

# El Camino College

## IPEDS Data Feedback Report 2015

### Summary of Findings

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The National Center for Education Statistics (NCES) distributes a standard report to college and university leaders each year entitled *IPEDS Data Feedback Report*. The report summarizes demographic, enrollment and achievement data from the previous year (in this report, data through 2013-14 academic year and Fall 2014) and includes comparative references from earlier reports. *Median* results from a comparison group developed by each institution are displayed next to institutional results. The darker bars on all charts represent El Camino College (ECC) while the lighter bars represent the comparison group average or median. Methodological notes are on pages 7 and 8 of the report.

Current comparison group members, or peers, include:

- Cerritos
- East LA
- Glendale
- Long Beach
- LA Harbor
- LA Pierce
- Mt. SAC
- Pasadena
- Rio Hondo
- Riverside
- San Diego Mesa
- Santa Monica

*Members of the comparison group may be changed annually by the institution.*

#### **Figure 1. Race/Ethnicity & Gender**

The racial/ethnic and gender distributions at El Camino College are similar to comparison colleges, with ECC having a slightly lower percentage of Hispanic/Latino students and a much higher percentage of African-American students. These similarities and differences have remained fairly consistent over the past few years.

#### **Figure 2. Headcount, FTE**

While full-time *Equivalent* (FTE) enrollment is a good indicator of relative institutional size, *full-time* (student) enrollment is a positive indicator of college persistence and goal completion. ECC is one of the larger schools in the comparison group, serving 9% more students and generating 12% more FTE enrollment than the medians for the group during the 2013-14 school year. ECC also served 18% more full-time students (8,298) in Fall 2014 compared to the peer institutions median (7,060). Over the past 3 years, ECC's overall decline in headcount and FTE is at a lower rate than the peer group median and the number of full-time students is growing at a slightly higher rate again indicating ECC is among the top colleges within the comparison group.

#### **Figure 3. Number of Degrees and Certificates**

ECC awarded many more degrees than the peer median in 2013-14 (74% more). Only a small percentage of this difference is due to institutional size, so this difference may reflect recent efforts to encourage more students to “*Go for the Associate Degree.*”<sup>1</sup> Compared with previous reports, long-term certificates have grown only slightly, while medium-term certificates earned are notably fewer in number at ECC compared to the majority of our peer institutions. However, most of the certificate growth at ECC was found among shorter-term certificates.

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<sup>1</sup> Graduation Initiative and other campus projects

### **Figures 4-5. Academic Year Tuition and Fees**

These figures show 3- or 4-year trends of college costs. Figure 3 shows that ECC's academic year tuition and fees in 2014-15 were slightly lower (\$1,142) than for the peer group (\$1,220). However, looking at Figure 4, the average net price of attendance in 2013-2014 was higher for ECC (\$9,936) than the peer group median (\$7,405).

### **Figures 6-9. Grant/Scholarship Recipients**

The percentage of *all students* receiving some form of reported financial aid was 55% in 2013-14, which is lower than the peer group median of 63% (Figure 8). ECC students also received fewer Pell grants at 28%, compared to 34% for the comparison group. Average award amounts (in dollars) were similar to the median (Figure 9), except that ECC students received no federal loans.

Figure 6 shows the percentage of first-time, full-time, degree/certificate-seeking (FTF) students at ECC who received financial aid (62%) was also much lower than the median college (71%). In terms of levels of aid (in dollars), FTF students received similar grant awards as the peer group median but no institutional grants were reported in 2013-2014. Loans also were not reported for the year for first-time full-time students at ECC (Figure 7).

### **Figures 10-12. Graduation & Transfer-out Rates**

These figures reflect a variety of graduation and transfer rates along with fall to fall persistence (IPEDS refers to this rate as *Retention*).

Graduation rates for full-time, first-time, degree/certificate seeking students in 2014 (Figure 10) were considerably higher for ECC than for most peers, with a graduate rate of 30% which is 4% higher than the median. The data in figure 10 also shows *transfer-out* rates of 10% which is slightly lower than the comparison group of 11%. This rate, mandated under Student Right-to-Know, measures all college transitions, including to other community colleges. California Community College and local transfer rates, such as reported in the *Annual Factbook*, are much better measures of actual 4-year transfer.

College Retention rates (in Figure 10) show slightly higher fall-to-fall persistence ("*retention*") for full-time students (76% vs. 73% for peers) and slightly lower for part-time students (50% vs. 52% for peers). Looking at time-to-degree measures in Figure 12, ECC had slightly higher rates of completion for all time spans (normal time, 150% time, 200% time) as compared to the peer median.

Graduation levels in this report indicate that ECC's graduate rates are higher than at least half its peer institutions.

