

CPBAC – College Planning, Budgeting, and Analysis Committee
01/25/19 | 8:00-9:30 a.m. | Room B108

Members in attendance:

Leonard Bates	Faculty Senate Chair
Dave Bonilla	Director, Information Technology
Mary Kay Bonilla	Executive Director of Human Resources & Associate Dean of Student Services
Lewis Card	Executive Director of Development, Marketing and Communications
Susan Cooper	Faculty Senate Representative
Dr. Leanne Frost	Director of General Studies
Cheryl McGee	Classified Staff-at-Large
Kathy Meier	Professional Staff-at-Large
Charla Merja	Director of Academic Success Center
Russell Motschenbacher	Health Sciences Division Director – via Webex
Eleazar Ortega	Institutional Researcher
Heather Palermo	Director of Lifelong Learning
Dr. Heidi Pasek	Associate Dean / CAO
Carmen Roberts	Interim Chief Financial Officer
Joel Sims	Director of Trades
Gary Smart	Director of Facilities
Karen Vosen	Classified Staff-at-Large
Dena Wagner-Fossen	Registrar – via Webex
Laura Wight	Director of Library Services
Dr. Susan Wolff	CEO / Dean - Chair

Members not in attendance:

Leah Habel	Director of Financial Aid
Dr. Thomas Oakberg	Faculty Senate Representative
Troy Stoddard	Director of Advising and Career Center

I. Call to Order

Dr. Heidi Pasek called the meeting to order.

II. Legislative Updates/Questions – Dr. Susan Wolff, CEO

Dr. Susan Wolff reported on the \$4.25 million Dental Hygiene Expansion request currently before the legislature (HB 14). Dr. Wolff presented before the legislature this week.

Benefits of GFC MSU’s dental hygiene expansion include:

- additional space for ten more operatories and 26 more students
- a separate entrance
- increased capabilities for needed technology

Median starting wages for graduates are \$51,000.

Other projects under consideration are renovation of MSU’s Romney Hall and greenhouse laboratories at Agricultural Experiment Station research centers.

**III. Internal Academic Program Review Recommendations and Rationale – Larry Vaccaro
Attachment A**

Larry Vaccaro explained the process followed by IAPRC in reviewing programs. Results of the eight programs reviewed are:

- Associate of Science: Approved for continuation with expectation for sustained performance.
- Associate of Arts Degree: Approved for continuation with expectation for sustained performance.
- General Studies Certificate: Approved for continuation with expectation for sustained performance.
- Welding AAS and Tier 3: Approved for continuation with expectation for sustained performance.
- Welding Tech & Fab AAS Degree and Welding & Fabrication Tier 3 CTS: Approved for continuation with expectation for sustained performance. (CAO discretion)
- Welding & Fabrication Tier I CTS: Approved for continuation with expectation for sustained performance.
- Welding Technology & Fabrication CAS: Approved for continuation with expectation for sustained performance.
- EMS paramedic AAS: Approved for continuation with expectation for sustained performance.
- EMT/Pre-Paramedic CTS approved for discontinuance

**IV. Budget – Carmen Roberts – Interim Chief Financial Officer
Attachment B**

FY 2019.

Tuition shortfall is partly offset by Benefis donation for Health Sciences faculty salaries and salary savings, leaving GFC MSU with \$32,260 shortage.

Actual tuition revenue is 9.4% lower than projections.

At 50% through the year, actual expenditures are at 48%.

FY 2020.

State support won't be known until May.

GFC MSU will budget for same amount of state funding and \$350,000 less in tuition revenue.

Dr. Pasek discussed that position vacancies may not be filled as adjunct faculty can be utilized as needed in Biology, Social Sciences, Dental Assisting, Math Line, and Nutrition. The Nursing instructor position will be filled.

Pre-approval from Carmen is required for operations increases.

Dr. Wolff reported that because the number of high school freshmen will increase next year we will see an increase in high school graduates in four years.

Dr. Leanne Frost inquired about the effects of 1-2 Free. GFC MSU received reimbursement from OCHE for this program, and will need to budget 1-2 Free into next year's tuition.

Budget worksheets will be sent out next week. Please return by March 1, 2019.

**V. Fees – Carmen Roberts
Attachment B**

Carmen Roberts discussed 2020-2021 fee requests.

Mandatory Fees

- Computer Fee and Campus Safety & Grounds Fee: 3% increase requested. Board will review at March meeting.
- Library Fee - \$6.00 year increase requested.
- New Counseling Fee: have been utilizing GF Mental Health triage; allow for hiring of PT on-campus counselor.

Designated Fees

- New student orientation fee: increase due to increased cost of holding Saturday orientation days
- Graduation Fee: reinstate fee

Pass Through, Program & Course Fees

CPBAC voting members will receive Survey Monkey link to vote for fees today. Request return by 8:00 1/29 for discussion by Executive Team.

VI. Overview of new Meeting Schedule and Format

Dr. Pasek discussed the need for documenting our process to ensure we are fulfilling our mission. Dr. Pasek and Carmen Roberts will bring forward to CPBAC suggestions for meeting structure, format and policy documentation. CPBAC will meet monthly through the legislative session.

VII. Planning Update

Dr. Pasek updated CPBAC on the planning work being done by CAAAC (College Assessment-Analysis-Accreditation Committee). CAAAC is a subcommittee of CPBAC and is composed of members Dr. Pasek, Jeri Pullum, Mandy Wright, Eleazar Ortega, and Dena Wagner-Fossen.

VIII. Update on Assessment of 8-Week Advantage Attachment C

What would happen if every student had a purpose, plan and path for on-time completion?

Dr. Pasek discussed the attached "The 8-Week Advantage: Update to the CPBAC, January 2019" bridge plan. Dr. Wolff's vision of a purpose, plan and path for every student came about from an ET brainstorming session.

Could we scale best practices to increase student success?

Dr. Pasek discussed how the NASH HIPs Initiative (National Association of System Heads High Impact Practices) supports the 8-Week Advantage and ties it to other initiatives such as NASH HQ HIPS, Complete College America/Montana (CCA/CCM) and Seamless One MSU.

We will look at both quantitative (retention, enrollment) and qualitative (focus groups, surveys) information to measure our progress and guide CPBAC decisions.

The group discussed how Admissions is currently using Seamless One MSU initiative.

**IX. Update on IPEDS Survey – Eleazar Ortega, Institutional Researcher
Attachment D (IPEDS Data Feedback Report Presentation)
Attachment E (IPEDS Data Feedback Report)**

Eleazar reported on the Data Feedback Report from the Integrated Postsecondary Education Data System (IPEDS). This report compares GFC MSU's information to the median value from 34 other two-year colleges.

The internal reports are uploaded to <https://montanaedu.sharepoint.com/sites/GFCMSUData>. The site can be accessed by logging in with your netID and password. Data from Fall/Spring retention of this year will be published after the census.

IAPRC Approved Recommendations

2018-2019

Overview

- ▶ Weighted Areas
- ▶ Committee process
- ▶ Possible Recommendations
- ▶ Approved Program Recommendations (8)

Weighted Areas

- ▶ **Approved by Executive Team March 2016**
- ▶ **Category Approved Weight**
- ▶ Projected job openings/Job openings (AAS/CAS/CTS)
- ▶ OR
- ▶ Transfer rate (AA/AS/General Education Certificate) **10**
- ▶ Median wages for graduates employed all four quarters **15**
- ▶ Degrees/certificates production **30**
- ▶ Retention **30**
- ▶ Annual FTE **10**
- ▶ Financial Impact per FTE (Revenue minus Cost)/FTE **5**

Committee Process

- ▶ Data Presentation by Institutional Researcher
- ▶ Program Director Comments
- ▶ Committee Deliberation
- ▶ Three steps:
 - ▶ 1. Look at the overall program score/quintile placement
 - ▶ 2. Review each sub-scores in the order of the magnitude of their weight.
Where applicable, consider pre-program metrics, per the program snapshot.
 - ▶ 3. Consider the program director's presentation

Potential Recommendations

- ▶ 1. Program approved for continuation with expectation for sustained performance;
- ▶ 2. Program approved for continuation with modification; or
- ▶ 3. Program recommended for discontinuation.

Recommendations: AS Degree

- ▶ Program: **Associate of Science Degree**
- ▶ This program is [approved for continuation with expectation for sustained performance](#).
- ▶ Rationale:
- ▶ Supports the Core Theme of Transfer Preparation.
- ▶ Many of the courses that comprise the program are necessary for completion of workforce programs.
- ▶ Earned a score of 81 (top 20% of all programs).
- ▶ Strong performance in the highest weighted areas: degree production and retention.
- ▶ Program has strong enrollment numbers.

Recommendations: AA Degree

- ▶ Program: **Associate of Arts Degree**
- ▶ This program is [approved for continuation with expectation for sustained performance](#).
- ▶ Rationale:
- ▶ Supports the Core Theme of Transfer Preparation.
- ▶ Many of the courses that comprise the degree are necessary for completion of workforce programs.
- ▶ Earned a score of 78 (high in the top 40% of all programs).
- ▶ Strong performance in the highest weighted areas: degree production and retention.
- ▶ Strong enrollment numbers.

Recommendations: General Studies Certificate

- ▶ Program: **General Studies Certificate**
- ▶ This program is [approved for continuation with expectation for sustained performance](#).
- ▶ [Rationale:](#)
- ▶ Supports the Core Theme of Transfer Preparation.
- ▶ The courses that comprise the General Studies Certificate program are the basis for both the AA and AS degrees, so the “core” is a stackable credential for both degrees.
- ▶ Many of the courses that comprise the General Studies Certificate program are necessary for completion of workforce programs.
- ▶ The program provides a momentum point toward completion of the AA and AS degrees.

Recommendations: Welding AAS and Tier 3

- ▶ Program: **Welding Technology & Fabrication Associate of Applied Science Degree** and **Welding & Fabrication Tier 3 Certificate of Technical Studies**
- ▶ This program is [approved for continuation with expectation for sustained performance](#).
- ▶ Rationale:
 - ▶ Insufficient performance data based on only one year of available data.
 - ▶ Financial data cannot be separated from the other Welding programs.
 - ▶ The Committee is concerned with the sharp decline in enrollments in the pipeline for both programs.
 - ▶ Recommend continuation with CAO's discretion to evaluate the program when deemed appropriate.

Recommendations: Welding Tier 1 CTS

- ▶ Program: **Welding & Fabrication Tier I Certificate of Technical Studies**
- ▶ This program is [approved for continuation with expectation for sustained performance](#).
- ▶ Rationale:
- ▶ Is a stackable credential.
- ▶ Is a momentum point for students to continue their education.
- ▶ Financial data cannot be separated from the other welding programs.

Recommendations: Welding CAS

- ▶ Program: **Welding Technology & Fabrication Certificate of Applied Science Degree**
- ▶ This program is [approved for continuation with expectation for sustained performance.](#)
- ▶ Rationale:
- ▶ Total program score is 78, just below top 20%.
- ▶ Strong on degrees granted and retention.
- ▶ Financial data cannot be separated from the other welding programs.
- ▶ Note: The committee is concerned about the significant decline in enrollment over the past few years.

Recommendations: EMS Paramedic AAS

- ▶ Program: **EMS Paramedic Associate of Applied Science Degree**
- ▶ This program is [approved for continuation with expectation for sustained performance](#).
- ▶ Rationale:
 - ▶ Although declining enrollment is a concern, wages are relatively high.
 - ▶ Strong retention, strong wages, and community need.
 - ▶ Note: The Program Director should be commended for the work he has done on campus and in the community in preparing many paramedics.

Recommendations: EMT/Pre-Paramedic

- ▶ Program: **EMT/Pre-Paramedic Certificate of Technical Studies**
- ▶ This program is [approved for discontinuance](#).
- ▶ Rationale:
- ▶ Low overall score and low scores in degrees and retention rates.
- ▶ Students declaring the program for financial aid; not completing because all they really want to do is finish the EMT course, ECP 131. (Note that students will still be able to obtain financial aid if the program is discontinued.)
- ▶ The [ECP 131 course will be continued](#).
- ▶ The Program Director should be commended for the work he has done on campus and in the community in preparing many paramedics.

CPBAC

1/25/19





BUDGET

FY 2019



Revenue

Tuition Shortfall = -\$323,660

Benefis Donation for HS
faculty salaries = \$106,400

Cost Decreases

Estimated Salary Savings =
\$185,000

Net impact: -\$32,260

Tuition Revenue

	Budgeted	Actual	Difference	Rate
Summer Tuition	328,895	327,889	-1,006	-0.3%
Fall Tuition	1,583,259	1,473,237	-110,022	-6.9%
Spring Resident Tuition*	1,352,969	1,195,071	-157,898	-11.7%
Spring WUE Tuition	5,160	8,944	3,784	73.3%
Spring Non-Resident Tuition	179,085	120,567	-58,518	-32.7%
Total Spring Tuition	<u>1,537,214</u>	<u>1,324,512</u>	<u>-212,632</u>	<u>-13.8%</u>
Total Tuition Revenue	3,449,368	3,125,708	-323,660	-9.4%

*Does not include most concurrent DE tuition

Expenditures

50% through the year

48% through budgeted
expenditures

Expenditures

	Budgeted	Actual	Remaining	Rate
Personal Services	9,301,092	4,598,849	4,702,243	49%
Operating Expenses	<u>1,797,471</u>	<u>775,627</u>	<u>1,021,844</u>	<u>43%</u>
	11,098,563	5,374,476	5,724,087	48%

FY 2020 Operating Budget

Revenue

Enrollment Assumptions

*Flat enrollment = \$350,000
tuition revenue reduction*

State support

Expenditures

FY 2019 is base budget

Position vacancies may not be filled

Pre-approval for operations increases



FEES

2020-2021 FEE REQUEST



FEE REQUEST SUMMARY

- **Mandatory Fees**
 - Increase of \$15.93/16.00 per semester
- **Designated Fees**
 - Orientation & Graduation
- **Pass Through Fees**
 - 5 new fees, 8 increases in current fees
- **Program Fees**
 - 1 increase in current fees
- **Course Fees**
 - 9 new fees, 2 increases & 3 decreases in current fees

MANDATORY FEES

- Computer Fee and Campus Safety & Grounds Fee--3% per year increase
 - Within OCHE guidelines for increases
 - Maintains current levels of service/spending
- Library Fee—30% / 23% increases=\$6 per year increase
 - Offsets some of the cost of TRAILS consortium costs
- New Counseling Fee--\$7.50 per year increase
 - Allow for the hiring of PT counselor on campus

DESIGNATED FEES

- New Student Orientation Fee
 - Doubles cost of one time orientation fee from \$10 to \$20.
 - Covers increased cost of holding Saturday orientation days
- Graduation Fee
 - Reinstate \$25 fee
 - Charge fee to all students in their first semester of enrollment, charge all students in Fall 2019 as a catch-up

PASS THROUGH, PROGRAM & COURSE FEES

Pass Through Fees

<u>Program</u>	<u>Increase</u>
HIT	\$4
PTA	\$221
Surgical Tech	\$10
Dental Hygiene	\$65
Dental Assisting	\$50
EMT	\$387
CIT	\$595

Program Fees

<u>Program</u>	<u>Increase</u>
PTA	\$5

Course Fees

Primarily for new courses

**THE 8-WEEK ADVANTAGE
UPDATE TO THE CPBAC, JANUARY 2019**

The 8-week Advantage ensures every student has a **purpose, plan and path** for on-time completion by scaling up the best of high quality high impact practices at GFC MSU. It is based on a small pilot undertaken during the 2016-2017 academic year. The NASH HIPS initiative supports our efforts to bring this project to scale and tie it to other system initiatives designed to promote student success (e.g., Complete College America/Montana (CCA/CCM), the NASH HQ HIPS: Taking Student Success to Scale: High Impact Practices, Seamless One Montana State University).

High Impact Practices:

https://www.aacu.org/sites/default/files/files/LEAP/HIP_tables.pdf

Complete College America Game Changers: 15 to Finish, Academic Maps with Proactive Advising, A Better Deal for Returning Adults, Math Pathways, Co-requisite Support, and Momentum Year:

<https://completecollege.org/about/>

Seamless One MSU:

<http://www.montana.edu/registrar/seamlessonemsu/northern.html>

Goals

1. Implement 8-week blocked scheduling as a foundation for establishing learning communities.
2. Integrate and bring to scale existing HIPS through the integration of three Montana University System initiatives: NASH HIPS, Complete College America/Montana (CCA/CCM), and Seamless One MSU.
3. Develop a sound fiscal and operational model to increase access to and completion of baccalaureate degrees in our service area through the Seamless One MSU Initiative.

Objectives for Full-Scale Implementation of The 8-week Advantage

- Identify and curate existing HIPS.
- Provide appropriate professional development to faculty and staff (front-end/academic/support).
- Create redesign plan for any existing low impact practices (LIPS) to high impact practices (HIPS).
- Default students to highly-structured academic plans that empower advisors to effectively monitor progress and provide intervention as needed.
- Review and update policy to support implementation of initiative.
- Explore potential to increase 1+3 and 2+2 models where students can take the freshman and sophomore level courses through GFC MSU and complete through MSU partner campuses.

Assessment Plan (From Initiative Report of January 2019)

1. Learning outcomes for the NASH HIPS Initiative:
 - a. Every GFC MSU student will formally identify a **purpose**. Purpose as defined is the identified program of study and intention /reason for being at GFC MSU.
 - b. Every GFC MSU student will create a formal academic **plan**. Academic plan as defined is an agreement created during the initial advising appointment prior to registration.
 - c. Every GFC MSU student will follow a **path**. Path as defined is an agreed upon course progression resulting in the successful attainment of a college credential.
2. HIPS assessment approach: How will this HIP be assessed? Provide a detailed description of the assessment approach including:

- a. What measures will be used to track this HIP? List qualitative and quantitative measures, institutional data sets, external data etc. you will be using.
- Advising Plan (plan)
 - Data on course progression (path).
 - Time to Degree (path).
 - Mindset Survey (purpose).
 - General Surveys: Students, Faculty, Staff
 - Number of credits and time to degree will measure persistence and learning.
 - Advising plan audits will measure identified program of study and plan.
 - Student learning will be tied to the college learning outcomes. Attainment of those outcomes will be determined through the college's student learning outcomes assessment process and the advising learning outcomes assessment process.

Overview of Progress to Date

In January 2019, the Montana Office of the Commission of Higher Education (OCHE) requested metrics (to be gathered by campus and reported in aggregate) addressed in this section are as follows:

- Projected number of students to be targeted by HIPS experiences and disaggregated by race, first-gen, and Pell eligible (Please see attached spreadsheets).
- Targeted equity gaps in retention, graduation, persistence, and/or learning outcomes.
- Projected goals for reducing gaps.
- Projected number of faculty involved in proposed HIPS experiences (Please see attached spreadsheets).
- Projected number of staff/student affairs professionals involved (Please see attached spreadsheets).
- Narrative summary (and any accompanying data) of system-wide efforts for common measures, such as common definitions of HIPS, taxonomies, coding, data systems etc. (indicate how this differs from campus efforts).
- Other deliverables we can share which could include new policies, data dashboards, projected impact on retention, examples of use of data (such as in program review), compelling case stor(ies).

To provide an overview of the college's progress, two spreadsheets were submitted. A narrative summary of deliverables for the overall project will be presented by OCHE at a later date. At this writing, they are being reviewed by NASH.

GFC MSU: Narrative Summary

In January of 2019, the following information was noted in a report to OCHE:

Learning Communities

GFC MSU implemented blocked scheduling as a foundation for the creation of learning communities through *The 8-week Advantage* (for the Division of General Studies fall 2018). This includes all general and related instruction courses except for related instruction science courses offered through Health Sciences.

The Division of Health Sciences programs will remain unchanged, except for the related instruction science courses. Health Sciences programs are already offered in cohort groups and the 8-week block is not well-suited for clinicals. Since these programs have strong retention and completion rates, they will not be part of *The 8-week Advantage*.

The Division of Trades will implement 8-week clusters fall 2019. Eight-week scheduling will create the foundation for learning communities promoting more access and a stronger foundation for retention and completion. Curricular changes will be submitted to the Curriculum Committee spring 2019.

