and enrollment rates of non-first-time, part-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status: 2010-11 cohort**

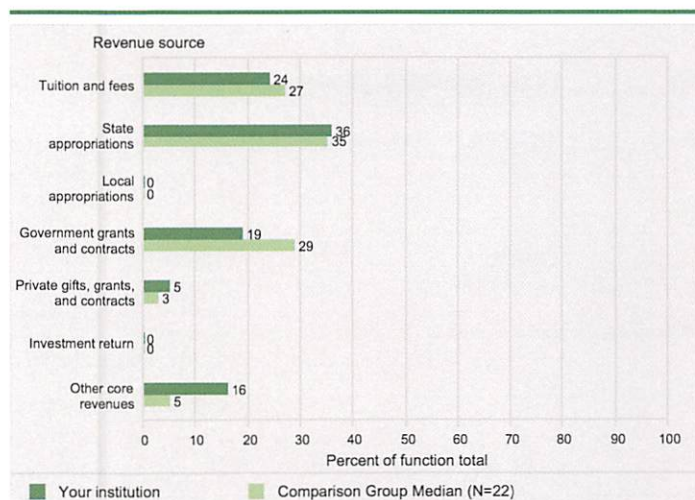


NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) 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. 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, Outcome Measures component.



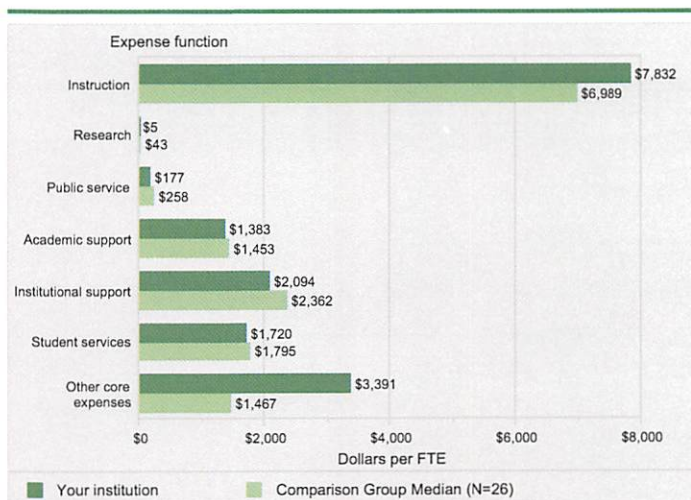
**Figure 19. Percent distribution of core revenues, by source: Fiscal year 2018**



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 2019, Finance component.

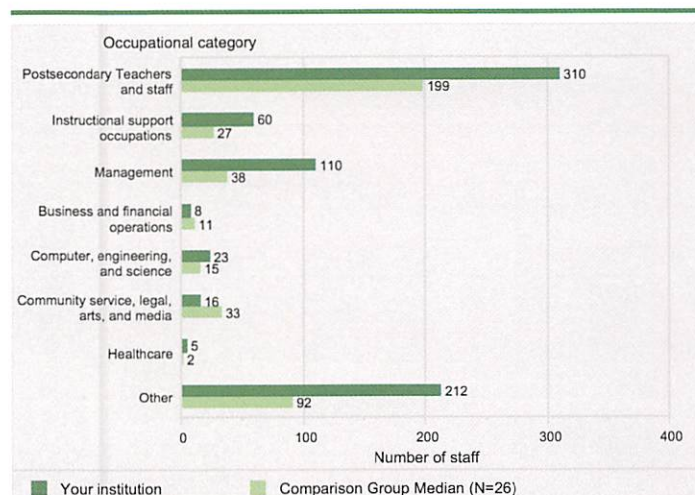
**Figure 20. Core expenses per FTE enrollment, by function: Fiscal year 2018**



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 2018, 12-month Enrollment component and Spring 2019, Finance component.

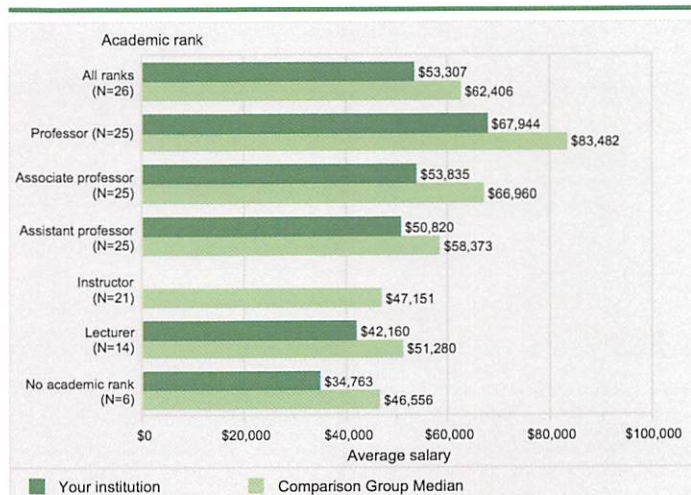
**Figure 21. Full-time equivalent staff, by occupational category: Fall 2018**



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 2019, Human Resources component.

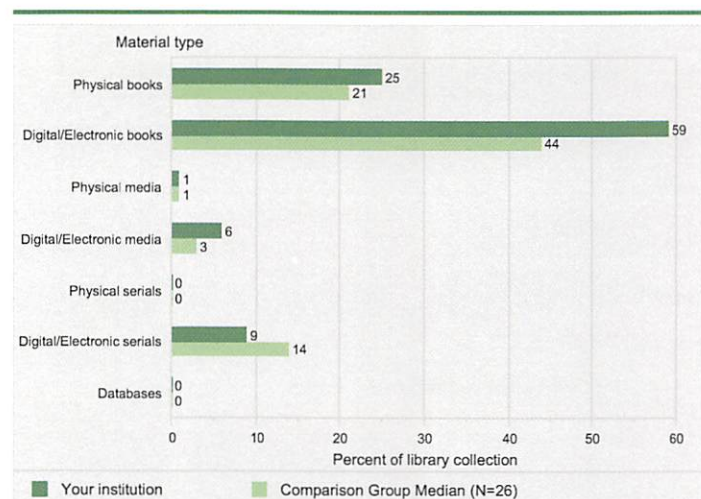
**Figure 22. Average salaries of full-time instructional non-medical staff equated to 9-months worked, by academic rank: Academic year 2018-19**



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

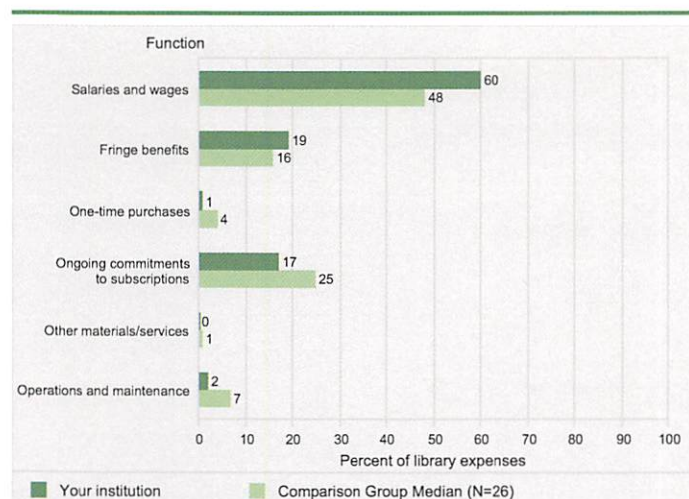
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Human Resources component.

**Figure 23. Percent distribution of library collection, by material type: Fiscal Year 2018**



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 2019, Academic Libraries component.

**Figure 24. Percent distribution of library expenses, by function: Fiscal Year 2018**



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 2019, Academic Libraries component.



## METHODOLOGICAL NOTES

### Overview

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 institutional responses. Furthermore, data used in this report are provisional level and may be revised for a limited time through the IPEDS Prior Year Revision system.

### 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 (<https://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.



# Middle Georgia State University

## Student Enrollment

### *Enrollment Counts*

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.

### *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.

## Completions

### *Completions and Completers*

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

### *Financial Aid Recipients and Amounts*

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.

## Charges and Net Price

### *Average Institutional Net Price*

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 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 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.

### *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 requests 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: First-time, full-time (FTFT); First-time, part-time (FTPT); Non-first-time, full-time entering (NFTFT); and Non-first-time, part-time entering (NFTPT). 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 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.

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.



# Middle Georgia State University

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.

## *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 Resources

Additional methodological information on the IPEDS components can be found in the publications available at <https://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>.

Visit the IPEDS Data Feedback Report resource page that provides instructions on creating a custom comparison report, FAQs, and video tutorials <https://nces.ed.gov/ipeds/Help/View/2>.



## **Appendix 2: IPEDS Report**

### **Select USG State Universities Comparison**

**Albany State University**  
**Clayton State University**  
**Columbus State University**  
**Georgia College & State University**  
**Savannah State University**  
**University of North Georgia**

## NATIONAL CENTER FOR EDUCATION STATISTICS

# Customized IPEDS DATA FEEDBACK REPORT 2019

**What Is IPEDS?**

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.

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 (<https://nces.ed.gov/collegenavigator/>), an online tool to aid in the college search process. Additional information about IPEDS can be found on the website at <https://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 2018-19 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 2019 report by using a different comparison group and IPEDS variables of its choosing. To learn how to customize the 2019 report, visit this resource page <https://nces.ed.gov/ipeds/Help/View/2>. To download archived reports or customize the current Data Feedback Report, visit the 'Use the Data' portal on the IPEDS website <https://nces.ed.gov/ipeds> and click on Data Feedback Report.



Middle Georgia State University  
Macon, GA





## COMPARISON GROUP

Comparison group data are included to provide a context for interpreting your institution's statistics. For this report, you specified a custom comparison group.

The custom comparison group chosen by Middle Georgia State University includes the following 6 institutions:

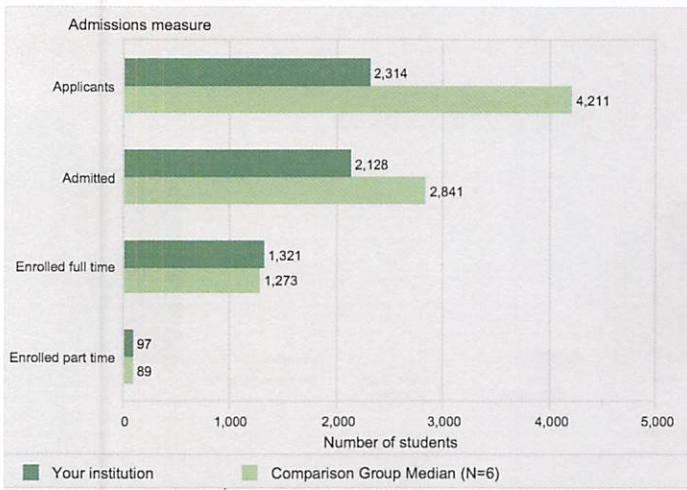
- ▶ Albany State University (Albany, GA)
- ▶ Clayton State University (Morrow, GA)
- ▶ Columbus State University (Columbus, GA)
- ▶ Georgia College & State University (Milledgeville, GA)
- ▶ Savannah State University (Savannah, GA)
- ▶ University of North Georgia (Dahlonega, GA)

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, 2, 3 and 4	Pg. 3
2) Student Enrollment	Fig. 5, 6, 7, 8, 9, 10, 11 and 12	Pg. 4, 5 and 6
3) Awards	Fig. 13 and 14	Pg. 6 and 7
4) Charges and Net Price	Fig. 15 and 16	Pg. 7
5) Student Financial Aid	Fig. 17, 18 and 19	Pg. 7 and 8
6) Military Benefits*	Fig. 20 and 21	Pg. 8
7) Retention and Graduation Rates	Fig. 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34 and 35	Pg. 9, 10, 11, 12 and 13
8) Finance	Fig. 36, 37, 38, 39, 40 and 41	Pg. 14 and 15
9) Staff	Fig. 42, 43 and 44	Pg. 15 and 16
10) Libraries*	Fig. 45 and 46	Pg. 16

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

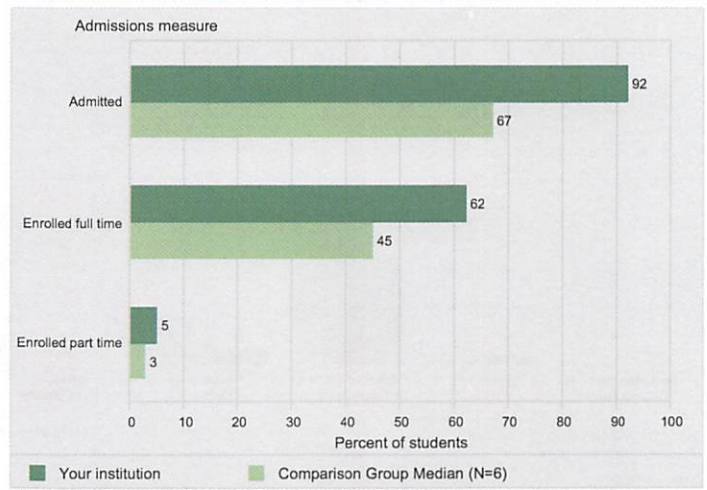
**Figure 1. Number of first-time undergraduate students who applied, were admitted, and enrolled full and part time: Fall 2018**



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 2018-19, Admissions component.

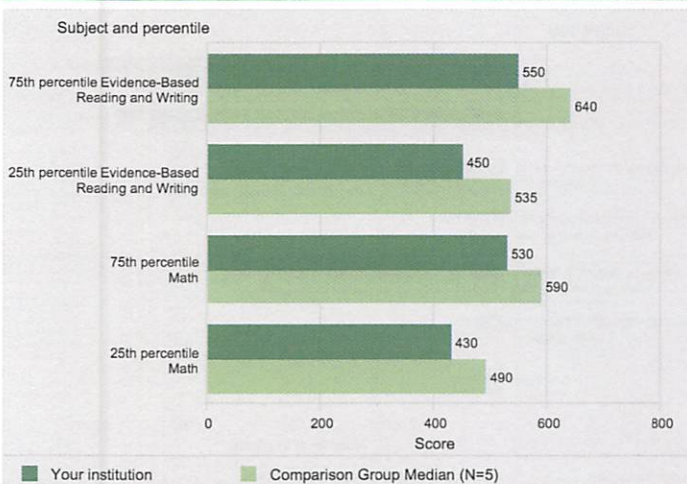
**Figure 2. Percent of first-time undergraduate applicants admitted, and percent of admitted students enrolled full and part time: Fall 2018**



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. 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 2018-19, Admissions component.

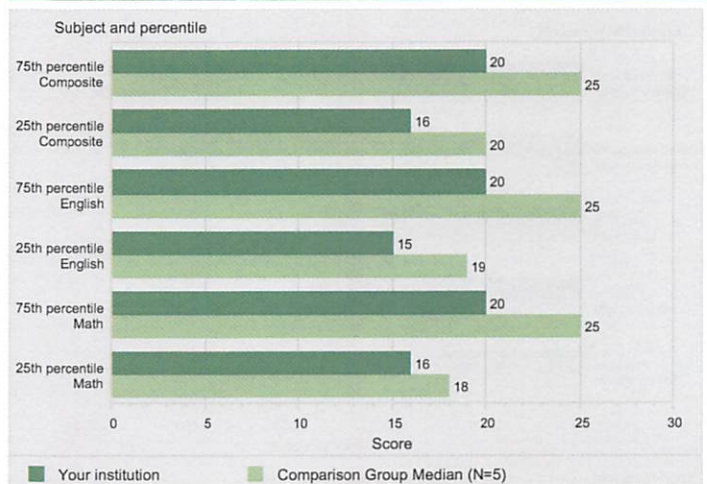
**Figure 3. Percentile SAT scores of first-time, degree/certificate-seeking undergraduate students, by subject: Fall 2018**



NOTE: 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. Institutions report test scores only if they are required for admission. 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, Admissions component.

**Figure 4. Percentile ACT scores of first-time, degree/certificate-seeking undergraduate students, by subject: Fall 2018**

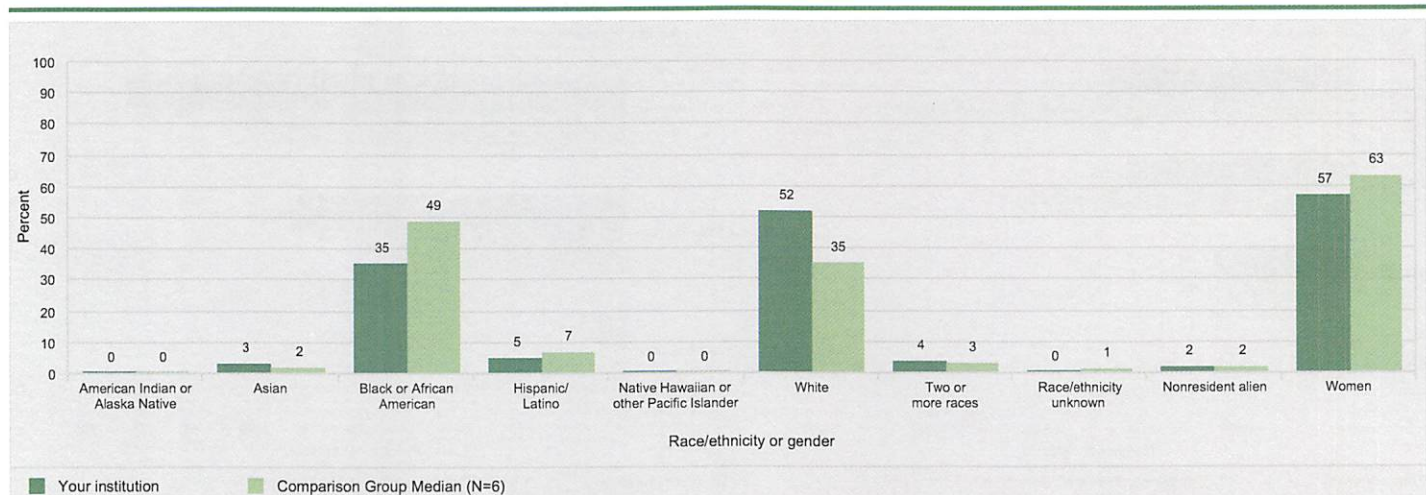


NOTE: Test score data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. Institutions report test scores only if they are required for admission. N is the number of institutions in the comparison group.

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



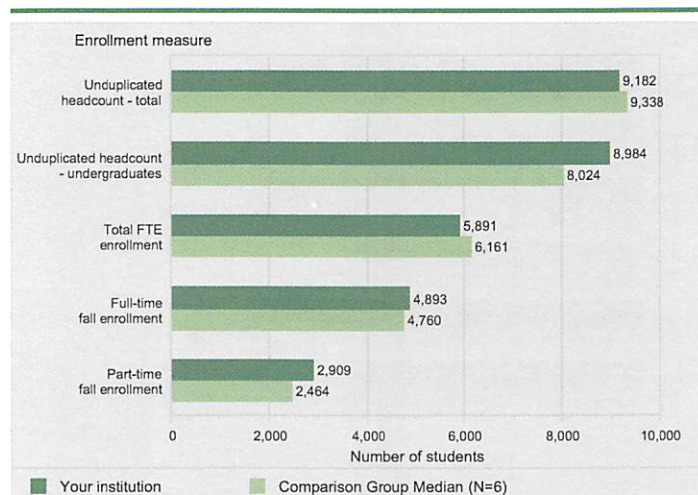
**Figure 5. Percent of all students enrolled, by race/ethnicity, and percent of students who are women: Fall 2018**



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.