### **Figures 13-16. Staffing, Salaries, Revenues & Expenses**

Similar to Figure 3, the comparative staffing levels reported in Figure 15 may reflect differences in enrollment levels, local definitions and institutional organization, so comparison is less meaningful. Also, revenue sources and expenses detailed in Figures 13 and 14 are also affected by institutional size and local definitions.

Figure 16 compares average salaries of full-time instructional staff. Salaries at ECC are slightly higher than the median institution.

### *Conclusion*

Despite demographic similarities with peer institutions, ECC had better student outcomes in many categories of the 2015 report than the median institution, especially in terms of degree and certificate counts, time to graduation rates, and persistence rates. The report doesn't give an indication of where ECC ranks numerically within the peer group but the rates demonstrate that El Camino is performing among the top colleges in the group in these outcomes.

# IPEDS DATA FEEDBACK REPORT 2015

## What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from about 7,500 institutions that provide postsecondary education across the United States. IPEDS collects institution-level data on student enrollment, graduation rates, student charges, program completions, faculty, staff, and finances.

These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (<http://collegenavigator.ed.gov>), an online tool to aid in the college search process. For more information about IPEDS, see <http://nces.ed.gov/ipeds>.

## What Is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. The purpose of this report is to provide institutional executives a useful resource and to help improve the quality and comparability of IPEDS data.

## What Is in This Report?

As suggested by the IPEDS Technical Review Panel, the figures in this report provide selected indicators for your institution and a comparison group of institutions. The figures are based on data collected during the 2014-15 IPEDS collection cycle and are the most recent data available. This report provides a list of pre-selected comparison group institutions and the criteria used for their selection. Additional information about these indicators and the pre-selected comparison group are provided in the Methodological Notes at the end of the report.

## Where Can I Do More with IPEDS Data?

Each institution can access previous Data Feedback Reports as far back as 2005 and customize this latest report by using a different comparison group and IPEDS variables of its choosing. To download archived reports or customize the current Data Feedback Report (DFR), please visit our web site at <http://nces.ed.gov/ipeds/Home/UseTheData>.



**El Camino Community College District**  
Torrance, CA



## 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 17, NCES selected a comparison group for you. (In this case, the characteristics used to define the comparison group appears below.) The Customize Data Feedback Report functionality on the IPEDS Data Center (<http://nces.ed.gov/ipeds/datacenter/>) can be used to reproduce the figures in this report using different peer groups.

The custom comparison group chosen by El Camino Community College District includes the following 12 institutions:

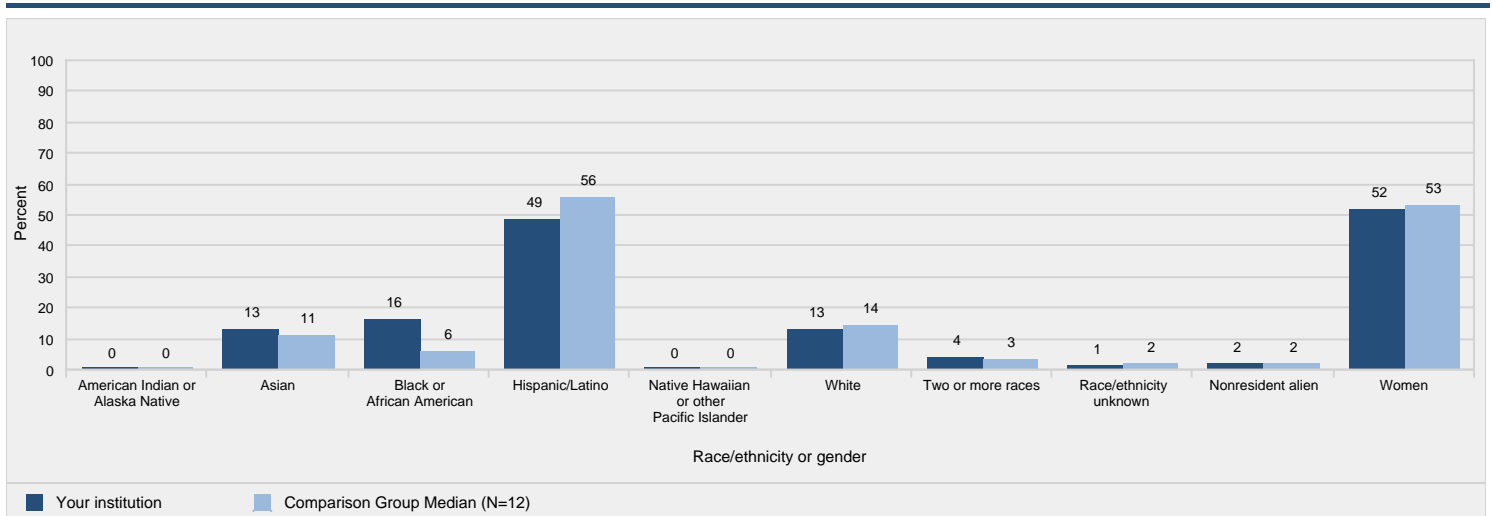
- ▶ Cerritos College (Norwalk, CA)
- ▶ East Los Angeles College (Monterey Park, CA)
- ▶ Glendale Community College (Glendale, CA)
- ▶ Long Beach City College (Long Beach, CA)
- ▶ Los Angeles Harbor College (Wilmington, CA)
- ▶ Los Angeles Pierce College (Woodland Hills, CA)
- ▶ Mt San Antonio College (Walnut, CA)
- ▶ Pasadena City College (Pasadena, CA)
- ▶ Rio Hondo College (Whittier, CA)
- ▶ Riverside City College (Riverside, CA)
- ▶ San Diego Mesa College (San Diego, CA)
- ▶ Santa Monica College (Santa Monica, CA)

