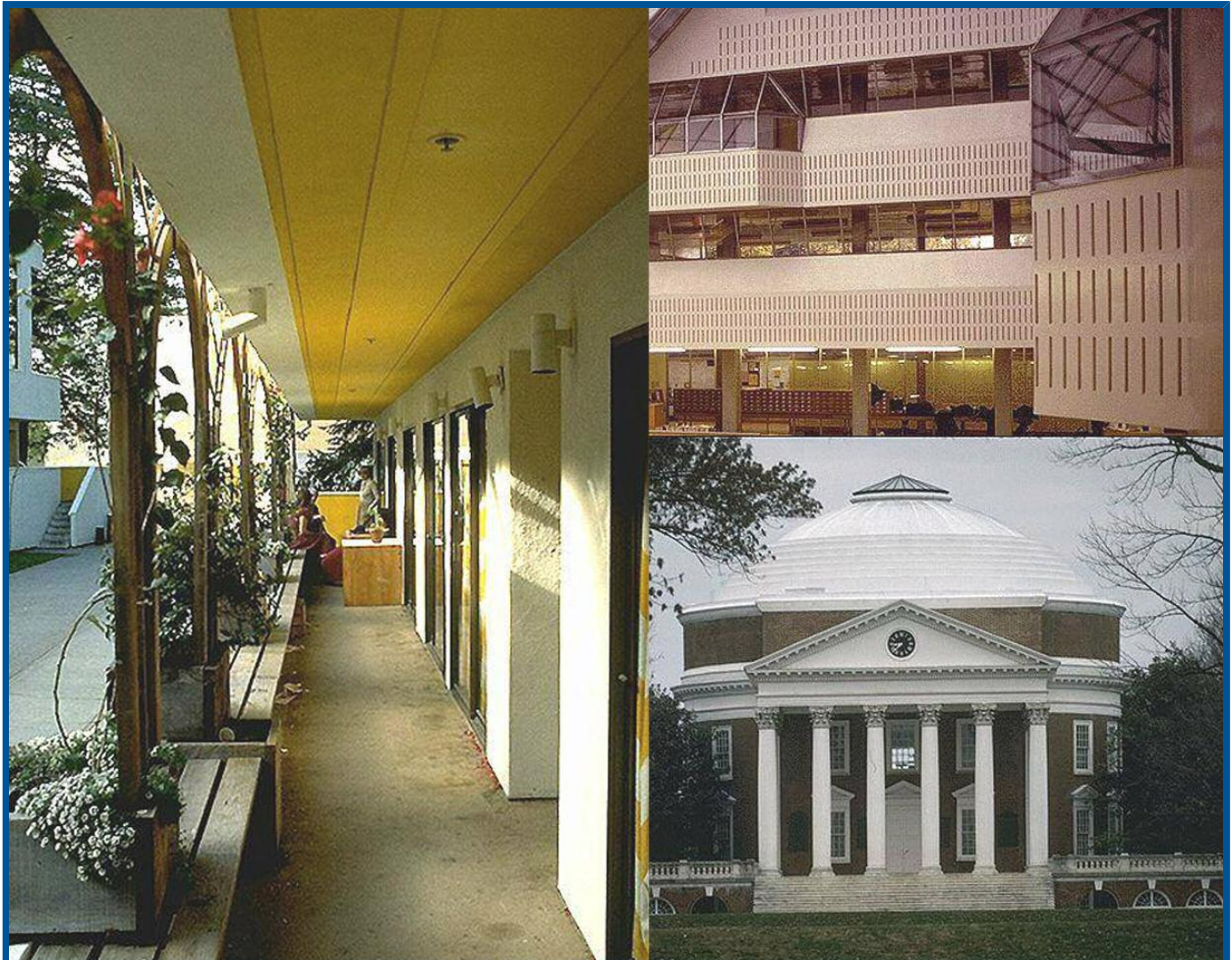


THE NPEC INDICATOR REPORT



SAMPLE STATE UNIVERSITY

THE NPEC INDICATOR REPORT

March 30, 2004

Dear Institutional Executive:

The National Postsecondary Education Cooperative (NPEC) is pleased to present this customized report, which is based on data that your institution submitted to the National Center for Education Statistics (NCES) through the Integrated Postsecondary Education Data System (IPEDS). High-quality data benefit everyone, and your staff's efforts in providing accurate data to NCES are greatly appreciated. NPEC chose this format for sharing IPEDS results with you because several institutions have expressed an interest in seeing their institution compared with others. We hope you find this report useful, and we plan to send you a similar report every year.

