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An association of 62 leading public and private research universities

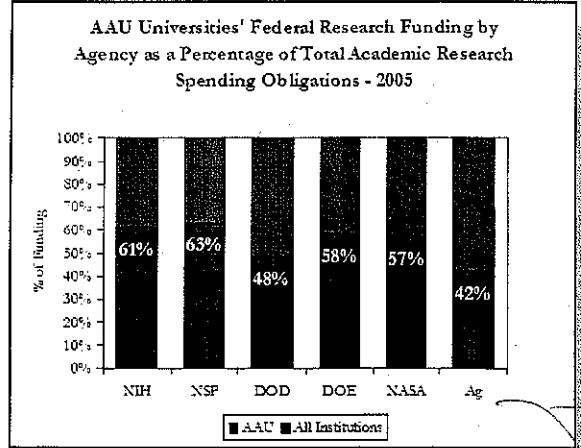
AAU FACTS AND FIGURES

- Brandeis University
- Brown University
- California Institute of Technology
- Carnegie Mellon University
- Case Western Reserve University
- Columbia University
- Cornell University
- Duke University
- Emory University
- Harvard University
- Indiana University
- Iowa State University
- The Johns Hopkins University
- Massachusetts Institute of Technology
- McGill University
- Michigan State University
- New York University
- Northwestern University
- The Ohio State University
- The Pennsylvania State University
- Pennsylvania State University
- Purdue University
- Rice University
- Rutgers, The State University of New Jersey
- Stanford University
- Stony Brook University - State University of New York
- Syracuse University
- Texas A&M University
- Tulane University
- The University of Arizona
- University at Buffalo, The State University of New York
- University of California, Berkeley
- University of California, Davis
- University of California, Irvine
- University of California, Los Angeles
- University of California, San Diego
- University of California, Santa Barbara
- The University of Chicago
- University of Colorado at Boulder
- University of Florida
- University of Illinois at Urbana-Champaign
- The University of Iowa
- The University of Kansas
- University of Maryland, College Park
- University of Michigan
- University of Minnesota, Twin Cities
- University of Missouri-Columbia
- University of Nebraska-Lincoln
- The University of North Carolina at Chapel Hill
- University of Oregon
- University of Pennsylvania
- University of Pittsburgh
- University of Rochester
- University of Southern California
- The University of Texas at Austin
- University of Toronto
- University of Virginia
- University of Washington
- The University of Wisconsin-Madison
- Vanderbilt University
- Washington University in St. Louis
- Yale University

The Association of American Universities (AAU) is an association of 60 leading public and private U.S. research institutions. AAU focuses on issues important to research intensive universities, such as funding for research, research policy issues, and graduate and undergraduate education. AAU member universities are on the leading edge of innovation, scholarship, and solutions that contribute to our nation's economy, security, and well-being.

AAU UNIVERSITIES: RESEARCH FACTS *update*

- In FY 2005, AAU universities received \$14.1 billion in federal academic research funding; 56% of all federal academic research funding to colleges and universities.
- The faculties at AAU universities include 3,078 members of the prestigious National Academies (82% of all university faculty members who are members of the Academies): the National Academy of Science, the National Academy of Engineering, and the Institute of Medicine (2005).
- Almost two-thirds of the American Academy of Arts and Sciences 2007 Class of Fellows are affiliated with an AAU university.
- Since 1999, 39% of all Nobel Prize winners and 67% of winners at U.S. institutions were affiliated with an AAU university. Additionally, 52% of all Nobel winners have at least one degree from an AAU university.



NIH: \$9.1 billion, 61% of total funding.
 NSF: \$2.0 billion, 63% of total funding.
 DOD: \$1.2 billion, 48% of total funding.
 DOE: \$546.3 million, 58% of total funding.
 NASA: \$673.2 million, 57% of total funding.
 Ag: \$303.7 million, 42% of total funding.
 Source: NSF

AAU UNIVERSITIES: EDUCATION FACTS (2005) *update*

- Undergraduate students: 1,044,759; 7% nationally.
- Undergraduate degrees awarded: 235,328; 17% nationally.
- Graduate students: 418,066; 20% nationally.
- Master's awarded: 106,971; 19% nationally.
- Professional Degrees: 20,859; 25% nationally.
- Doctorates awarded: 22,747; 52% nationally.
- Postdoctoral Fellows: 30,430; 67% nationally.
- Students Studying Abroad: 57,205.
- National Merit/Achievement Scholars: 5,422; 63% nationally.
- Faculty: approximately 72,000.

AAU UNIVERSITIES: PUBLIC SERVICE FACTS

- Peace Corps alumni: 54,494; 30% nationally.
- Teach for America participants (2007): 1,244; 45% nationally.
- All 60 U.S. AAU universities have community service programs and many incorporate service-learning experiences for students.
- Members of Congress current alumni: 254.