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

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

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

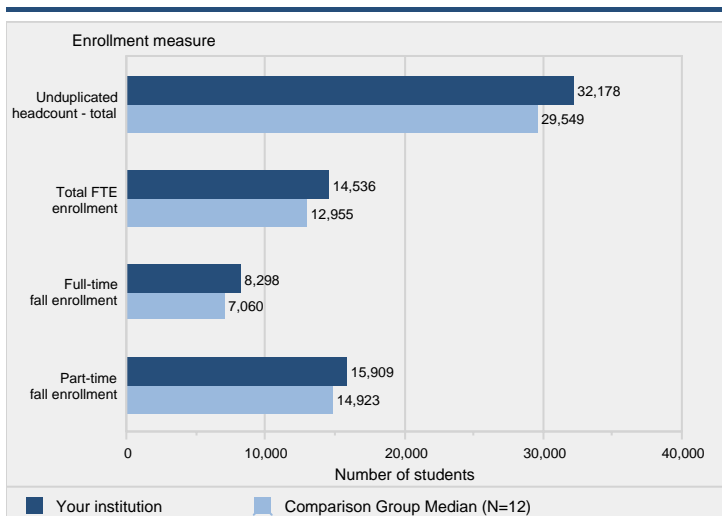
Figure 1. Percent of all students enrolled, by race/ethnicity, and percent of students who are women: Fall 2014



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 2014, Fall Enrollment component.

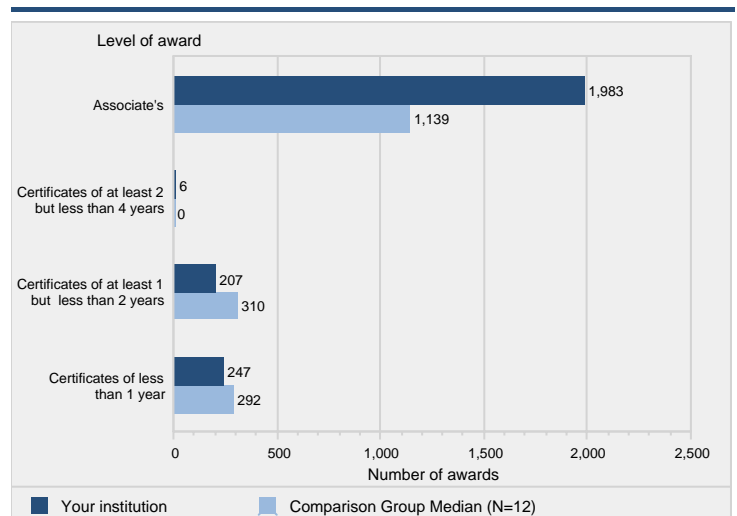
Figure 2. Unduplicated 12-month headcount (2013-14), total FTE enrollment (2013-14), and full- and part-time fall enrollment (Fall 2014)



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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2014, 12-month Enrollment component and Spring 2015, Fall Enrollment component.

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

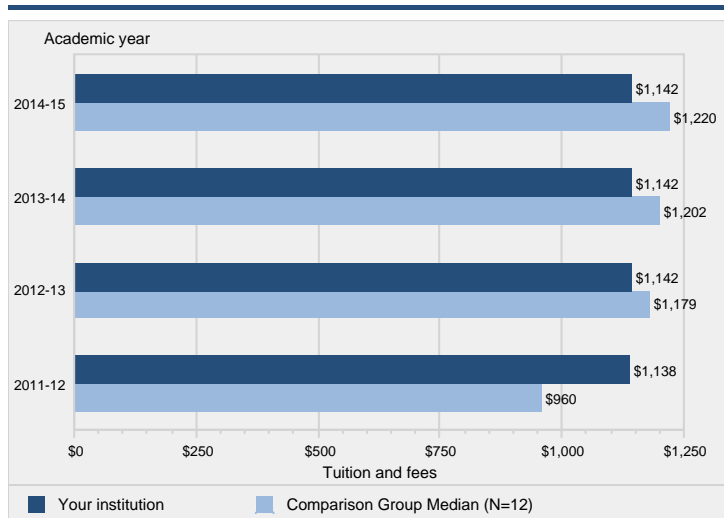


NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2014, Completions component.

