What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from nearly 6,700 institutions that provide postsecondary education across the United States. IPEDS collects institution-level data on students (enrollment and 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), 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. Our goal is to produce a report that is useful to institutional executives and that may help improve the quality and comparability of IPEDS data.

What Is in This Report?

The figures provided in this report are those suggested by the IPEDS Technical Review Panel. They were developed to provide selected indicators and data elements for your institution and a comparison group of institutions. The figures are based on data collected during the 2009-10 IPEDS collection cycle and are the most recent data available. Additional information about these indicators is provided in the Methodological Notes at the end of the report. On the next page is a list of the institutions in your comparison group and the criteria used for their selection. Please refer to "Comparison Group" in the Methodological Notes for more information.

Where Can I Do More with IPEDS Data?

The Executive Peer Tool (ExPT) is designed to provide campus executives easy access to institutional and comparison group data. Using the ExPT, you can produce reports using different comparison groups and access a wider range of IPEDS variables. The ExPT is available through the IPEDS Data Center (http://nces.ed.gov/ipeds/data center).
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 14, NCES selected a comparison group for you based on the institutional characteristics detailed immediately above the listing of the comparison group institutions. (If the Carnegie Classification of Institutions of Higher Education was used as an institutional characteristic in the definition of a comparison group, the 2005 Basic version was used.) The comparison group used in this report may not reflect your institution’s peer group, or you may wish to compare your institution to other groups. The Executive Peer Tool (ExPT) (http://nces.ed.gov/ipeds/datacenter/) can be used to reproduce the figures in this report using different peer groups.

Using some of your institution's characteristics, a group of comparison institutions was selected for you. The characteristics include Carnegie Classification of Masters Colleges and Universities (smaller programs), public. This comparison group includes the following 31 institutions:

- Bemidji State University (Bemidji, MN)
- Castleton State College (Castleton, VT)
- Delaware State University (Dover, DE)
- Eastern New Mexico University-Main Campus (Portales, NM)
- Fayetteville State University (Fayetteville, NC)
- Fort Valley State University (Fort Valley, GA)
- Francis Marion University (Florence, SC)
- Indiana University-Northwest (Gary, IN)
- Johnson State College (Johnson, VT)
- Keene State College (Keene, NH)
- Lincoln University (Jefferson City, MO)
- Lock Haven University (Lock Haven, PA)
- Mansfield University of Pennsylvania (Mansfield, PA)
- Minnesota State University-Moorhead (Moorhead, MN)
- Minot State University (Minot, ND)
- Mississippi Valley State University (Itta Bena, MS)
- Oregon State University-Cascades Campus (Bend, OR)
- Ramapo College of New Jersey (Mahwah, NJ)
- Savannah State University (Savannah, GA)
- Southern Utah University (Cedar City, UT)
- Southwest Minnesota State University (Marshall, MN)
- Southwestern Oklahoma State University (Weatherford, OK)
- SUNY College at Oneonta (Oneonta, NY)
- SUNY Empire State College (Saratoga Springs, NY)
- The Evergreen State College (Olympia, WA)
- The Richard Stockton College of New Jersey (Pomona, NJ)
- University of Alaska Southeast (Juneau, AK)
- University of Arkansas at Monticello (Monticello, AR)
- University of Maryland Eastern Shore (Princess Anne, MD)
- University of the District of Columbia (Washington, DC)
- University of Washington-Bothell Campus (Bothell, WA)

Mississippi University for Women
Figure 1. Percent of all students enrolled, by race/ethnicity and percent of students who are women: Fall 2009

NOTE: For this survey year, institutions could report race and ethnicity using both 1977 (old) and 1997 (new) Office of Management and Budget categories. Categories shown in this figure are derived by adding comparable categories from both old and new; however, the "Two or more races" category appears only in the 1997 version. For more information about disaggregation of data by race and ethnicity, please see the Methodological Notes at the end of this report. Median values for the comparison group will not add to 100 percent. See "Use of Median Values for Comparison Group" in the Methodological Notes at the end of this report for how median values are determined. N is the number of institutions in the comparison group.


Figure 2. Unduplicated 12-month headcount of all students and of undergraduate students (2008-09), total FTE enrollment (2008-09), and full- and part-time fall enrollment (Fall 2009)

NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes at the end of this report. 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.