Because we cannot be sure which institutions you would like to compare your institution with, we have tentatively selected a comparison group for this initial report. If you will send your own comparison group to (insert Pinkerton e-mail address), then in future years, we will use your set of institutions for the comparison group in *The NPEC Indicator Report*.

We welcome your comments and suggestions for improvement. If you would like to see different indicators or other changes in future reports, please e-mail us at (NPEC address for NPEC Indicators report feedback survey).

Sincerely,



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



Brenda Norman Albright
Executive Director of NPEC
Education Statistics Services Institute (ESSI)

What Is NPEC?

NPEC is a voluntary partnership of representatives from postsecondary institutions, associations, government agencies, states, and other organizations with a major interest in postsecondary education. Its mission is to promote the quality, comparability, and utility of postsecondary education data and information that support policy development at the federal, state, and institution levels. NCES established NPEC and provides resources to support its activities. NPEC has recruited individuals from throughout the United States to serve on various working groups and committees that provide guidance for its activities.

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

What Is In This Report?

In this report, ten figures display indicator data describing selected aspects of SAMPLE STATE UNIVERSITY and comparing your institution to a comparison group of institutions. The figures are based on the most recent published IPEDS data available. An overview of the content of this report appears on the next page. Information on the methodology used to produce the figures appears under "Methodological Notes" at the end of the report.

Institutions in the comparison group are similar to your institution in terms of their Carnegie classification, sector, size, and geographic region. A list of your comparison institutions appears under "Comparison Group" near the end of this report.

CONTENT OVERVIEW

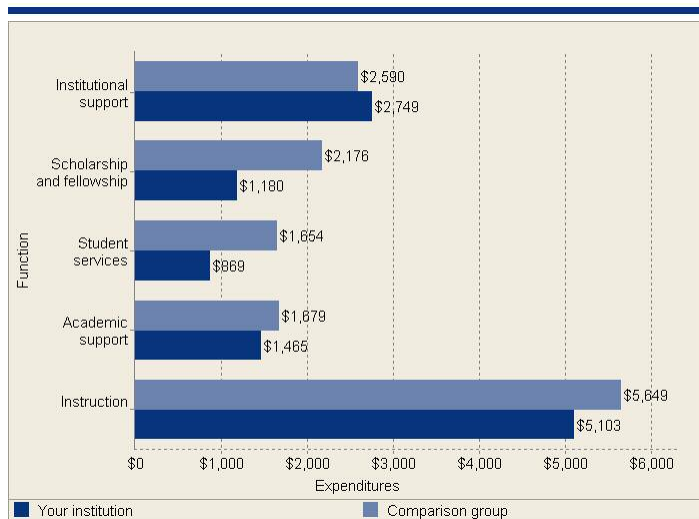
This report presents ten figures that display the following indicators for your institution and your comparison group of institutions:

1. Expenditures per full-time-equivalent (FTE) student, by selected function
2. Revenues per FTE student, by selected source
3. Enrollments (unduplicated 12-month headcount; FTE enrollment; and fall total, full-time, and part-time enrollment)
4. Racial/ethnic distribution of full-time undergraduates, undergraduate degree recipients, and full-time faculty
5. Faculty full-time status, gender, and tenure status
6. Average full-time faculty salary, by academic rank and gender
7. Distribution of scholarships and fellowships, by source
8. Percentage of full-time, first-time, undergraduate students receiving financial aid, by type of aid
9. Average amount of aid received by students receiving aid, by type of aid
10. Percentage of applicants admitted and percentage of admitted applicants who enrolled

SELECTED INDICATORS

All data shown in these indicators are for SAMPLE STATE UNIVERSITY and the comparison group of 32 institutions listed later in this report. Data for your institution that are not collected, reported, or imputed are not represented in the figures.