# IPEDS DATA FEEDBACK REPORT

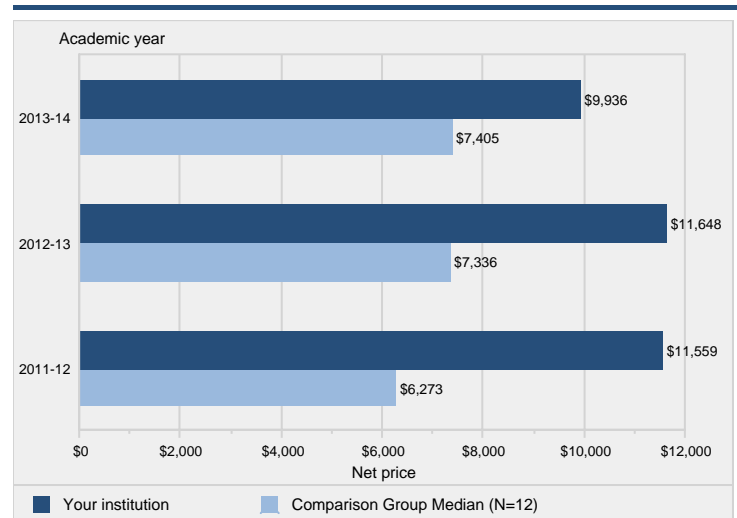
**Figure 4. Academic year tuition and required fees for full-time, first-time degree/certificate-seeking undergraduates: 2011-12 to 2014-15**



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 2014, Institutional Characteristics component.

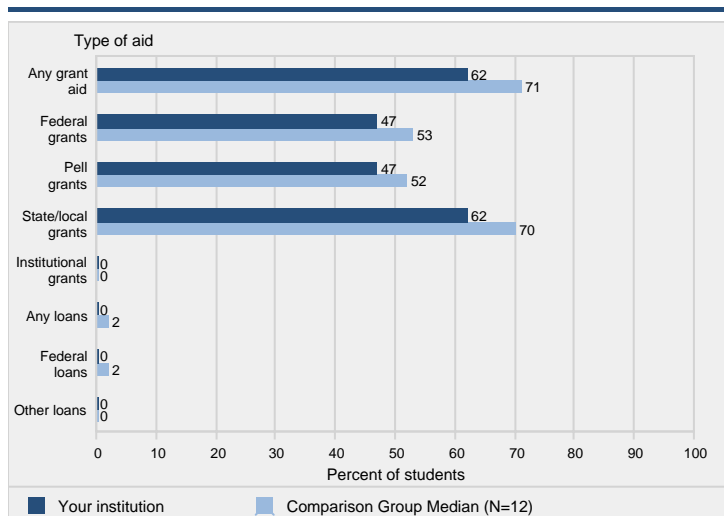
**Figure 5. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students receiving grant or scholarship aid: 2011-12 to 2013-14**



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 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 2014, Institutional Characteristics component; Winter 2014-15, Student Financial Aid component.

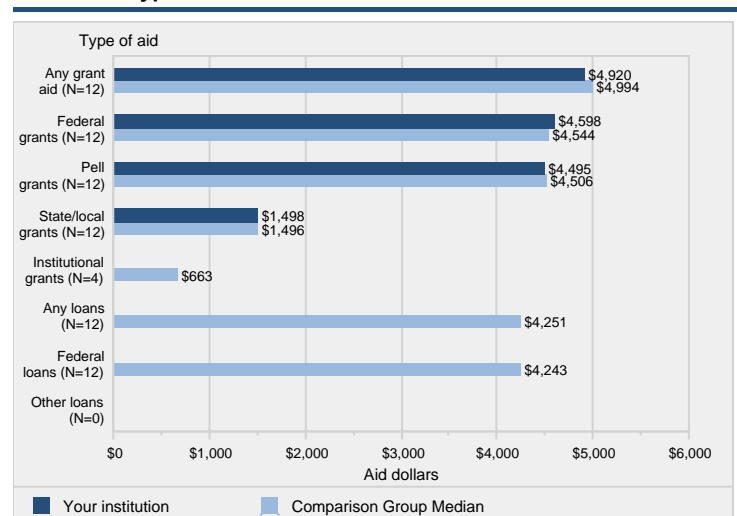
**Figure 6. Percent of full-time, first-time degree/certificate-seeking undergraduate students who received grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid: 2013-14**



NOTE: Any grant aid above includes grant or scholarship aid 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 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 2014-15, Student Financial Aid component.