Purpose, Plan and Path

Academic plans were created for all incoming students beginning fall 2018. More specifically, academic plans are the agreement created during the initial advising appointment prior to registration. Each student must formally identify a purpose, or identified program of study and intention/reason for being at GFC MSU. The plan sets every GFC MSU student on a path. Path as defined is an agreed upon course progression resulting in the successful attainment of a college credential. Examples of formal plans will be submitted for audit as the program unfolds.

National Institute for Learning Outcomes Assessment (NILOA) Coach

GFC MSU is the recipient of a NILOA Coach consultation visit focused on student learning outcomes assessment. The visit will take place in February 2019. Our coach is the Director of NILOA, Dr. Natasha Jankowski. Dr. Jankowski is the author of, *Degrees that Matter: Moving Higher Education to a Learning Systems Paradigm*.

NASH HIPS 2019 Convening

GFC MSU offered to host the fall 2019 HIPS convening. A date will be selected by February 15, 2019.

Academic Mindset

As part of the 8-week Advantage, the campus focused on academic mindset thusly:

GFC MSU recognizes how academic mindset impacts student success. Academic mindset can impact student motivation, perseverance, and the strategies used to overcome academic challenges. With an academic mindset, a student can react more positively to setbacks and reevaluate what he/she needs to do to achieve academic success.

The Academic Mindset in Higher Education workshop was developed and offered by the Faculty Development Center and added to the 2018-2019 Faculty Development Catalog. This two-hour workshop is offered five times yearly (once per 8-week block for the learning communities). The workshop description:

This professional development course will discuss academic mindset, specifically related to the GFC MSU student population. The diversity of our student population will be examined, along with the “non-cognitive factors” that may impact students’ academic mindset. Participants will also learn about the Growth Mindset for College Students program. Finally, participants will formulate responses to a variety of student situations to further encourage an academic mindset.

Summary of Campus Action Plan Deliverables

GFC MSU is currently on schedule with the campus Action Plan. In summary:

- HIPS Inventory developed fall 2018 and administered spring 2019.
 - The HIPS Inventory will be administered the week of January 21, 2019.
- Pre-and post-tests administered by semester (fall 2018, spring 2019 – with a re-start of cycle for AY 2019-2020 beginning summer 2019).
 - Pre-and post-tests in progress beginning January 2019.

- Focus groups and inventories administered by semester (fall 2018, spring 2019 – with a re-start of cycle for AY 2019-2020 beginning summer 2019.)
 - 8-week Advantage survey out to campus the week of November 26, 2018. Results compiled beginning January 2019.
- Service Learning projects tracked by semester, reported by academic year fall, and spring 2018-2019.
 - Service learning reports to Executive Team, beginning January 2019 (for fall 2018).
- Mindset assessment tools implemented by course by semester (fall 2018, spring 2019 with a restart of cycle for AY 2019-202 beginning summer 2019).
 - Mindset defined (fall 2018).
 - Faculty training developed and offered (beginning fall 2018).
 - Instrument/Focus groups (beginning spring 2019 – based on fall 2018 implementation experiences).

Data described above will be disaggregated in the following ways:

- Differences between the learning communities.
- Comparing student-types.
- By HIP (Learning Community & Service Learning) with an analysis of HIPS vs. LIPS (low impact)
- Comparing students before the *8-Week Advantage* versus students who are *8-Week Advantage* natives.
- Analysis of student versus faculty mindset results.

Other Deliverables & Conclusion

Spring semester 2019 will elicit a great deal of data for our consideration. To date, we hear from students that the learning communities create support systems that would not necessarily exist without the new structure. Specific qualitative data will be gathered and coded through the assessment process.

Data Feedback Report from the Integrated Postsecondary Education Data System (IPEDS)

Presentation to the CPBAC

January 25, 2019

Office of Institutional Research

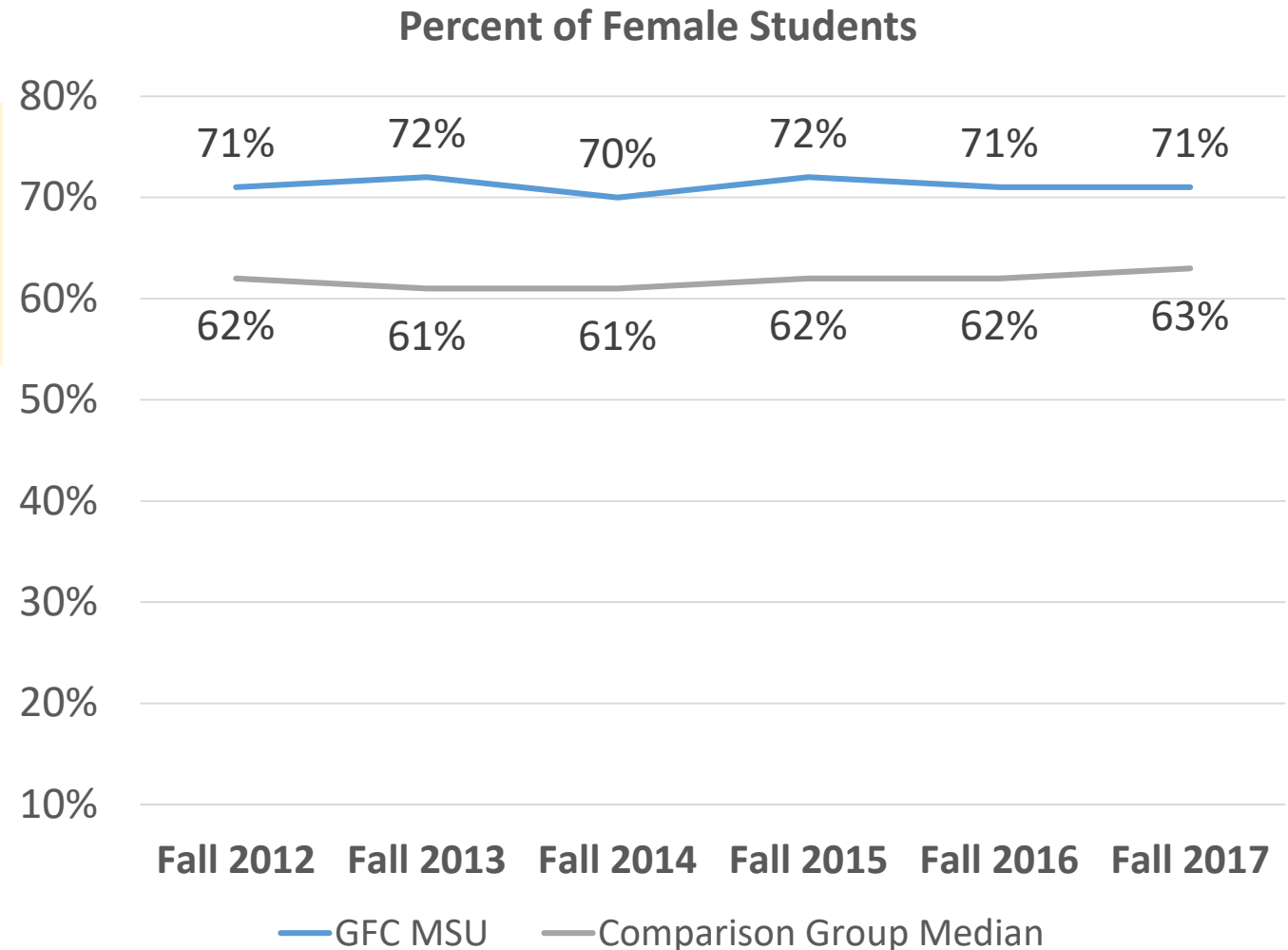
Comparison Group

- ▶ Belmont College (Saint Clairsville, OH)
- ▶ Clatsop Community College (Astoria, OR)
- ▶ Clinton Community College (Plattsburgh, NY)
- ▶ Copper Mountain Community College (Joshua Tree, CA)
- ▶ Dawson Community College (Glendive, MT)
- ▶ Eastern Oklahoma State College (Wilburton, OK)
- ▶ Flathead Valley Community College (Kalispell, MT)
- ▶ Galveston College (Galveston, TX)
- ▶ Helena College University of Montana (Helena, MT)
- ▶ Henderson Community College (Henderson, KY)
- ▶ Kauai Community College (Lihue, HI)
- ▶ Kennebec Valley Community College (Fairfield, ME)
- ▶ Kirtland Community College (Roscommon, MI)
- ▶ Labette Community College (Parsons, KS)
- ▶ Lamar Institute of Technology (Beaumont, TX)
- ▶ Louisiana State University-Eunice (Eunice, LA)
- ▶ Marion Technical College (Marion, OH)
- ▶ Marshalltown Community College (Marshalltown, IA)
- ▶ Miles Community College (Miles City, MT)
- ▶ Montcalm Community College (Sidney, MI)
- ▶ Morgan Community College (Fort Morgan, CO)
- ▶ Neosho County Community College (Chanute, KS)
- ▶ Panola College (Carthage, TX)
- ▶ Phillips Community College of the University of Arkansas (Helena, AR)
- ▶ Redlands Community College (El Reno, OK)
- ▶ Seminole State College (Seminole, OK)
- ▶ Seward County Community College (Liberal, KS)
- ▶ Southwestern Oregon Community College (Coos Bay, OR)
- ▶ Trinidad State Junior College (Trinidad, CO)
- ▶ University of Arkansas Community College-Morrilton (Morrilton, AR)
- ▶ West Shore Community College (Scottville, MI)
- ▶ West Virginia Northern Community College (Wheeling, WV)
- ▶ Western Oklahoma State College (Altus, OK)
- ▶ Windward Community College (Kaneohe, HI)

Highlights

Compared to our peer group, in Fall 2017 GFC MSU had:

- Higher proportion of female students
 - +8% difference between GFC MSU and the median percentage value of peer group
- Higher proportion of White students
 - +13% difference between the median percentage of peer group and GFC MSU
- Slightly higher proportion of American Indian students
 - +3% difference between GFC MSU & the median percentage of peer group

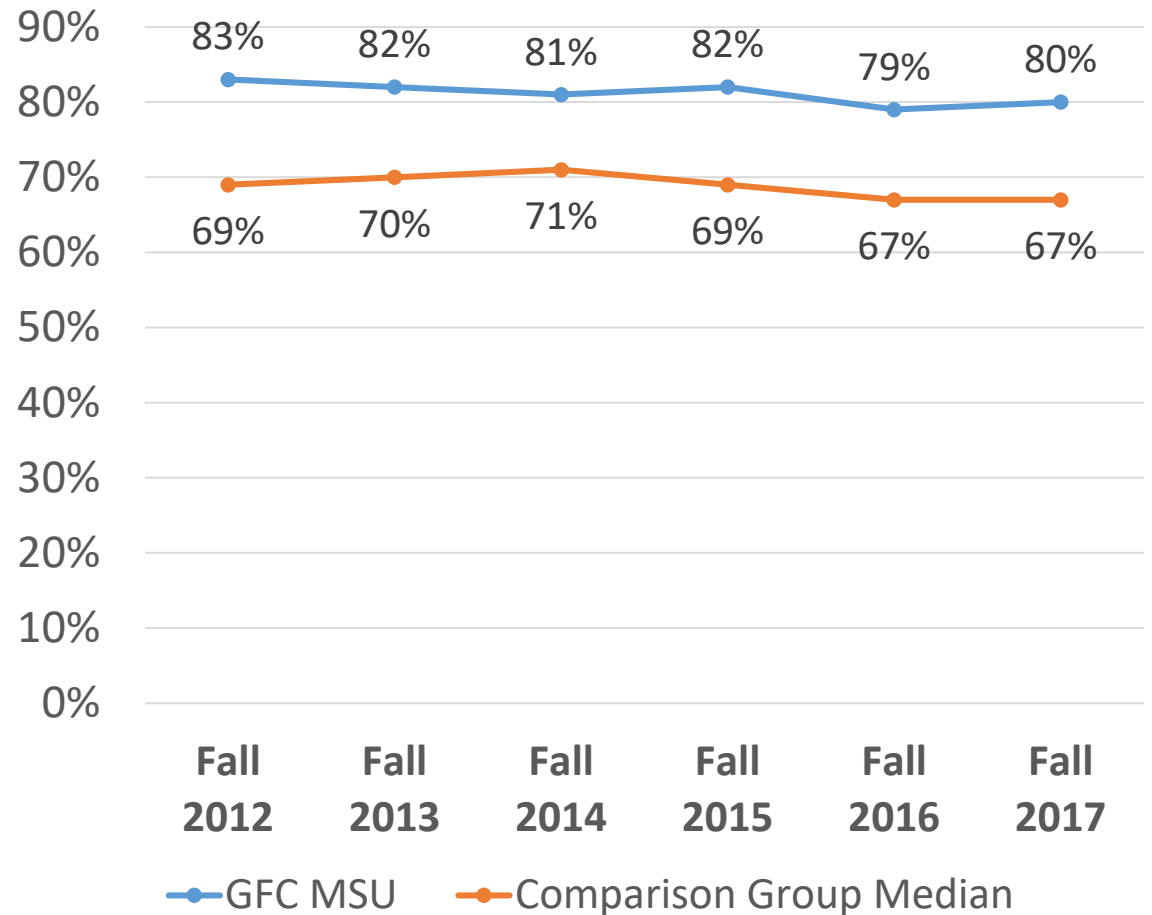


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Percent of White Students

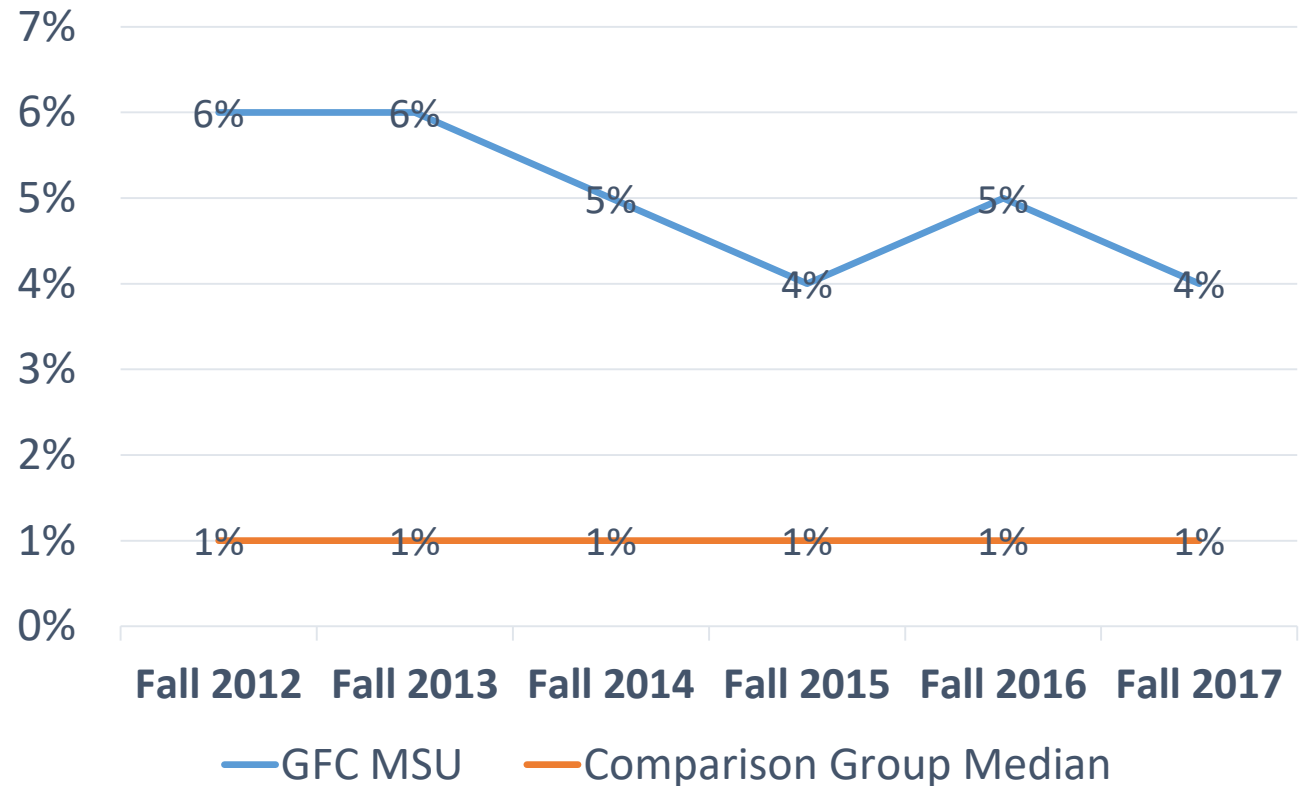


Highlights

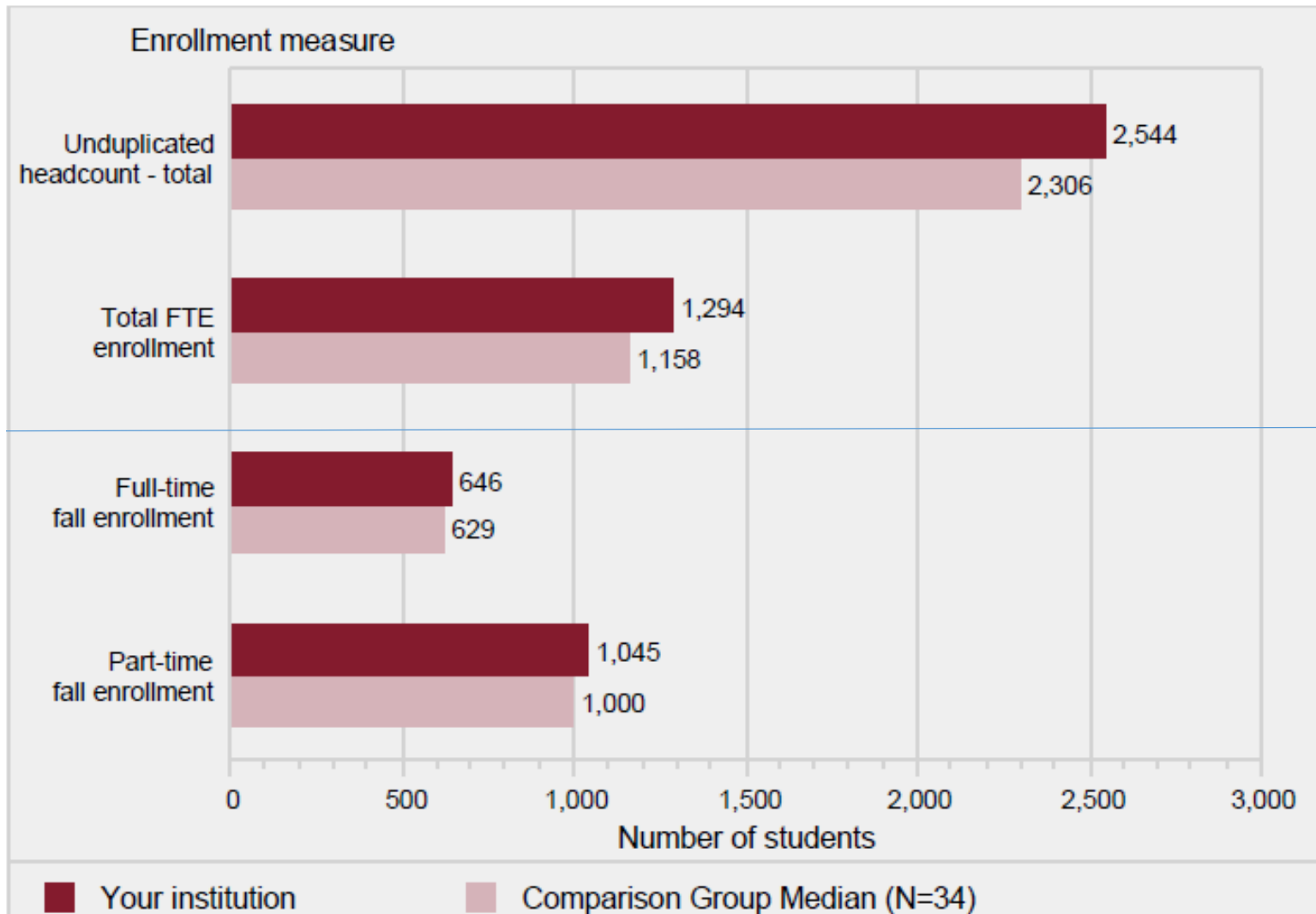
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Percent of American Indian or Alaska Native Students