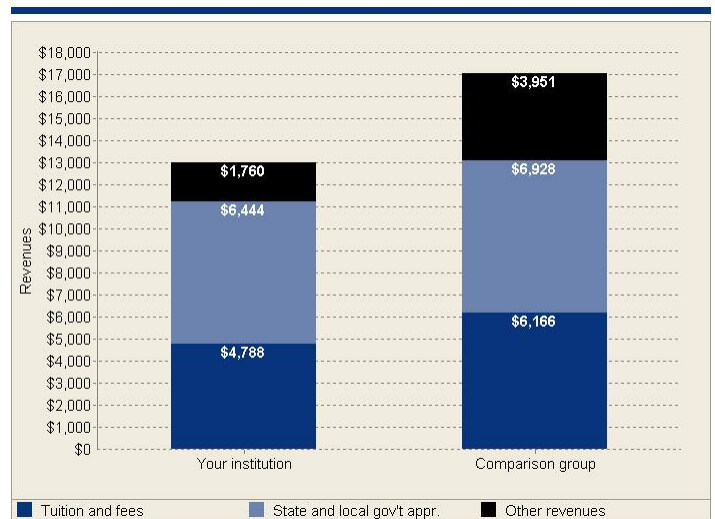
Figure 1. Expenditures per FTE student, by selected function for your institution and the comparison group: Fiscal year 2000–01



NOTE: For details on full-time equivalent (FTE) see “Calculating FTE” at the end of this report.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2001, Winter 2001–02, Winter 2000–01, and Spring 2002.

Figure 2. Core revenues per FTE student, by selected source: Fiscal year 2000–01

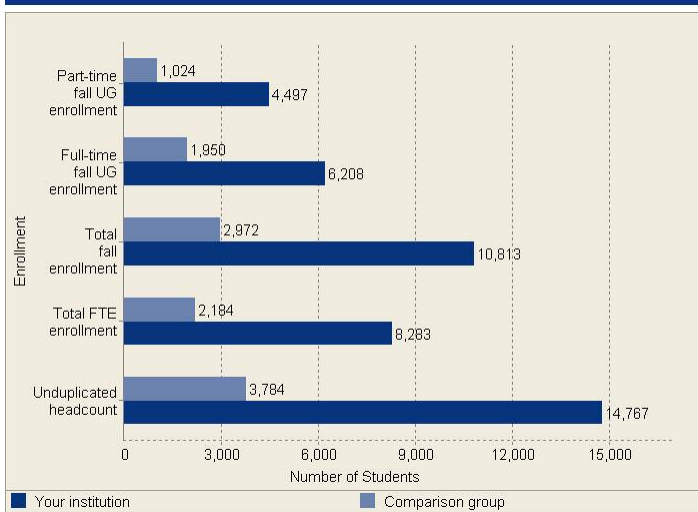


NOTE: For details on full-time equivalent (FTE) see “Calculating FTE” at the end of this report. Sources of “other” revenues include: federal grants & appropriations; private gifts, grants & contracts; endowment income; sales & serv. of educational activities; and “other,” unclassified sources.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2001, Winter 2001–02, Winter 2000–01, and Spring 2002.

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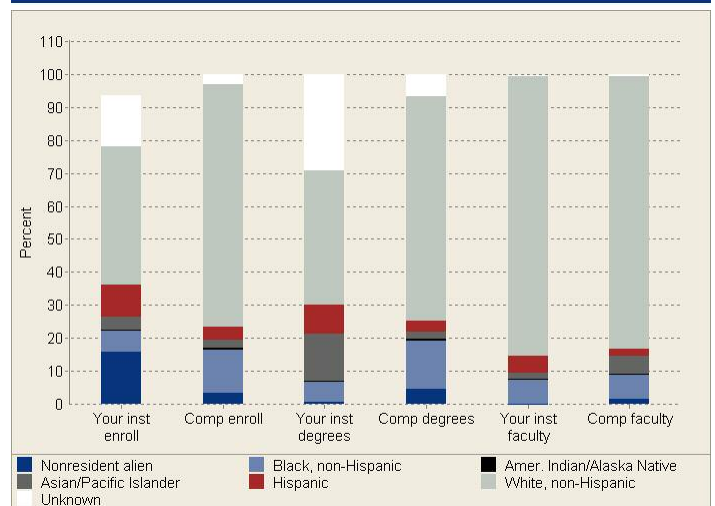
Figure 3. Unduplicated 12-month headcount, FTE enrollment, fall full-time, fall full-time UG and fall part-time UG enrollments for your institution and the comparison group: 2000–01



NOTE: For details on full-time equivalent (FTE) see “Calculating FTE” at the end of this report. Fall enrollment is for 2000. “UG” means undergraduate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2001, Winter 2001–02, and Winter 2000–01.