ECONOMIC AND SOCIETAL IMPACTS

AAU institutions contribute significantly to their regional and state economies, as well as to the national economy. AAU institutions employ approximately 800,000 people. The combined operating budgets of AAU universities total approximately \$100 billion.

AAU universities use charitable contributions and their endowments to fulfill their education, research, and public service missions. For example, AAU universities awarded approximately \$2 billion of their own institutional funds for student financial assistance in 2005-6.

AAU universities have patented and licensed thousands of innovative discoveries and technologies that have led to breakthroughs in medicine, information technology, communications, and energy, to name just a few areas. As a result, new industries, products, and jobs have been created. Licensing revenues generated by these innovations are used to enhance research and educational activities.

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NATIONAL CENTER FOR EDUCATION STATISTICS

IPEDS DATA FEEDBACK REPORT 2008

*Annotated 10/08 with caveats on comparisons, by CU-Boulder Planning, Budget, and Analysis.
Posted at
<http://www.colorado.edu/pba/ipeds/>*

**University of Colorado at Boulder
Boulder, CO**



The Integrated Postsecondary Education Data System (IPEDS) is the core postsecondary education data collection program for the NCES. It is a single, comprehensive system designed to encompass all institutions and educational organizations whose primary purpose is to provide postsecondary education. For additional information see <http://nces.ed.gov/ipeds>.

IPEDS DATA FEEDBACK REPORT

October 01, 2008

Dear Institutional Executive:

The National Center for Education Statistics is pleased to provide you with your institution's annual IPEDS Data Feedback Report. The report compares data provided by your institution in 2007-08 through the Integrated Postsecondary Education Data System (IPEDS) to data for a similar group of institutions. Like last year, your institution was given the opportunity to select its own comparison group. We strongly encourage institutions to take advantage of the opportunity to select the other institutions to which they want to be compared in the report, as they generally find the report more informative. If your institution did not submit its own group, IPEDS identified a comparison group for you (see the list toward the back of this report for the institutions in your comparison group).

I also encourage you to visit the IPEDS Executive Peer Tool (ExPT) at <http://nces.ed.gov/ipeds/pas/ExPT/>. Not only can you download a PDF of this report as it was sent to you, you can also select a different comparison group and recreate the full report in the PDF format. In addition, there are a number of additional figures available in the ExPT that are not included in your original report such as enrollments by student level, admissions and test scores, and more finance figures.

Thank you for all of your efforts to support IPEDS throughout the data collection process. Without your support and the high quality data that your institution provides, these reports would not be possible. Should you have any comments on how we can improve the Data Feedback Report and ExPT, please send them to ipedsdatafeedback@ed.gov.

Best regards,



Elise S. Miller
IPEDS Program Director

What Is the Purpose of This Report?

The IPEDS Data Feedback Report is intended to provide institutions a context for examining the data they submitted to the Integrated Postsecondary Education Data System (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 2007-08 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. Following the figures 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.

What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from all institutions

in the United States and other jurisdictions, such as Puerto Rico, whose primary purpose is to provide postsecondary education. IPEDS collects institution-level data on students (enrollment and graduation rates), student charges, program completions, faculty, staff, and finances. Each year nearly 6,700 postsecondary institutions provide information to the U.S. Department of Education through IPEDS. 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>.

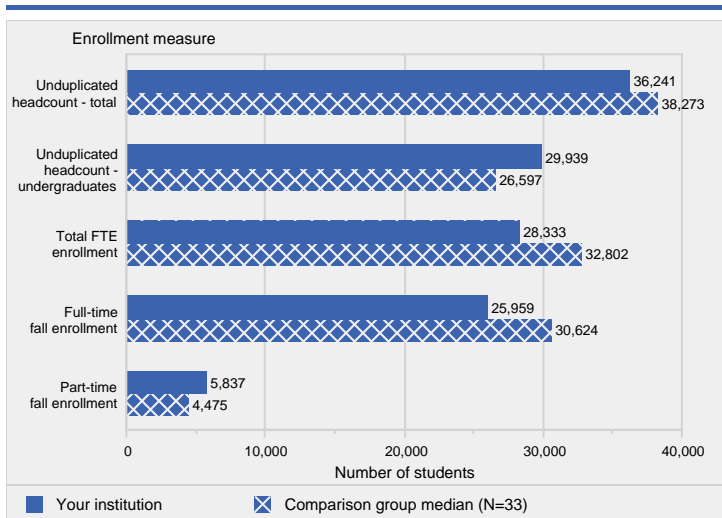
Would You Like to Do More Analysis of Your IPEDS Data?