2016-2017 Enrollment



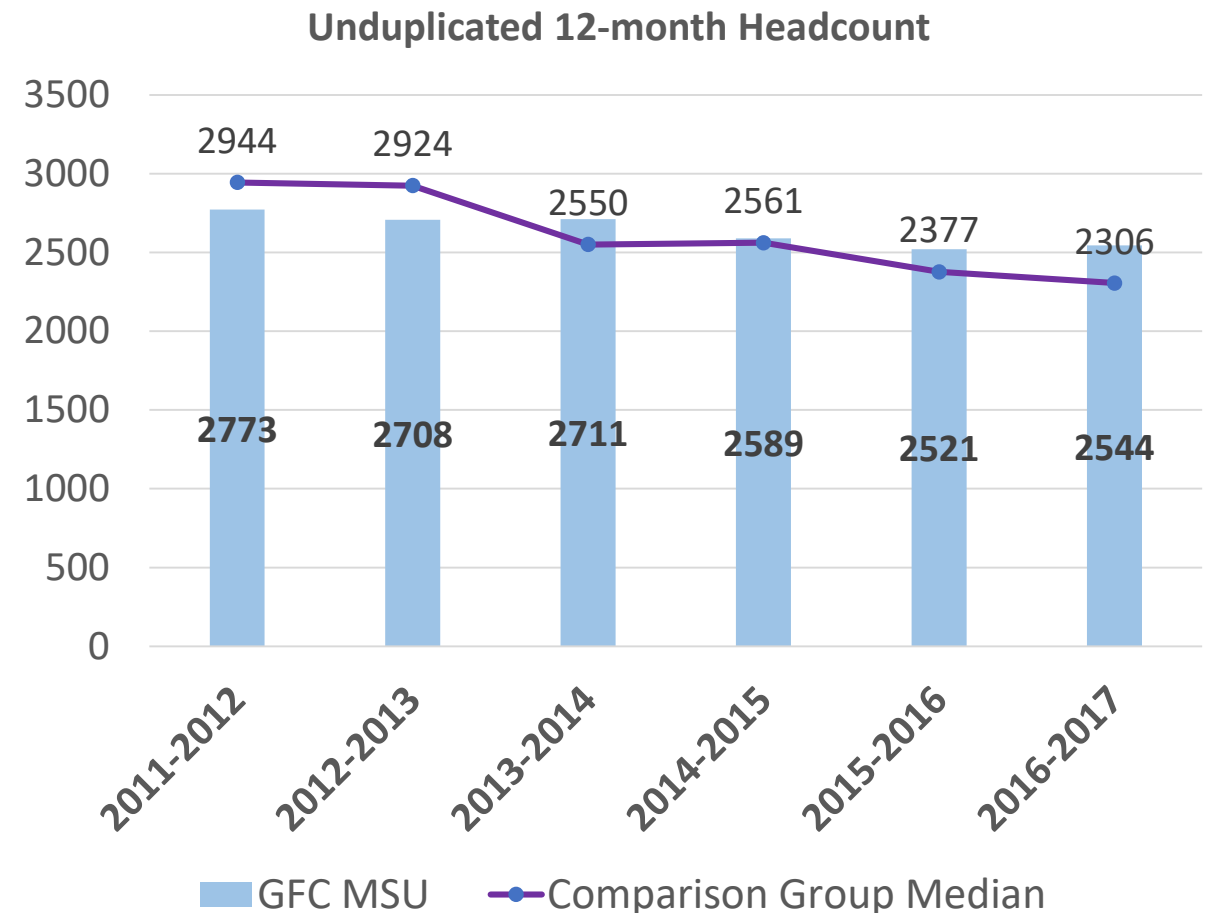
12-month enrollment between July 1, 2016 and June 30, 2017

Total FTE = [(Number of course credits from summer + fall + spring + summer)/30]

Highlights

Compared to our peer group,
GFC MSU had:

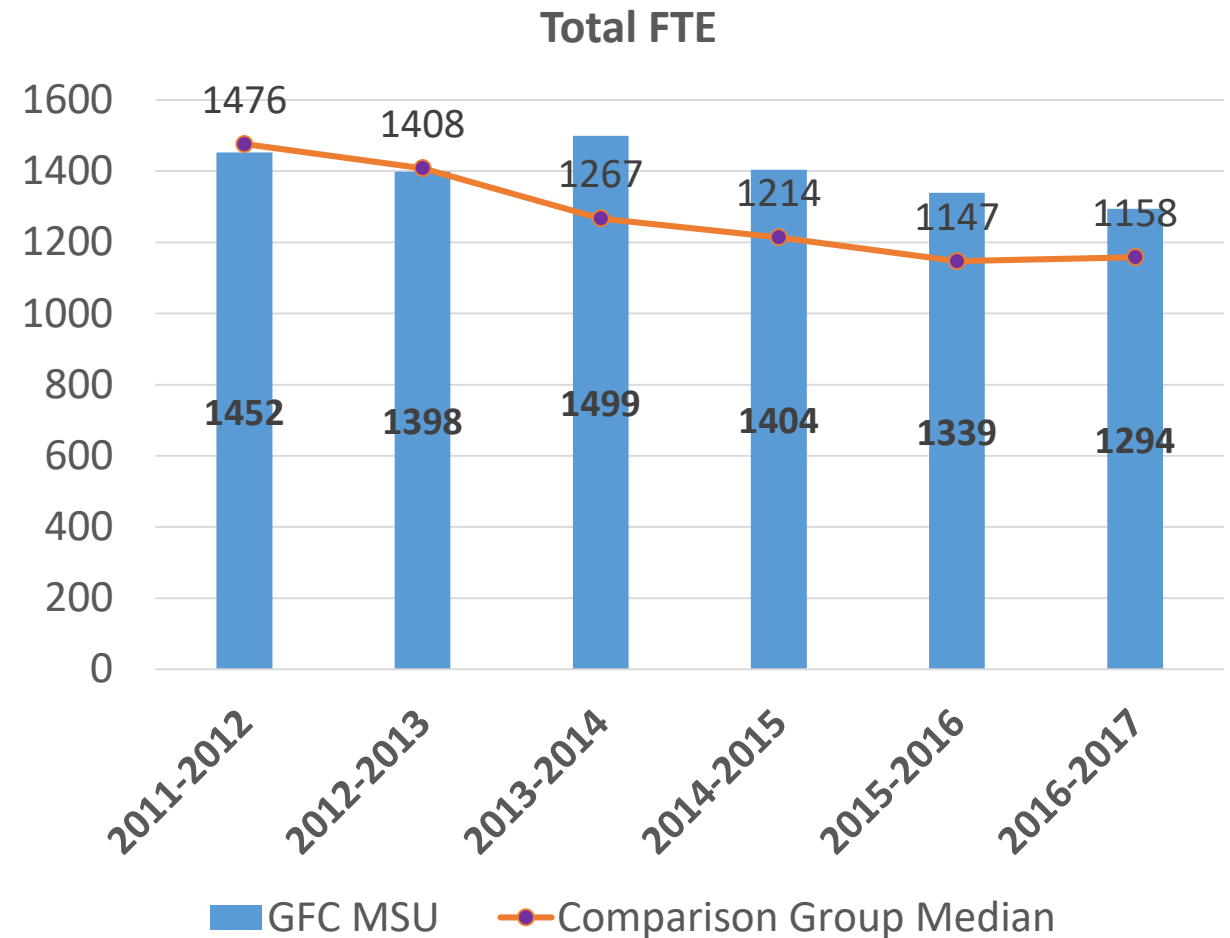
- Higher Headcount
 - 238 more students
- Higher Total FTE
 - 136 more in Total FTE
- About the same full-time fall enrollment
- More part-time fall enrollment, unlike the last 5 years



Highlights

Compared to our peer group,
GFC MSU had:

- Higher Headcount
 - 238 more students
- Higher Total FTE
 - 136 more in Total FTE
- About the same full-time fall enrollment
- More part-time fall enrollment, unlike the last 5 years

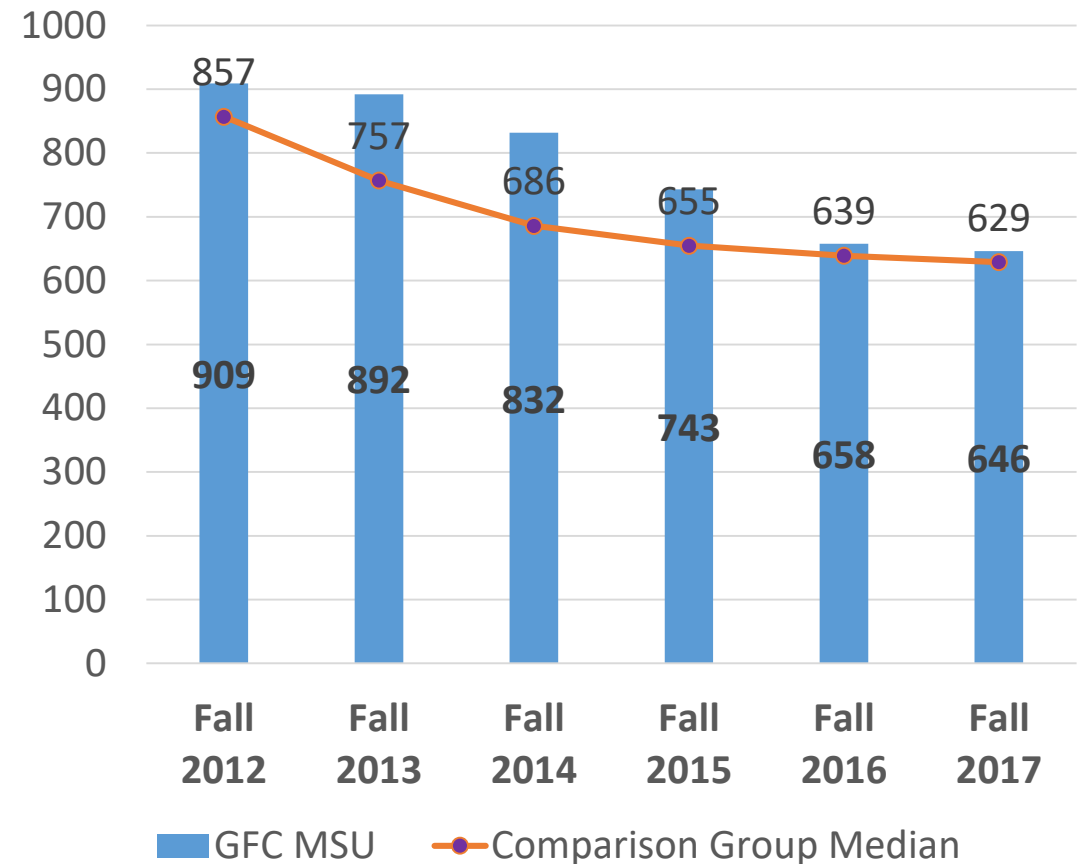


Highlights

Compared to our peer group,
GFC MSU had:

- Higher Headcount
 - 238 more students
- Higher Total FTE
 - 136 more in Total FTE
- About the same full-time fall enrollment
- More part-time fall enrollment, unlike the last 5 years

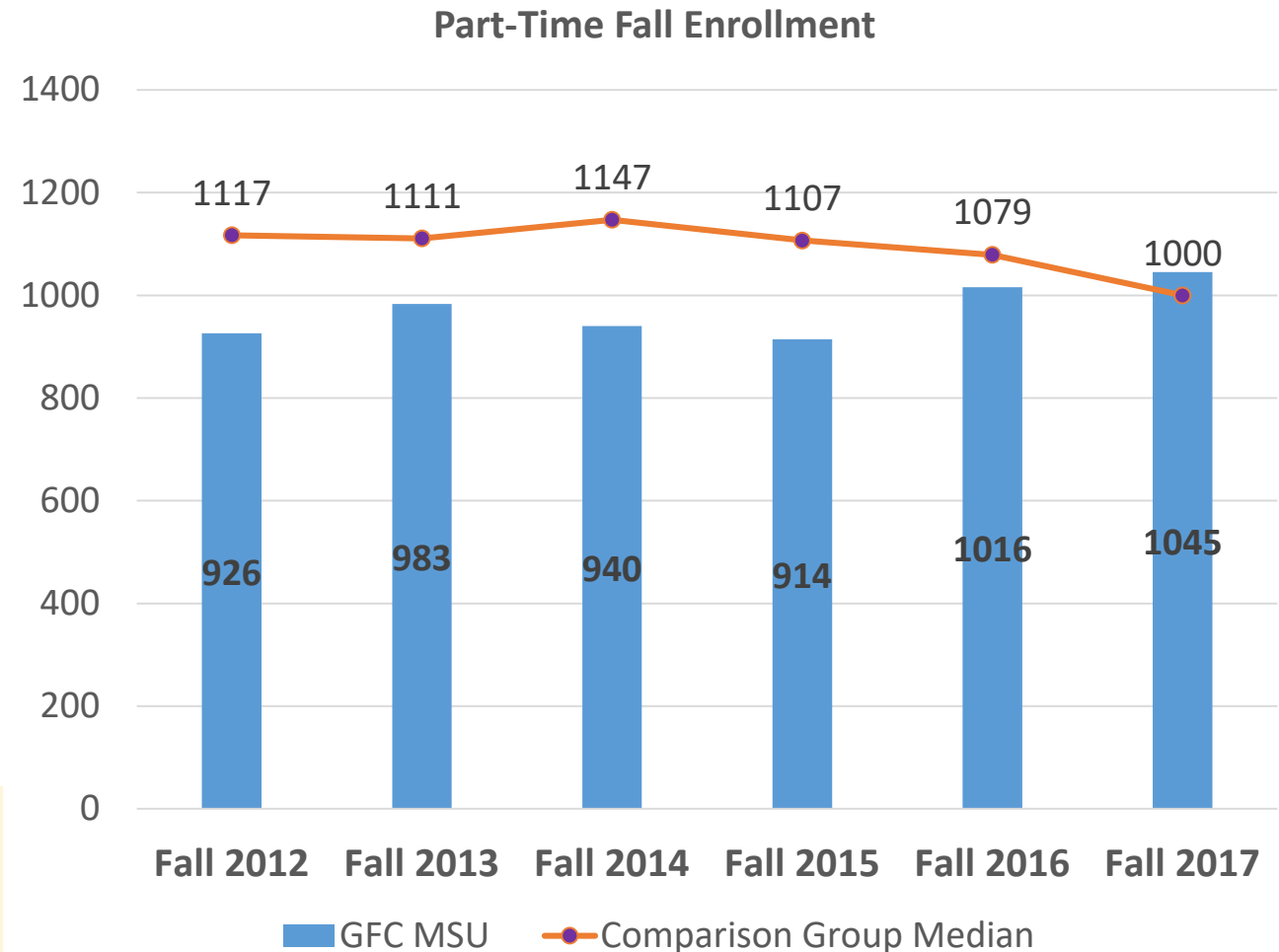
Full-Time Fall Enrollment



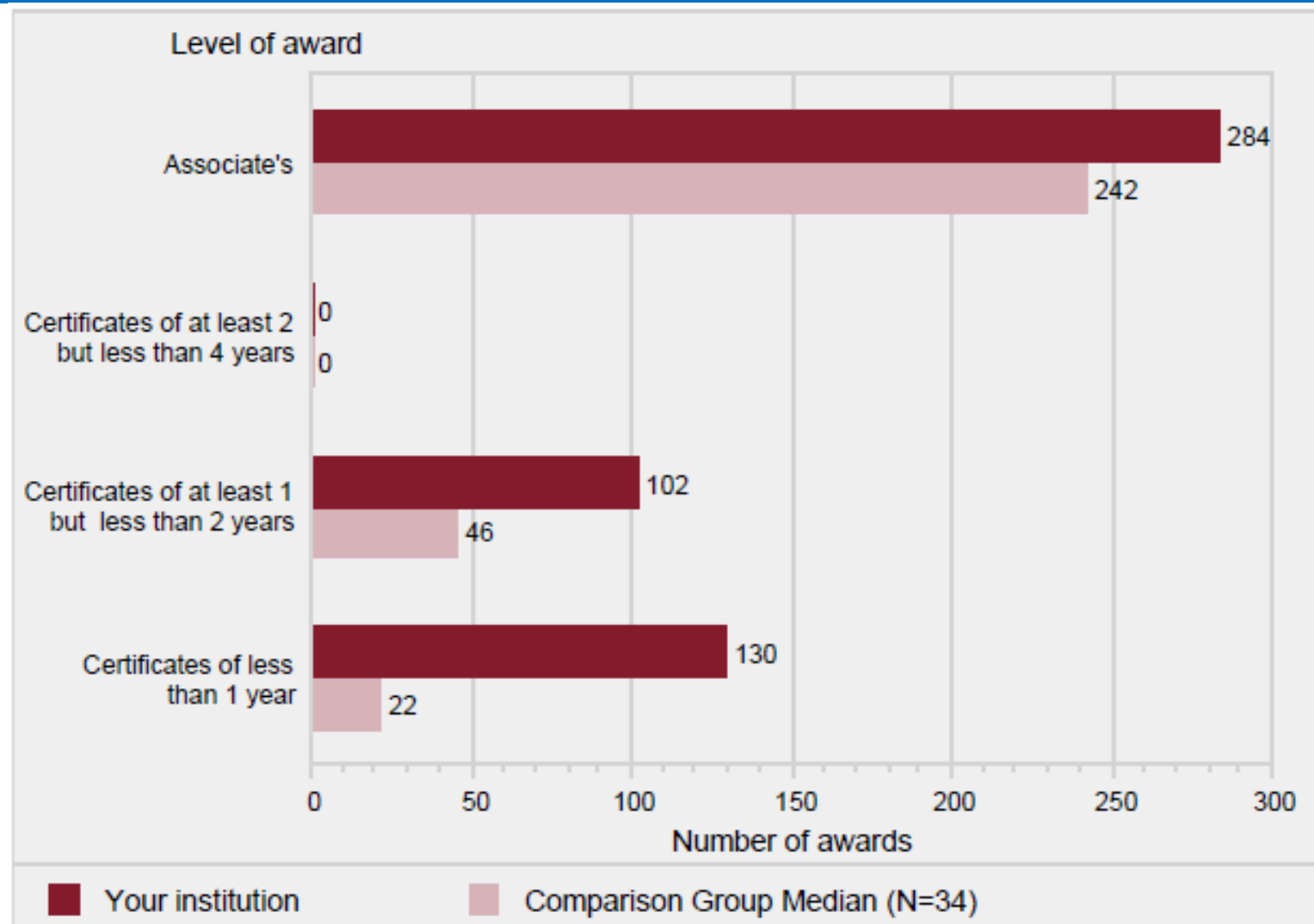
Highlights

Compared to our peer group,
GFC MSU had:

- Higher Headcount
 - 238 more students
 - Higher Total FTE
 - 136 more in Total FTE
 - About the same full-time fall enrollment
- More part-time fall enrollment, unlike the last 5 years