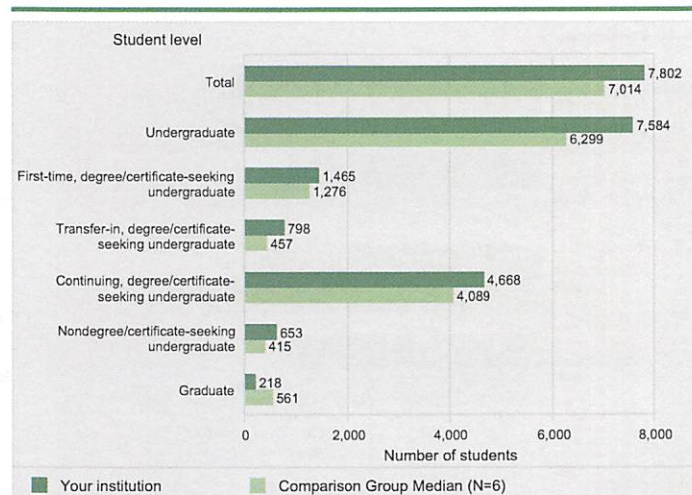
**Figure 6. Unduplicated 12-month headcount of all students and of undergraduate students (2017-18), total FTE enrollment (2017-18), and full- and part-time fall enrollment (Fall 2018)**



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 2018, 12-month Enrollment component and Spring 2019, Fall Enrollment component.

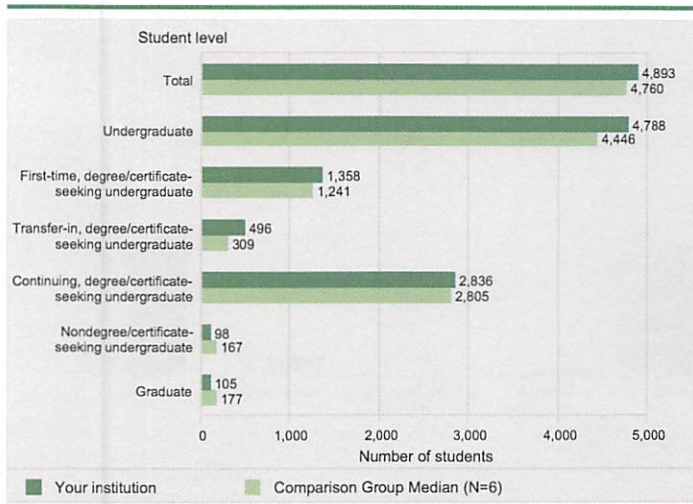
**Figure 7. Enrollment, by student level: Fall 2018**



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 2019, Fall Enrollment component.

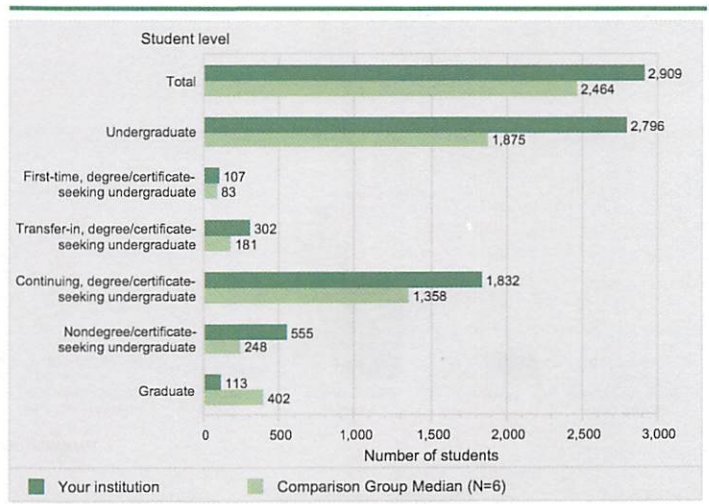
**Figure 8. Full-time enrollment, by student level: Fall 2018**



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 2019, Fall Enrollment component.

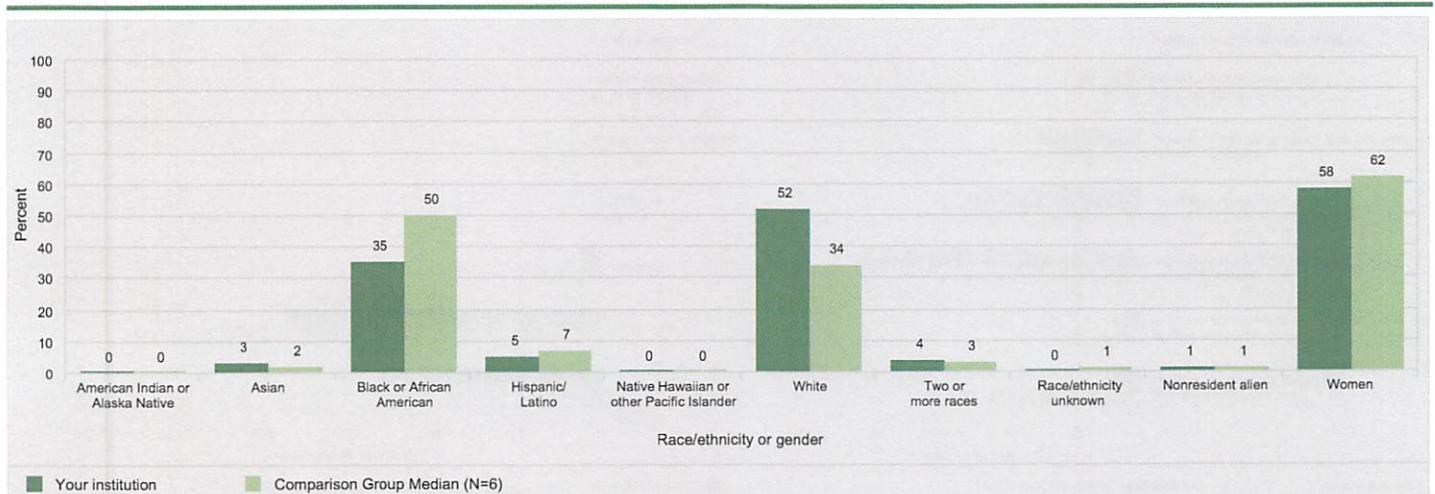
**Figure 9. Part-time enrollment, by student level: Fall 2018**



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 2019, Fall Enrollment component.

**Figure 10. Percent of all undergraduate students enrolled, by race/ethnicity, and percent of students who are women: Fall 2018**

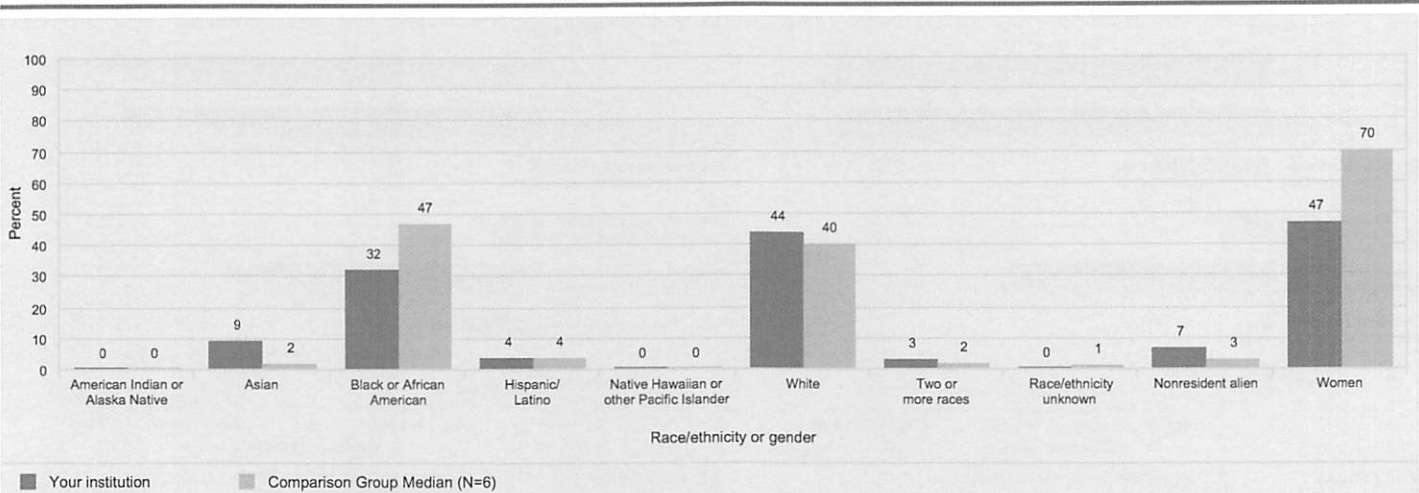


NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. Median values for the comparison group will not add to 100%. See 'Use of Median Values for Comparison Group' for how median values are determined. N is the number of institutions in the comparison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

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

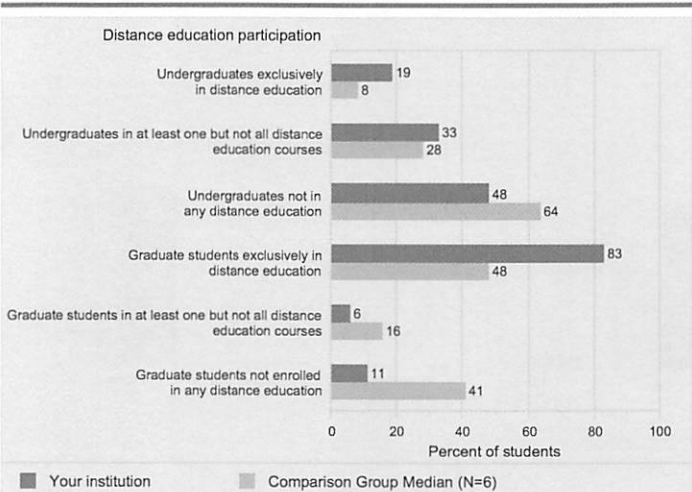


**Figure 11. Percent of all graduate students enrolled, by race/ethnicity, and percent of students who are women: Fall 2018**



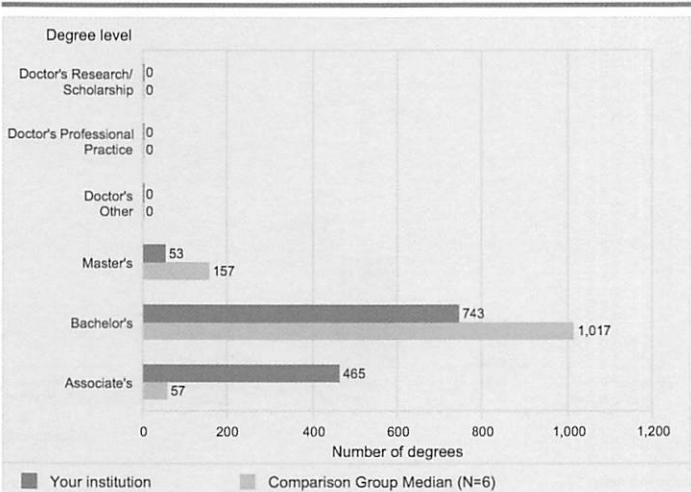
NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. Median values for the comparison group will not add to 100%. See 'Use of Median Values for Comparison Group' for how median values are determined. N is the number of institutions in the comparison group.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Fall Enrollment component.

**Figure 12. Percent of students enrolled in distance education courses, by amount of distance education and student level: Fall 2018**



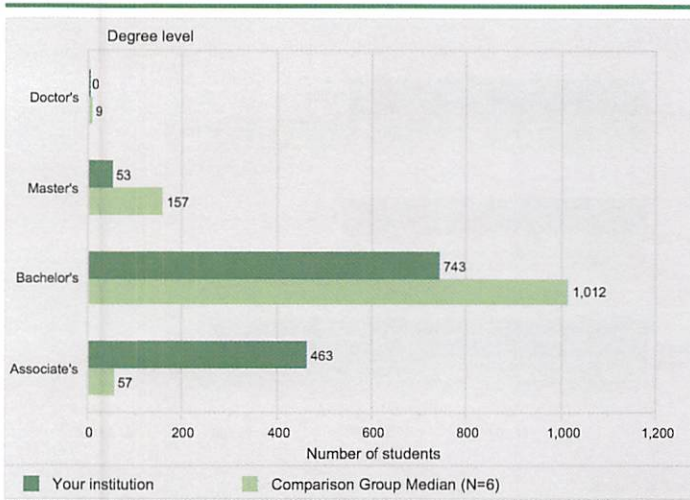
NOTE: N is the number of institutions in the comparison group.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Fall Enrollment component.

**Figure 13. Number of degrees awarded, by level: 2017-18**



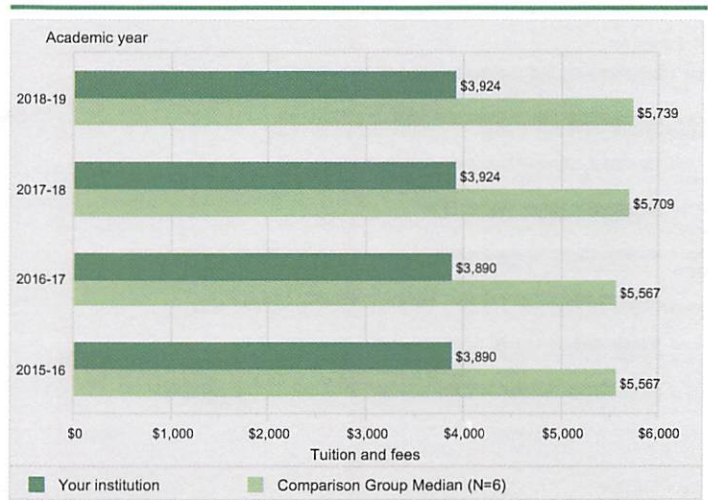
NOTE: For additional information about postbaccalaureate degree levels, see the Methodology Notes. N is the number of institutions in the comparison group.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2018, Completions component.

**Figure 14. Number of students completing a degree, by level: 2017-18**



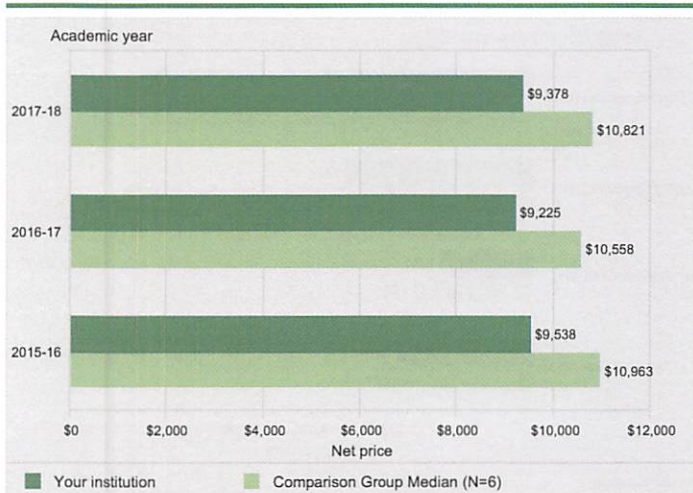
NOTE: For additional information about postbaccalaureate degree levels, see the Methodology Notes. N is the number of institutions in the comparison group.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2018, Completions component.

**Figure 15. Academic year tuition and required fees for full-time, first-time degree/certificate-seeking undergraduates: 2015-16 to 2018-19**



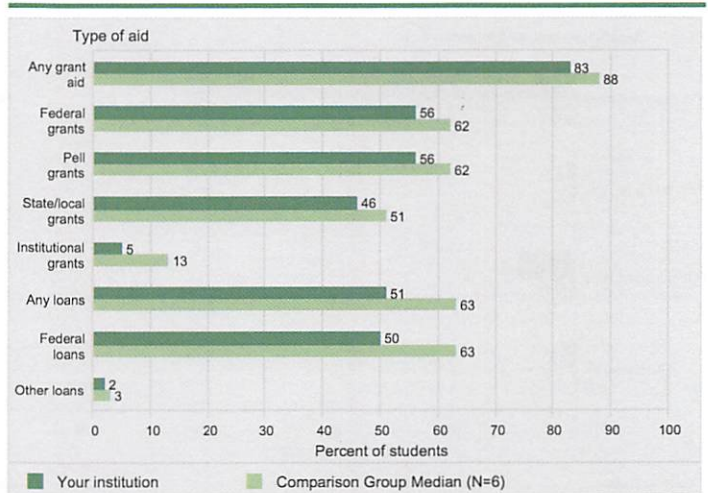
NOTE: The tuition and required fees shown here are the lowest reported from the categories of in-district, in-state, and out-of-state. N is the number of institutions in the comparison group.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2018, Institutional Characteristics component.

**Figure 16. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students, who were awarded grant or scholarship aid: 2015-16 to 2017-18**



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 2018, Institutional Characteristics component and Winter 2018-19, Student Financial Aid component.

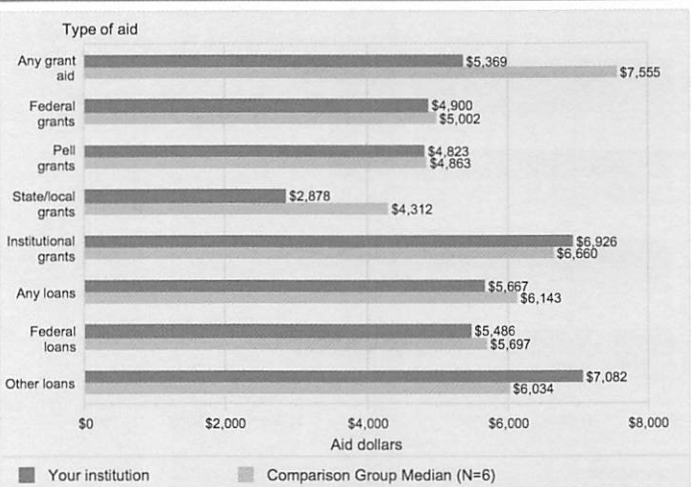
**Figure 17. Percent of full-time, first-time degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid: 2017-18**



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 2018-19, Student Financial Aid component.



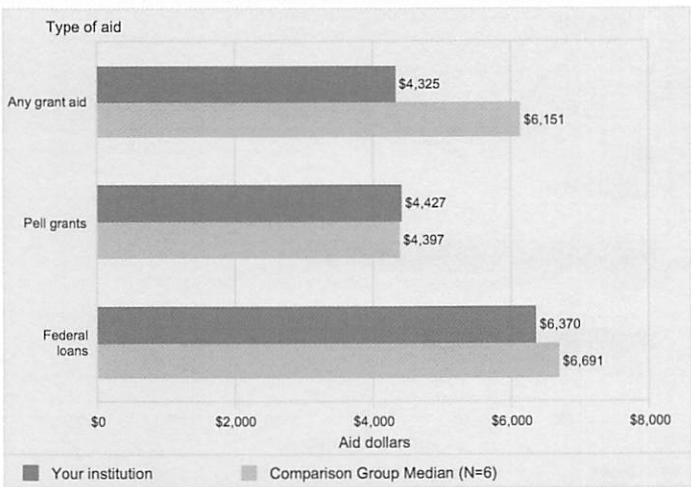
**Figure 18. Average amounts of awarded grant or scholarship aid from the federal government, state/local government, or the institution, or loans awarded to full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2017-18**



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 2018-19, Student Financial Aid component.

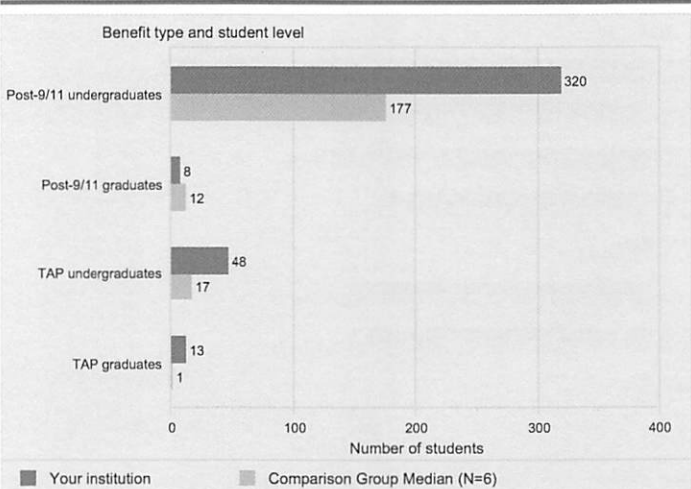
**Figure 19. Average amount of aid awarded to all undergraduates, by type of aid: 2017-18**



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 2018-19, Student Financial Aid component.