Figure 3. Number of degrees awarded, by level: 2008-09

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

Figure 4. Academic year tuition and required fees for full-time, first-time, degree/certificate-seeking undergraduates: 2006-07--2009-10

Figure 5. Average net price of attendance for full-time, first-time, degree/certificate-seeking undergraduate students receiving grant or scholarship aid: 2006-07--2008-09

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: 2008-09

Figure 7. Average amounts of grant or scholarship aid from the federal government, state/local government, or the institution, or loans received, by full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2008-09
Figure 8. Percent of all undergraduates receiving aid by type of aid: 2008-09

Figure 9. Average amount of aid received by all undergraduates, by type of aid: 2008-09

Figure 10. Graduation rate cohort as a percent of all undergraduates and as a percent of total entering students (Fall 2009); graduation rate and transfer-out rate (2003 cohort); and retention rates (Fall 2009)

Figure 11. Bachelor's degree graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2001 cohort
Figure 12. Full-time equivalent staff, by assigned position: Fall 2009

Staff category
- Instruction/research/public service: 151
- Executive/administrative/managerial: 31
- Other professional (support/service): 55
- Non-professional: 78

Number of staff: 212

NOTE: Graduate assistants are not included in this figure. For information on the calculation of FTE of staff, see the Methodological Notes. N is the number of institutions in the comparison group.


Figure 13. Average salaries of full-time instructional staff equated to 9-month contracts, by academic rank: Academic year 2009-10

Academic rank
- All ranks (N=31): $48,860
- Professor (N=30): $56,067
- Associate professor (N=30): $47,110
- Assistant professor (N=30): $47,239
- Instructor (N=24): $46,856
- Lecturer (N=10): $47,665
- No academic rank (N=9): $45,627

Average salary

NOTE: Average full-time instructional staff salaries for 11/12-month contracts were equated to 9-month average salaries by multiplying the 11/12-month salary by .8182. Salaries based on less than 9-month contracts are not included. Medical school salaries are not included. N is the number of institutions in the comparison group.


Figure 14. Percent distribution of core revenues, by source: Fiscal year 2009

Revenue source
- Tuition and fees: 19
- State appropriations: 36
- Local appropriations: 36
- Government grants and contracts: 21
- Other core revenues: 8

Percent: 28

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


Figure 15. Core expenses per FTE enrollment, by function: Fiscal year 2009

Expense function
- Instruction: $5,253
- Research: $1,255
- Public service: $3,387
- Academic support: $1,377
- Institutional support: $1,901
- Student services: $1,497
- Other core expenses: $3,460

Dollars per FTE: $8,000

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. 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.

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during the 2008-10 survey year. Response rates exceeded 99 percent 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 less than three values. Where percentage distributions are presented, median values may not add to 100 percent. Through the ExPT, users have access to all of the data used to create the figures included in this report.

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. As such, not all notes listed below 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. Between survey years 2008-09 and 2010-11, the categories used for the collection and reporting of race/ethnicity data in IPEDS are transitioning to those developed in 1997 by the Office of Management and Budget, and institutions may report using either those categories, the older (1977) categories, or a mixture of both. Therefore, during the transition, only derived categories that present comparable data will be displayed. Detailed information about these changes can be found at http://nces.ed.gov/ipeds/reic/resource.asp.

Postbaccalaureate Degree Categories

In 2008-09 IPEDS, new postbaccalaureate degree categories were introduced as optional. The new categories are Doctor’s degree-Research/scholarship, Doctor’s degree-Professional practice, and Doctor’s degree-Other. In addition, the First-professional degree and certificate categories and the single Doctor’s degree category are being phased out. During the transition period, all First-professional students are reflected as graduate students, all First-professional degrees awarded are reflected as Doctor’s degrees, and all Doctor’s degrees reported under the new categories are aggregated under a single Doctor’s degree category, so that data reported by all institutions are comparable.

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 full 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

Average Net Price of Attendance

Average net price is calculated for full-time, first-time degree/certificate-seeking undergraduates who received grant or scholarship aid from the federal government, state/local government, or the institution anytime during the full aid year. 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 (lower of in-state or in-state for public institutions), books and supplies, and the weighted average room and board and other expenses.