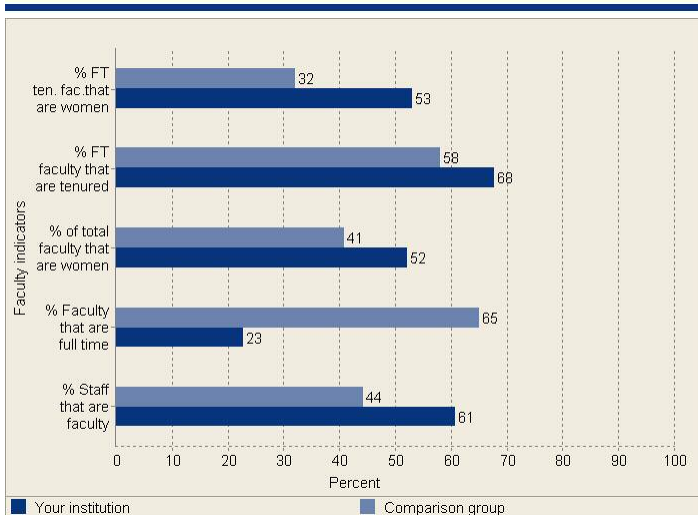
Figure 4. Percentage distribution of full-time UG students (Fall 2001), UG degree recipients (Spring 2001), and FT faculty (Fall 2001), by race/ethnicity for your institution and the comparison group



NOTE: Enrollment reported in the race/ethnicity unknown category are distributed across all racial/ethnic categories based on the institution's reported data. Detail may not sum to totals because of rounding.

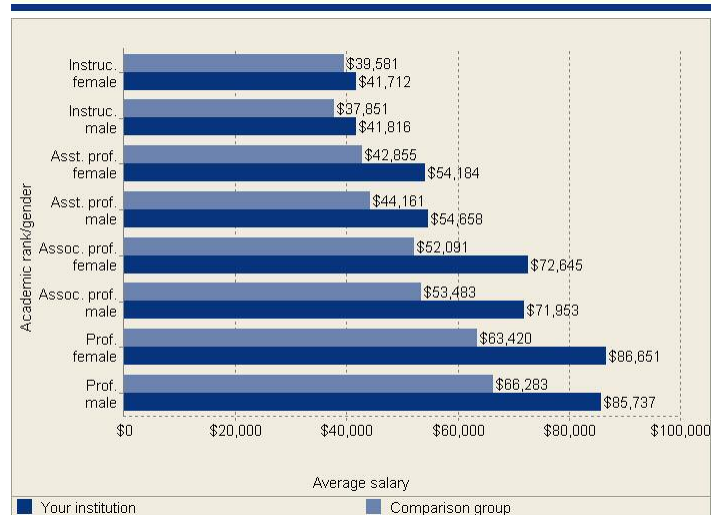
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2001–02, Fall 2001, and Winter 2001–02.

Figure 5. Selected faculty indicators: Fall 2001



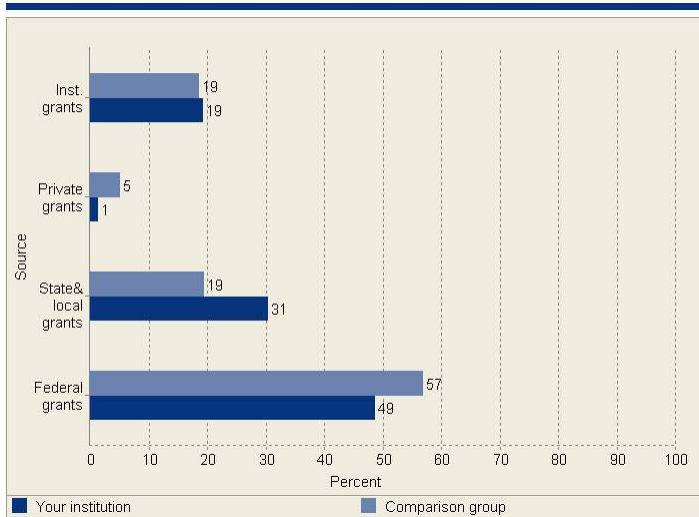
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2001–02.