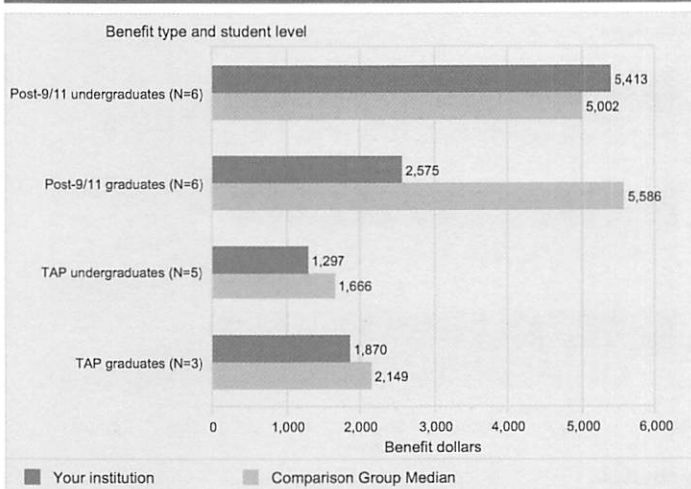
**Figure 20. Number of students receiving military educational benefits, by benefit type and student level: 2017-18**



NOTE: N is the number of institutions in the comparison group. Post-9/11 refers to the Department of Veteran Affairs Post-9/11 G.I. Bill educational benefit. TAP refers to the Department of Defense Tuition Assistance Program educational benefit.

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

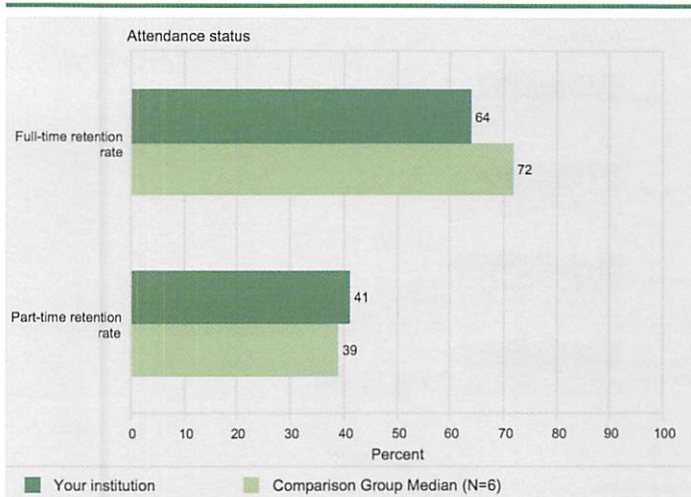
**Figure 21. Average amount of military educational benefits received, by benefit type and student level: 2017-18**



NOTE: N is the number of institutions in the comparison group. Post-9/11 refers to the Department of Veteran Affairs Post-9/11 G.I. Bill educational benefit. TAP refers to the Department of Defense Tuition Assistance Program educational benefit.

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

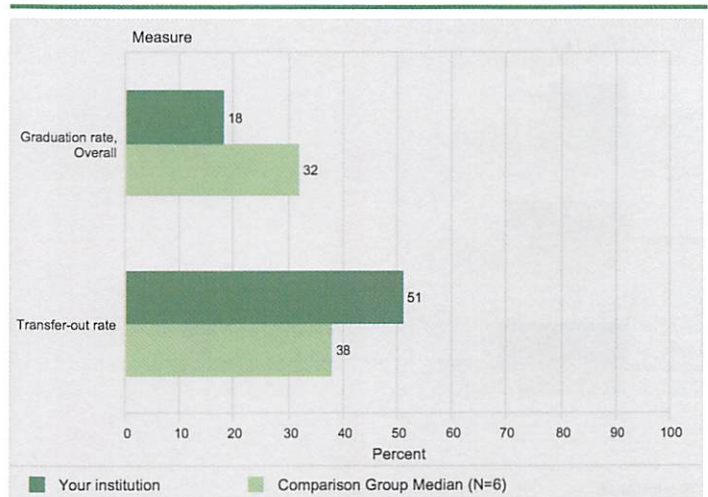
**Figure 22. Retention rates of first-time bachelor's degree seeking students, by attendance status: Fall 2017 cohort**



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, 2017. Program reporters determine the cohort with enrollment any time between August 1-October 31, 2017 and retention based on August 1, 2018. 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 2019, Fall Enrollment component.

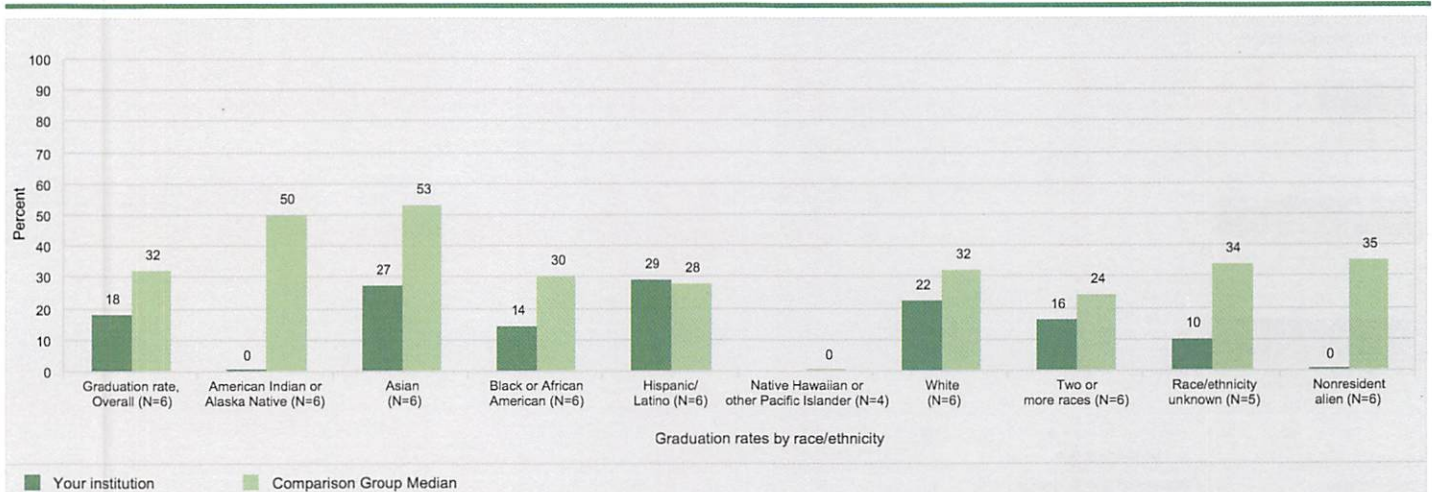
**Figure 23. Graduation and transfer-out rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion: 2012 cohort**



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 2018-19, Graduation Rates component.

**Figure 24. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2012 cohort**

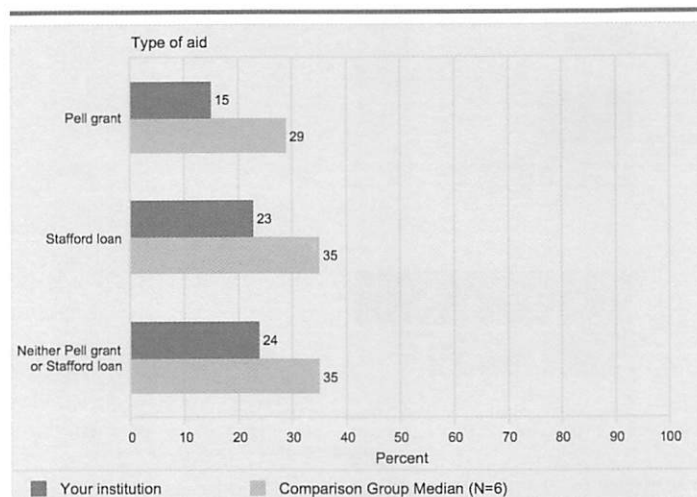


NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. The graduation rates are the Student Right-to-Know (SRK) rates. Median values for the comparison group will not add to 100%. N is the number of institutions in the comparison group.

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



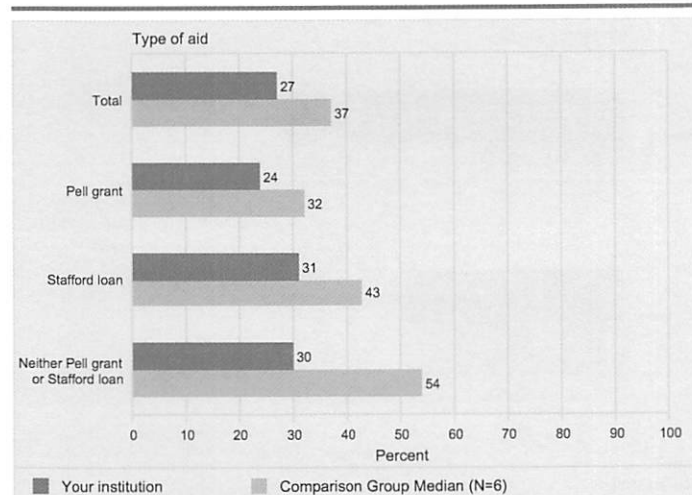
**Figure 25. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by type of aid: 2012 cohort**



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. 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.

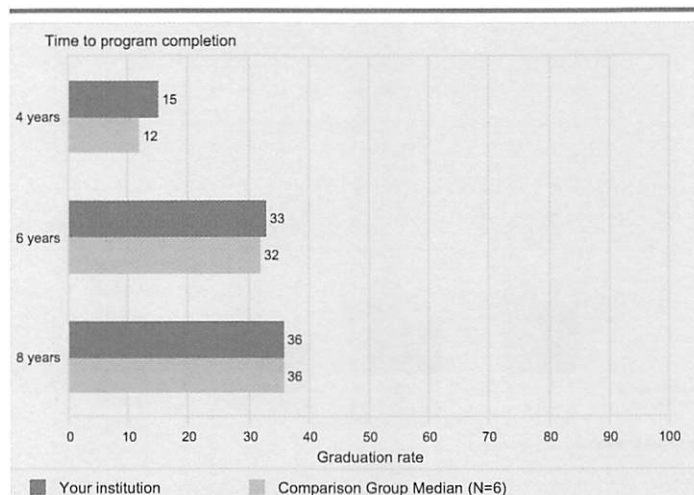
**Figure 26. Graduation rates of full-time, first-time bachelor's degree-seeking undergraduates within 6 years, by type of aid: 2012 cohort**



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. 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.

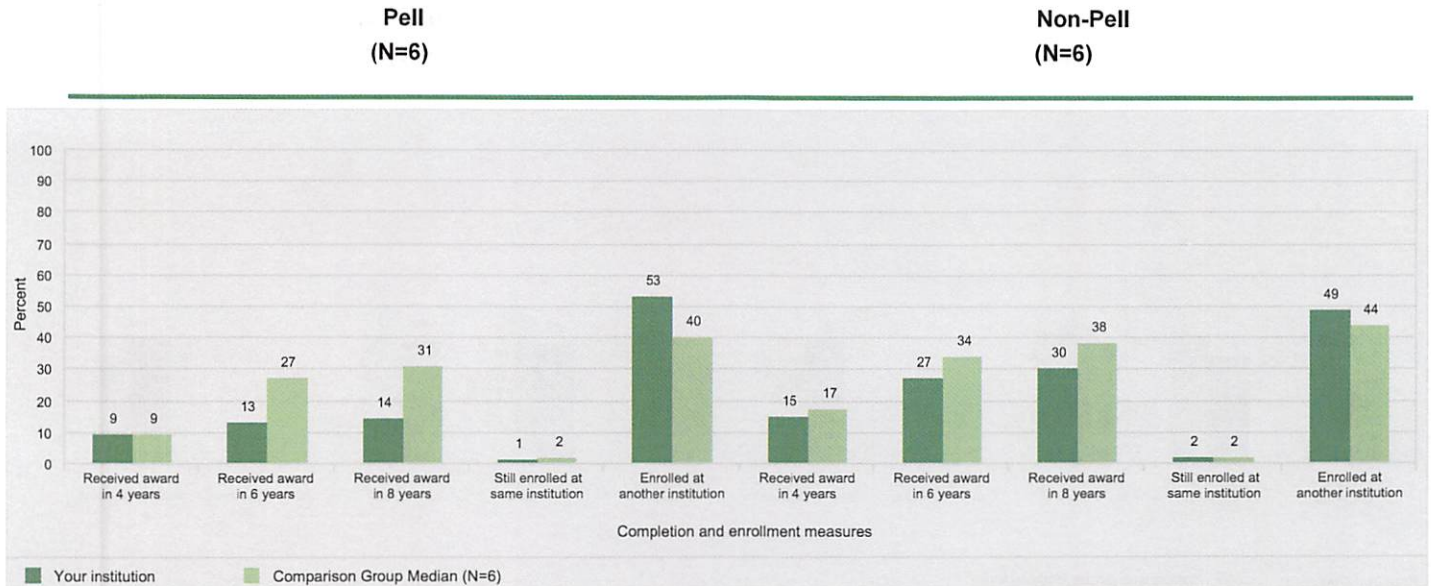
**Figure 27. Bachelor's degree graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2010 cohort**



NOTE: The 4-, 6-, and 8-year graduation rates are calculated using the number of 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 2018-19, 200% Graduation Rates component.

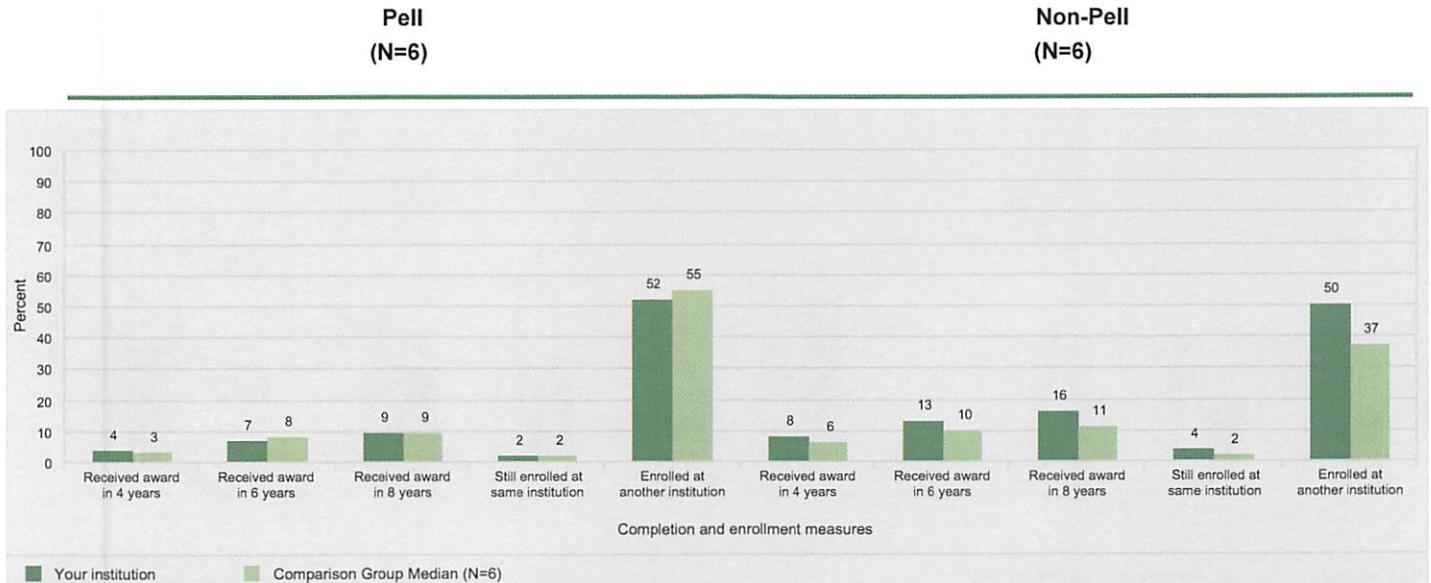
**Figure 28. Award and enrollment rates of first-time, full-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status: 2010-11 cohort**



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. 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, Outcome Measures component.

**Figure 29. Award and enrollment rates of first-time, part-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status: 2010-11 cohort**

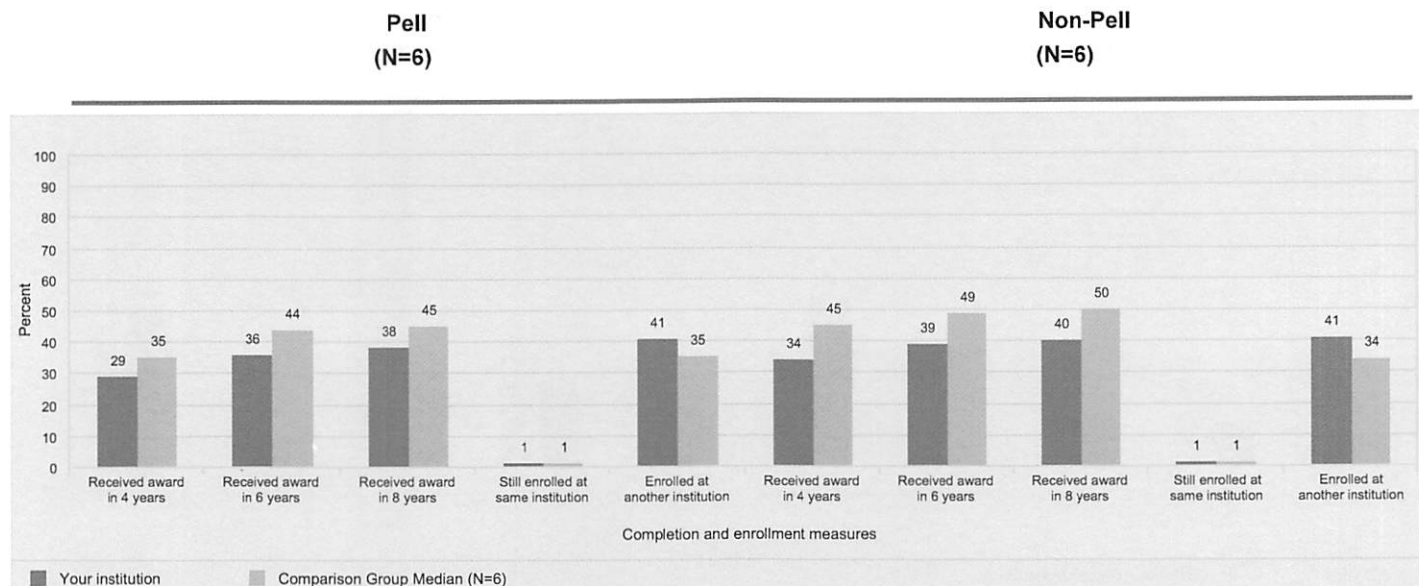


NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) 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. 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, Outcome Measures component.