The information in this report can be produced for a different comparison group using the IPEDS Executive Peer Tool (ExPT) at <http://nces.ed.gov/ipeds/pas/expt>. If you would like to make comparisons on a wider range of IPEDS variables, or do additional types of analyses, the IPEDS Data Center is available at <http://nces.ed.gov/ipeds/pas>. In both systems, you may select your own comparison group. Through the ExPT, you may also print additional copies of this report.

Selected Figures

These figures are based on 2007-08 IPEDS data submitted by your institution, University of Colorado at Boulder, and the comparison group listed later in this report. The number of institutions in the comparison group from which the median is derived is shown as "(N = x)" in the labels or in the legend at the bottom of the figure.

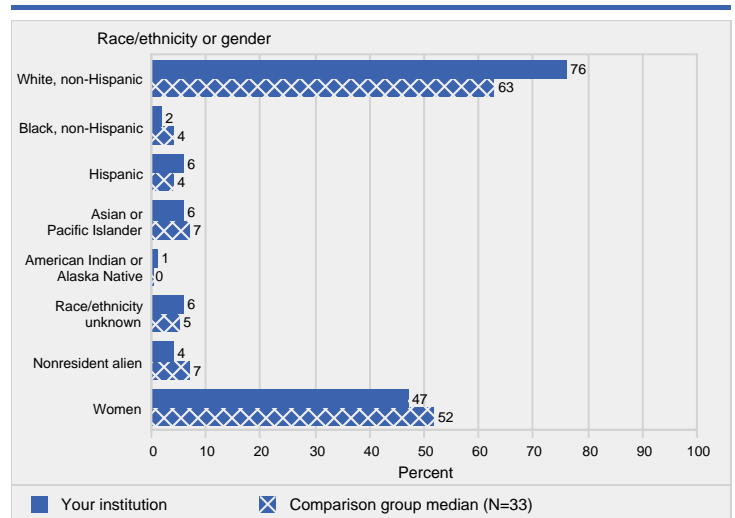
Figure 1. Unduplicated 12-month headcount of all students and of undergraduate students, total FTE enrollment (academic year 2006-07), and full- and part-time fall enrollment (Fall 2007)



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.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2007, 12-month Enrollment component and Spring 2008, Fall Enrollment component.

Figure 2. Percent of all students enrolled, by race/ethnicity, and percent who are women: Fall 2007

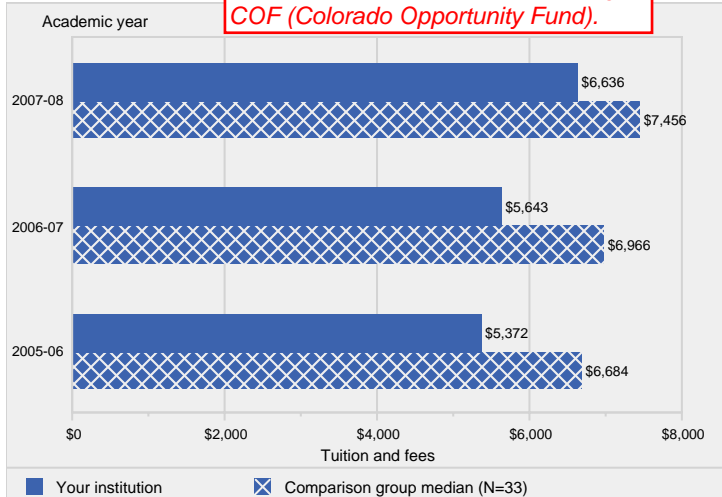


NOTE: Median values for the comparison group may not add to 100 percent. See "Use of Median Values for Comparison Group" in the Methodological Notes at the end of this report for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2008, Fall Enrollment component.

Figure 3. Academic year tuition and required fees for full-time, first-time, degree/certificate-seeking undergraduates: 2005-06–2007-08

This is for RESIDENT undergraduates. It's the student share, NOT including COF (Colorado Opportunity Fund).

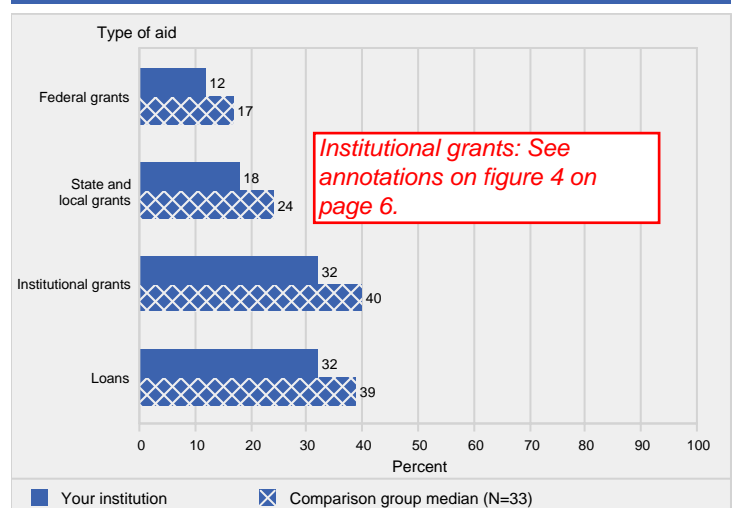


NOTE: The tuition and required fees shown here are the lowest reported from the categories of in-district, in-state, and out-of-state. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2007, Institutional Characteristics component.