Number of degrees and certificates awarded, 2016-2017



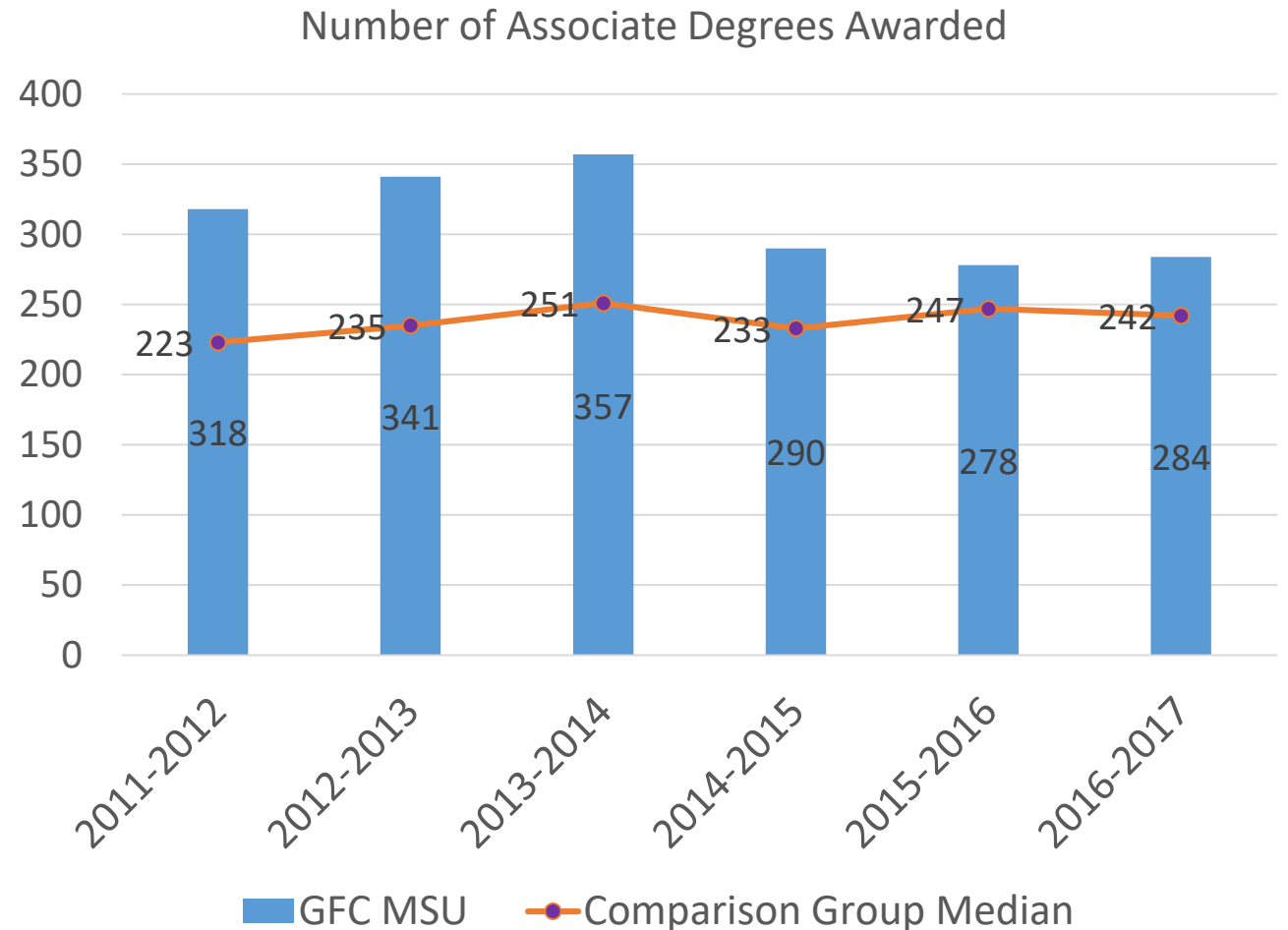
Highlights

- Compared to our peer group, in 2016-2017 MSU:

- Awarded 42 more associate degrees, but the gap is declining

- Awarded 56 more certificates of 1-2 years

- Awarded much more certificates of less than 1 year (welding)



Highlights

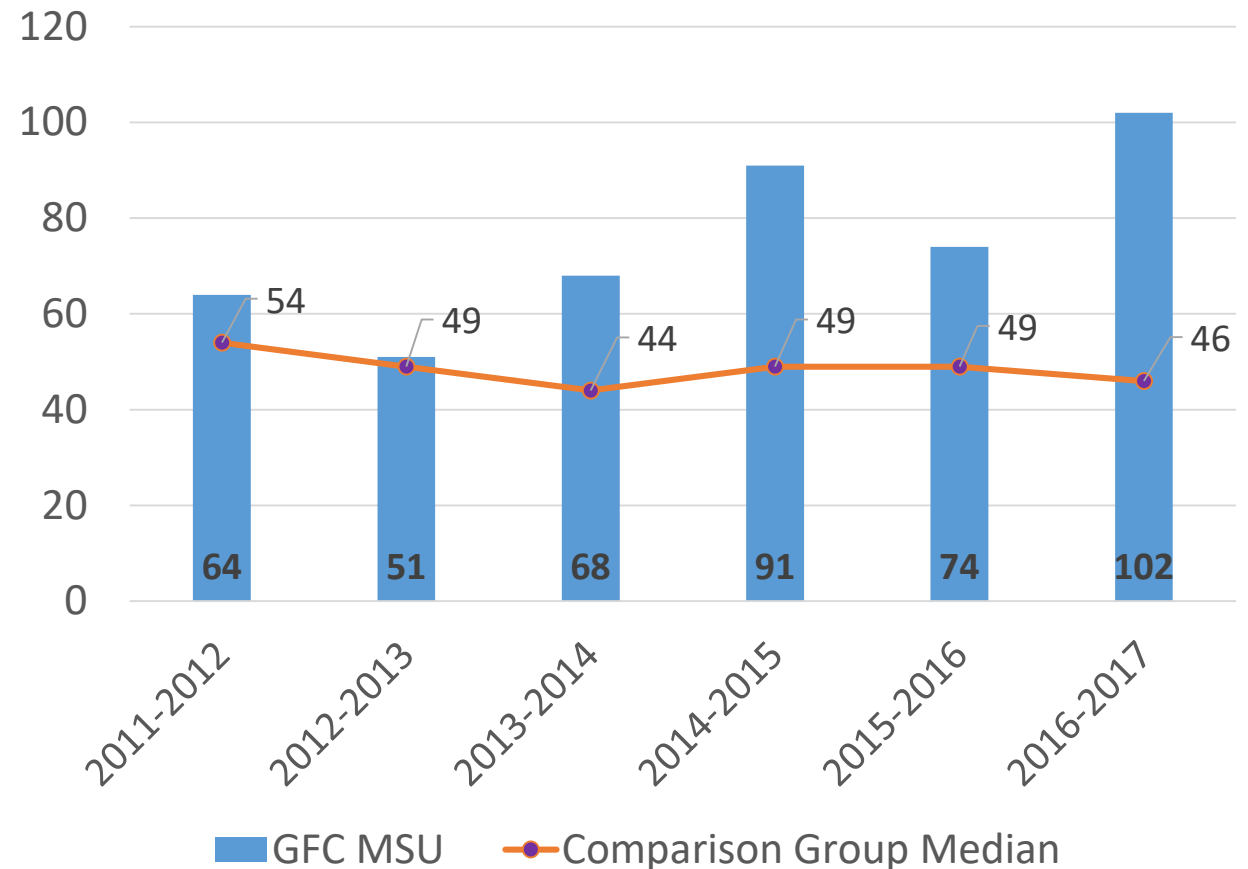
- Compared to our peer group, in 2016-2017 MSU:

- Awarded 42 more associate degrees, but the gap is declining

- Awarded 56 more certificates of 1-2 years

- Awarded much more certificates of less than 1 year (welding)

Number of Certificates of 1-2 years Awarded



Highlights

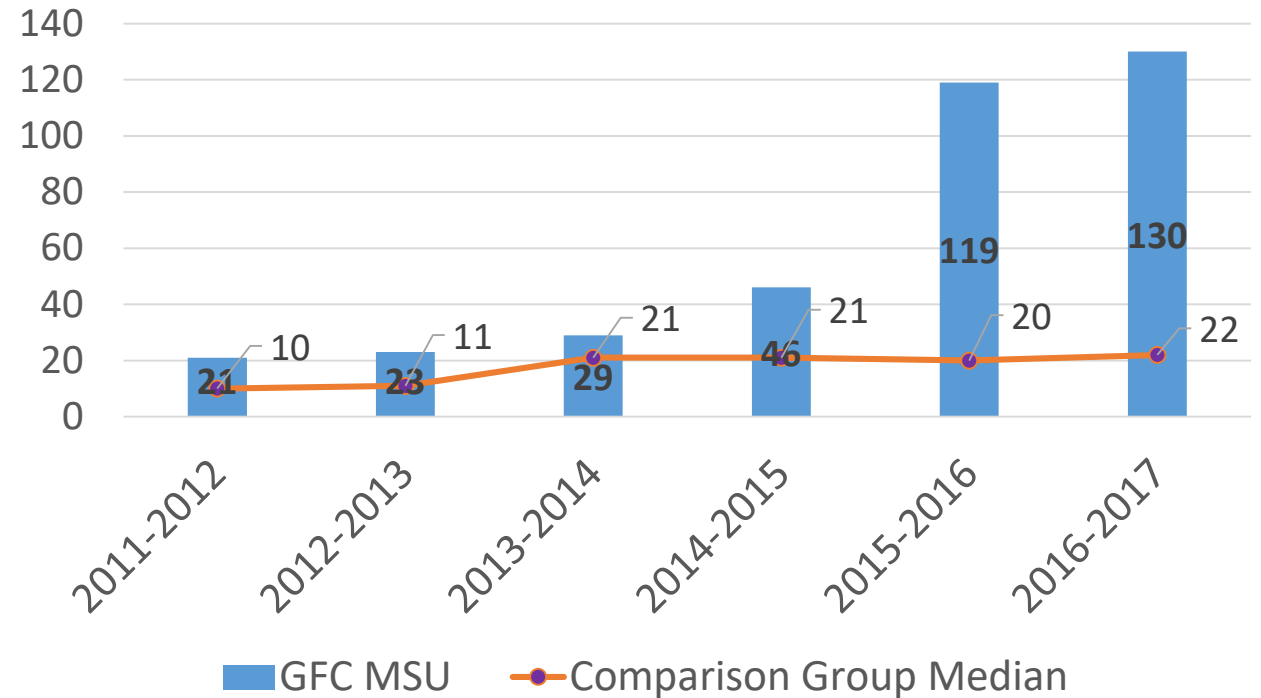
- Compared to our peer group, in 2016-2017 MSU:

- Awarded 42 more associate degrees, but the gap is declining

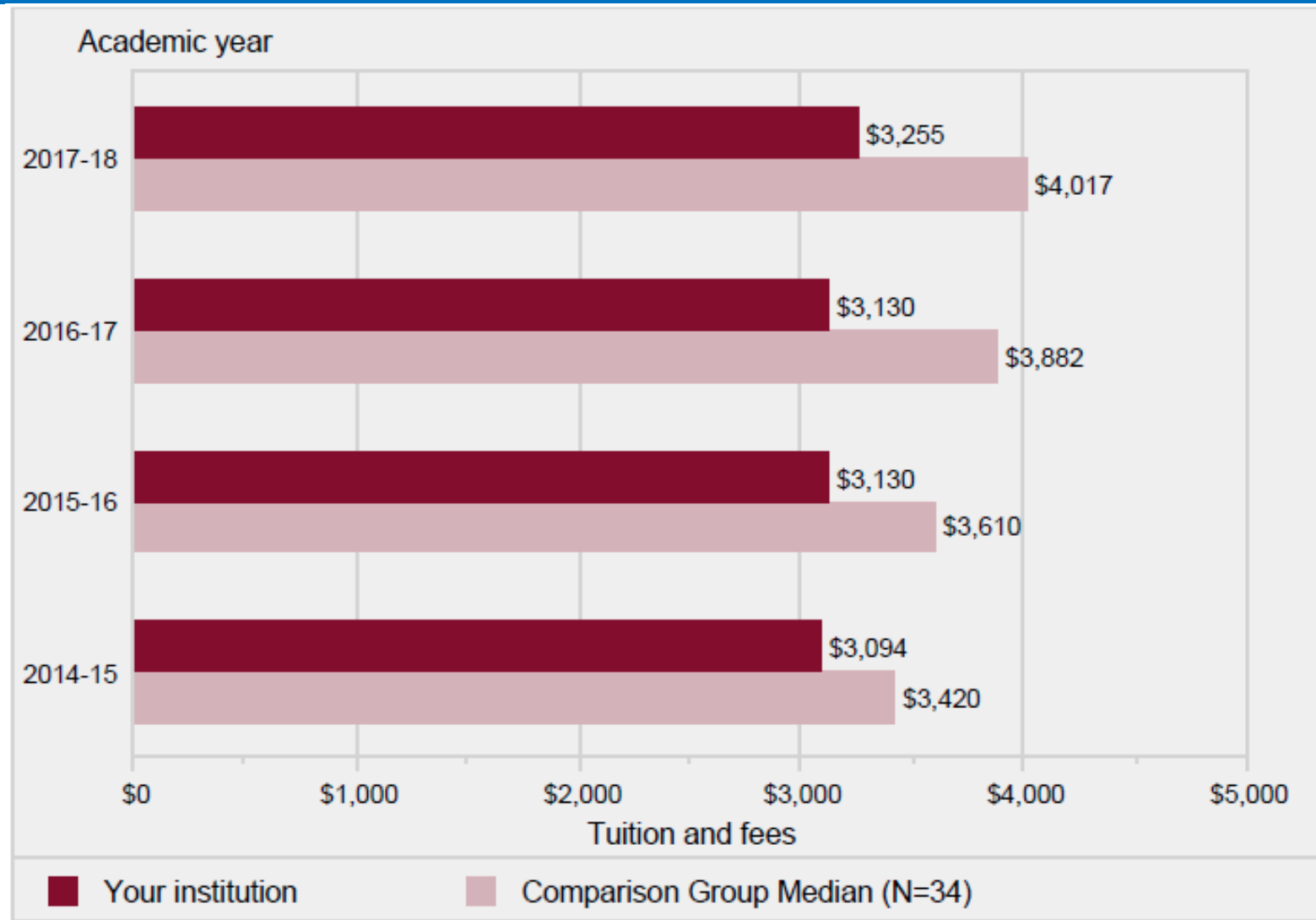
- Awarded much more certificates of 1-2 years

- Awarded much more certificates of less than 1 year (welding)

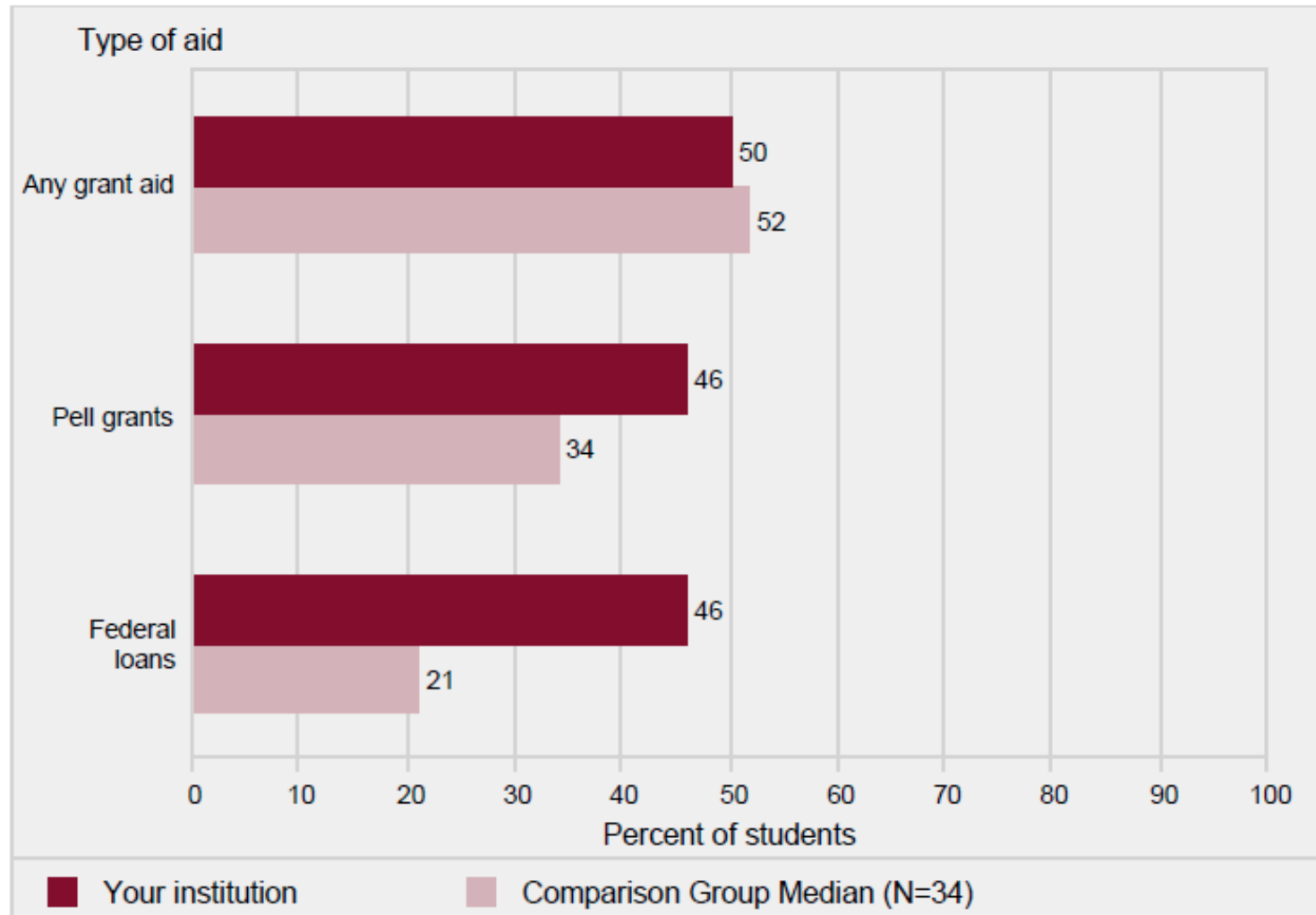
Number of Certificates (of less than 1 Year) Awarded



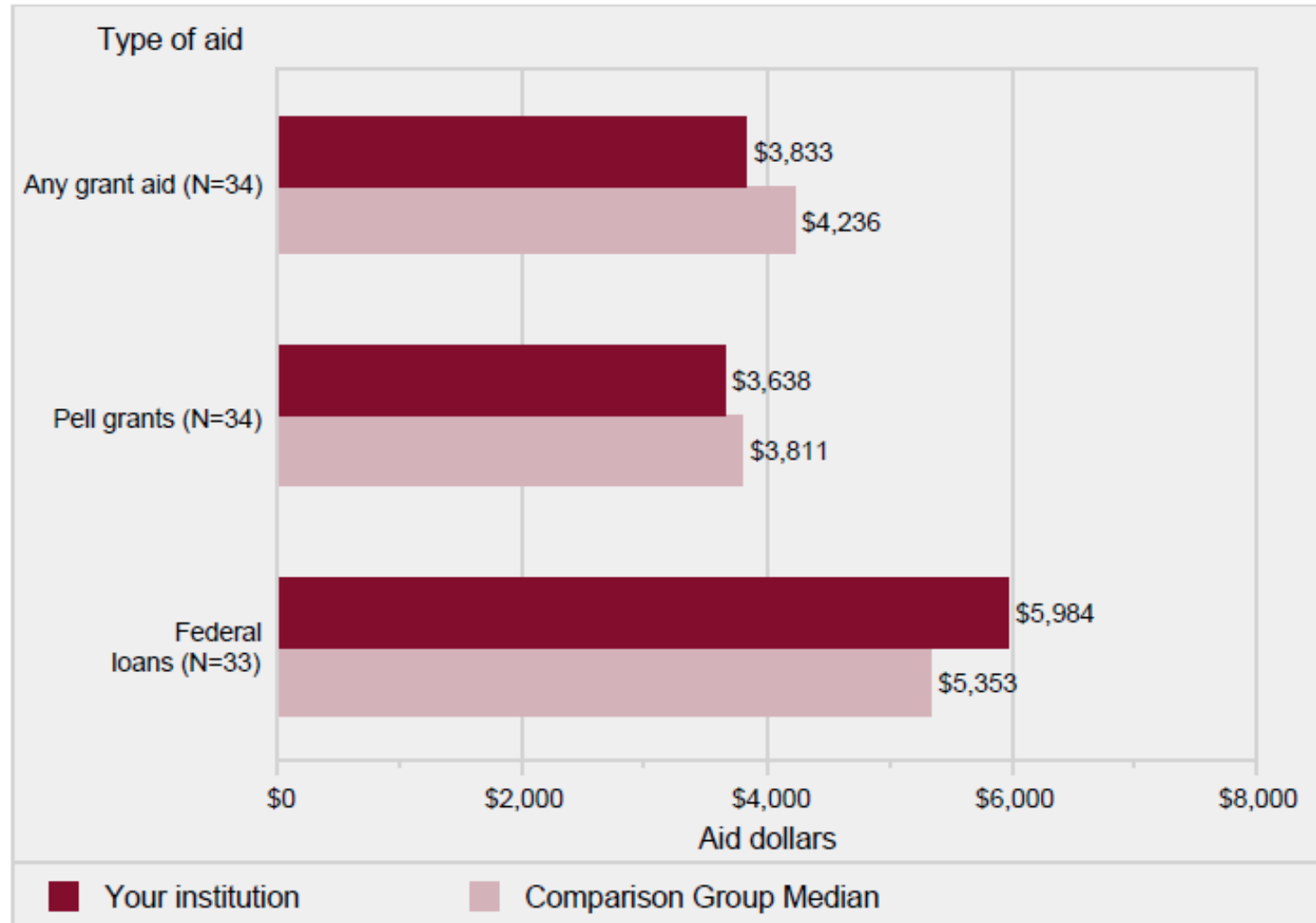
Academic Year Tuition and Fees for Full-Time Students