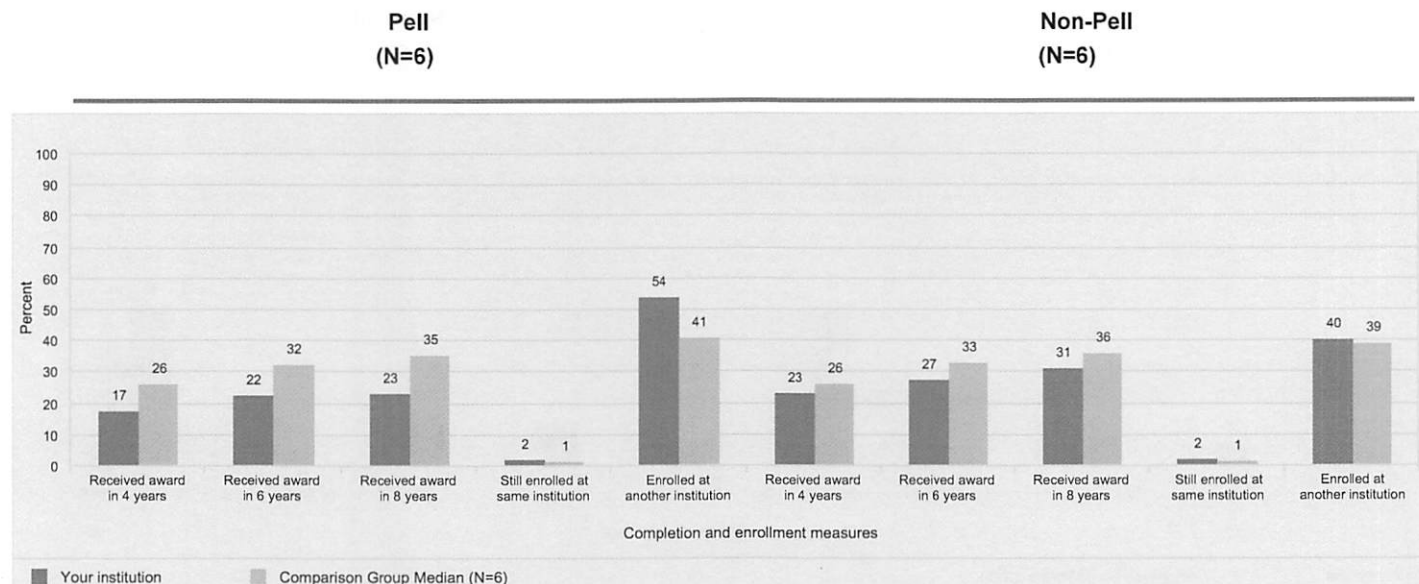
**Figure 30. Award and enrollment rates of non-first-time, full-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status: 2010-11 cohort**



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. 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, Outcome Measures component.

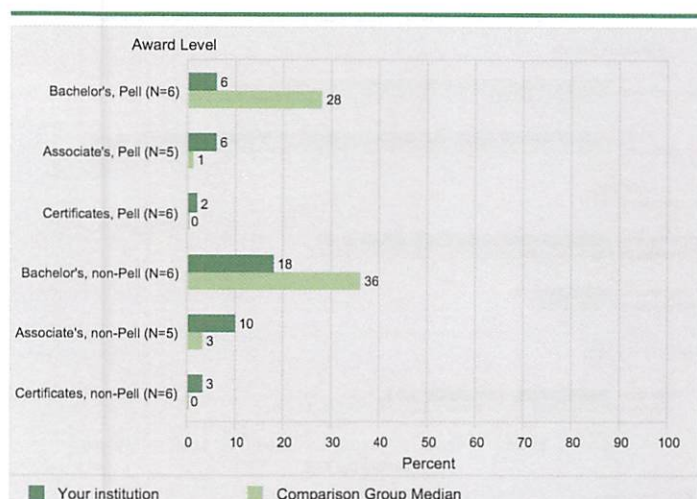
**Figure 31. Award and enrollment rates of non-first-time, part-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status: 2010-11 cohort**



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. 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, Outcome Measures component.

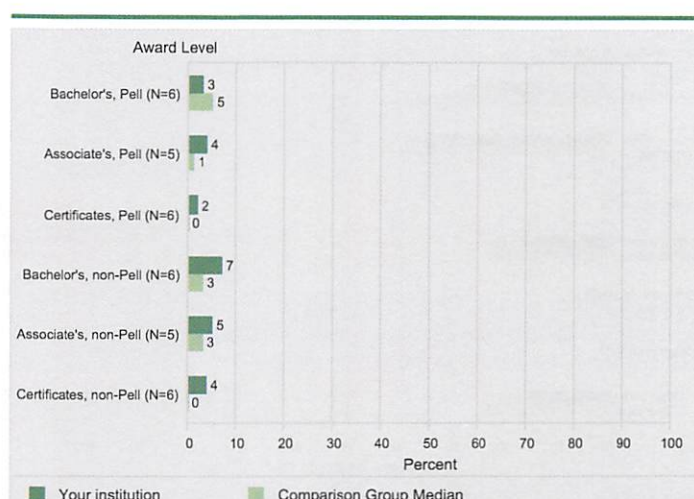
**Figure 32. Award rates of first-time, full-time, degree/certificate-seeking undergraduates after 8 years of entry, by award level and Pell status: 2010-11 cohort**



NOTE: Award level rates are based on the highest award received 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. 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, Outcome Measures component.

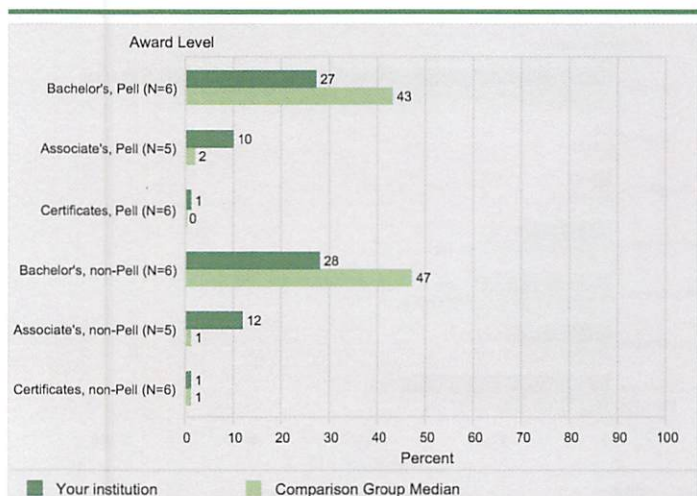
**Figure 33. Award rates of first-time, part-time, degree/certificate-seeking undergraduates after 8 years of entry, by award level and Pell status: 2010-11 cohort**



NOTE: Award level rates are based on the highest award received 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 on between July 1, 2010-June 30, 2011. 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 2018-19, Outcome Measures component.

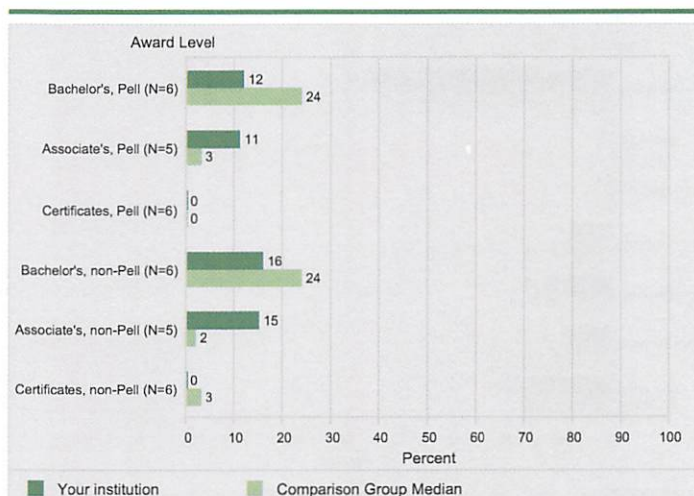
**Figure 34. Award rates of non-first-time, full-time, degree/certificate-seeking undergraduates after 8 years of entry, by award level and Pell status: 2010-11 cohort**



NOTE: Award level rates are based on the highest award received 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. 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, Outcome Measures component.

**Figure 35. Award rates of non-first-time, part-time, degree/certificate-seeking undergraduates after 8 years of entry, by award level and Pell status: 2010-11 cohort**

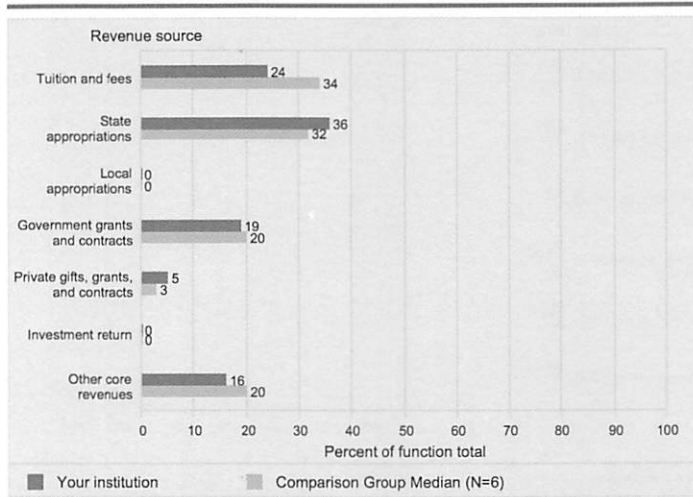


NOTE: Award level rates are based on the highest award received after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2010-June 30, 2011. Pell recipients are students with demonstrated financial need. 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, Outcome Measures component.



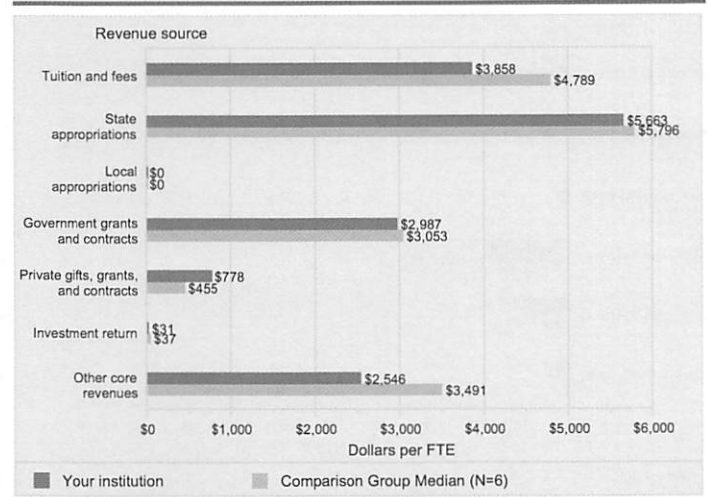
**Figure 36. Percent distribution of core revenues, by source: Fiscal year 2018**



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 2019, Finance component.

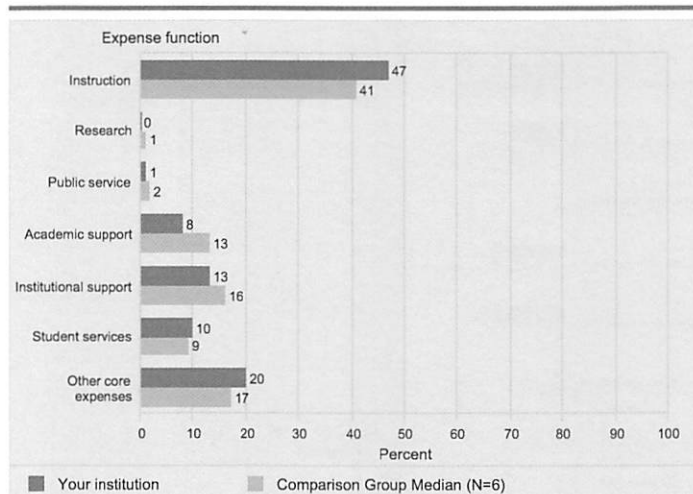
**Figure 37. Core revenues per FTE enrollment, by source: Fiscal year 2018**



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 details on calculating FTE enrollment and a detailed definition of core revenues, 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 2018, 12-month Enrollment component and Spring 2019, Finance component.

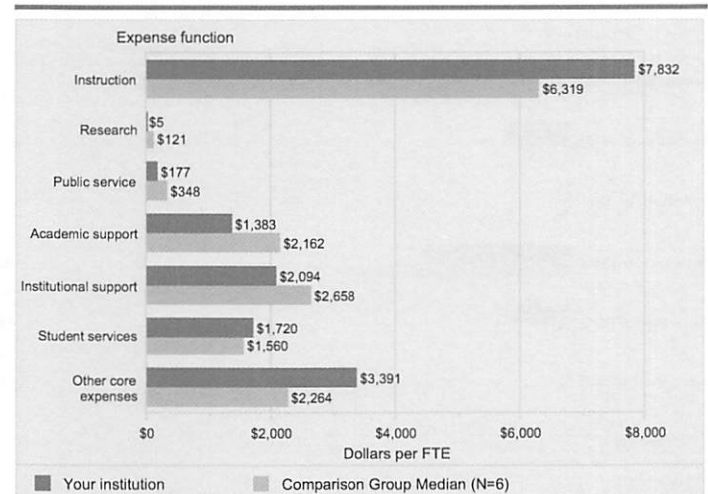
**Figure 38. Percent distribution of core expenses, by function: Fiscal year 2018**



NOTE: For 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): Spring 2019, Finance component.

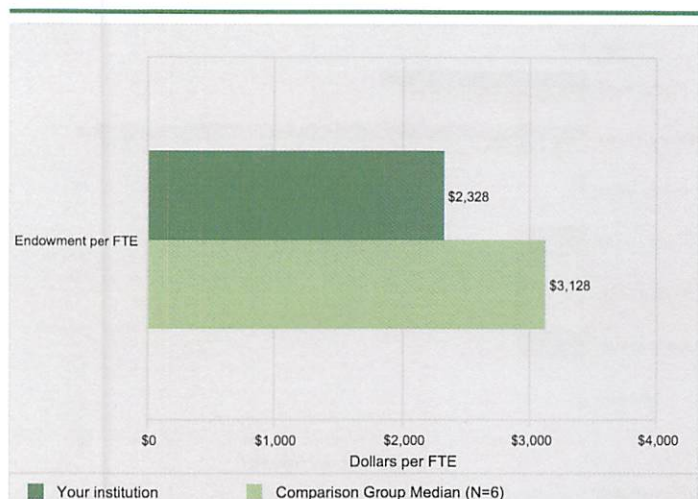
**Figure 39. Core expenses per FTE enrollment, by function: Fiscal year 2018**



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 2018, 12-month Enrollment component and Spring 2019, Finance component.

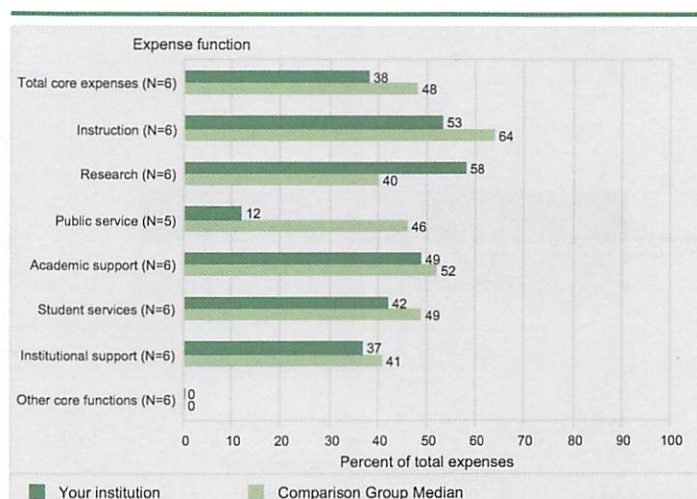
**Figure 40. Endowment assets (year end) per FTE enrollment: Fiscal year 2018**



NOTE: For more information on the comparison group median, 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 2018, 12-month Enrollment component and Spring 2019, Finance component.

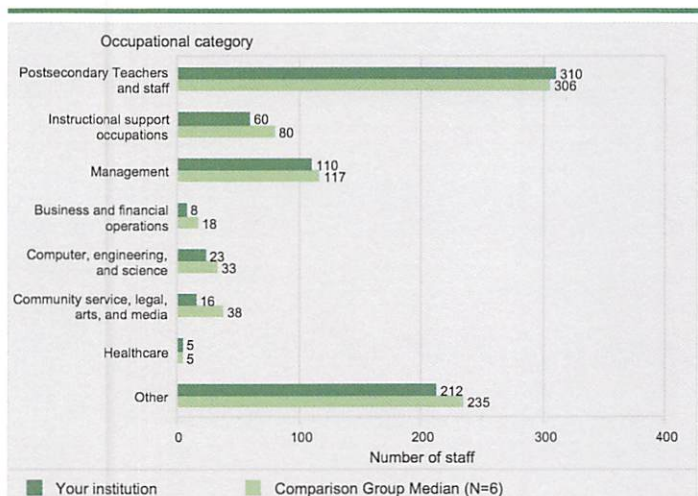
**Figure 41. Expenses for salaries and wages as a percent of total expenses, by function: Fiscal year 2018**



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 2019, Finance component.

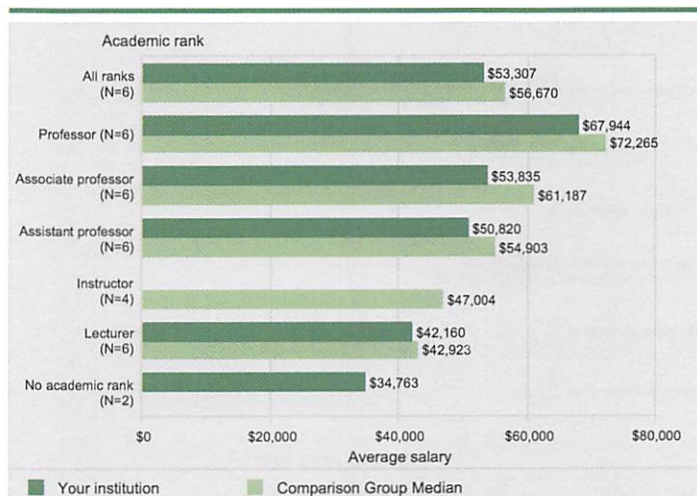
**Figure 42. Full-time equivalent staff, by occupational category: Fall 2018**



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 2019, Human Resources component.

**Figure 43. Average salaries of full-time instructional non-medical staff equated to 9-months worked, by academic rank: Academic year 2018-19**

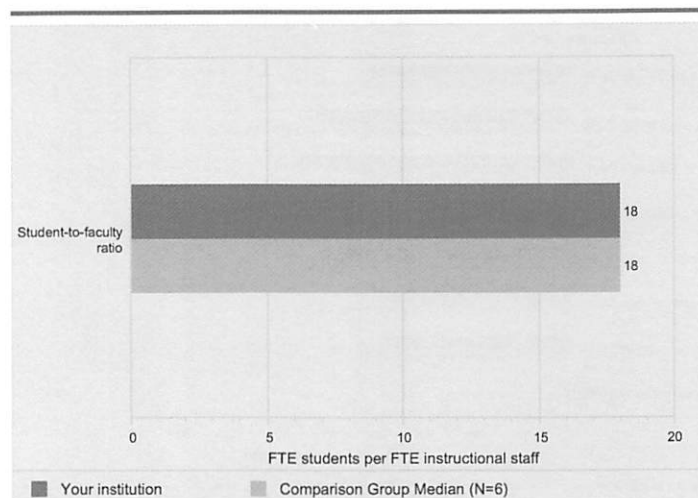


NOTE: See Methodology Notes for more details on average salary. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

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

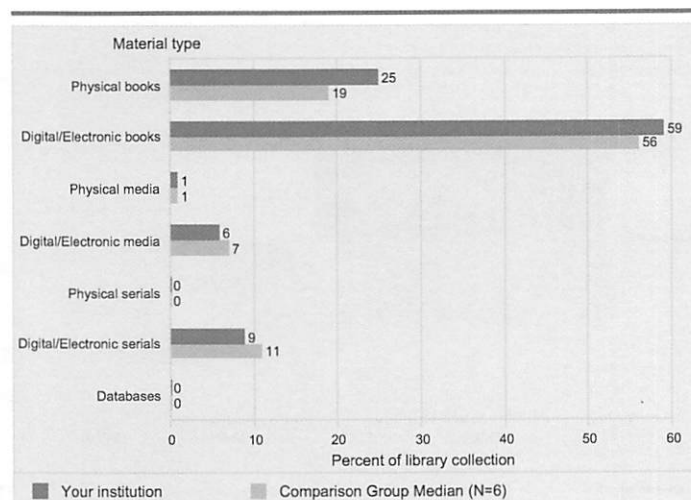


**Figure 44. Student-to-faculty ratio: Fall 2018**



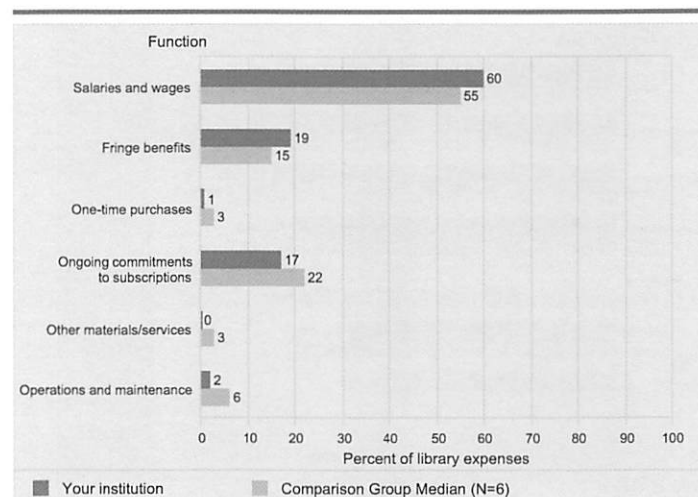
NOTE: Student-to-faculty ratio data are presented only for institutions that have undergraduate students; graduate only institutions are not included. For details, see the Methodological Notes. N is the number of institutions in the comparison group.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Fall Enrollment component.