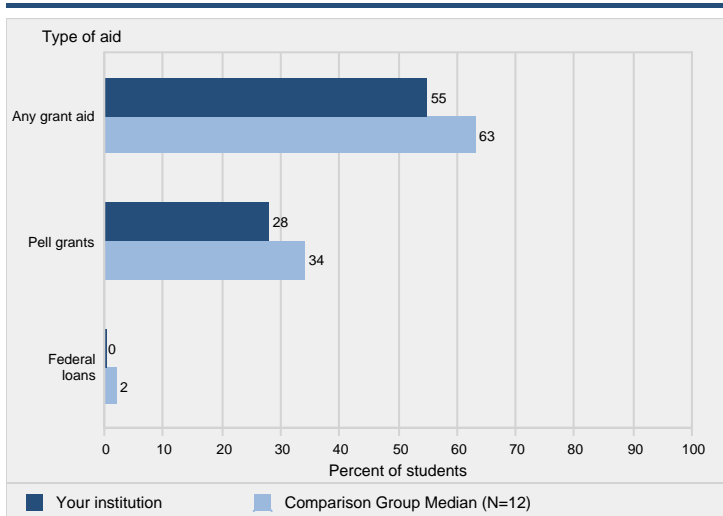
**Figure 7. Average amounts of grant or scholarship aid from the federal government, state/local government, or the institution, or loans received for full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2013-14**



NOTE: Any grant aid above includes grant or scholarship aid 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 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. Medians are not reported for comparison groups with less than three values.

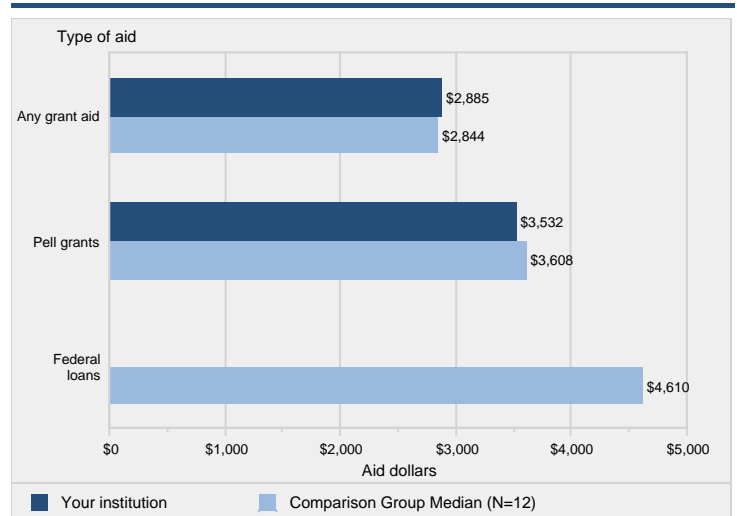
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2014-15, Student Financial Aid component.

**Figure 8. Percent of all undergraduates receiving aid, by type of aid: 2013-14**



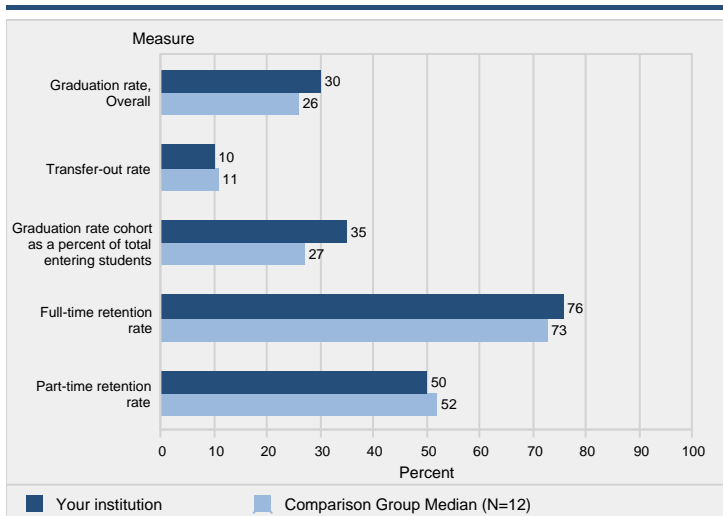
NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes only federal loans to students. N is the number of institutions in the comparison group.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2014-15, Student Financial Aid component.

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



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 2014-15, Student Financial Aid component.