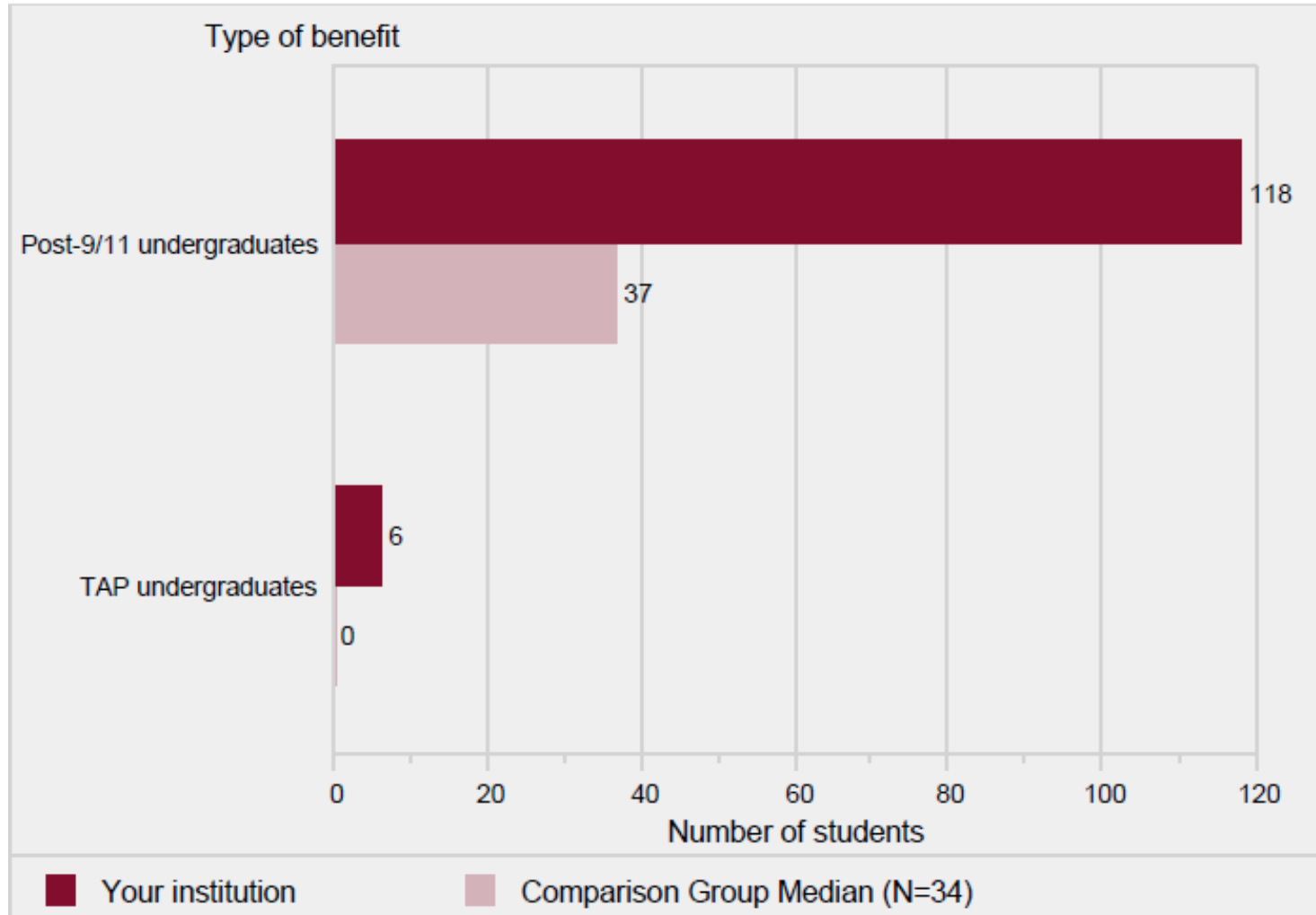
Percent of All Undergraduates Awarded Aid, 2016-2017



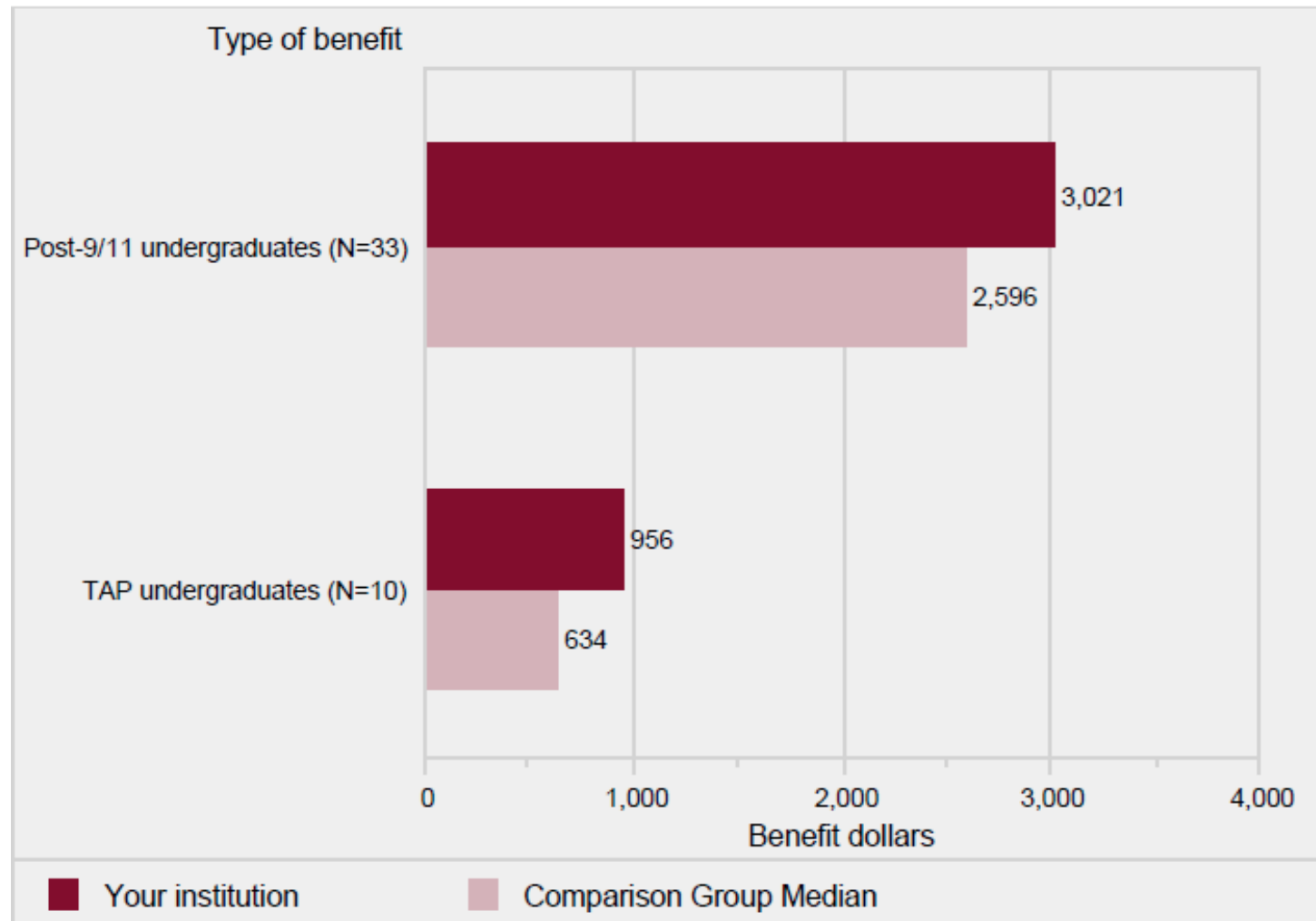
Average Amount of Aid Awarded to All Undergraduates, 2016-2017



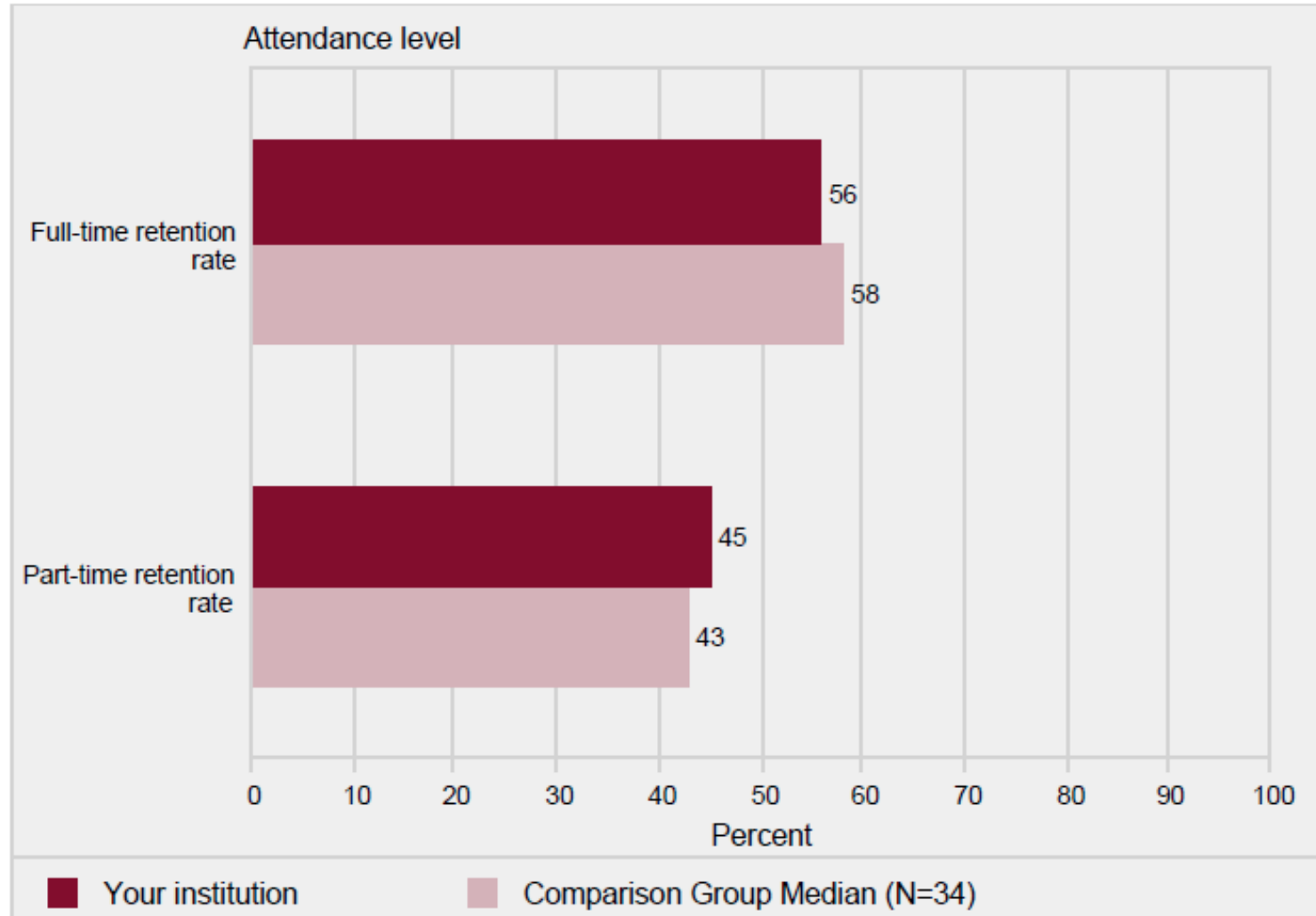
Number of Students Receiving Military Educational Benefits, 2016-2017



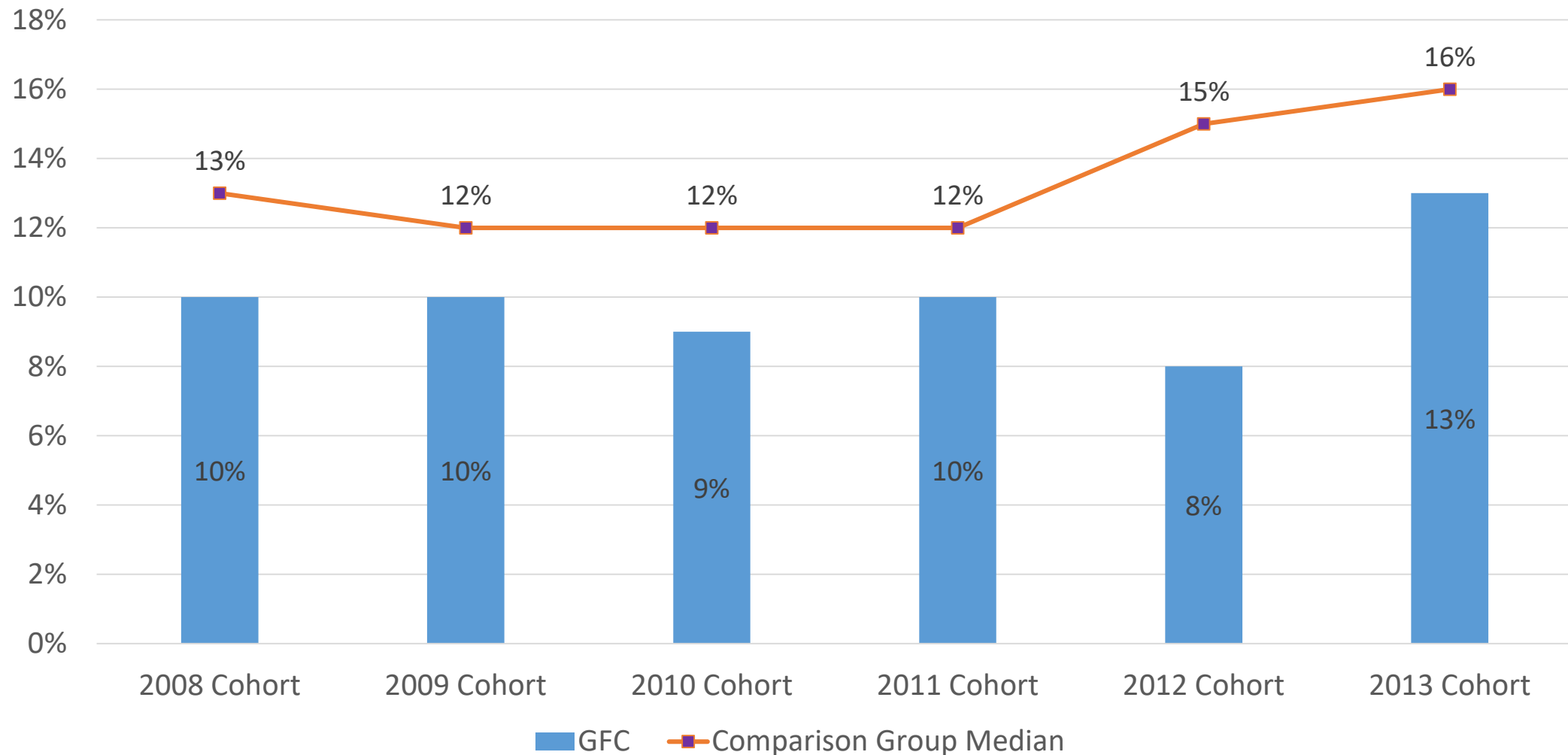
Average Amount of Military Educational Benefits Received, 2016-2017



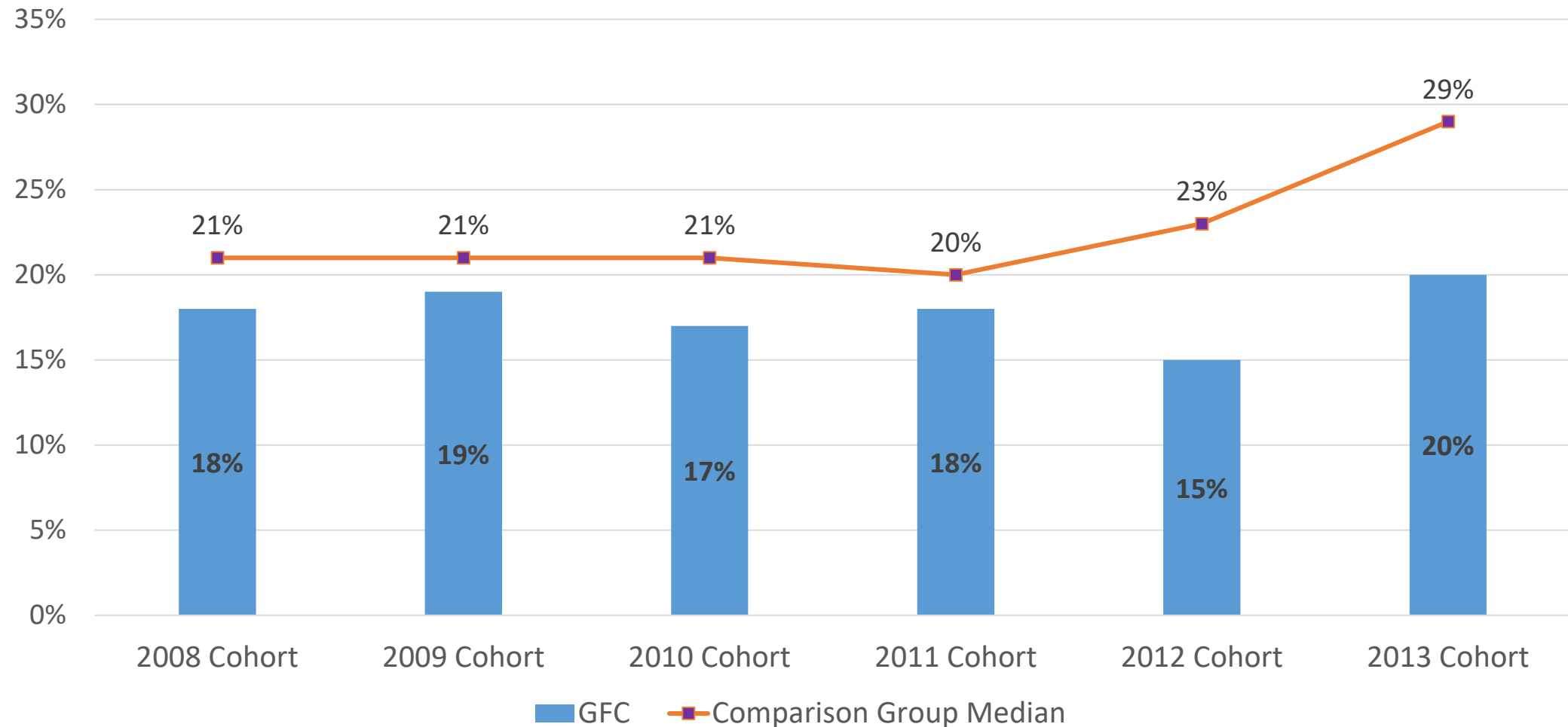
Retention Rates (Fall 2016-to-Fall 2017) of First time, Degree-Seeking Students