**Figure 45. Percent distribution of library collection, by material type: Fiscal Year 2018**



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 2019, Academic Libraries component.

**Figure 46. Percent distribution of library expenses, by function: Fiscal Year 2018**



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 2019, Academic Libraries component.

## METHODOLOGICAL NOTES

### Overview

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 institutional responses. Furthermore, data used in this report are provisional level and may be revised for a limited time through the IPEDS Prior Year Revision system.

### 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 (<https://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

### *Enrollment Counts*

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.

### *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.

## Completions

### *Completions and Completers*

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).

## Charges and Net Price

### *Average Institutional Net Price*

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 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.

## Student Financial Aid

### *Financial Aid Recipients and Amounts*

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.



## Military Benefits

### *Military Benefits*

IPEDS collects data on two military educational benefit programs – Post 9/11 GI Bill and Tuition Assistance.

The Post 9/11 GI Bill is a federal education benefit for veterans, who served on active duty after September 1, 2001. This benefit provides up to 36 months of education benefits for the following college costs: tuition and fees, books and supplies and housing. The tuition and fees benefit payment is made directly to the postsecondary institution; whereas, payments for books, supplies, and housing are sent to the student.

The Tuition Assistance Program covers the tuition and course-specific fees of active, eligible service members. The benefit is directly paid to the institution by the service member's Armed service.

## Retention, Graduation Rates, and Outcome Measures

### *Retention Rates*

Retention rates are measures 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.

### *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 requests 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: First-time, full-time (FTFT); First-time, part-time (FTPT); Non-first-time, full-time entering (NFTFT); and Non-first-time, part-time entering (NFTPT). 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 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.

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 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.

### *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.

## Libraries

### *Library Collections*

Collections comprise of documents held locally and remote resources for which permanent or temporary access rights have been acquired. Degree-granting institutions with total library expenditures greater than zero and/or had access to a library collection reported their physical books, media, and serials collections and their digital/electronic books, media, serials and database collections.

Digital/electronic books and media are reported by titles owned or leased by the library if individual titles are cataloged and/or searchable through the library catalog or discovery system. E-serials are reported by titles that are accessible through the library's catalog or discovery system. Digital and Electronic databases are reported by the total number of licensed digital/electronic databases in the institutions collection if there is bibliographic or discovery access at the database level.

Counts in each category (i.e., physical books, media, and serials as well as digital/electronic books, media, serials, and databases) are the number of held at the end of the most recent fiscal year. The percent distribution of each resource is derived by dividing the counts in each category by the total of all categories.

### *Library Expenditures*

Library expenditures are funds expended by the library (regardless of when received) from its regular budget and from all other sources, reported for the most recent fiscal year. Salaries and wages are reported from the library budget or all other institutional sources that are identifiable. Fringe benefits are reported only if paid from the library budget. Degree-granting institutions with total library expenditures less than \$100,000 were not required to report their expenditures to IPEDS. The percent distribution of each category of expense is derived by dividing each expense category by the sum of total library expenditure.

## Additional Resources

Additional methodological information on the IPEDS components can be found in the publications available at <https://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>.

Visit the IPEDS Data Feedback Report resource page that provides instructions on creating a custom comparison report, FAQs, and video tutorials <https://nces.ed.gov/ipeds/Help/View/2>.



# Appendix 3: IPEDS Report

## Select USG Aspirational Universities Comparison

Augusta University  
University of West Georgia  
Valdosta State University

## NATIONAL CENTER FOR EDUCATION STATISTICS

# Customized IPEDS DATA FEEDBACK REPORT 2019

**What Is IPEDS?**

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.

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 (<https://nces.ed.gov/collegenavigator/>), an online tool to aid in the college search process. Additional information about IPEDS can be found on the website at <https://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 2018-19 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 2019 report by using a different comparison group and IPEDS variables of its choosing. To learn how to customize the 2019 report, visit this resource page <https://nces.ed.gov/ipeds/Help/View/2>. To download archived reports or customize the current Data Feedback Report, visit the 'Use the Data' portal on the IPEDS website <https://nces.ed.gov/ipeds> and click on Data Feedback Report.



Middle Georgia State University  
Macon, GA





## COMPARISON GROUP

Comparison group data are included to provide a context for interpreting your institution's statistics. For this report, you specified a custom comparison group.

The custom comparison group chosen by Middle Georgia State University includes the following 3 institutions:

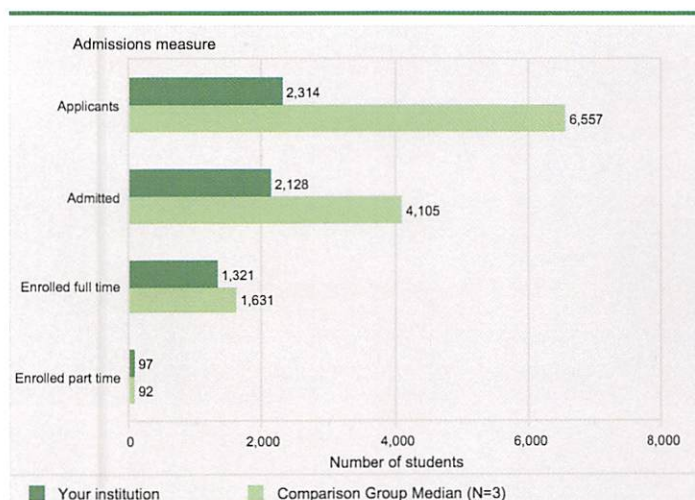
- ▶ Augusta University (Augusta, GA)
- ▶ University of West Georgia (Carrollton, GA)
- ▶ Valdosta State University (Valdosta, GA)

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, 2, 3 and 4	Pg. 3
2) Student Enrollment	Fig. 5, 6, 7, 8, 9, 10, 11 and 12	Pg. 4, 5 and 6
3) Awards	Fig. 13 and 14	Pg. 6 and 7
4) Charges and Net Price	Fig. 15 and 16	Pg. 7
5) Student Financial Aid	Fig. 17, 18 and 19	Pg. 7 and 8
6) Military Benefits*	Fig. 20 and 21	Pg. 8
7) Retention and Graduation Rates	Fig. 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34 and 35	Pg. 9, 10, 11, 12 and 13
8) Finance	Fig. 36, 37, 38, 39, 40 and 41	Pg. 14 and 15
9) Staff	Fig. 42, 43 and 44	Pg. 15 and 16
10) Libraries*	Fig. 45 and 46	Pg. 16

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

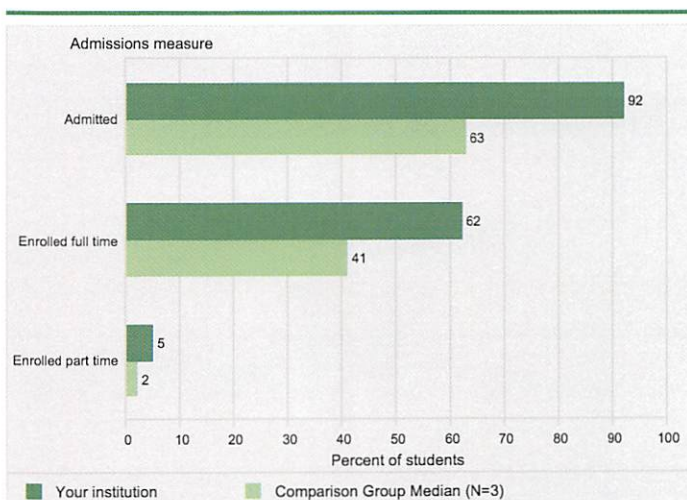
**Figure 1. Number of first-time undergraduate students who applied, were admitted, and enrolled full and part time: Fall 2018**



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 2018-19, Admissions component.

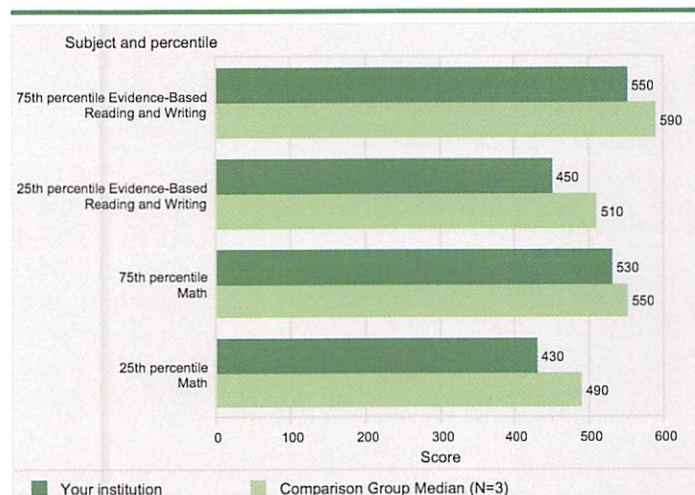
**Figure 2. Percent of first-time undergraduate applicants admitted, and percent of admitted students enrolled full and part time: Fall 2018**



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. 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 2018-19, Admissions component.

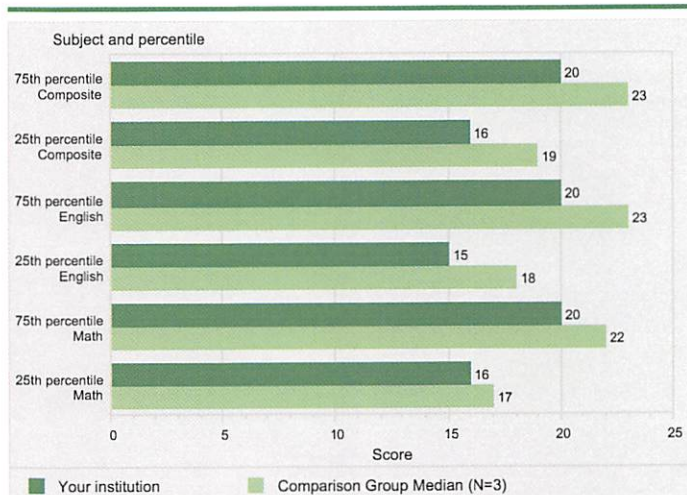
**Figure 3. Percentile SAT scores of first-time, degree/certificate-seeking undergraduate students, by subject: Fall 2018**



NOTE: 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. Institutions report test scores only if they are required for admission. 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, Admissions component.

**Figure 4. Percentile ACT scores of first-time, degree/certificate-seeking undergraduate students, by subject: Fall 2018**



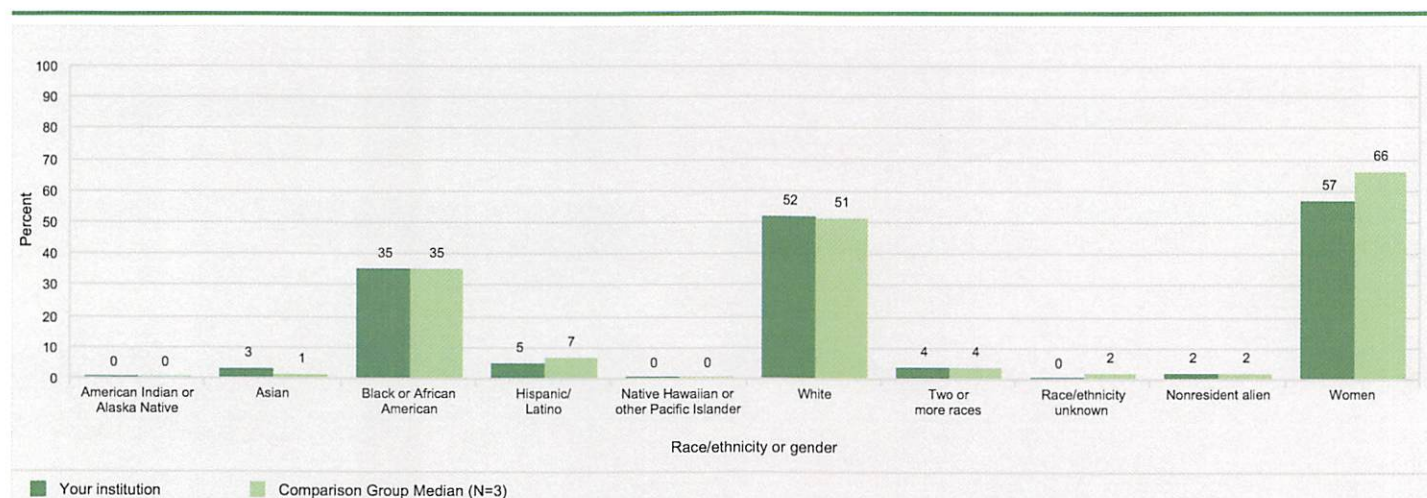
NOTE: Test score data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. Institutions report test scores only if they are required for admission. N is the number of institutions in the comparison group.

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



# Middle Georgia State University

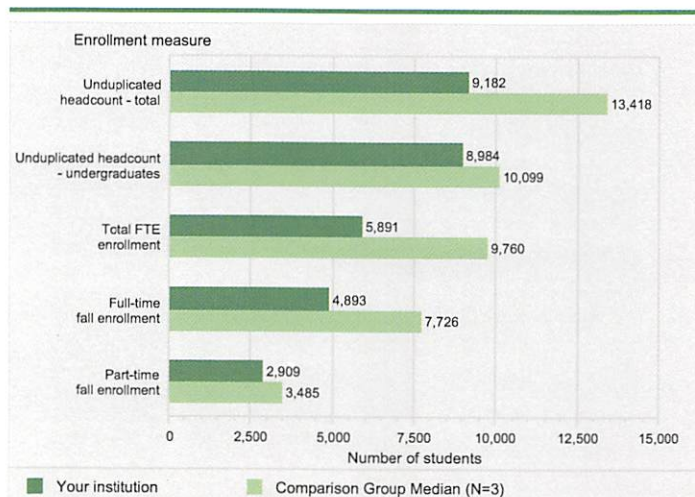
Figure 5. Percent of all students enrolled, by race/ethnicity, and percent of students who are women: Fall 2018



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.

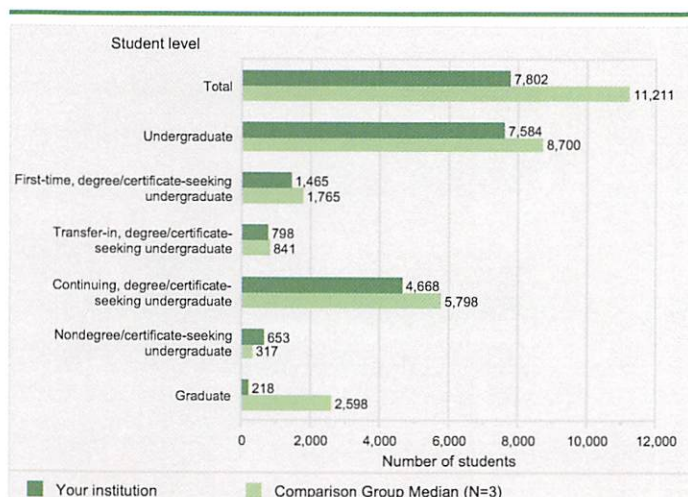
Figure 6. Unduplicated 12-month headcount of all students and of undergraduate students (2017-18), total FTE enrollment (2017-18), and full- and part-time fall enrollment (Fall 2018)



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 2018, 12-month Enrollment component and Spring 2019, Fall Enrollment component.

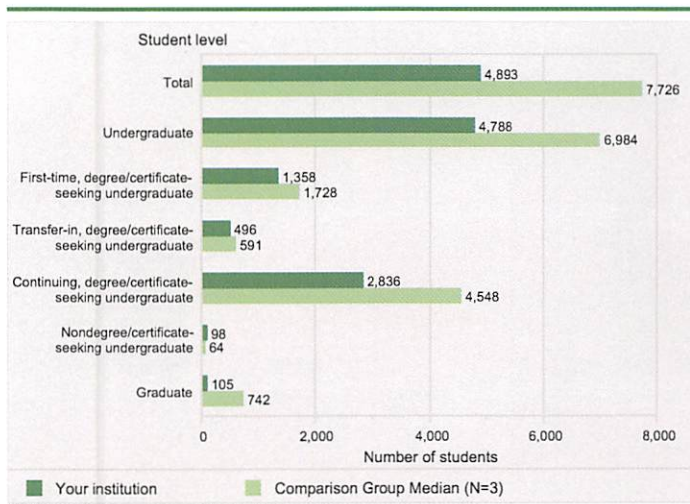
Figure 7. Enrollment, by student level: Fall 2018



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

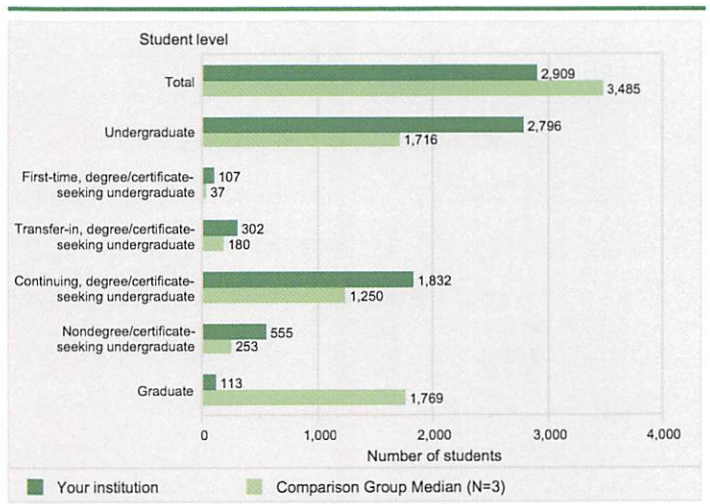
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Fall Enrollment component.