Figure 6. Average full-time faculty salary for equated 9-month contracts, by selected academic rank and gender for your institution and the comparison group: Fall 2001



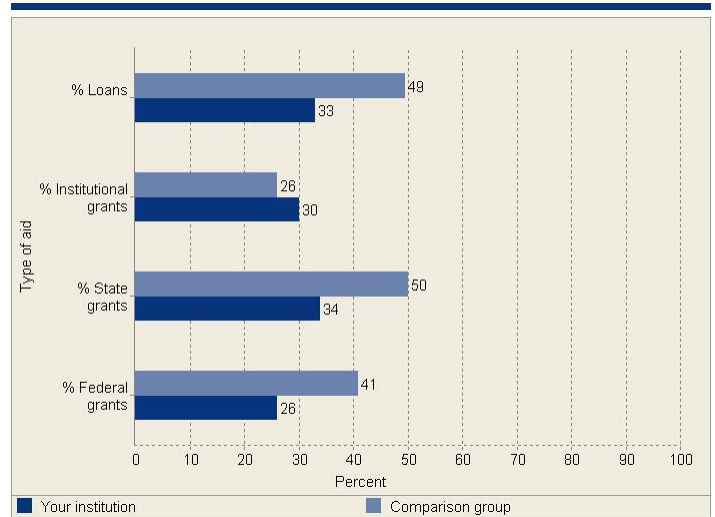
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2001–02.

Figure 7. Percentage distribution of scholarship and fellowship expenditures, by source for your institution and the comparison group: Fiscal year 2000–01



SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2002.

Figure 8. Percentage of full-time, first-time, undergraduate students receiving financial aid, by type of aid for your institution and the comparison group: Fall 2000–01



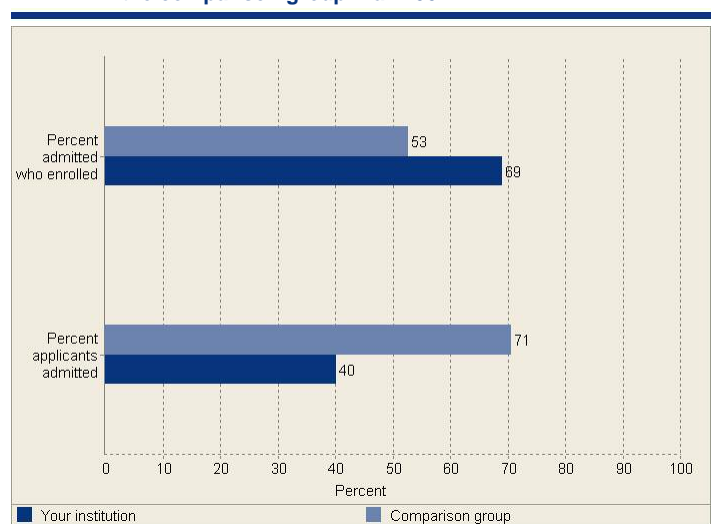
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2001.

Figure 9. Average amount of financial aid received by students receiving aid, by type of aid for your institution and the comparison group: Academic year 2000–01



SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2001.

Figure 10. Percentage of first-time first-year degree/certificate-seeking applicants who were admitted and the percentage of admitted who actually enrolled, for your institution and the comparison group: Fall 2001



SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2001.

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COMPARISON GROUP

The institutions in the comparison group are all public institutions with a Carnegie classification of Baccalaureate Colleges or Baccalaureate/Associate's Colleges that are located in the Northeast and Great Lakes regions. Comparison group indicators may be derived from imputed data. This comparison group includes the following 32 institutions.

- ▶ CENTRAL STATE UNIVERSITY
- ▶ CHARTER OAK STATE COLLEGE
- ▶ COLLEGE FOR LIFELONG LEARNING
- ▶ CUNY MEDGAR EVERS COLLEGE
- ▶ CUNY NEW YORK CITY TECHNICAL COLLEGE
- ▶ CUNY YORK COLLEGE
- ▶ INDIANA UNIVERSITY-EAST
- ▶ INDIANA UNIVERSITY-KOKOMO
- ▶ LYNDON STATE COLLEGE
- ▶ MASSACHUSETTS COLLEGE OF LIBERAL ARTS
- ▶ OHIO STATE UNIVERSITY-LIMA CAMPUS
- ▶ OHIO STATE UNIVERSITY-MANSFIELD CAMPUS
- ▶ OHIO STATE UNIVERSITY-MARION CAMPUS
- ▶ OHIO STATE UNIVERSITY-NEWARK CAMPUS
- ▶ PENNSYLVANIA COLLEGE OF TECHNOLOGY
- ▶ PURDUE UNIVERSITY-NORTH CENTRAL CAMPUS
- ▶ RAMAPO COLLEGE OF NEW JERSEY
- ▶ SHAWNEE STATE UNIVERSITY
- ▶ ST MARY'S COLLEGE OF MARYLAND
- ▶ SUNY COLLEGE AT OLD WESTBURY
- ▶ SUNY COLLEGE OF AGRIC AND TECHN AT COBLESKILL
- ▶ SUNY COLLEGE OF TECHNOLOGY AT FARMINGDALE
- ▶ THE RICHARD STOCKTON COLLEGE OF NEW JERSEY
- ▶ UNIVERSITY OF MAINE AT AUGUSTA
- ▶ UNIVERSITY OF MAINE AT FARMINGTON
- ▶ UNIVERSITY OF MAINE AT FORT KENT
- ▶ UNIVERSITY OF MAINE AT MACHIAS
- ▶ UNIVERSITY OF MAINE AT PRESQUE ISLE
- ▶ UNIVERSITY OF NEW HAMPSHIRE-MANCHESTER
- ▶ UNIVERSITY OF PITTSBURGH-BRADFORD
- ▶ UNIVERSITY OF PITTSBURGH-GREENSBURG
- ▶ UNIVERSITY OF PITTSBURGH-JOHNSTOWN