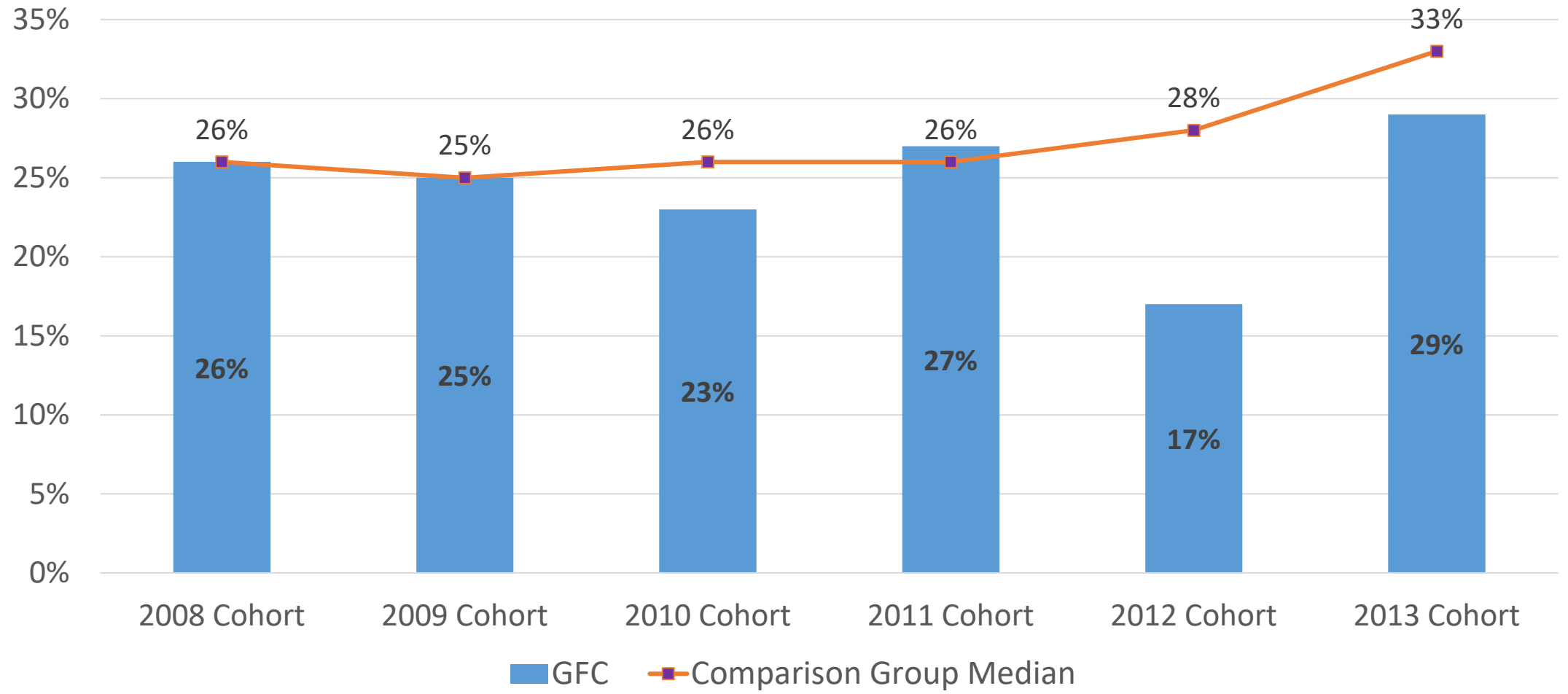
Graduation Rates of Full-Time, First-Time, Degree-Seeking Students within Normal Time



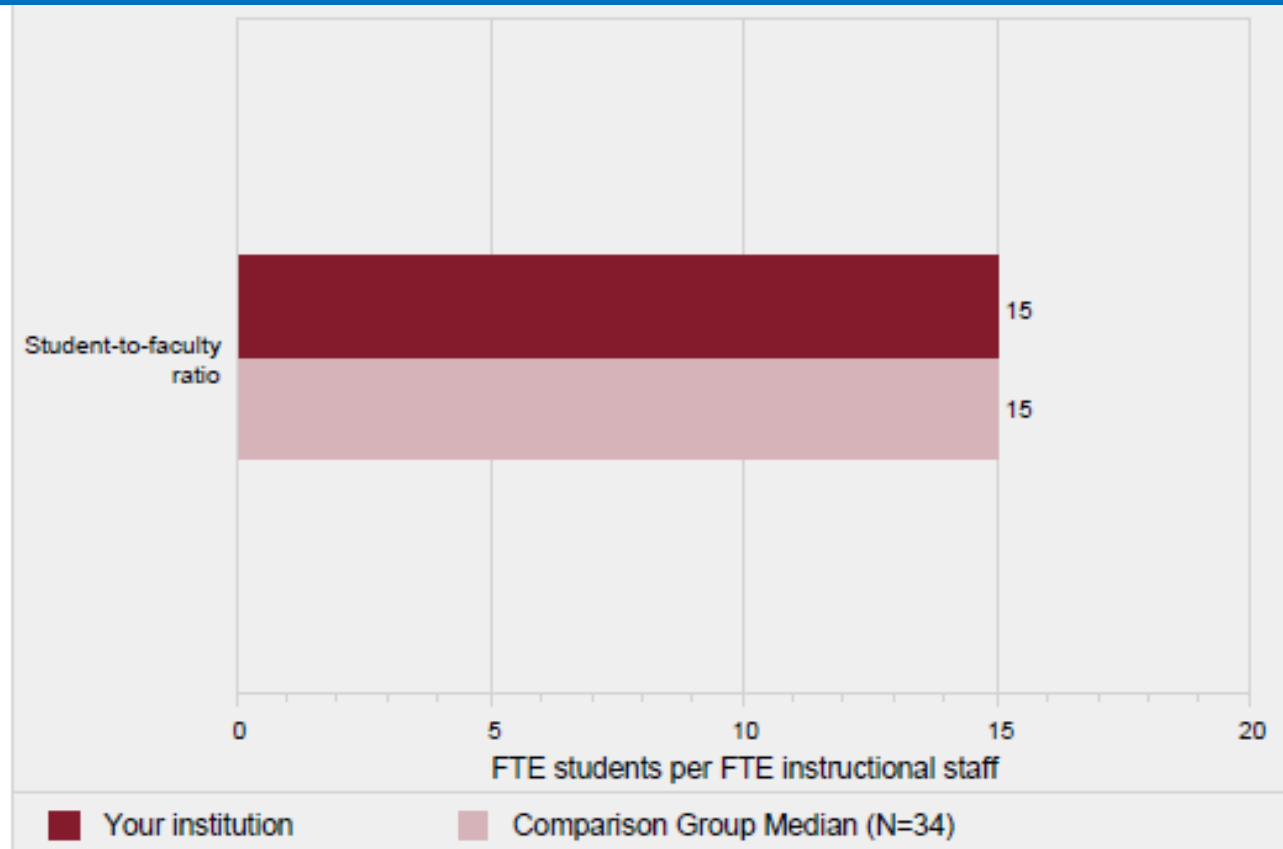
Graduation Rates of Full-Time, First-Time, Degree-Seeking Students within 150% of Normal Time



Graduation Rates of Full-Time, First-Time, Degree-Seeking Students within 200% of Normal Time



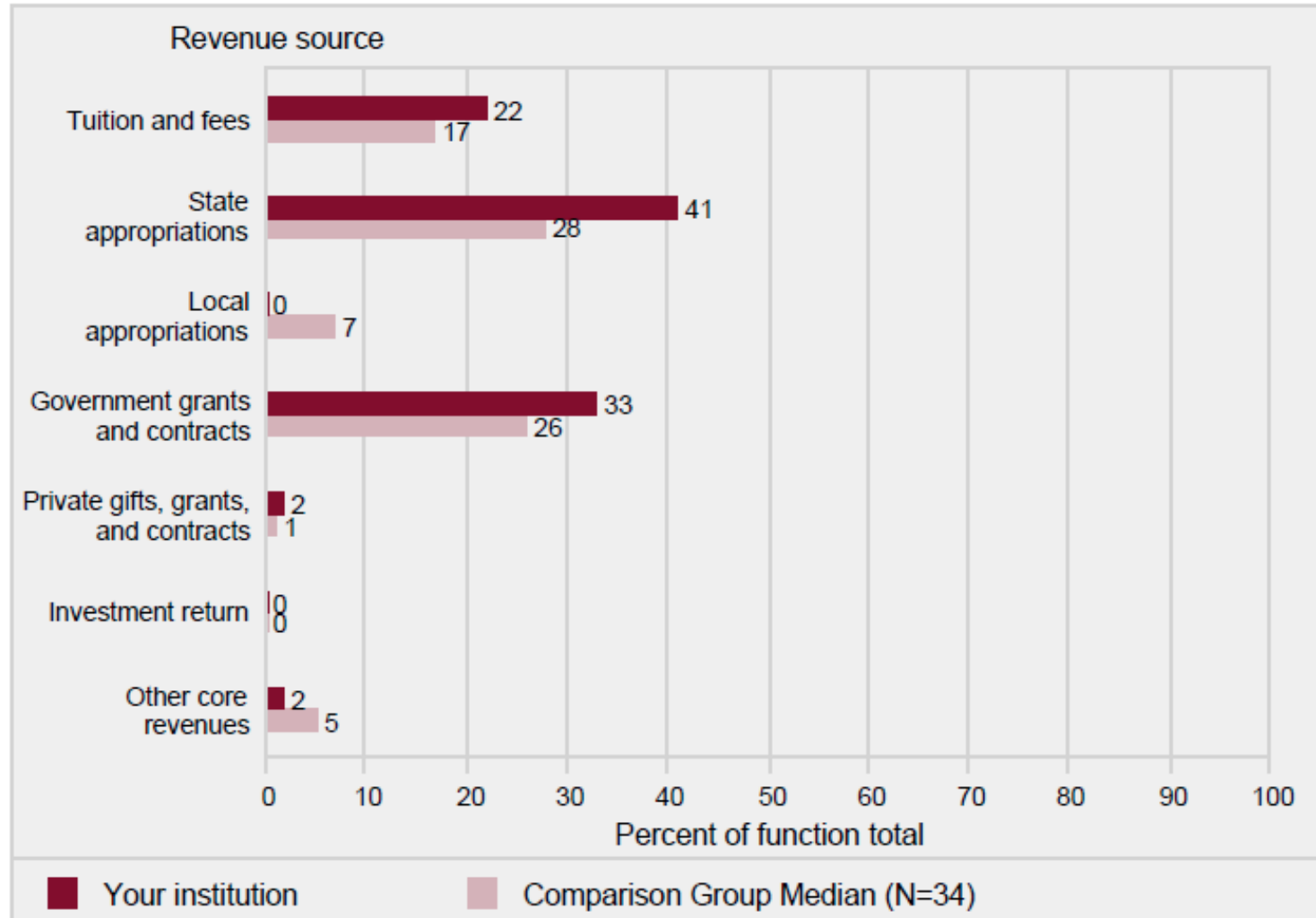
Student-to-Faculty Ratio, Fall 2017



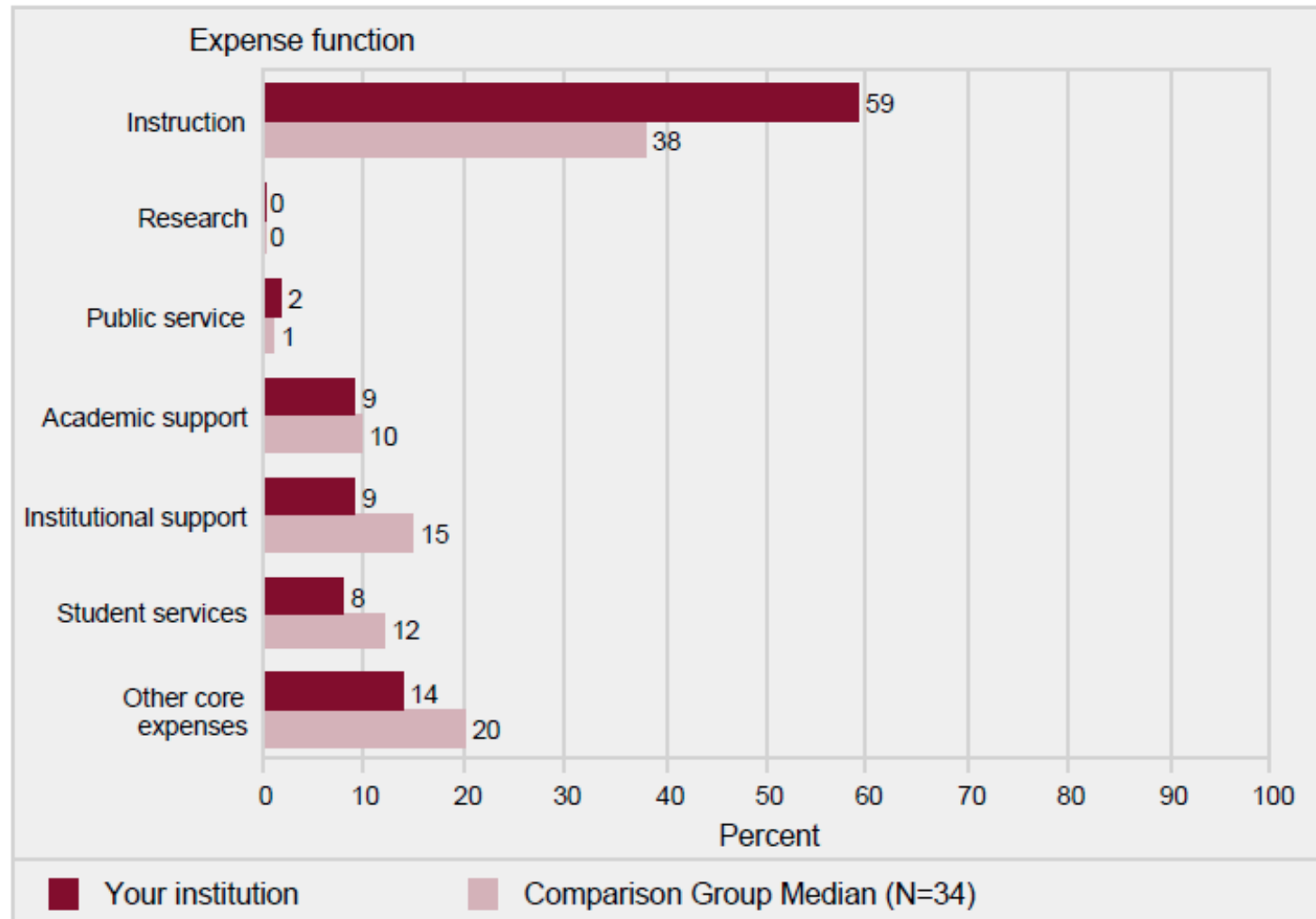
NOTE: Student-to-faculty ratio data are presented only for institutions that have undergraduate students; graduate only institutions are not included. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

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

Percent Distribution of Core Revenues, by Source FY17



Percent Distribution of Core Expenses, by Function, FY17



NATIONAL CENTER FOR EDUCATION STATISTICS

IPEDS DATA FEEDBACK REPORT 2018

What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from about 7,000 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?

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 2017-18 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 2018 report by using a different comparison group and IPEDS variables of its choosing. To download archived reports or customize the current Data Feedback Report, please visit our website at <http://nces.ed.gov/ipeds/Home/UseTheData>.



Great Falls College Montana State
University
Great Falls, MT



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 NCEES 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 (<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 Great Falls College Montana State University includes the following 34 institutions:

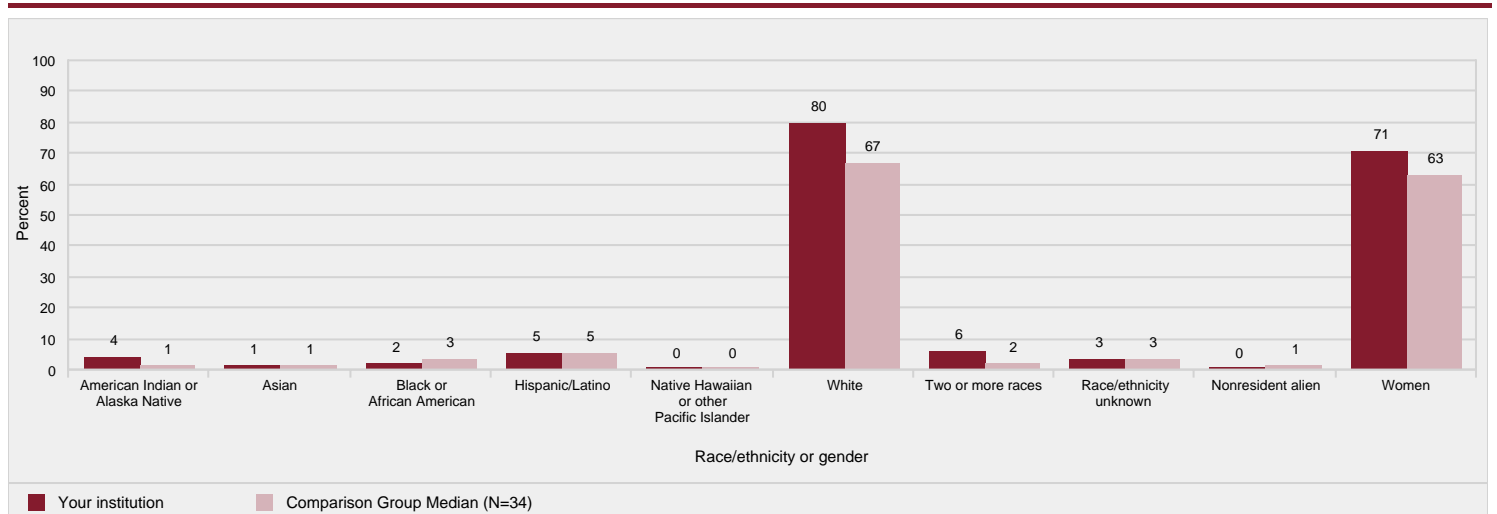
- ▶ Belmont College (St Clairsville, OH)
- ▶ Clatsop Community College (Astoria, OR)
- ▶ Clinton Community College (Plattsburgh, NY)
- ▶ Copper Mountain Community College (Joshua Tree, CA)
- ▶ Dawson Community College (Glendive, MT)
- ▶ Eastern Oklahoma State College (Wilburton, OK)
- ▶ Flathead Valley Community College (Kalispell, MT)
- ▶ Galveston College (Galveston, TX)
- ▶ Helena College University of Montana (Helena, MT)
- ▶ Henderson Community College (Henderson, KY)
- ▶ Kauai Community College (Lihue, HI)
- ▶ Kennebec Valley Community College (Fairfield, ME)
- ▶ Kirtland Community College (Roscommon, MI)
- ▶ Labette Community College (Parsons, KS)
- ▶ Lamar Institute of Technology (Beaumont, TX)
- ▶ Louisiana State University-Eunice (Eunice, LA)
- ▶ Marion Technical College (Marion, OH)
- ▶ Marshalltown Community College (Marshalltown, IA)
- ▶ Miles Community College (Miles City, MT)
- ▶ Montcalm Community College (Sidney, MI)
- ▶ Morgan Community College (Fort Morgan, CO)
- ▶ Neosho County Community College (Chanute, KS)
- ▶ Panola College (Carthage, TX)
- ▶ Phillips Community College of the University of Arkansas (Helena, AR)
- ▶ Redlands Community College (El Reno, OK)
- ▶ Seminole State College (Seminole, OK)
- ▶ Seward County Community College (Liberal, KS)
- ▶ Southwestern Oregon Community College (Coos Bay, OR)
- ▶ Trinidad State Junior College (Trinidad, CO)
- ▶ University of Arkansas Community College-Morrilton (Morrilton, AR)
- ▶ West Shore Community College (Scottville, MI)
- ▶ West Virginia Northern Community College (Wheeling, WV)
- ▶ Western Oklahoma State College (Altus, OK)
- ▶ Windward Community College (Kaneohe, HI)

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

1) Admissions (only for non-open-admissions schools)	[No charts applicable]	
2) Student Enrollment	Fig. 1 and 2	Pg. 3
3) Awards	Fig. 3	Pg. 3
4) Charges and Net Price	Fig. 4 and 5	Pg. 4
5) Student Financial Aid	Fig. 6, 7, 8 and 9	Pg. 4 and 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.