**Figure 8. Full-time enrollment, by student level: Fall 2018**



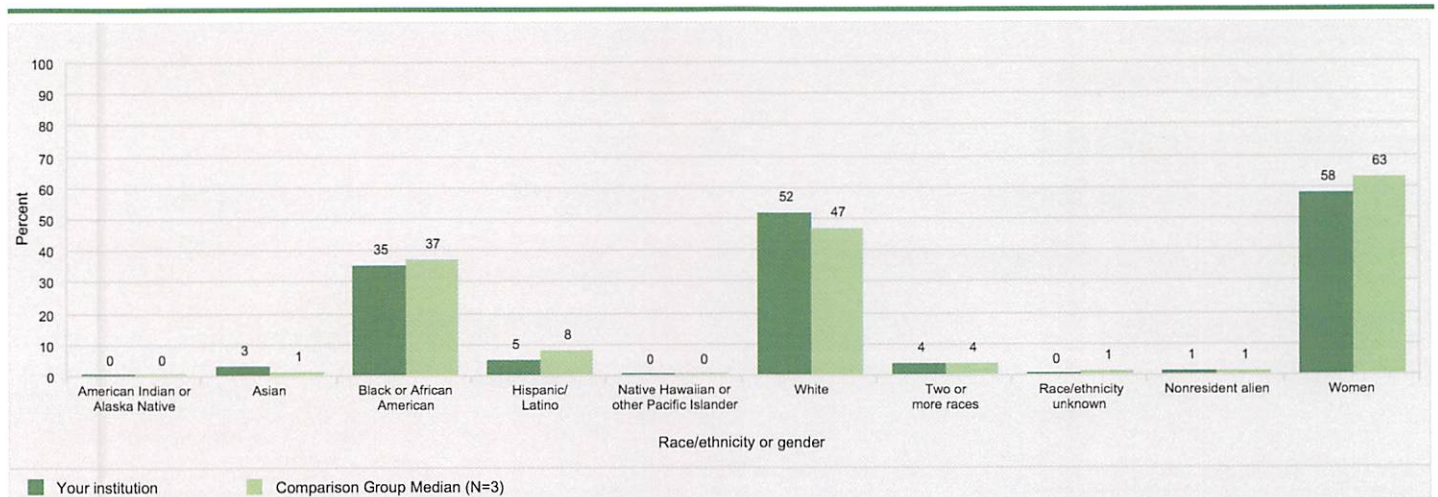
NOTE: N is the number of institutions in the comparison group.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Fall Enrollment component.

**Figure 9. Part-time enrollment, by student level: Fall 2018**



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 2019, Fall Enrollment component.

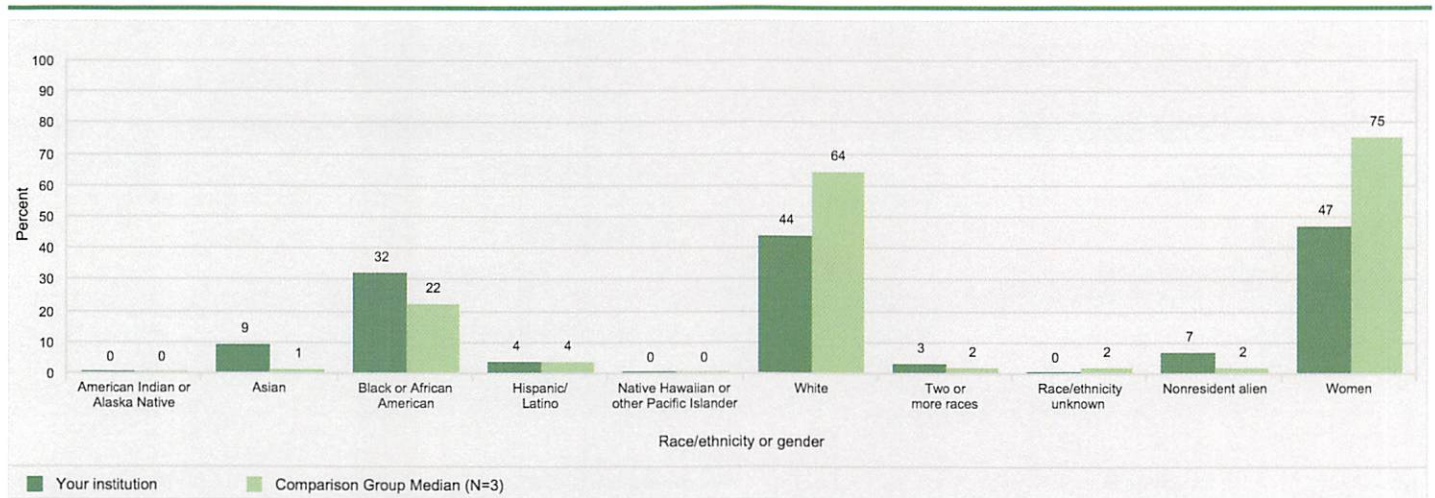
**Figure 10. Percent of all undergraduate students enrolled, by race/ethnicity, and percent of students who are women: Fall 2018**



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.



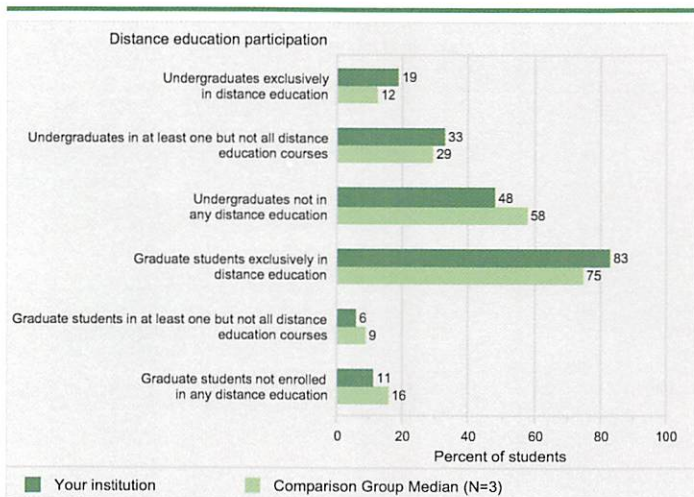
Figure 11. Percent of all graduate students enrolled, by race/ethnicity, and percent of students who are women: Fall 2018



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.

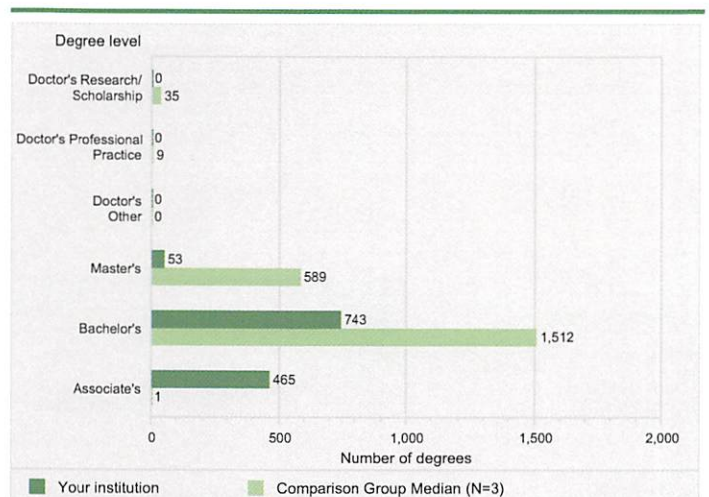
Figure 12. Percent of students enrolled in distance education courses, by amount of distance education and student level: Fall 2018



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 2019, Fall Enrollment component.

Figure 13. Number of degrees awarded, by level: 2017-18

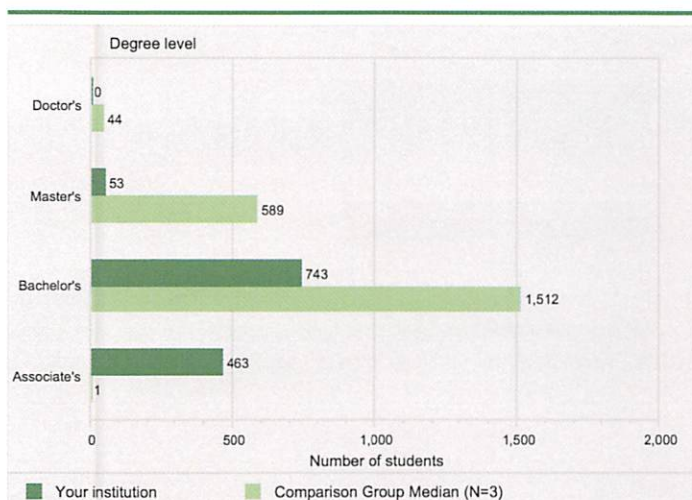


NOTE: For additional information about postbaccalaureate degree levels, see the Methodology Notes. N is the number of institutions in the comparison group.

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



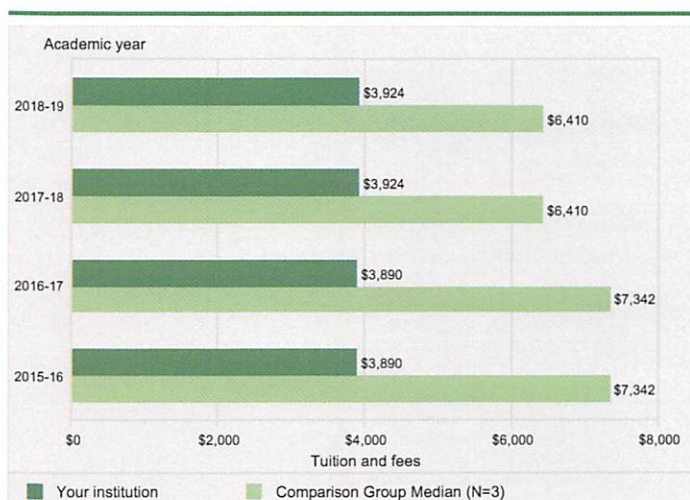
**Figure 14. Number of students completing a degree, by level: 2017-18**



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 2018, Completions component.

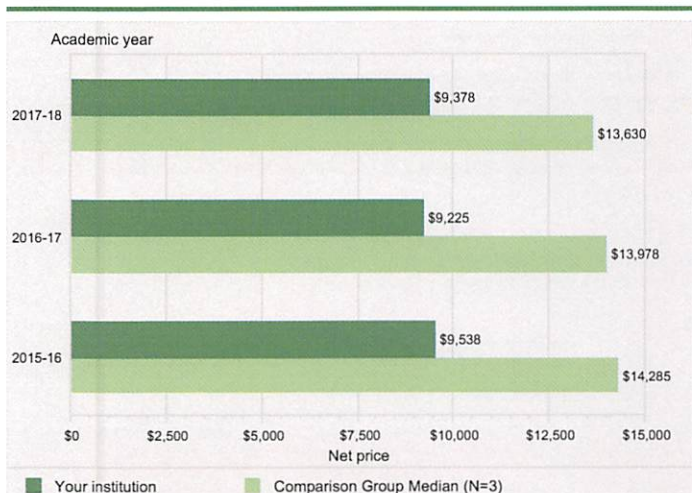
**Figure 15. Academic year tuition and required fees for full-time, first-time degree/certificate-seeking undergraduates: 2015-16 to 2018-19**



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 2018, Institutional Characteristics component.

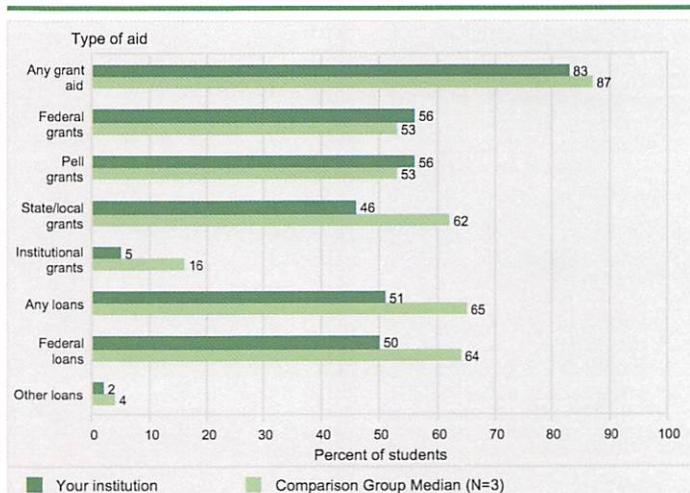
**Figure 16. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students, who were awarded grant or scholarship aid: 2015-16 to 2017-18**



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 2018, Institutional Characteristics component and Winter 2018-19, Student Financial Aid component.

**Figure 17. 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: 2017-18**



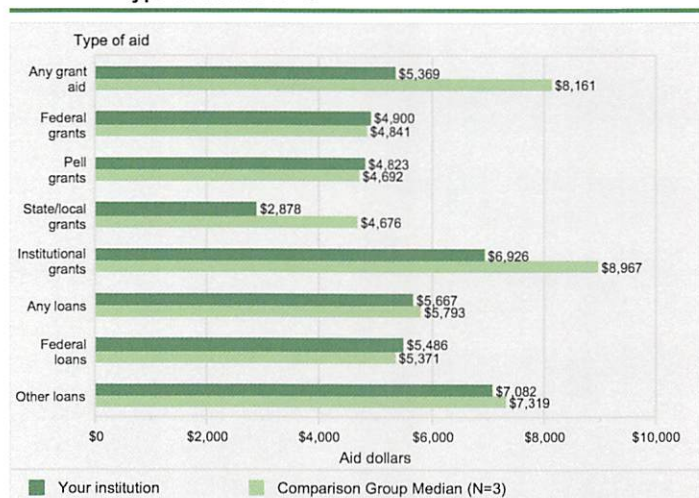
NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans awarded to students. For details on how students 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 2018-19, Student Financial Aid component.



# Middle Georgia State University

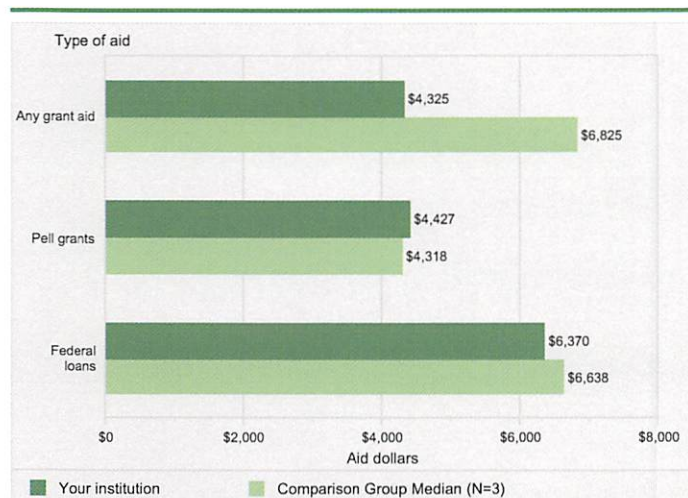
**Figure 18. Average amounts of awarded grant or scholarship aid from the federal government, state/local government, or the institution, or loans awarded to full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2017-18**



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 2018-19, Student Financial Aid component.

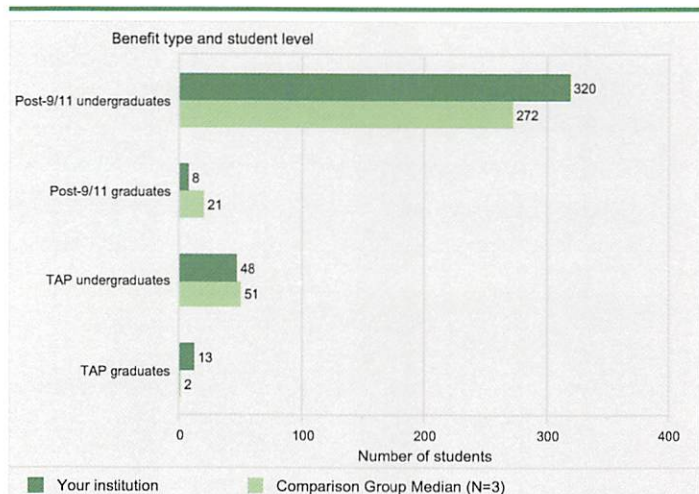
**Figure 19. Average amount of aid awarded to all undergraduates, by type of aid: 2017-18**



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 2018-19, Student Financial Aid component.

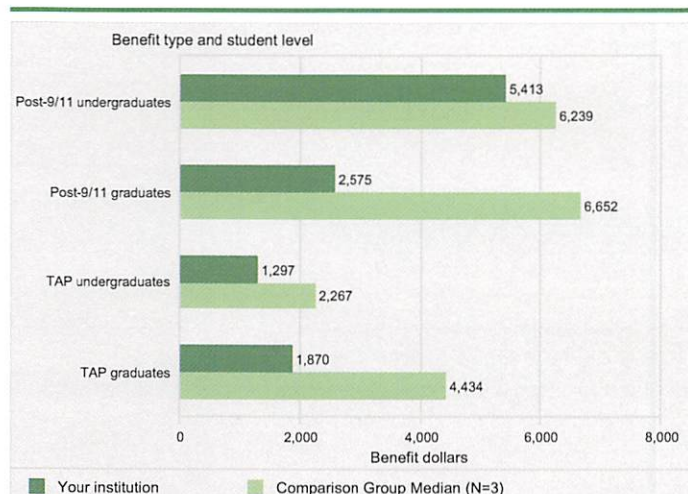
**Figure 20. Number of students receiving military educational benefits, by benefit type and student level: 2017-18**



NOTE: N is the number of institutions in the comparison group. Post-9/11 refers to the Department of Veteran Affairs Post-9/11 G.I. Bill educational benefit. TAP refers to the Department of Defense Tuition Assistance Program educational benefit.

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

**Figure 21. Average amount of military educational benefits received, by benefit type and student level: 2017-18**

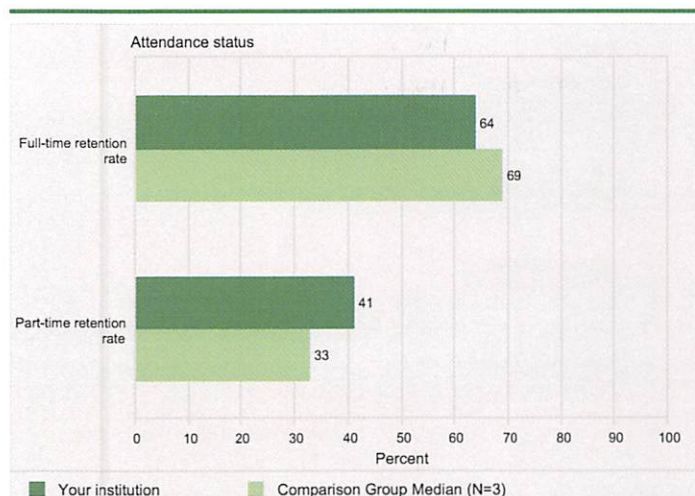


NOTE: N is the number of institutions in the comparison group. Post-9/11 refers to the Department of Veteran Affairs Post-9/11 G.I. Bill educational benefit. TAP refers to the Department of Defense Tuition Assistance Program educational benefit.

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



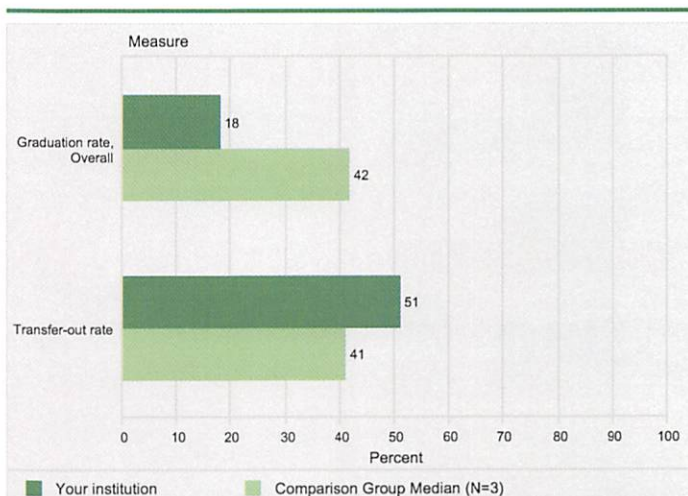
**Figure 22. Retention rates of first-time bachelor's degree seeking students, by attendance status: Fall 2017 cohort**



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, 2017. Program reporters determine the cohort with enrollment any time between August 1-October 31, 2017 and retention based on August 1, 2018. 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 2019, Fall Enrollment component.