Figure 4. Percent of full-time, first-time, degree/certificate-seeking undergraduate students receiving financial aid, by type of aid: 2006-07

Institutional grants: See annotations on figure 4 on page 6.



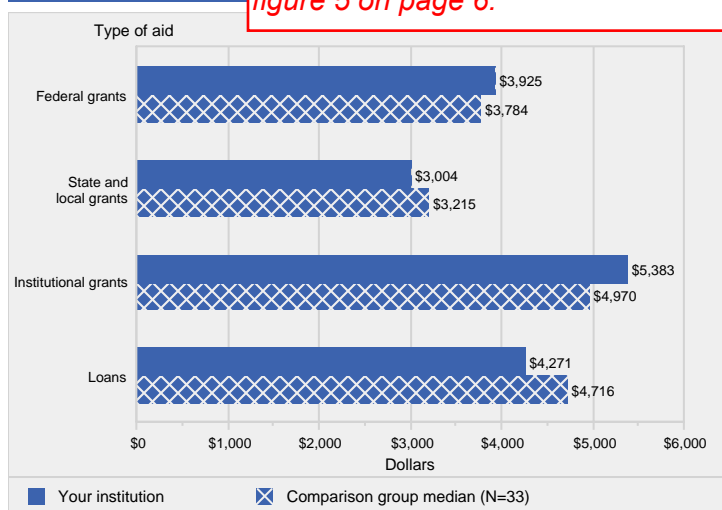
NOTE: For details on how students are counted for financial aid reporting, see Cohort Determination for Reporting Student Financial Aid and Graduation Rates in the Methodological Notes at the end of this report. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2008, Student Financial Aid component.

IPEDS DATA FEEDBACK REPORT

Figure 5. Types and average amounts of financial aid received by full-time, first-time, degree/certificate-seeking undergraduates: 2006-07

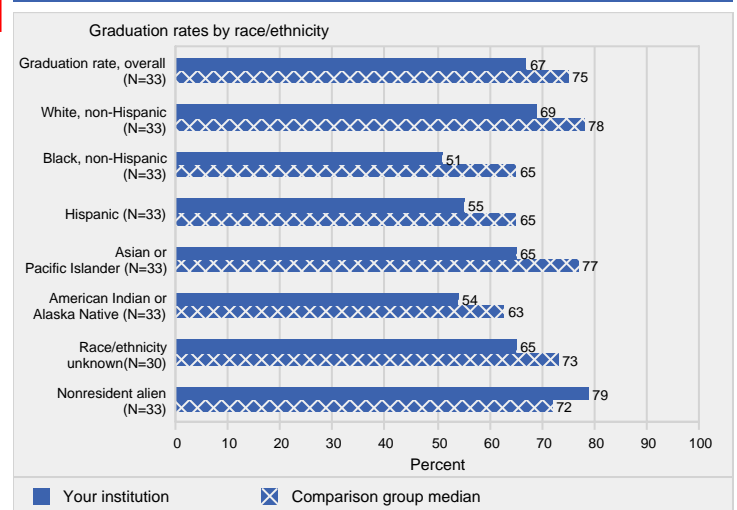
Institutional grants: See annotation on figure 5 on page 6.



NOTE: Average grant (or loan) values were calculated by dividing the total grants (or loans) 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): Spring 2008, Student Financial Aid component.

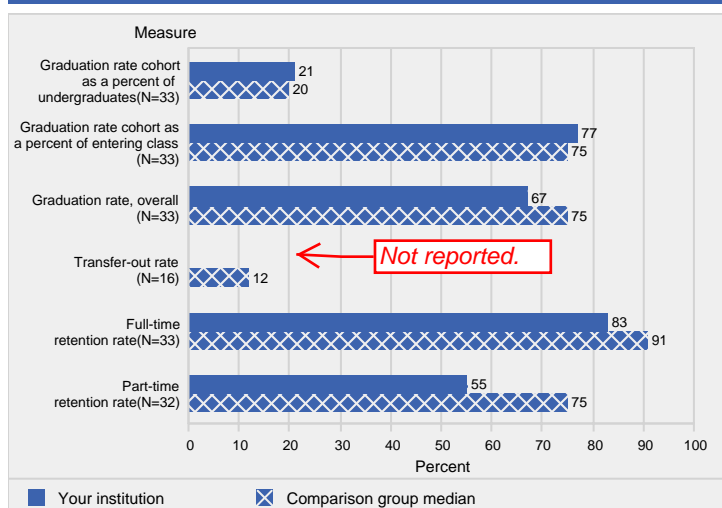
Figure 6. Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2001 cohort



NOTE: The graduation rates are the Student Right-to-Know (SRK) rates. For more information see the Methodological Notes at the end of the report. 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 2008, Graduation Rates component.