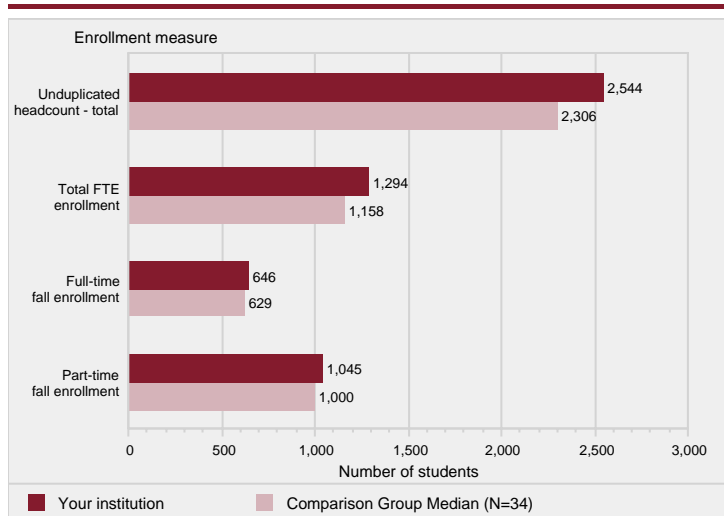
Figure 1. Percent of all students enrolled, by race/ethnicity, and percent of students who are women: Fall 2017



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 2018, Fall Enrollment component.

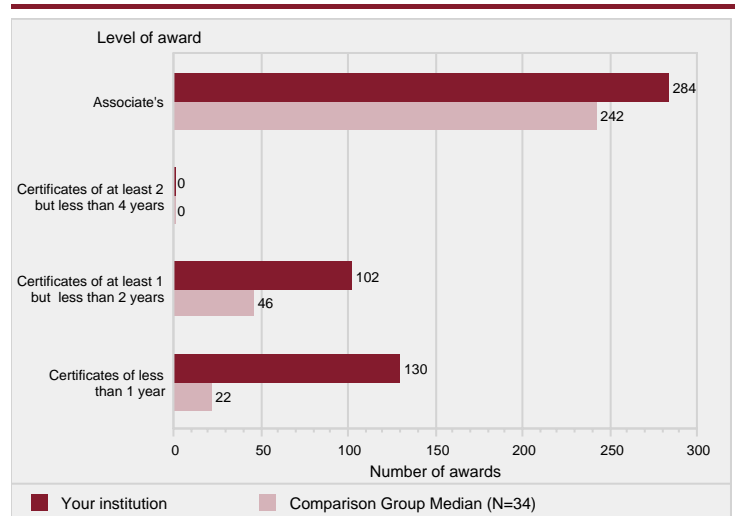
Figure 2. Unduplicated 12-month headcount (2016-17), total FTE enrollment (2016-17), and full- and part-time fall enrollment (Fall 2017)



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 2017, 12-month Enrollment component and Spring 2018, Fall Enrollment component.

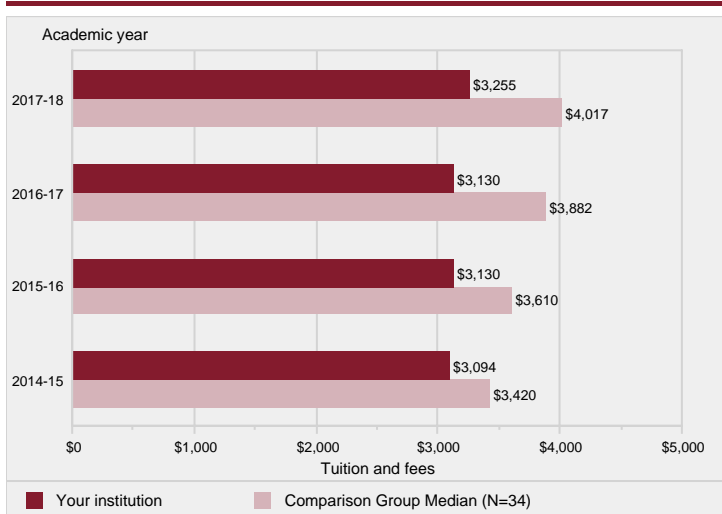
Figure 3. Number of subbaccalaureate degrees and certificates awarded, by level: 2016-17



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 2017, Completions component.

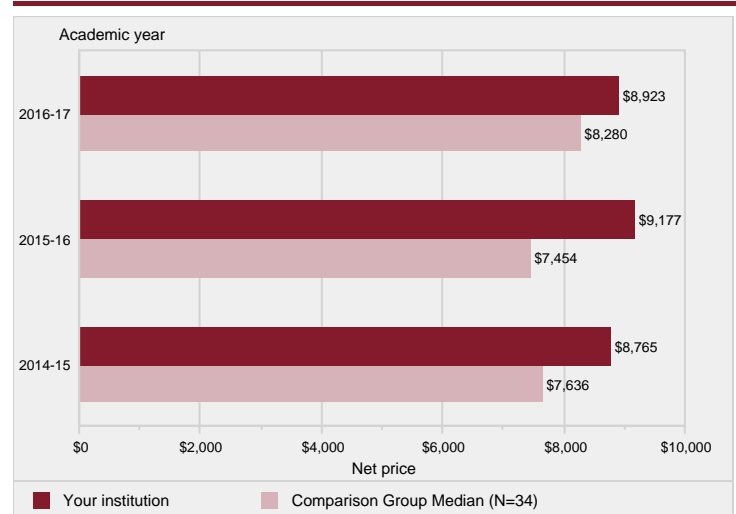
Figure 4. Academic year tuition and required fees for full-time, first-time degree/certificate-seeking undergraduates: 2014-15 to 2017-18



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 2017, Institutional Characteristics component.

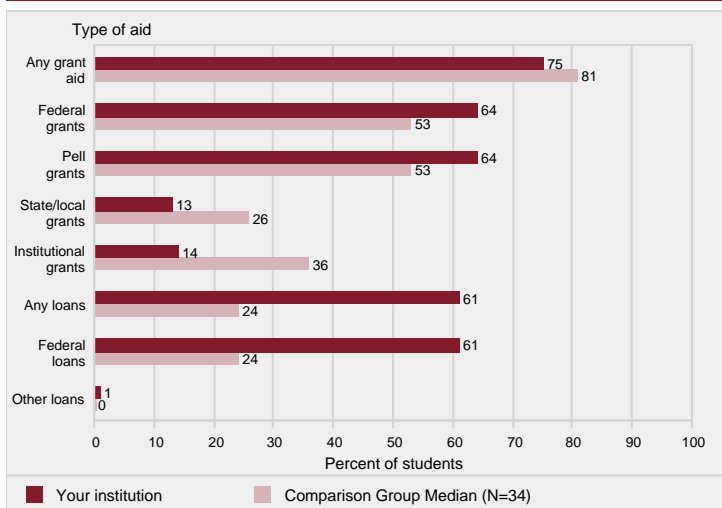
Figure 5. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students, who were awarded grant or scholarship aid: 2014-15 to 2016-17



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 2017, Institutional Characteristics component and Winter 2017-18, Student Financial Aid component.

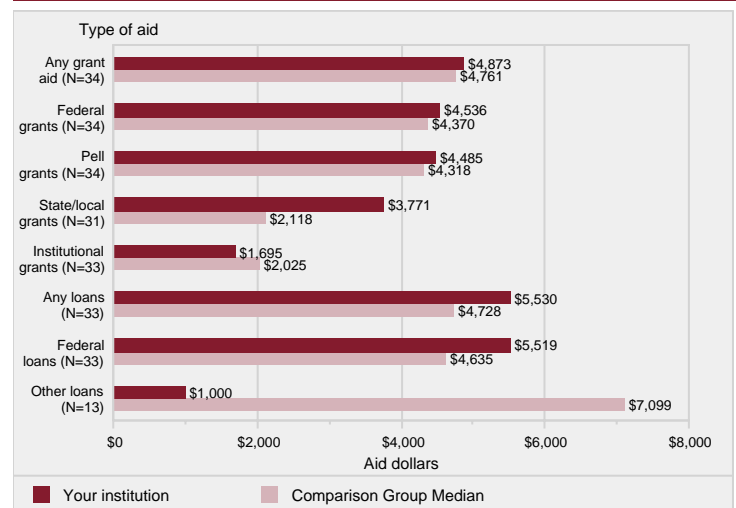
Figure 6. Percent of full-time, first-time degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid: 2016-17



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 2017-18, Student Financial Aid component.

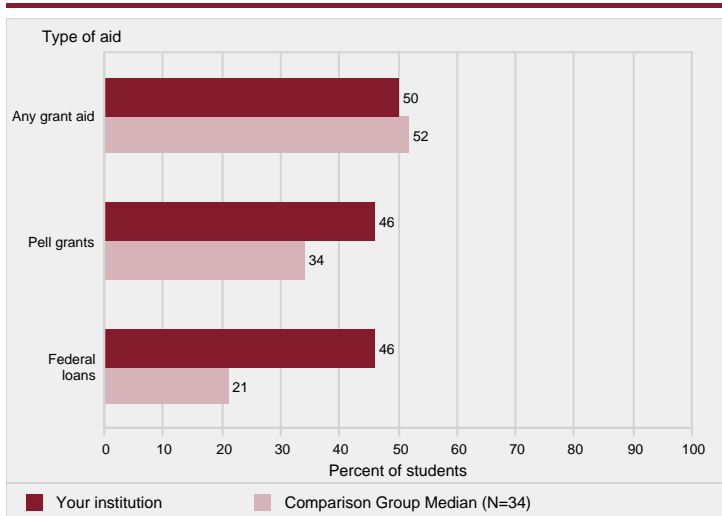
Figure 7. Average amounts of awarded grant or scholarship aid from the federal government, state/local government, or the institution, or loans awarded to full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2016-17



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 2017-18, Student Financial Aid component.

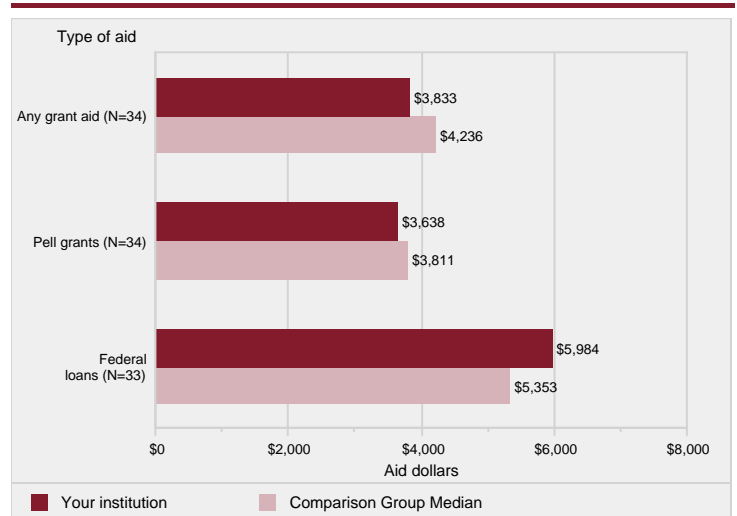
Figure 8. Percent of all undergraduates awarded aid, by type of aid: 2016-17



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, the institution, or other sources. Federal loans includes only federal loans awarded 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 2017-18, Student Financial Aid component.

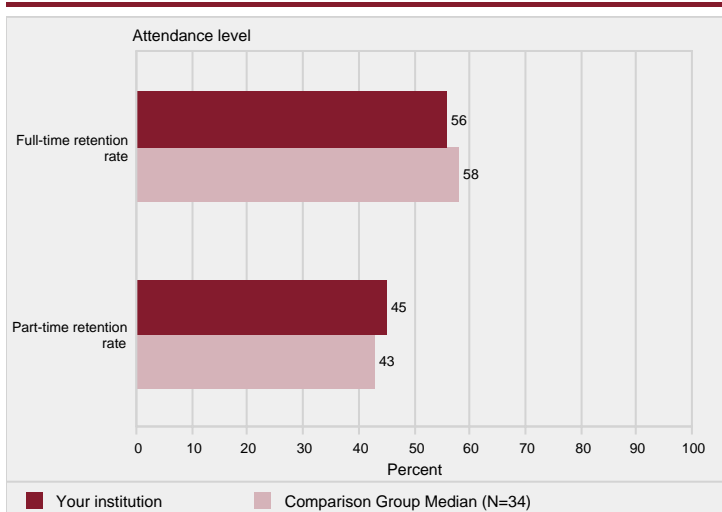
Figure 9. Average amount of aid awarded to all undergraduates, by type of aid: 2016-17



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 2017-18, Student Financial Aid component.

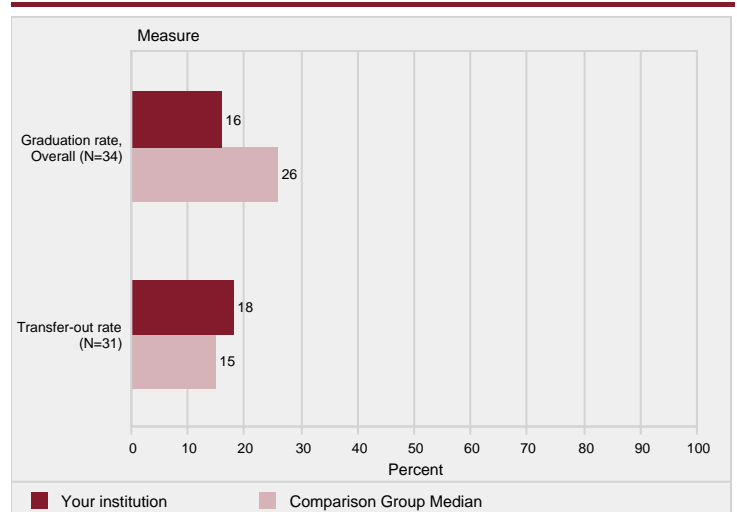
Figure 10. Retention rates of full-time, first-time degree/certificate seeking students: Fall 2016 cohort



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, 2016. Program reporters determine the cohort with enrollment any time between August 1-October 31, 2016 and retention based on August 1, 2017. 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 2018, Fall Enrollment component.

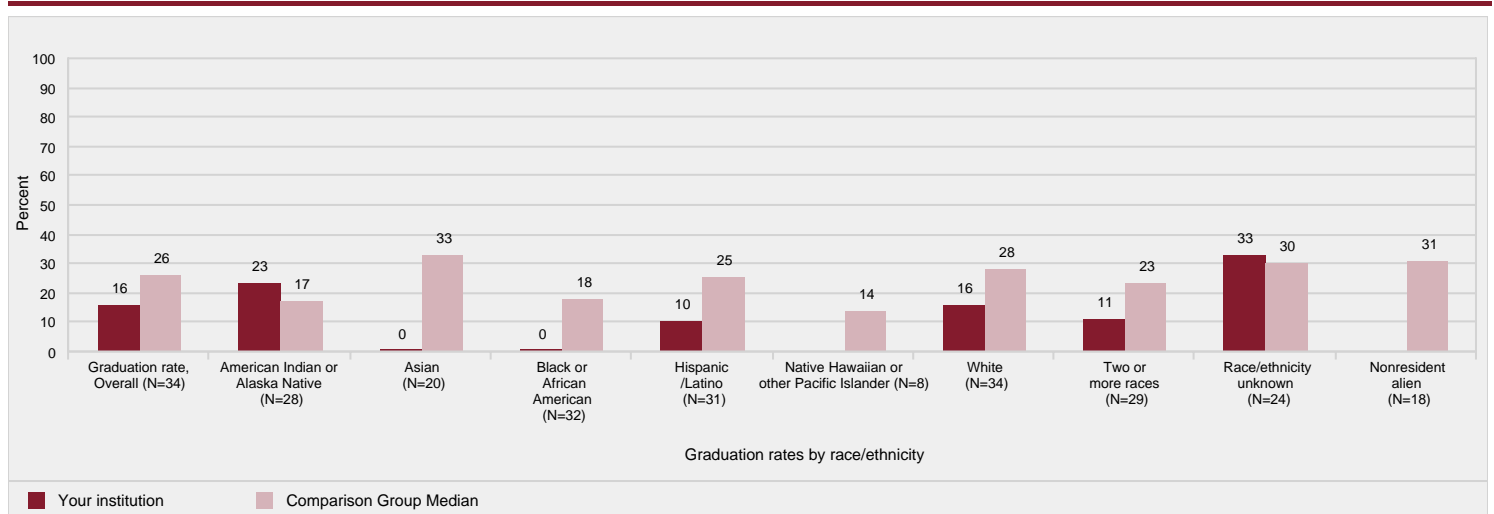
Figure 11. Graduation and transfer-out rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion: 2014 cohort



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 2017-18, Graduation Rates component.

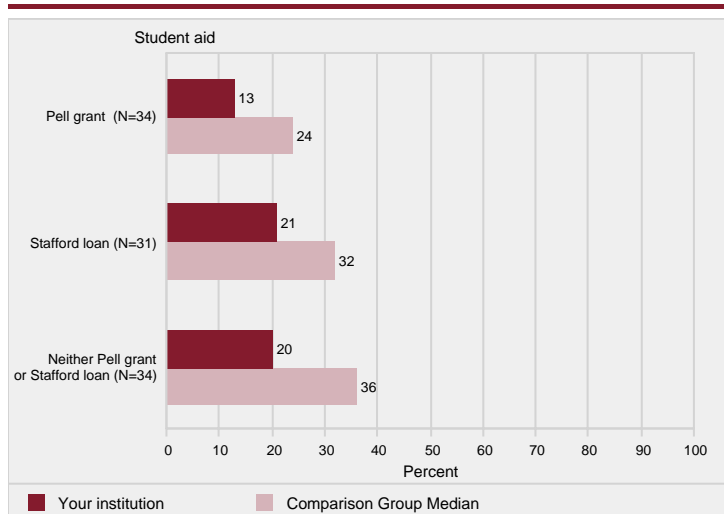
Figure 12. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2014 cohort



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 2017-18, Graduation Rates component.

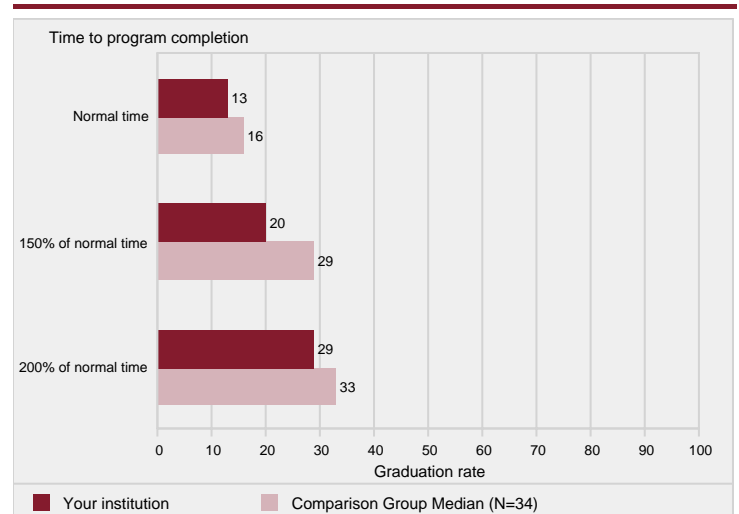
Figure 13. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by financial aid type: 2014 cohort



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. 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 2017-18, Graduation Rates component.