METHODOLOGICAL NOTES

Full-time-equivalent enrollment

The number of full-time-equivalent (FTE) students is based on the institution's calendar system (as reported in the "Institutional Characteristics Survey"), the instructional activity (total credit hours and total contact hours) for a 12-month period (as reported in the "Fall Enrollment Survey"), and the 12-month, unduplicated headcount of first professional students (as reported in the Fall Enrollment Survey). The ratio of full-time to part-time first professional students reported for fall enrollment is used to estimate the full-time and part-time counts from the 12-month unduplicated count. The first professional FTE is then computed as the number of full-time students, plus one-third the number of part-time students. This calculated estimate of first professional FTE students is added to the FTE estimate of graduate and undergraduate students based on credit hours and contact hours. For institutions with a semester (or 4-1-4) plan, the number of FTE students is the sum of (1) undergraduate credit hours divided by 30, (2) graduate credit hours divided by 24, and (3) contact hour divided by 900. For institutions with a quarter plan, the full-time equivalent of students is the total of: (1) undergraduate credit hours divided by 45, (2) graduate credit hours divided by 36, and (3) contact hours divided by 900.

Core revenues

"Core revenues" for GASB (public) institutions include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants and contracts; endowment income; sales and services of educational activities; and other sources. Revenues from auxiliary enterprises, hospitals, and independent operations are not included in "core revenues." "Core revenues" for FASB (private, non-profit) institutions include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants and contracts; investment return; sales and services of educational activities; and other sources. Revenues from auxiliary enterprises, hospitals, and independent operations are not included in "core revenues." "Core revenues" for private, for-profit institutions include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private grants and contracts; net investment income; and other sources. Revenues from auxiliary enterprises are not included in "core revenues."

Student financial aid reporting

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

Sources of data for the figures

- Figure 1. IPEDS Institutional Characteristics 2001; IPEDS Fall Enrollment 2001 and 2000; and IPEDS Finance 2000–01
- Figure 2. IPEDS Institutional Characteristics 2001; IPEDS Fall Enrollment 2001 and 2000; and IPEDS Finance 2000–01
- Figure 3. IPEDS Institutional Characteristics 2001; IPEDS Fall Enrollment 2001 and 2000
- Figure 4. IPEDS Fall Enrollment 2001; IPEDS Completions 2001; and IPEDS Staff 2001
- Figure 5. IPEDS Staff 2001
- Figure 6. IPEDS Staff 2001
- Figure 7. IPEDS Finance 2000–01
- Figure 8. IPEDS Student Financial Aid Survey 2000–01
- Figure 9. IPEDS Student Financial Aid Survey 2000–01
- Figure 10. IPEDS Institutional Characteristics 2001

Use of imputed data

If values for a particular data element (e.g., full-time undergraduate enrollment), are not reported by an institution, NCES statistically creates, i.e., imputes, the values for that data element. Imputed data are used in computing values of indicators for the comparison group. In general, imputed values are not used in computing the values of indicators for the focus institution. Exceptions are made for indicators with calculated "totals." In these instances, imputed values are used for the focus institution.

IPEDS PEER ANALYSIS SYSTEM

Would you like more information about how your institution compares with others? Using the Peer Analysis System at <http://nces.ed.gov/ipedspas>, it's easy to make comparisons on a wide range of IPEDS variables. You can also select various comparison groups, either regional or national. If you have not used the Peer Analysis System before, you have the option of walking through a tutorial to get oriented.

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Better Data for Better Decisions



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