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

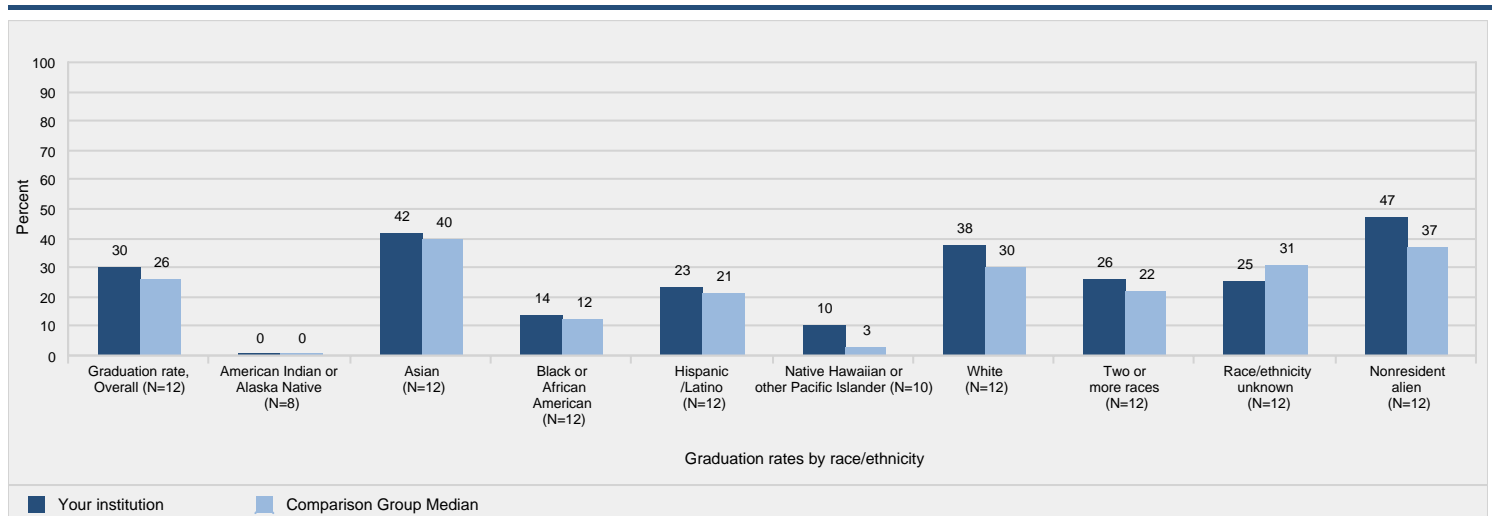


NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Graduation and transfer-out rates are the Student Right-to-Know rates. Only institutions with mission to prepare students to transfer are required to report transfer out. Retention rates are measured from the fall of first enrollment to the following fall. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2014-15, Graduation Rates component and Spring 2014, Fall Enrollment component.



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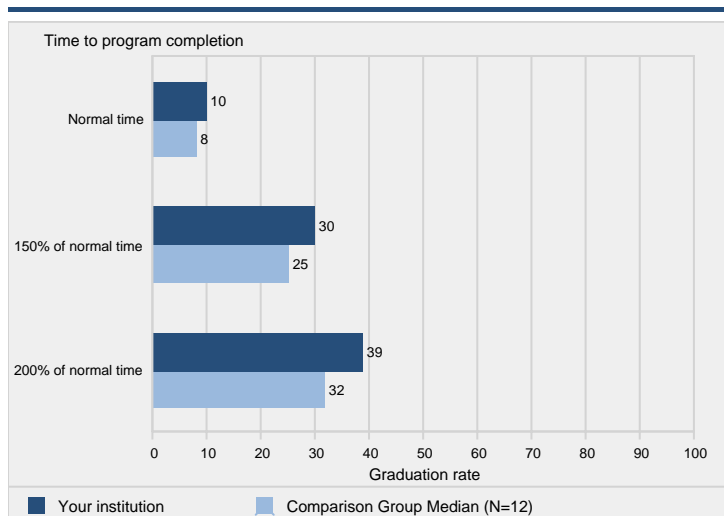
**Figure 11. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2011 cohort**



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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2014-15, Graduation Rates component.

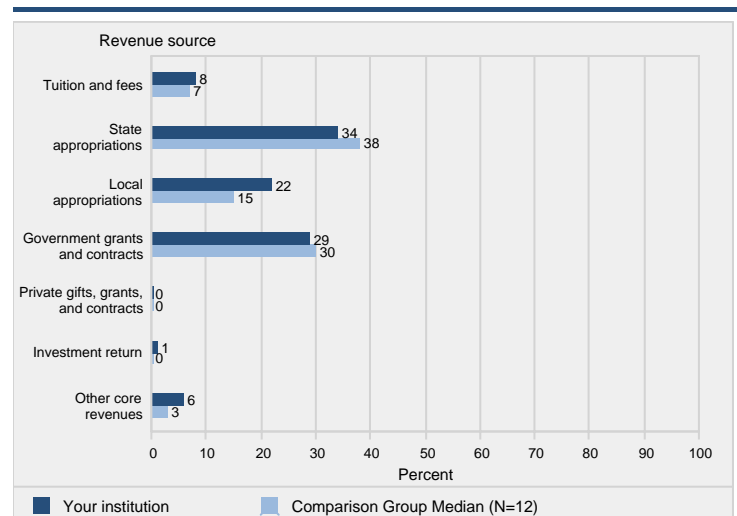
**Figure 12. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within normal time, and 150% and 200% of normal time to completion: 2010 cohort**



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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2014-15, 200% Graduation Rates component.