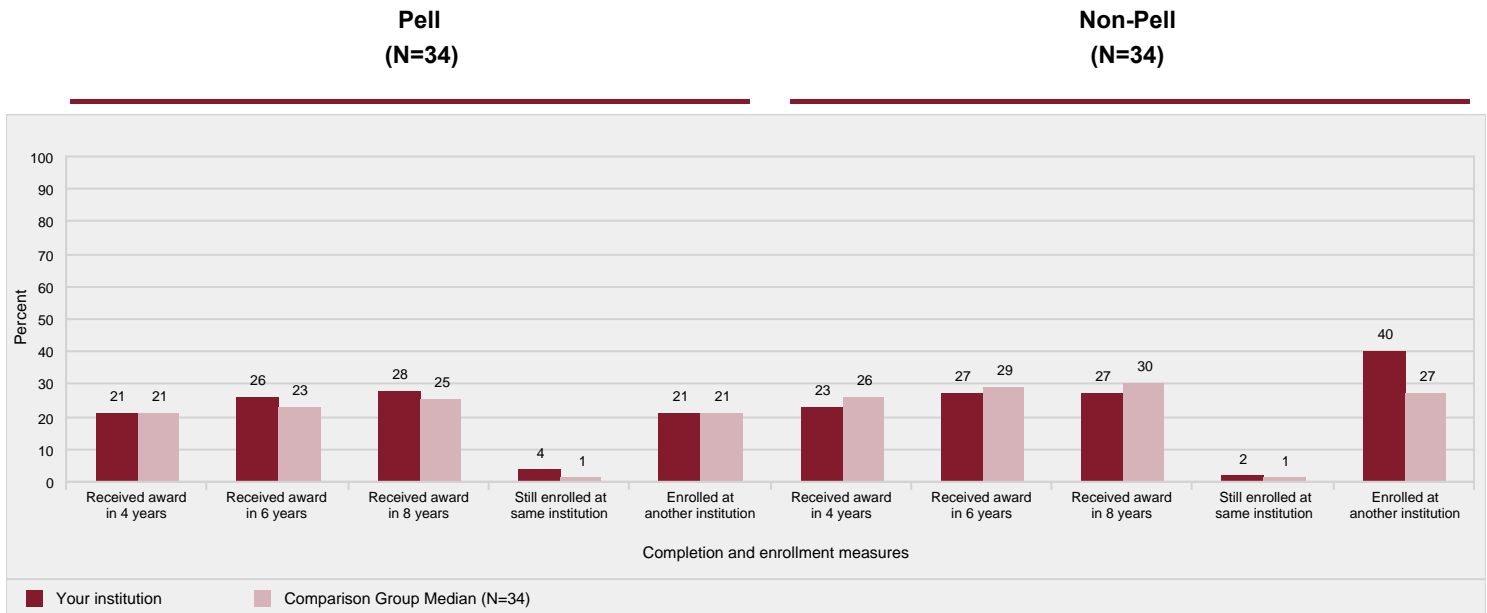
Figure 14. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within normal time, and 150% and 200% of normal time to completion: 2013 cohort



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 2017-18, 200% Graduation Rates component.

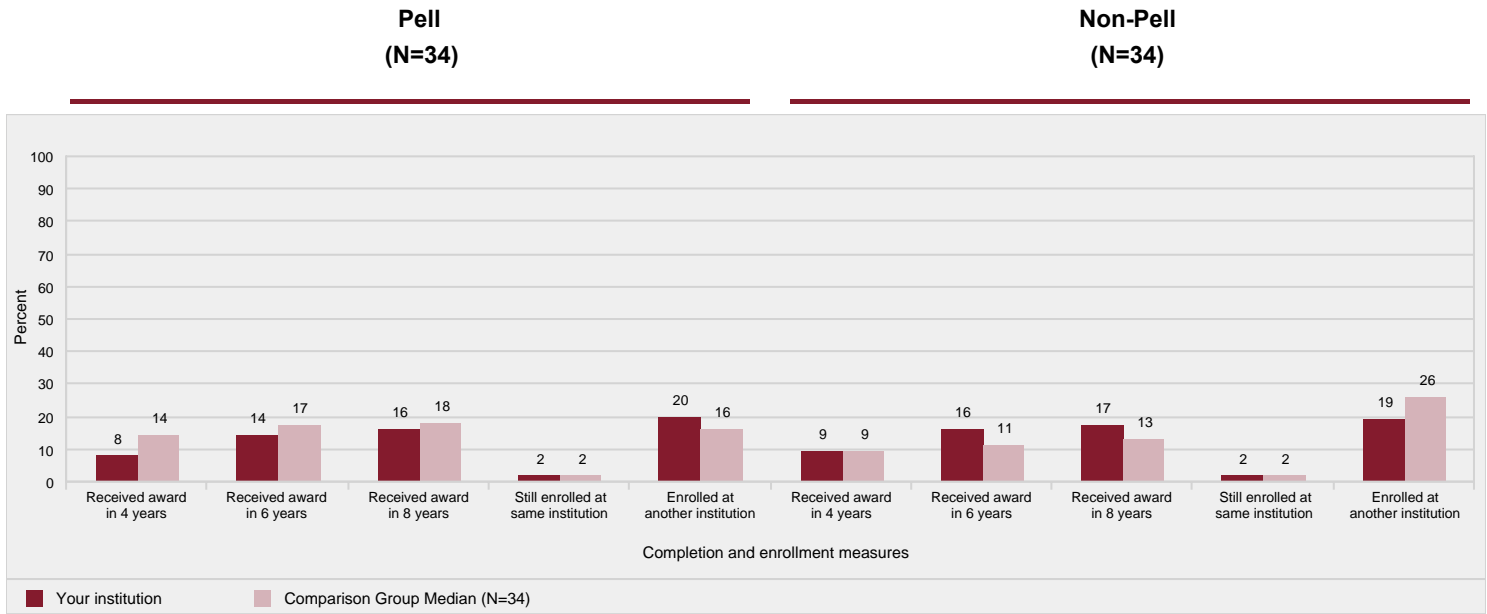
Figure 15. Award and enrollment rates of first-time, full-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status, 2009-10 cohort



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on student who did not received 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, 2009-June 30, 2010. 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 2017-18, 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, 2009-10 cohort

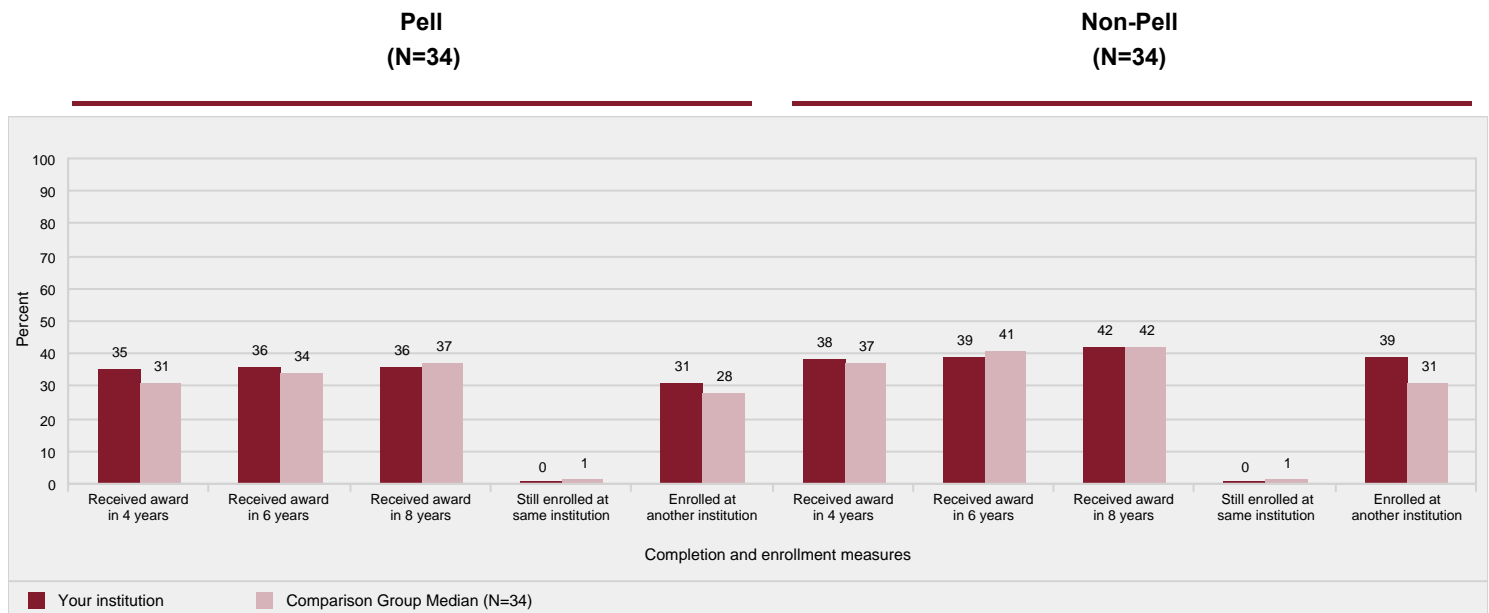


NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on student who did not received an award after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2009-June 30, 2010. 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 2017-18, Outcome Measures component.

Great Falls College Montana State University

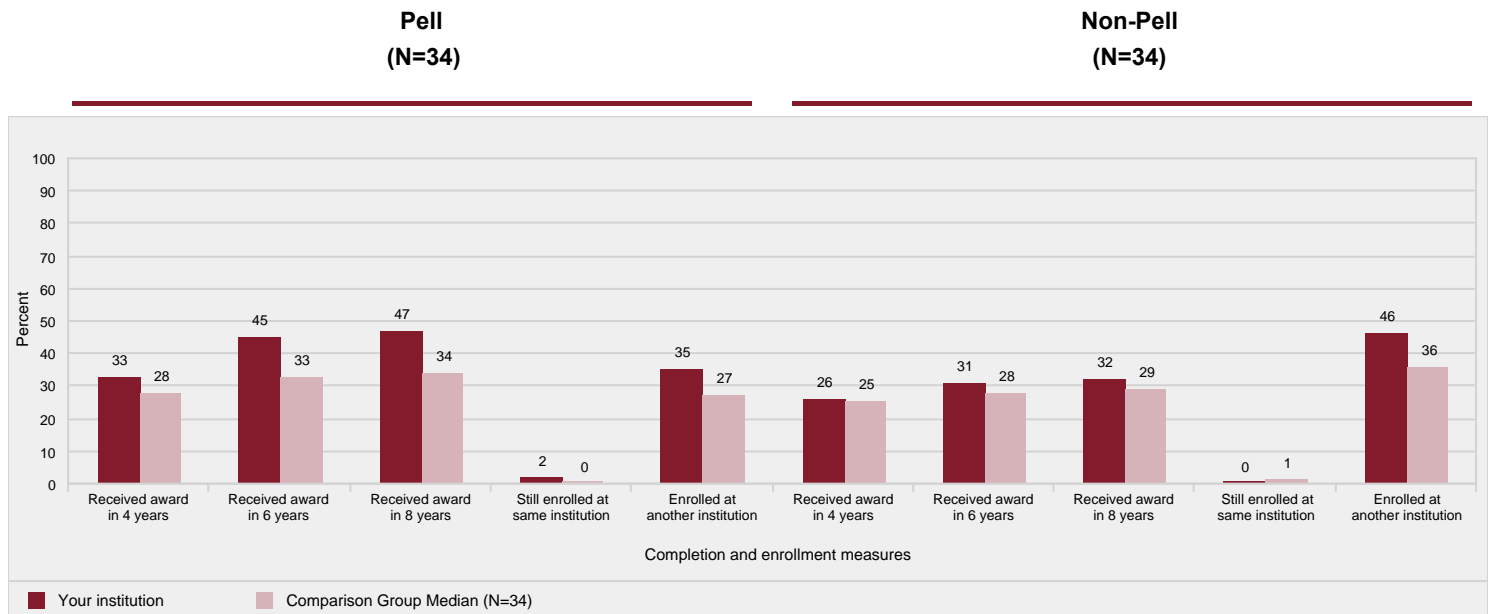
Figure 17. Award and enrollment rates of non-first-time, full-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status, 2009-10 cohort



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on student 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, 2009-June 30, 2010. 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 2017-18, Outcome Measures component.

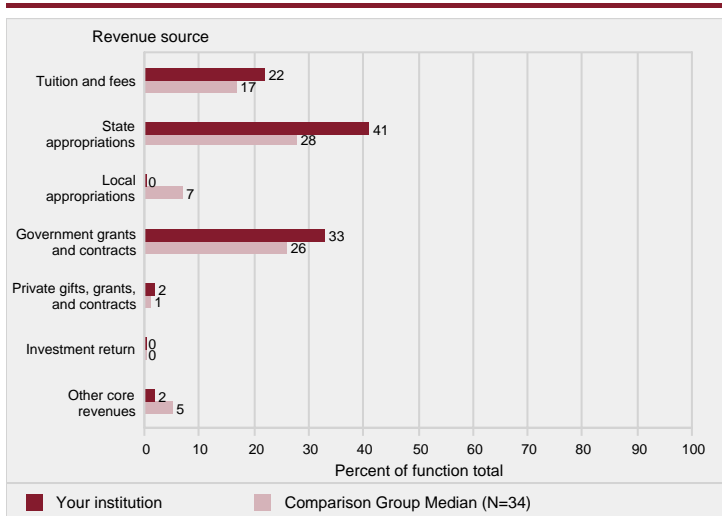
Figure 18. Award and enrollment rates of non-first-time, part-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status, 2009-10 cohort



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on student 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, 2009-June 30, 2010. 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 2017-18, Outcome Measures component.

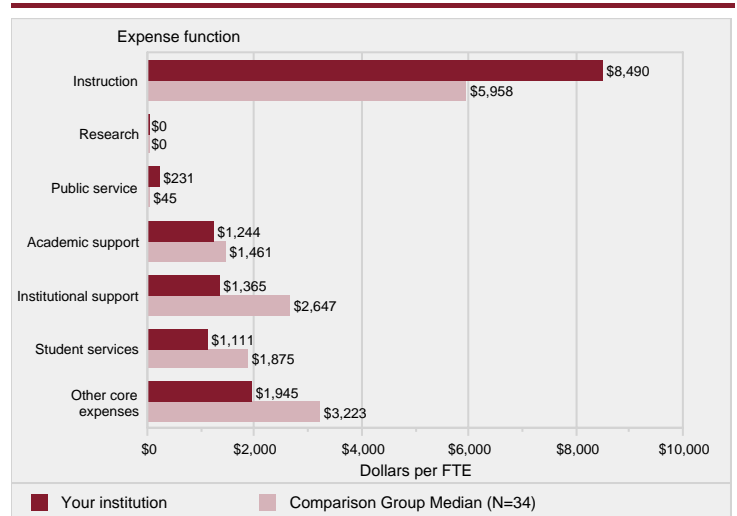
Figure 19. Percent distribution of core revenues, by source: Fiscal year 2017



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 2018, Finance component.

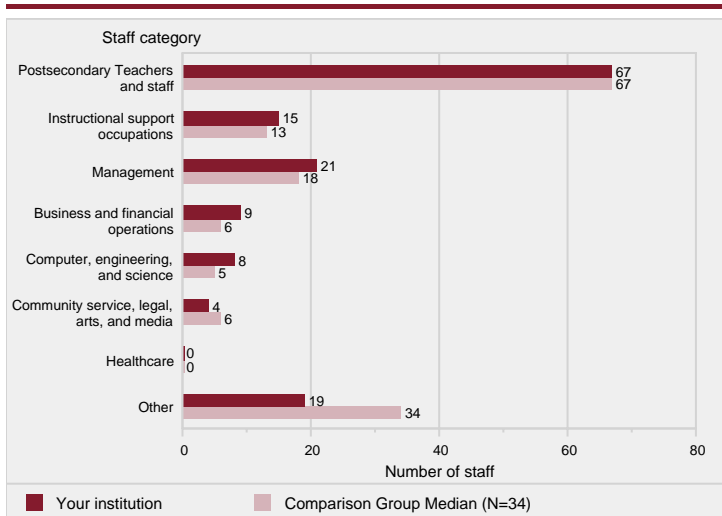
Figure 20. Core expenses per FTE enrollment, by function: Fiscal year 2017



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 2017, 12-month Enrollment component and Spring 2018, Finance component.

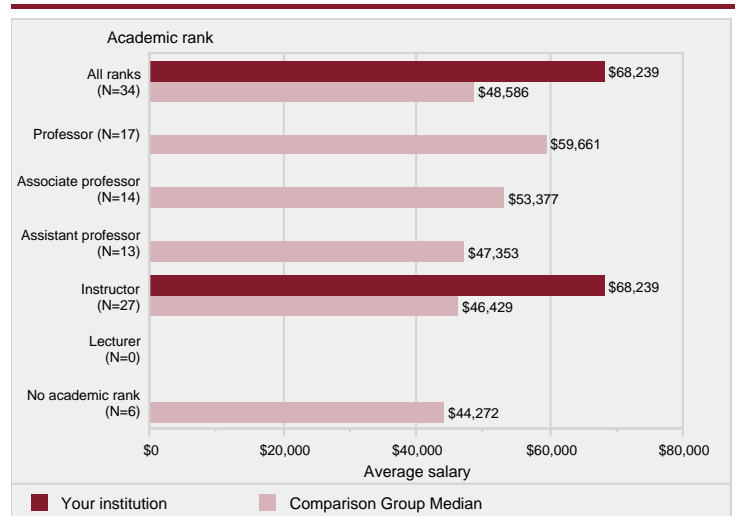
Figure 21. Full-time equivalent staff, by occupational category: Fall 2017



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 2018, Human Resources component.

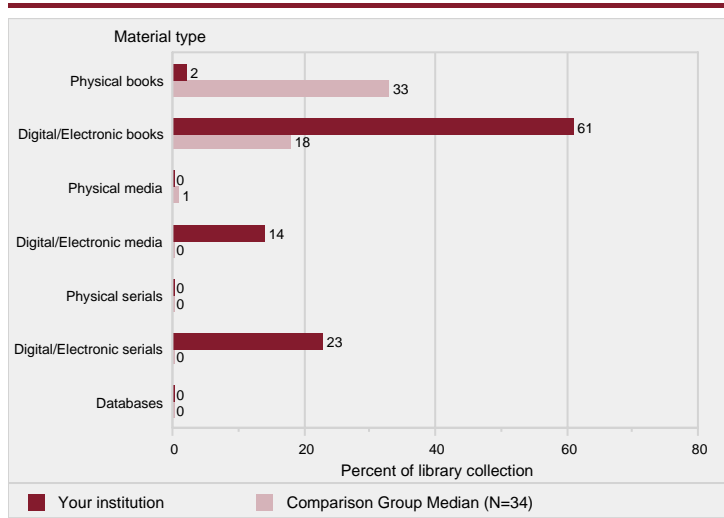
Figure 22. Average salaries of full-time instructional non-medical staff equated to 9-months worked, by academic rank: Academic year 2017-18



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.

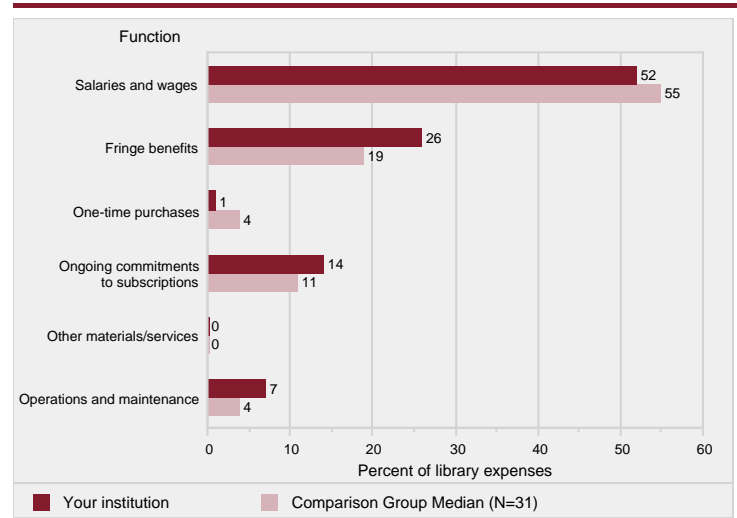
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2018, Human Resources component.

Figure 23. Percent distribution of library collection, by material type: Fiscal Year 2017



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 2018, Academic Libraries component.

Figure 24. Percent distribution of library expenses, by function: Fiscal Year 2017



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 2018, Academic Libraries component.

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during 2017-18 data collection year. Response rates exceeded 99% for most surveys. IPEDS First Look reports at <http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010> provide some information on aggregate institutional responses.

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 (<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 <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

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.

Charges and Net Price

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 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 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 request 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: Full-time, first-time (FTFT); Part-time, first-time (PTFT); Full-time, non-first-time (FTNFT); and Part-time, non-first-time (PTNFT). 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 the following: 1) students who died or were totally and permanently disabled; 2) those who left school to serve in the armed forces or were called up to active duty; 3) those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and 4) those who left to serve on an office 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/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 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 this provided link <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>.