Core Expenses

Core expenses for public institutions using the Governmental Accounting Standards Board (GASB) standards include expenses for instruction, research, public service, academic support, institutional support, student services, operation and maintenance of plant, depreciation, interest, scholarships and fellowships, other expenses, and nonoperating expenses. Core expenses for private, not-for-profit and for-profit, and a small number of public institutions reporting under the Financial Accounting Standards Board (FASB) standards include expenses for instruction, research, public service, academic support, student services, institutional support, net grant aid to students, and other expenses. For all institutions, core expenses exclude expenses for auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Expenses for operation and maintenance of plant, depreciation, and interest for GASB institutions are included in other core expenses, but are allocated to each of the other functions for FASB institutions.

Core Revenues

Core revenues for public institutions reporting under GASB standards include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts; investment income; 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 include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts; investment return; sales and services of educational activities; and other sources. Core revenues for private, for-profit institutions reporting under FASB standards include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private grants and contracts; net investment income; sales and services of educational activities; and other sources. In general, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations.

Equated Instructional Staff Salaries

Total salary outlays for full-time instructional staff on 11/12-month contracts
were equated to 9-month outlays by multiplying the outlay for 11/12-month contracted instructional staff by 0.8182. The equated outlays were then added to the outlays for 9/10-month instructional staff to determine an average salary for each rank. Salaries are not included for medical school staff or staff on less-than-9-month contracts.

**FTE for 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) plus the estimated FTE of first-professional students, if applicable. Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours). All doctor’s degree students are reported as graduate students. First-professional FTE is estimated by calculating the ratio of full-time to part-time first-professional students from the fall enrollment counts and applying this ratio to the 12-month unduplicated headcount of first-professional students. The estimated number of full-time first-professional students is added to one-third of the estimated number of part-time students. See “Calculation of FTE Students (using instructional activity)” in the IPEDS Glossary at [http://nces.ed.gov/ipeds/glossary/](http://nces.ed.gov/ipeds/glossary/).

**FTE for Staff**

The full-time equivalent (FTE) of staff is calculated by summing the total number of full-time staff from the Employees by Assigned Position (EAP) section of the Human Resources component and adding one-third of the total number of part-time staff.

**Graduation Rates and Transfer-out Rate**

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know and Higher Education Opportunity Acts 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 (for the degree or certificate) before the ending status date of August 31, 2009, divided by the entire cohort of full-time, first-time, degree/certificate-seeking undergraduates minus any allowable exclusions. 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 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 within the same time period, divided by the same adjusted cohort. Only institutions with a mission that includes preparing students to transfer are required to report transfers out.

**Retention Rates**

Full-time retention rates are defined as the number of full-time, first-time, degree/certificate-seeking undergraduate students who enter the institution for the first time in the fall and who return to the same institution the following fall (as either full- or part-time), divided by the total number of full-time, first-time, degree/certificate-seeking undergraduates in the fall of first entrance. Part-time retention rates are similarly defined. For 4-year institutions offering a bachelor’s degree, this rate is reported only for those first-time students seeking a bachelor’s degree. For less than 4-year institutions, the rate is calculated for all first-time degree/certificate-seeking students.

**Student-to-Faculty Ratio**

The guidance provided to institutions for calculating their student-to-faculty ratio is as follows: the number of FTE students (using Fall Enrollment data) divided by the total FTE instructional staff (using the total Primarily instruction + Instruction/research/public service staff reported on the EAP section of the 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 full-time students plus one-third the number of part-time students: FTE for instructional staff is similarly calculated. Students enrolled 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.

**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 again in the fall). This includes all first-time undergraduate students, students transferring into the institution at the undergraduate level, and nondegree/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; 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?id=010](http://nces.ed.gov/pubsearch/getpubcats.asp?id=010). Additional definitions of variables used in this report can be found in the IPEDS online glossary at [http://nces.ed.gov/ipeds/glossary/](http://nces.ed.gov/ipeds/glossary/).

---

Allegra Brigham, Interim President
Mississippi University for Women (ID: 176035)
1100 College Street, MUW-1600
Columbus, MS 39701