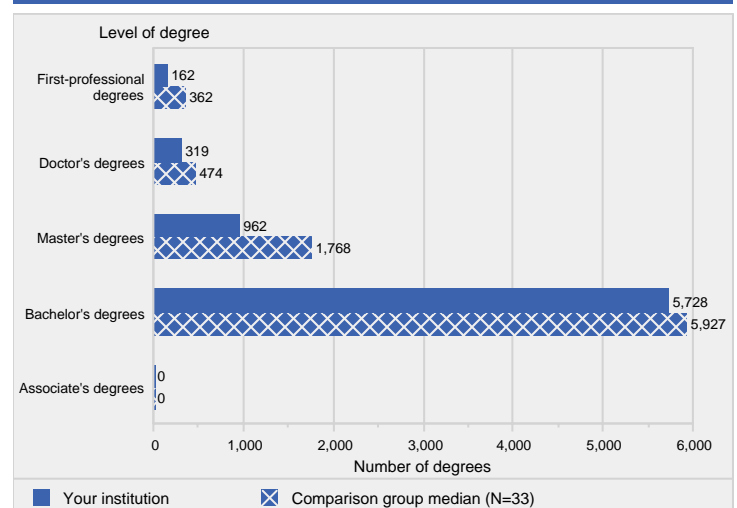
Figure 7. Graduation rate cohort as a percent of all undergraduates and as a percent of total entering students (Fall 2007); graduation rate and transfer-out rate (2001 cohort); and retention rates (Fall 2007)



NOTE: Graduation rate cohort includes all full-time, first-time, degree/certificate-seeking undergraduate students. Entering class includes all students coming to the institution for the first time. Only institutions with a mission to prepare students to transfer are required to report transfers out. Graduation and transfer-out rates are the Student Right-to-Know rates. 4-year schools report retention rates for students seeking a bachelor's degree. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.

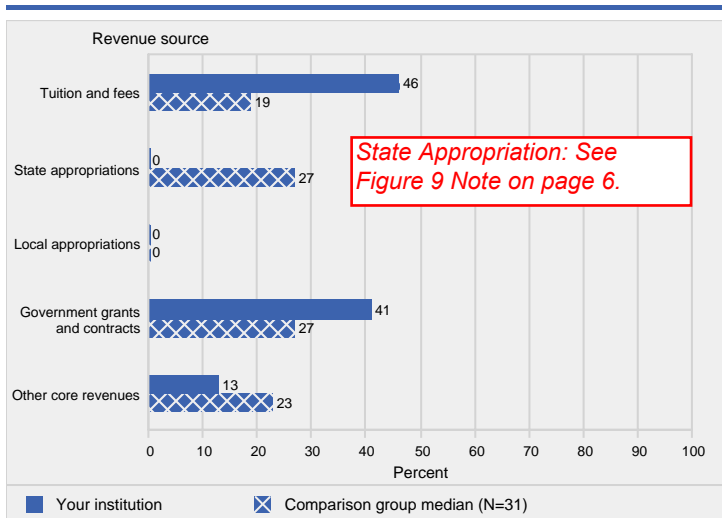
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2008, Fall Enrollment component and Graduation Rates component.

Figure 8. Number of degrees awarded, by level: Academic year 2006-07



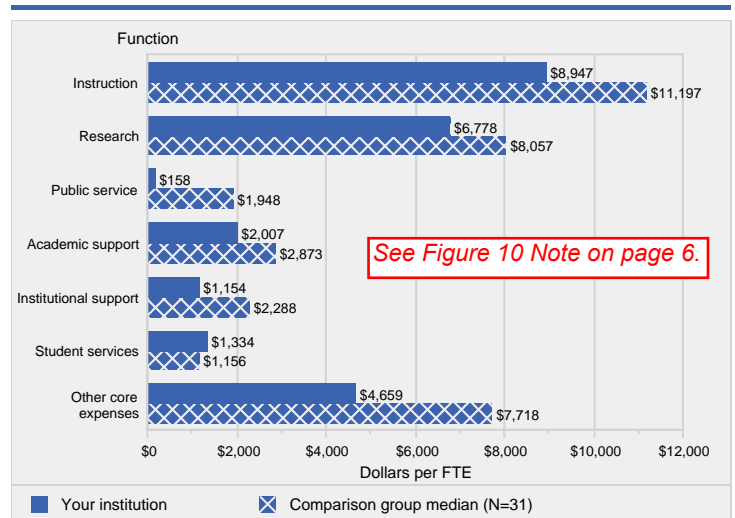
NOTE: N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2007, Completions component.