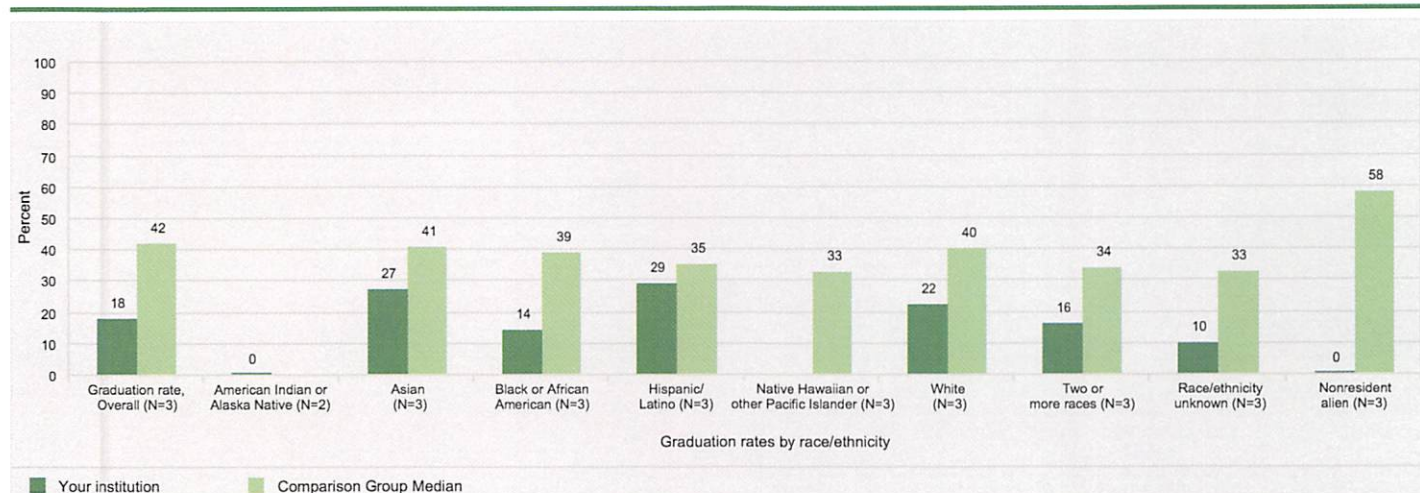
**Figure 23. Graduation and transfer-out rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion: 2012 cohort**



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 2018-19, Graduation Rates component.

**Figure 24. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2012 cohort**

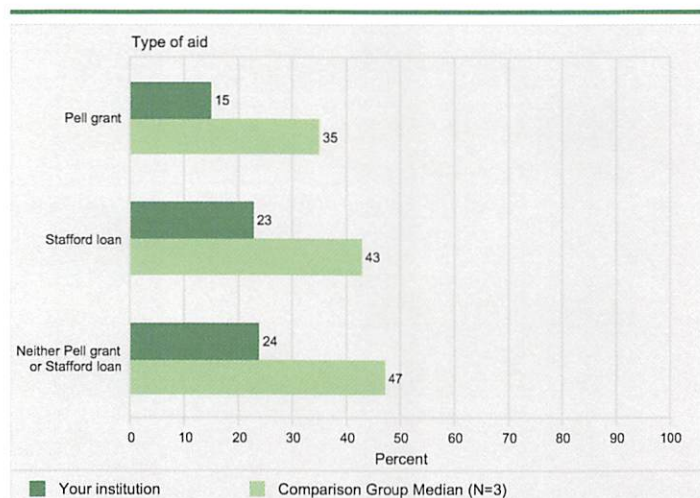


NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. The graduation rates are the Student Right-to-Know (SRK) rates. Median values for the comparison group will not add to 100%. N is the number of institutions in the comparison group. Medians are 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 2018-19, Graduation Rates component.



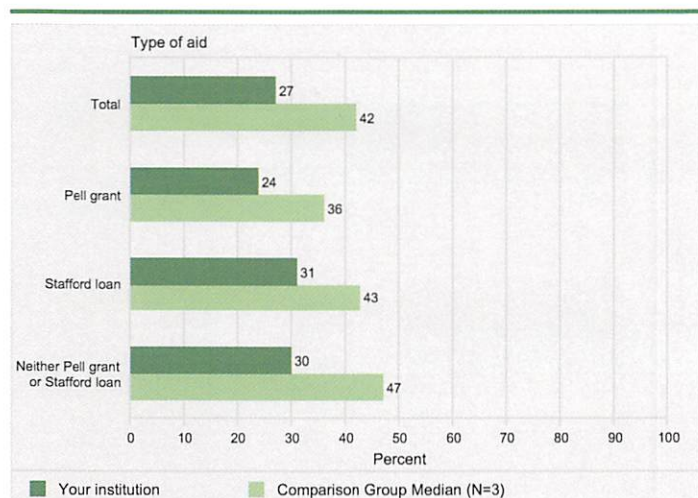
**Figure 25. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by type of aid: 2012 cohort**



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. 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.

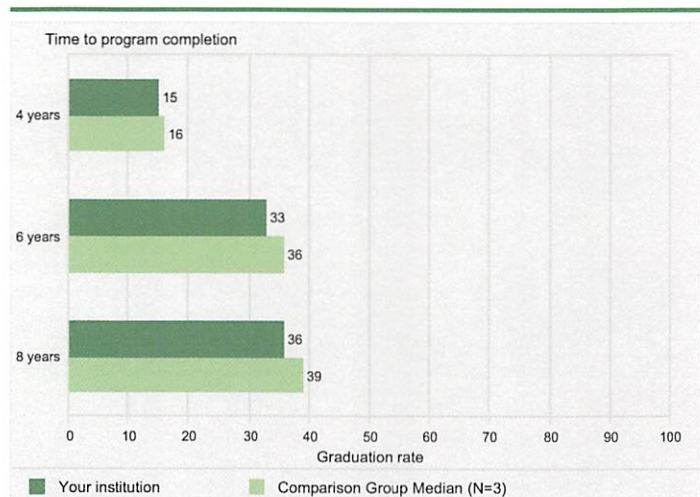
**Figure 26. Graduation rates of full-time, first-time bachelor's degree-seeking undergraduates within 6 years, by type of aid: 2012 cohort**



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. 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.

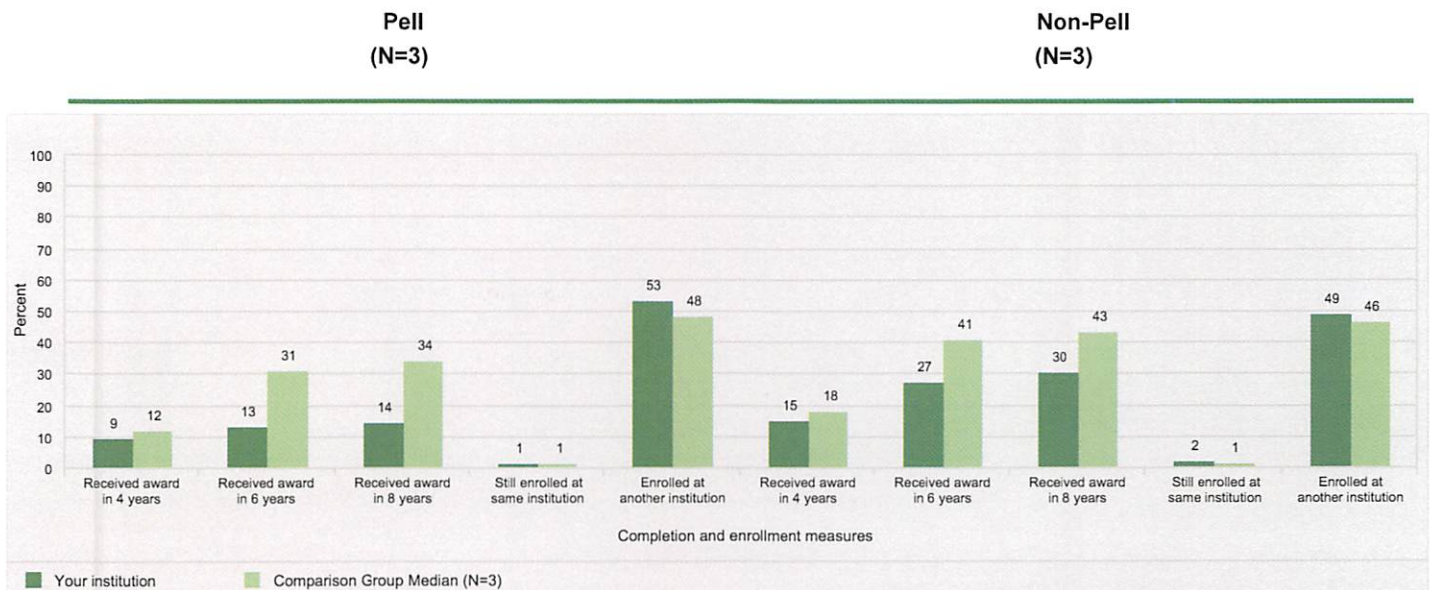
**Figure 27. Bachelor's degree graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2010 cohort**



NOTE: The 4-, 6-, and 8-year graduation rates are calculated using the number of 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 2018-19, 200% Graduation Rates component.

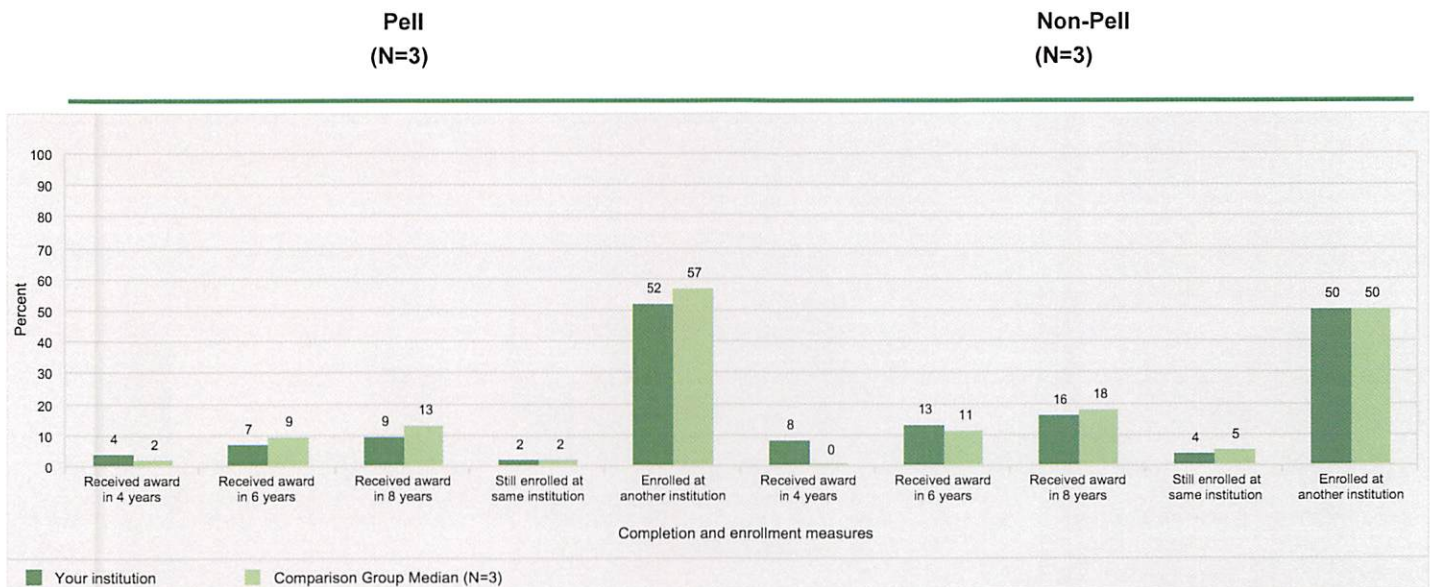
**Figure 28. Award and enrollment rates of first-time, full-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status: 2010-11 cohort**



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. 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, Outcome Measures component.

**Figure 29. Award and enrollment rates of first-time, part-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status: 2010-11 cohort**



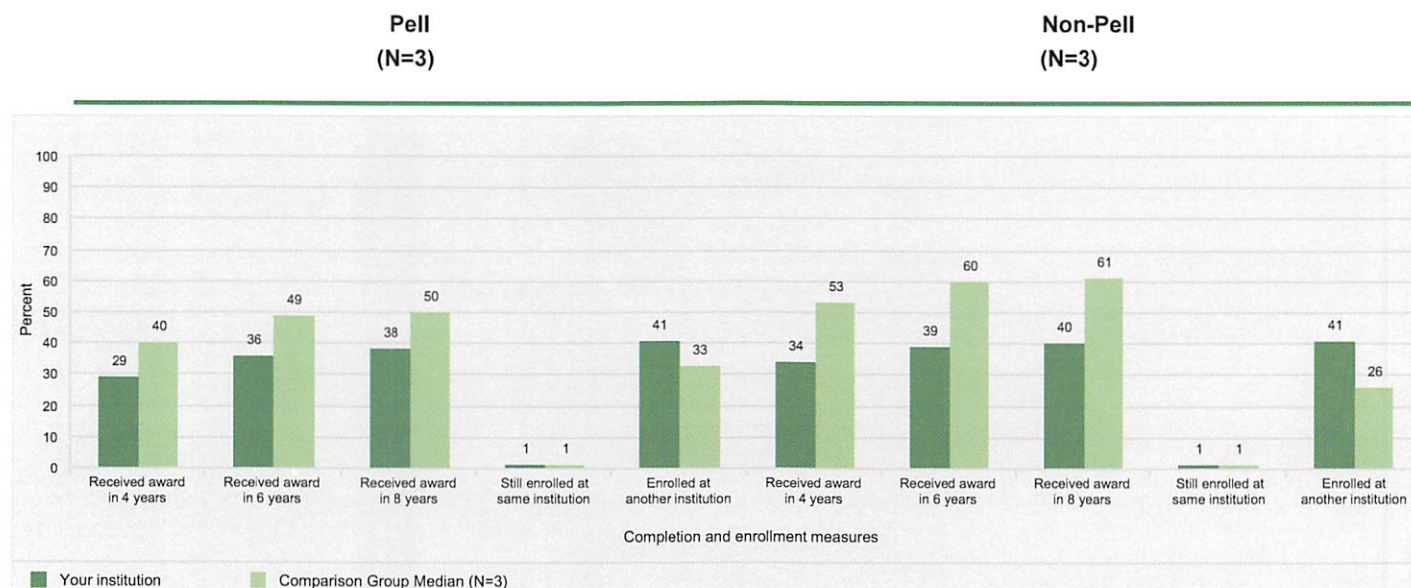
NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) 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. 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, Outcome Measures component.



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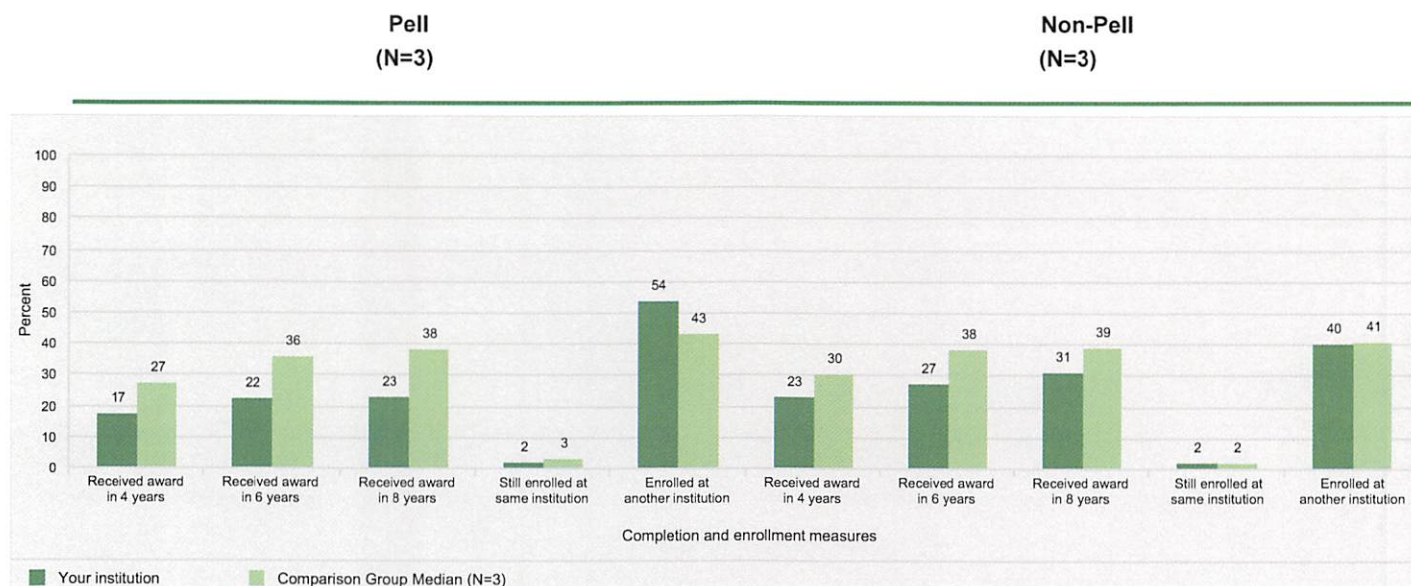
**Figure 30. Award and enrollment rates of non-first-time, full-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status: 2010-11 cohort**



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. 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, Outcome Measures component.

**Figure 31. Award and enrollment rates of non-first-time, part-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status: 2010-11 cohort**

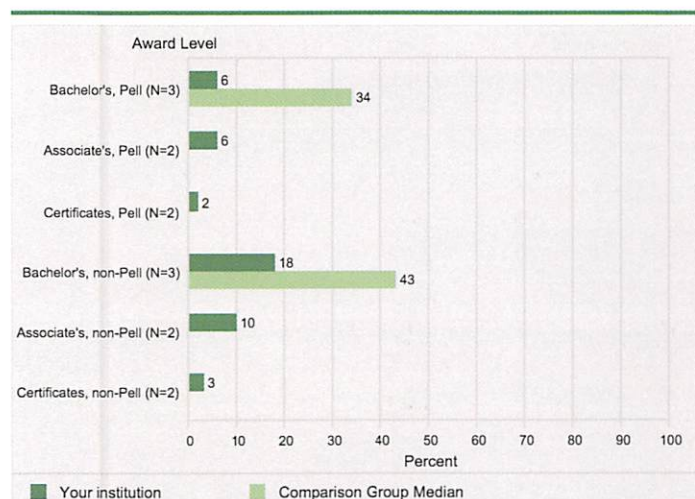


NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) 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. 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, Outcome Measures component.



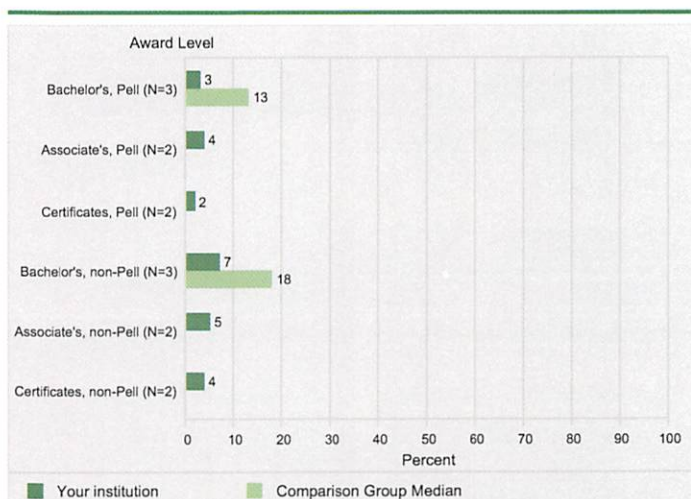
**Figure 32. Award rates of first-time, full-time, degree/certificate-seeking undergraduates after 8 years of entry, by award level and Pell status: 2010-11 cohort**



NOTE: Award level rates are based on the highest award received 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. For more 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 2018-19, Outcome Measures component.