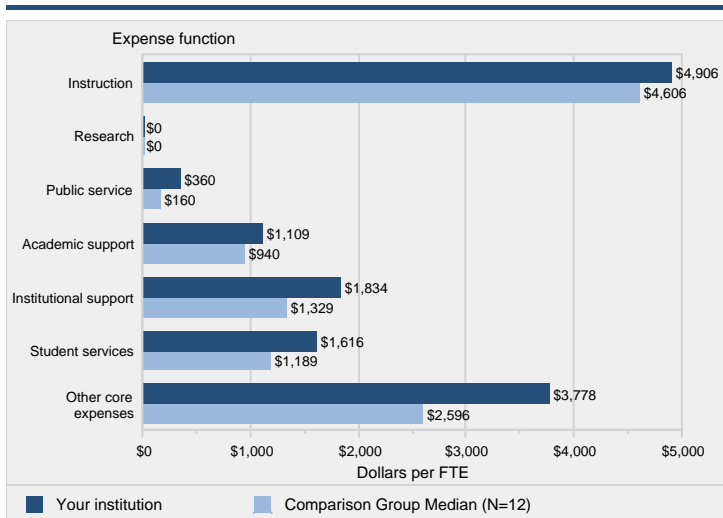
**Figure 13. Percent distribution of core revenues, by source: Fiscal year 2014**



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For a detailed definition of core revenues, see the Methodological Notes. N is the number of institutions in the comparison group.

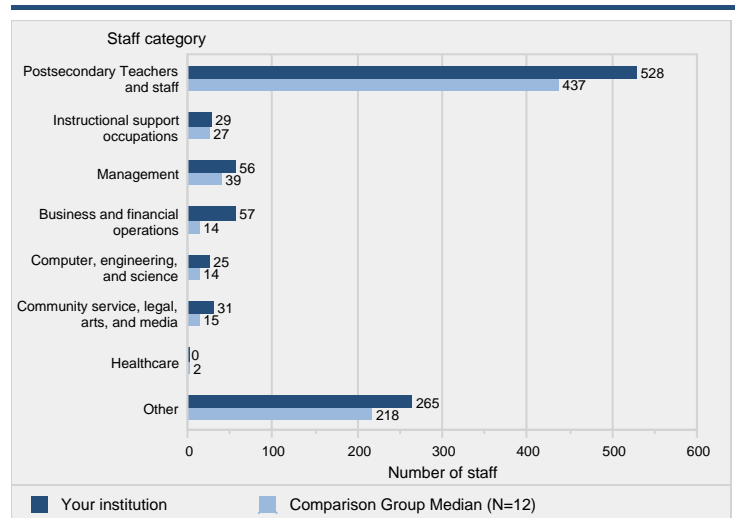
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2014, Finance component.

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



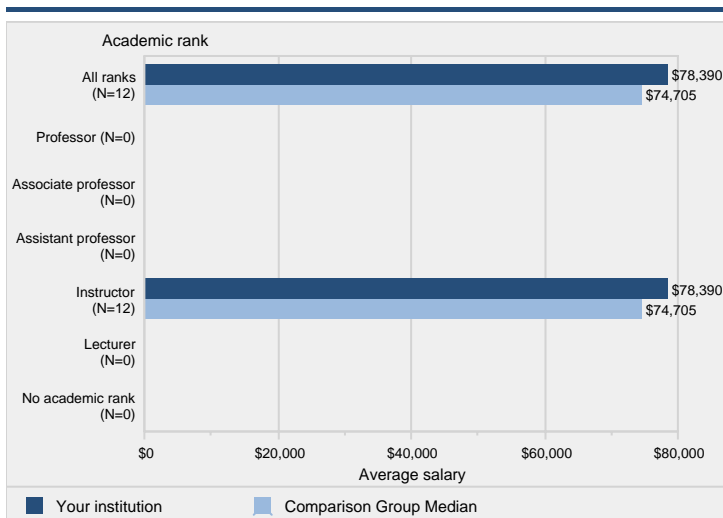
NOTE: Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. 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 2014, 12-month Enrollment component and Spring 2015, Finance component.

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



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 2014, Human Resources component.

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



NOTE: Average salaries of full-time instructional non-medical staff equated to 9-month contracts was calculated by multiplying the average monthly salary by 9. The average monthly salary was calculated by dividing the total salary outlays by the total number of months covered by staff on 9, 10, 11 and 12-month contracts. Medians are not reported for comparison groups with less than three values.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2014, Human Resources component.