Figure 9. Percent distribution of core revenues, by source: Fiscal year 2007



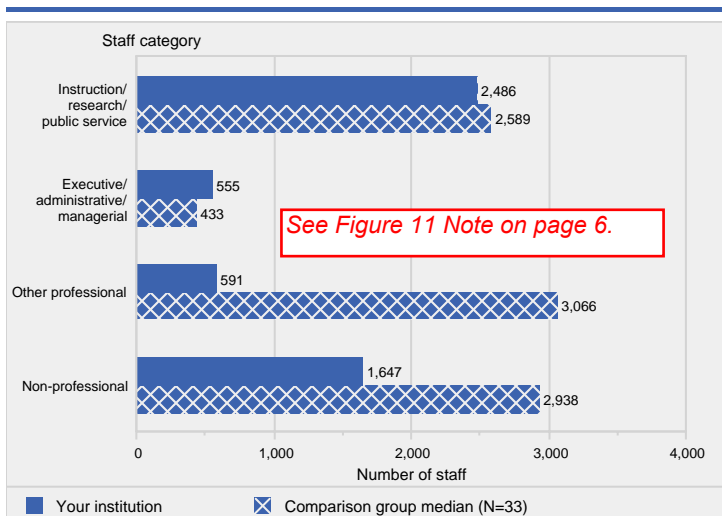
NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the focus institution. For a detailed definition of core revenues, see the Methodological Notes. N is the number of institutions in the comparison group.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2008, Finance component.

Figure 10. Core expenses per FTE enrollment, by function: Fiscal year 2007



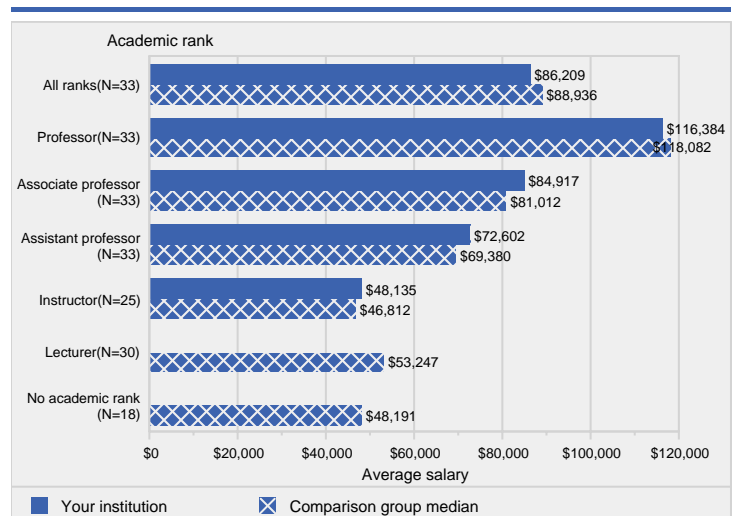
NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the focus institution. Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core 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.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2007, 12-month Enrollment component and Spring 2008, Finance component.

Figure 11. Full-time equivalent staff by assigned position: Fall 2007



NOTE: Graduate assistants are not included in this figure. 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 2007-08, Human Resources component.

Figure 12. Average salaries of full-time instructional staff equated to 9-month contracts, by academic rank: Academic year 2007-08



NOTE: Average full-time instructional staff salaries for 11/12-month contracts were adjusted 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 staff salaries are not included. 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 2007-08, Human Resources component.

COMPARISON GROUP

This custom comparison group for University of Colorado at Boulder includes the following 33 institutions:

This is all US AAU public institutions. AAU = American Association of Universities.