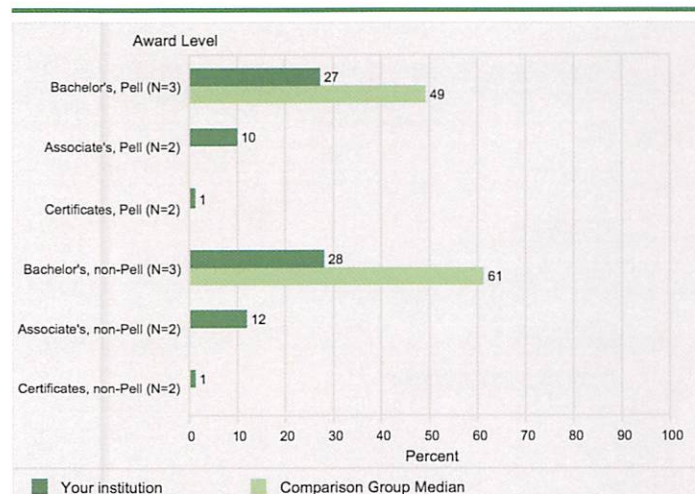
**Figure 33. Award rates of first-time, part-time, degree/certificate-seeking undergraduates after 8 years of entry, by award level and Pell status: 2010-11 cohort**



NOTE: Award level rates are based on the highest award received 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 on between July 1, 2010-June 30, 2011. 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. 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 2018-19, Outcome Measures component.

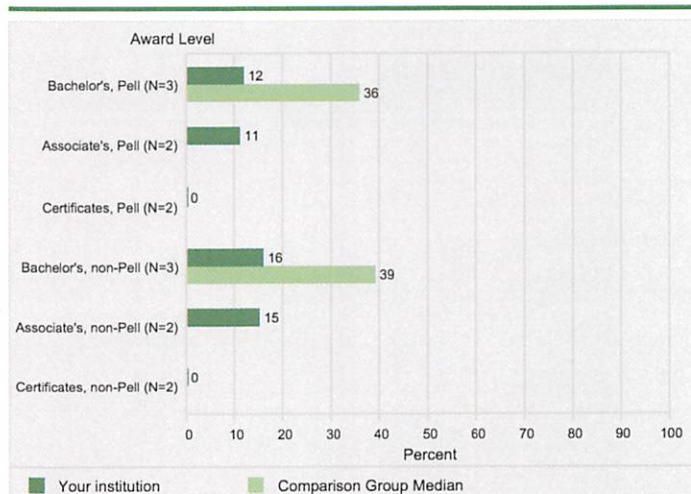
**Figure 34. Award rates of non-first-time, full-time, degree/certificate-seeking undergraduates after 8 years of entry, by award level and Pell status: 2010-11 cohort**



NOTE: Award level rates are based on the highest award received 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. For more 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 2018-19, Outcome Measures component.

**Figure 35. Award rates of non-first-time, part-time, degree/certificate-seeking undergraduates after 8 years of entry, by award level and Pell status: 2010-11 cohort**

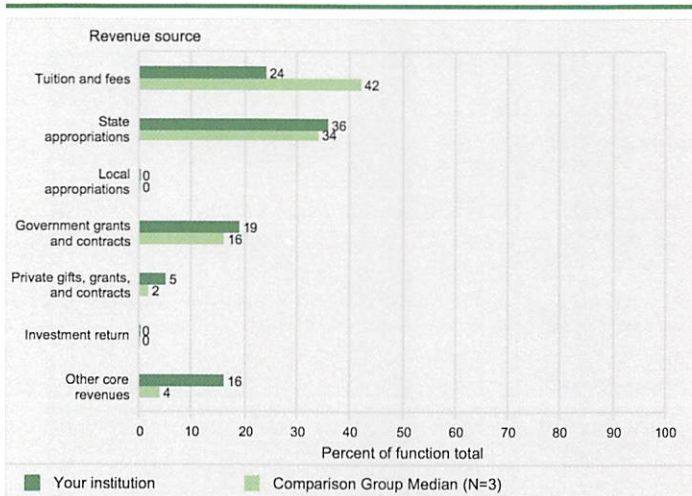


NOTE: Award level rates are based on the highest award received after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2010-June 30, 2011. Pell recipients are students with demonstrated financial need. For more 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 2018-19, Outcome Measures component.



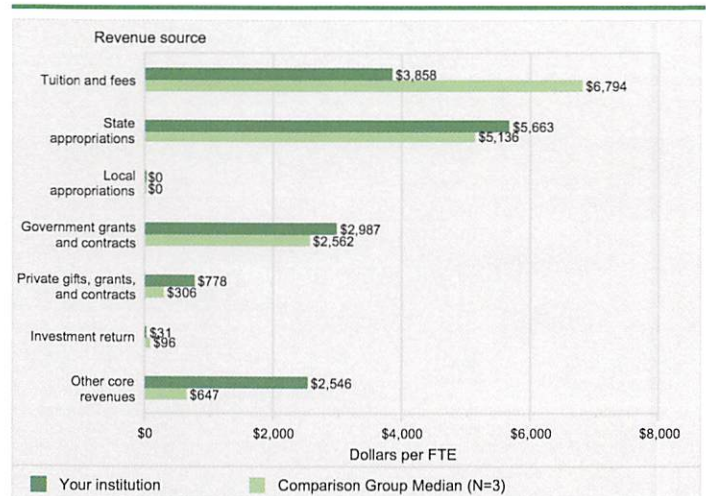
**Figure 36. Percent distribution of core revenues, by source: Fiscal year 2018**



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 2019, Finance component.

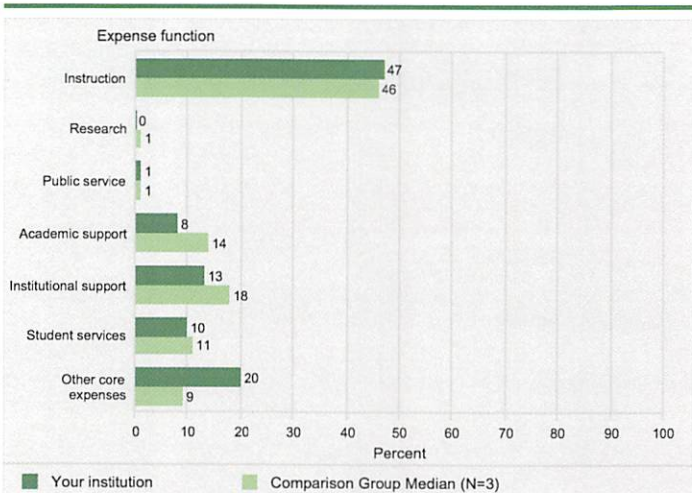
**Figure 37. Core revenues per FTE enrollment, by source: Fiscal year 2018**



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 details on calculating FTE enrollment and a detailed definition of core revenues, 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 2018, 12-month Enrollment component and Spring 2019, Finance component.

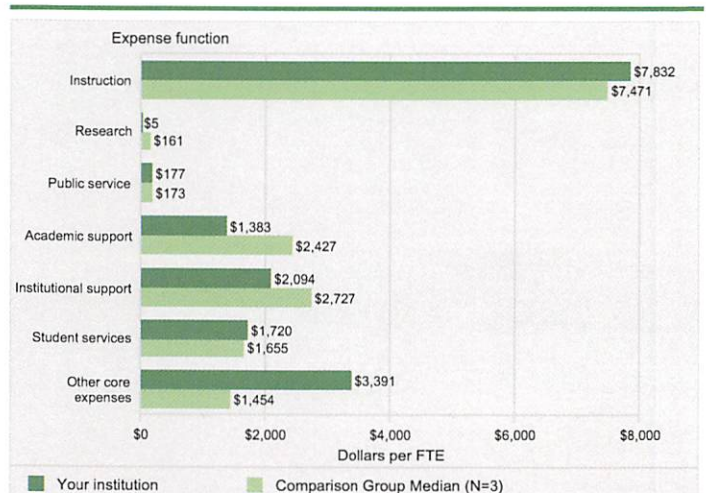
**Figure 38. Percent distribution of core expenses, by function: Fiscal year 2018**



NOTE: For 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): Spring 2019, Finance component.

**Figure 39. Core expenses per FTE enrollment, by function: Fiscal year 2018**

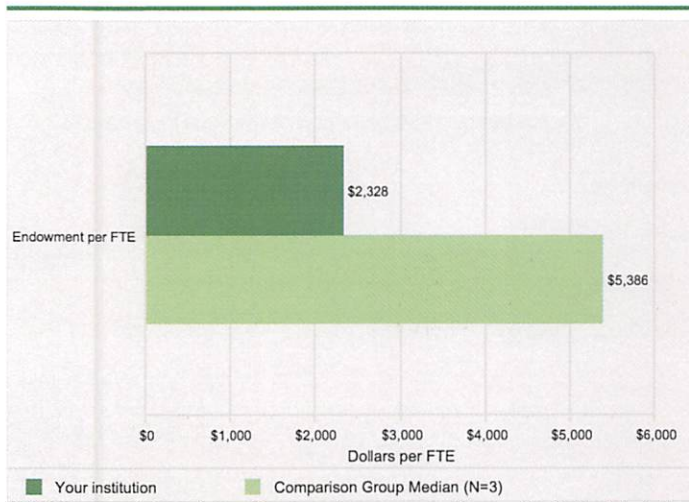


NOTE: Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. 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 2018, 12-month Enrollment component and Spring 2019, Finance component.

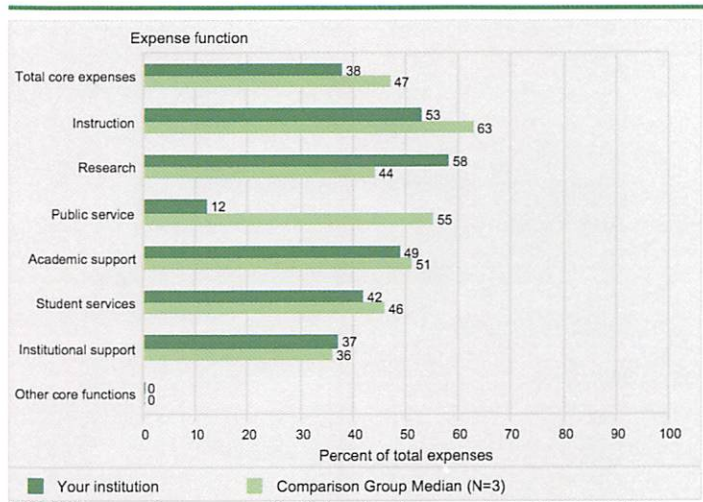


**Figure 40. Endowment assets (year end) per FTE enrollment: Fiscal year 2018**



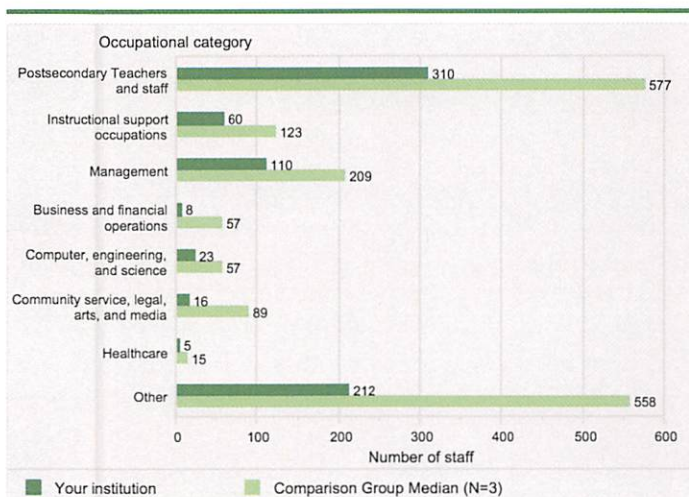
NOTE: For more information on the comparison group median, see the Methodological Notes. N is the number of institutions in the comparison group.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2018, 12-month Enrollment component and Spring 2019, Finance component.

**Figure 41. Expenses for salaries and wages as a percent of total expenses, by function: Fiscal year 2018**



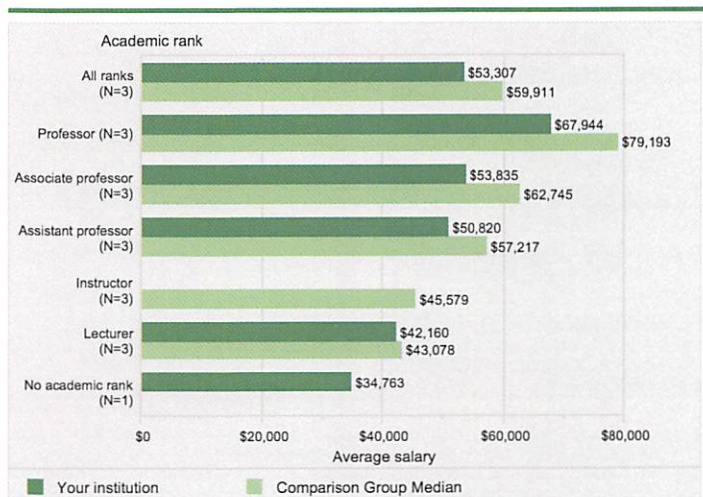
NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Finance component.

**Figure 42. Full-time equivalent staff, by occupational category: Fall 2018**



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 2019, Human Resources component.

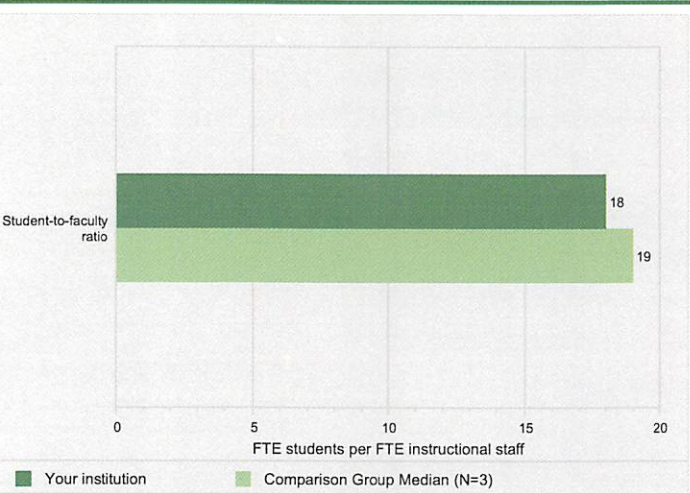
**Figure 43. Average salaries of full-time instructional non-medical staff equated to 9-months worked, by academic rank: Academic year 2018-19**



NOTE: See Methodology Notes for more details on average salary. 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): Spring 2019, Human Resources component.

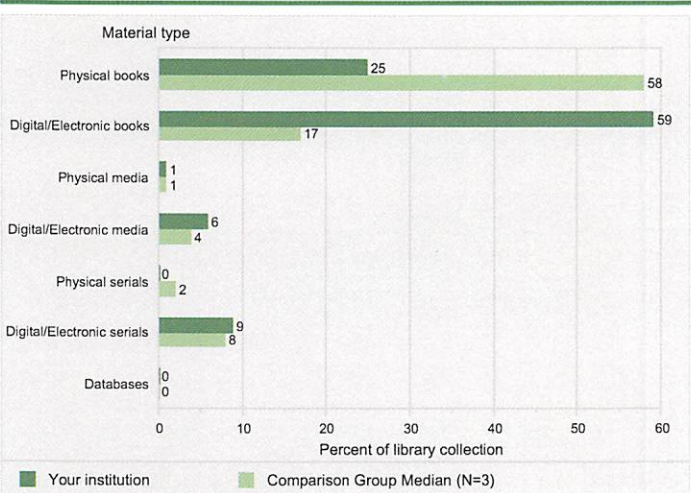


Figure 44. Student-to-faculty ratio: Fall 2018



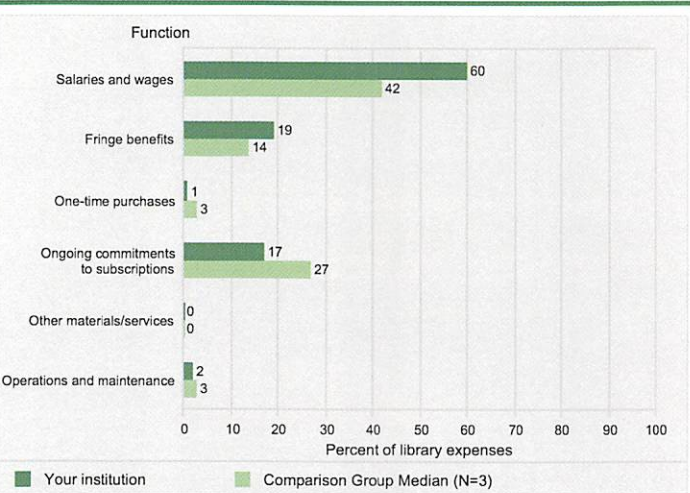
NOTE: Student-to-faculty ratio data are presented only for institutions that have undergraduate students; graduate only institutions are not included. For details, see the Methodological Notes. N is the number of institutions in the comparison group.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2019, Fall Enrollment component.

Figure 45. Percent distribution of library collection, by material type: Fiscal Year 2018



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 2019, Academic Libraries component.

Figure 46. Percent distribution of library expenses, by function: Fiscal Year 2018



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 2019, Academic Libraries component.

## METHODOLOGICAL NOTES

### Overview

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 institutional responses. Furthermore, data used in this report are provisional level and may be revised for a limited time through the IPEDS Prior Year Revision system.

### 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 (<https://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.



# Middle Georgia State University

## Student Enrollment

### *Enrollment Counts*

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.

### *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.

## Completions

### *Completions and Completers*

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).

## Charges and Net Price

### *Average Institutional Net Price*

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 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.

## Student Financial Aid

### *Financial Aid Recipients and Amounts*

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.

## Military Benefits

### *Military Benefits*

IPEDS collects data on two military educational benefit programs – Post 9/11 GI Bill and Tuition Assistance.

The Post 9/11 GI Bill is a federal education benefit for veterans, who served on active duty after September 1, 2001. This benefit provides up to 36 months of education benefits for the following college costs: tuition and fees, books and supplies and housing. The tuition and fees benefit payment is made directly to the postsecondary institution; whereas, payments for books, supplies, and housing are sent to the student.

The Tuition Assistance Program covers the tuition and course-specific fees of active, eligible service members. The benefit is directly paid to the institution by the service member's Armed service.

## Retention, Graduation Rates, and Outcome Measures

### *Retention Rates*

Retention rates are measures 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.

### *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 requests 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: First-time, full-time (FTFT); First-time, part-time (FTPT); Non-first-time, full-time entering (NFTFT); and Non-first-time, part-time entering (NFTPT). 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 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.

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.



# Middle Georgia State University

## 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 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.

### *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.

## Libraries

### *Library Collections*

Collections comprise of documents held locally and remote resources for which permanent or temporary access rights have been acquired. Degree-granting institutions with total library expenditures greater than zero and/or had access to a library collection reported their physical books, media, and serials collections and their digital/electronic books, media, serials and database collections.

Digital/electronic books and media are reported by titles owned or leased by the library if individual titles are cataloged and/or searchable through the library catalog or discovery system. E-serials are reported by titles that are accessible through the library's catalog or discovery system. Digital and Electronic databases are reported by the total number of licensed digital/electronic databases in the institutions collection if there is bibliographic or discovery access at the database level.

Counts in each category (i.e., physical books, media, and serials as well as digital/electronic books, media, serials, and databases) are the number of held at the end of the most recent fiscal year. The percent distribution of each resource is derived by dividing the counts in each category by the total of all categories.

### *Library Expenditures*

Library expenditures are funds expended by the library (regardless of when received) from its regular budget and from all other sources, reported for the most recent fiscal year. Salaries and wages are reported from the library budget or all other institutional sources that are identifiable. Fringe benefits are reported only if paid from the library budget. Degree-granting institutions with total library expenditures less than \$100,000 were not required to report their expenditures to IPEDS. The percent distribution of each category of expense is derived by dividing each expense category by the sum of total library expenditure.

## Additional Resources

Additional methodological information on the IPEDS components can be found in the publications available at <https://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>.

Visit the IPEDS Data Feedback Report resource page that provides instructions on creating a custom comparison report, FAQs, and video tutorials <https://nces.ed.gov/ipeds/Help/View/2>.