# IPEDS DATA FEEDBACK REPORT

## METHODOLOGICAL NOTES

### Overview

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

### Use of Median Values for Comparison Group

The value for the comparison institution is compared to the median value for the comparison group for each statistic included in the figure. If more than one statistic is presented in a figure, the median values are determined separately for each indicator or statistic. Medians are not reported for comparison groups with fewer than three values. Where percentage distributions are presented, median values may not add to 100%. To access all the data used to create the figures included in this report, go to 'Use the Data' portal on the IPEDS website (<http://nces.ed.gov/ipeds>).

### Missing Statistics

If a statistic is not reported for your institution, the omission indicates that the statistic is not relevant to your institution and the data were not collected. Not all notes may be applicable to your report.

### Use of Imputed Data

All IPEDS data are subject to imputation for total (institutional) and partial (item) nonresponse. If necessary, imputed values were used to prepare your report.

### Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

### Disaggregation of Data by Race/Ethnicity

When applicable, some statistics are disaggregated by race/ethnicity. Data disaggregated by race/ethnicity have been reported using the 1997 Office of Management and Budget categories. Detailed information about the race/ethnicity categories can be found at <http://nces.ed.gov/ipeds/reic/resource.asp>.

### Cohort Determination for Reporting Student Financial Aid and Graduation Rates

Student cohorts for reporting Student Financial Aid and Graduation Rates data are based on the reporting type of the institution. For institutions that report based on an academic year (those operating on standard academic terms), student counts and cohorts are based on fall term data. Student counts and cohorts for program reporters (those that do not operate on standard academic terms) are based on unduplicated counts of students enrolled during a full 12-month period.

## Description of Statistics Used in the Figures

### *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 they are required for admission.

### *Average Institutional Net Price*

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 received 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.

### *Core Revenues*

Core revenues for public institutions reporting under GASB standards include tuition and fees; state and local appropriations; government grants and contracts; private gifts, grants, and contracts; sales and services of educational activities; investment income; other operating and non-operating sources; and other revenues and additions (federal and capital appropriations and grants and additions to permanent endowments). Core revenues for private, not-for-profit institutions (and a small number of public institutions) reporting under FASB standards include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts (including contributions from affiliated entities); investment return; 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 appropriations, grants, and contracts (federal, state, and local); private grants and contracts; investment income; sales and services of educational activities; and other sources. At degree-granting institutions, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Nondegree-granting institutions do not report revenue from auxiliary enterprises in a separate category. These amounts may be included in the core revenues from other sources.

### *Core Expenses*

Core expenses include expenses for instruction, research, public service, academic support, institutional support, student services, scholarships and fellowships (net of discounts and allowances), and other expenses. 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, dormitories), hospitals, and independent operations. Nondegree-granting institutions do not report expenses for auxiliary enterprises in a separate category. These amounts may be included in the core expenses as other expenses.

## *Equated Instructional Non-Medical Staff Salaries*

Institutions reported total salary outlays by academic rank and gender, and the number of staff by academic rank, contract length (9-, 10-, 11-, and 12-month contracts), and gender. The total number of months covered by salary outlays was calculated by multiplying the number of staff reported for each contract length period by the number of months of the contract, and summing across all contract length periods. The weighted average monthly salary for each academic rank and gender was calculated by dividing the total salary outlays by the total number of months covered. The weighted average monthly salary was then multiplied by 9 to determine an equated 9-month salary for each rank.

## *FTE Enrollment*

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours). See "Calculation of FTE Students (using instructional activity)" in the IPEDS Glossary at <http://nces.ed.gov/ipeds/glossary/>.

## *FTE Staff*

The full-time-equivalent (FTE) of staff is calculated by summing the total number of full-time staff and adding one-third of the total number of part-time staff. Graduate assistants are not included.

## *Graduation Rates and Transfer-out Rate*

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know Act and Higher Education Act, as amended, and are defined as the total number of individuals from a given cohort of full-time, first-time degree/certificate-seeking undergraduates who completed a degree or certificate within a given percent of normal time to complete all requirements of the degree or certificate program before the ending status date of August 31, 2014; divided by the total number of students in the cohort of full-time, first-time degree/certificate-seeking undergraduates minus any allowable exclusions. Institutions are permitted to exclude from the cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called up to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission. Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution (without earning a degree/award) and subsequently re-enrolled at another institution within the same time period; divided by the same adjusted cohort (initial cohort minus allowable exclusions) as described above. Only institutions with a mission that includes providing substantial preparation for students to enroll in another eligible institution are required to report transfers out.

## *Retention Rates*

Full-time retention rates is a measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. The full-time retention rate is calculated using the percentage of full-time, first-time degree/certificate-seeking undergraduates, while the part-time rate is calculated using the percentage of part-time, first-time degree/certificate-seeking undergraduates.

## *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.

## *Tuition and Required Fees*

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

## **Additional Methodological Information**

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