- ▶ Indiana University-Bloomington (Bloomington, IN)
- ▶ Iowa State University (Ames, IA)
- ▶ Michigan State University (East Lansing, MI)
- ▶ Ohio State University-Main Campus (Columbus, OH)
- ▶ Pennsylvania State University-Main Campus (University Park, PA)
- ▶ Purdue University-Main Campus (West Lafayette, IN)
- ▶ Rutgers University-New Brunswick (New Brunswick, NJ)
- ▶ Stony Brook University (Stony Brook, NY)
- ▶ SUNY at Buffalo (Buffalo, NY)
- ▶ Texas A & M University (College Station, TX)
- ▶ The University of Texas at Austin (Austin, TX)
- ▶ University of Arizona (Tucson, AZ)
- ▶ University of California-Berkeley (Berkeley, CA)
- ▶ University of California-Davis (Davis, CA)
- ▶ University of California-Irvine (Irvine, CA)
- ▶ University of California-Los Angeles (Los Angeles, CA)
- ▶ University of California-San Diego (La Jolla, CA)
- ▶ University of California-Santa Barbara (Santa Barbara, CA)
- ▶ University of Florida (Gainesville, FL)
- ▶ University of Illinois at Urbana-Champaign (Champaign, IL)
- ▶ University of Iowa (Iowa City, IA)
- ▶ University of Kansas (Lawrence, KS)
- ▶ University of Maryland-College Park (College Park, MD)
- ▶ University of Michigan-Ann Arbor (Ann Arbor, MI)
- ▶ University of Minnesota-Twin Cities (Minneapolis, MN)
- ▶ University of Missouri-Columbia (Columbia, MO)
- ▶ University of Nebraska-Lincoln (Lincoln, NE)
- ▶ University of North Carolina at Chapel Hill (Chapel Hill, NC)
- ▶ University of Oregon (Eugene, OR)
- ▶ University of Pittsburgh-Pittsburgh Campus (Pittsburgh, PA)
- ▶ University of Virginia-Main Campus (Charlottesville, VA)
- ▶ University of Washington-Seattle Campus (Seattle, WA)
- ▶ University of Wisconsin-Madison (Madison, WI)

Annotations by CU Boulder
Planning, Budget & Analysis,
10/08

Figure 4 and 5 Note: Institutional grants: The pct with and avg amount of institutional grants vary widely year to year. FY06: high %, low \$ due to very small awards received by almost all students. FY07: moderate %, higher \$, with no such awards. FY08: high %, low \$ like FY06. For details see "About tuition and aid" at <http://www.colorado.edu/pba/budget/tuitionfees/index.html>.

Figure 9 Note: Starting in FY 2005-06 what was the state appropriation split into COF (Colorado Opportunity Fund), considered here as tuition, and "fee for service", considered "other operating". This is why the state appropriation is reported as zero. For further detail and amounts of COF and fee for service each year see the Finance Survey section of: <http://www.colorado.edu/pba/ipeds/index.htm>

Figure 10 Note: In FY07 CU-Boulder began reporting student-fee-funded services under "auxiliaries" rather than "student services" to conform to peer practice. As a result, relative to FY06, student service expenses per SFTE declined and "other core expenses" increased. Student-fee-funded services include UMC (union), Wardenburg (health service), and student recreation center.

Figure 11 Note: We report all research staff (professional research assistants, RA's, others) under "instruction/research/public service." Many peers report research staff under "other professional." We also report academic administrators such as deans under "executive," while many other schools report them under "instruction."

METHODOLOGICAL NOTES

Overview

The statistics and indicators in this report are based on data supplied by institutions to IPEDS during the 2007-08 survey year. Once the data submissions were locked by the institution's keyholder (and others), they were reviewed by the Help Desk and migrated to the IPEDS Peer Analysis System. Response rates for 2007-08 exceeded 99 percent for most surveys. Detailed response tables are included in the appendices to the IPEDS First Looks. See <http://nces.ed.gov/ipeds> under "publications."

Comparison Groups

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 June 30, 2008, 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 multiple groups of institutions. The Executive Peer Tool (ExPT) (see <http://nces.ed.gov/ipeds/expt>) can be used to produce the figures in this report for different groups of institutions.

Use of Median Values for Comparison Group

The value for the focus 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. Where percent 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.

Use of Imputed Data

All IPEDS data are subject to imputation for nonresponse—both total (institutional) nonresponse and partial (item) nonresponse. Imputed values are included for both your institution and any institutions in your comparison group. For example, if an institution in your comparison group did not complete the Fall Enrollment component, NCES imputed the data for that institution AND the imputed data were used in determining the median values for each comparison group statistic.

Data Perturbation and Confidentiality

Four laws cover protection of the confidentiality of individually identifiable information collected by NCES: the Privacy Act of 1974, as amended; the E-Government Act of 2002; the Education Sciences Reform Act of 2002; and the USA Patriot Act of 2001. Under law, public use data collected and distributed by NCES may be used only for statistical purposes. Any effort to determine the identity of any reported case is prohibited by law. In order to preserve individuals' confidentiality, data in the Graduation Rates, Student Financial Aid, and Human Resources components of IPEDS are perturbed. Only perturbed data are available in the IPEDS Data Center and the ExPT; the perturbed data were used in creating this report.

Descriptions of Statistics Used in the Figures

Calculating FTE Enrollment

The full-time equivalent (FTE) enrollment used in this report is the sum of the institutions' FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 2006-07 12-month Enrollment component) plus the estimated FTE of first-professional students. Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours). First-professional FTE is estimated by calculating the ratio of full-time to part-time first-professional students from the 2006 fall counts and applying this ratio to the 2006-07 12-month unduplicated headcount of first-professional students. The estimated number of full-time 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/>.

Calculating 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.

Cohort Determination for Reporting Student Financial Aid and Graduation Rates

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

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, scholarships and fellowships, other expenses, and nonoperating expenses. Core expenses for private, not-for-profit

IPEDS DATA FEEDBACK REPORT

and 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 both FASB and GASB institutions, core expenses exclude expenses for auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Expenses for operation and maintenance of plant 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 FASB (primarily private, not-for-profit) institutions include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts; investment return; sales and services of educational activities; and other sources. 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 (Salaries Equated to 9-Month Contracts)

Total salary outlays for full-time instructional staff (by rank) on 11/12-month contracts were adjusted to 9/10-month outlays by multiplying the outlay for 11/12-month contracted instructional staff by .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 for instructional staff on less-than-9-month contracts are not included.

Graduation Rates and Transfer-out Rate

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know (SRK) Act 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 150 percent of normal time (for the degree or certificate) before the ending status date of August 31, 2007, 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 students seeking a bachelor's degree. For less than 4-year institutions, the rate is calculated for all degree/certificate-seeking students.

Total Entering (Undergraduate-Level) Students

Total entering (undergraduate-level) students are all students coming into the institution for the first time. This includes students who initially attended the prior summer term and returned again in the fall; all first-time, first-year students; students transferring into the institution at any undergraduate level for the first time; both full-time and part-time students; and all degree/certificate-seeking as well as non-degree/certificate-seeking students. Only degree-granting institutions report total entering students.

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.

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#011>. Additional definitions of variables used in this report can be found in the IPEDS online glossary available at <http://nces.ed.gov/ipeds/glossary/>.

G. P. "Bud" Peterson, Chancellor
University of Colorado at Boulder (ID: 126614)
017 UCB
Boulder, CO 80309-0017

Implementing US Dept of Education Racial/Ethnic Rules – The Brief Version

LMcC 3/09

What we must ASK

1. Are you of Hispanic, Latino [or Spanish] origin?
2. Select one or more races
 - American Indian or Alaska Native
 - Asian
 - Black or African American
 - Native Hawaiian or Other Pacific Islander
 - White

The questions

- Must be in that order – Hispanic first. Hispanic is considered “ethnicity,” question 2 values are considered “races”
- Must be separate – must ask the race question whether say yes to Hispanic or not
- Must say “select one or more.” Cannot say “check all that apply.” Must allow multiple responses
- Races need not be ordered alpha. IPEDS recommends order from lowest to highest probable frequency, which would probably be
 - American Indian or Alaska Native
 - Native Hawaiian or Other Pacific Islander
 - Black or African American
 - Asian
 - White
- Cannot include “other”
- Cannot include “refuse to reply” in any form (but cannot require reply)
- Can subdivide categories – e.g., Hawaiian, Micronesian, Fiji . . . // tribe number
 - California mandates 30+ distinctions
- Can include further definitions, from federal texts, if we want
- Are supposed to be asked even of non-citizens

Where we must ASK

- Routinely
 - App for UG admission – web, any paper
 - Grad school Apply Yourself and paper /PDF app
 - Law school, MBA apps
 - Jobs at CU, for affirmative action
 - Employment start-up
 - Other applications, start-up
 - Possibly
 - Review at registration or some other regular event
 - Self service, any time
- One-time – resurvey students and employees past these stages. Not required.
- May also get from e.g., ACT/SAT test feeds
- If can't ask, or get no answer, can map from prior. Generally would not map to Hawaiian/Pacific Islander, or to multiple races.

What we must STORE about each person

- Must: Full detail – yes/no/no answer, to 1, 2a b c d e
- Want also
 - Categorization in prior system
 - Data source – from a response, a mapping from prior, an OK of that mapping . . .
 - Last update date
 - IPEDS categorization by new rules, for reporting
- In Campus Solutions and in PeopleSoft. Would like the same. Not promising

What we must REPORT

- CCHE, SURDS files – full detail
- IPEDS – result of the “trumping rule” – one dimension. Rule:
 - If not a citizen or permanent resident, report “non-resident alien” -- else
 - If “yes” to Hispanic, report Hispanic -- else
 - If “yes” to any two or more, report Multiple Races – else
 - If “yes” to no races, report “Unknown” – else
 - Report as the one race selected (one of 5 values)
- AAUDE – full detail for IPEDS categories for
 - Enrollment by grad/UG
 - Faculty
- Internally – we decide!!! Possibilities and consequences
 - Time series will be destroyed no matter what
 - IPEDS value – increase in Hispanic, decrease in all others, new categories
 - All possible combinations – 64 values plus non-resident alien, if equate “no” and missing
 - Floor for each category – the N who said *only* that across the two questions
 - Ceiling for each category – the N who selected a category no matter what else they selected
 - Intermediate positions
 - *Too many possibilities!*

When

- Report fall 2010 enrollment and faculty/staff using new categories – Required
- This means – NOW