The Integrated Postsecondary Education Data System (IPEDS) is the nation’s core postsecondary education data collection program. 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.
October, 2009

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 2008-09 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/datacenter/. 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 PDF format. In addition, there are a number of extra figures available in the ExPT that are not included in your original report.

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

Best regards,

Elise S. Miller
IPEDS Program Director

What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from nearly 6,700 institutions across the United States 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.

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

What Is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. Our goal is to produce a report that is useful to institutional executives and that may help improve the quality and comparability of IPEDS data.

What Is in This Report?

The figures provided in this report are those suggested by the IPEDS Technical Review Panel. They were developed to provide selected indicators and data elements for your institution and a comparison group of institutions. The figures are based on data collected during the 2008-09 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.

How Can I Use This Report?

Upon receiving your Data Feedback Report (DFR), we strongly encourage you to discuss its contents with your institution’s IPEDS keyholder, or other institutional research professionals. Keyholders, appointed by institutional executives, coordinate the institution’s IPEDS data submission, frequently working with colleagues across the institution to ensure timely and accurate reporting. Your keyholder can answer questions about how IPEDS data are submitted, how individual indicators are defined, and how to interpret differences between your institution and the group to which it was compared. She or he can also assist you in identifying more appropriate comparison groups, if needed. After discussing the DFR with your keyholder, we encourage you to share it with your campus leadership team. With their assistance, other ways to make use of the DFR can be considered, including how to appropriately incorporate the DFR into existing strategic planning efforts and whether to share parts of the DFR with on- and off-campus stakeholders, including students, staff, faculty, governance board members, community leaders, media, and state and local officials. We are committed to ensuring the DFR is useful to campus executives. If after working with the DFR you have suggestions for future improvements, please send them to ipedsdatafeedback@ed.gov.

Where Can I Do More with IPEDS Data?

The Executive Peer Tool (ExPT), available through the IPEDS Data Center (http://nces.ed.gov/ipeds/datacenter), is designed to provide campus executives easy access to institutional and comparison group data. Using the ExPT, you can produce reports using different comparison groups and access a wider range of IPEDS variables.
Figure 1. Unduplicated 12-month headcount of all students and of undergraduate students, total FTE enrollment (academic year 2007-08), and full- and part-time fall enrollment (Fall 2008)

Figure 2. Percent of students enrolled who are women, by level of student: Fall 2008

Figure 3. Percent of all students enrolled, by race/ethnicity: Fall 2008

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.


NOTE: For this survey year, institutions could report race and ethnicity using both 1977 (old) and 1997 (new) Office of Management and Budget categories. Categories shown in this figure are derived by adding comparable categories from both old and new; however, the "Two or more races" category appears only in the 1997 version. For more information about disaggregation of data by race and ethnicity, please see the Methodological Notes at the end of this report. Median values for the comparison group 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.

Figure 4. Student-to-faculty ratio: Fall 2008

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


Figure 5. Percent of applicants admitted, and percent of admissions enrolled by full- and part-time status: Fall 2008

NOTE: Admissions 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. For more information, see the Methodological Notes. Median values for the comparison group may not add to 100 percent. See "Use of Median Values for Comparison Group" for how median values are determined. N is the number of institutions in the comparison group.


Figure 6. Academic year tuition and required fees for full-time, first-time, degree/certificate-seeking undergraduates: 2006-07–2008-09

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.


Figure 7. Percent of students receiving Pell Grants: 2007-08

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

Figure 8. Percent of full-time, first-time, degree/certificate-seeking undergraduate students receiving Federal, State/local, and Institutional grant aid, by type of grant: 2007-08

Figure 9. Average amounts of Federal, State/local, and Institutional grant aid received by full-time, first-time, degree/certificate-seeking undergraduates, by type of grant: 2007-08

Figure 10. Percent of full-time, first-time, degree/certificate-seeking undergraduate students receiving loans, by type of loan: 2007-08

Figure 11. Average amounts of loans received by full-time, first-time, degree/certificate-seeking undergraduates, by type of loan: 2007-08

Central Connecticut State University
Figure 12. Retention rates of first-time, degree/certificate-seeking undergraduate students, by enrollment status: Fall 2008

NOTE: Retention rates are measured from the fall of first enrollment to the following fall. 4-yr institutions report retention rates for students seeking a bachelor's degree. For more information, see the Methodological Notes at the end of this report. N is the number of institutions in the comparison group.


Figure 13. Graduation rate cohort as a percent of all undergraduates and as a percent of total entering students (Fall 2008); graduation rate and transfer-out rate (2002 cohort)

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. For more information, see the Methodological Notes. N is the number of institutions in the comparison group. At least three values in the comparison group are required to calculate the median.


Figure 14. Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2002 cohort

NOTE: For this survey year, institutions could report race and ethnicity using both 1977 (old) and 1997 (new) Office of Management and Budget categories. Categories shown in this figure are derived by adding comparable categories from both old and new; however, the "Two or more races" category appears only in the 1997 version. For more information about disaggregation of data by race and ethnicity, please see the Methodological Notes at the end of this report. 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. At least three values in the comparison group are required to calculate the median.

Figure 15. Bachelor's degree graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2000 cohort

NOTE: The 4-year and 6-year graduation rates are the Student Right-to-Know (SRK) rates; the 8-year rate is calculated using the same methodology. For more information see the Methodological Notes at the end of the report. N is the number of institutions in the comparison group.


Figure 16. Number of degrees awarded, by level: Academic year 2007-08

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

Figure 17. Full-time equivalent staff, by assigned position: Fall 2008

NOTE: Graduate assistants are not included in this figure. N is the number of institutions in the comparison group.

Figure 18. Average salaries of full-time instructional staff equated to 9-month contracts, by academic rank: Academic year 2008-09

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. At least three values in the comparison group are required to calculate the median.
The image contains several figures and tables from the IPEDS DATA FEEDBACK REPORT. The figures are labeled as follows:

**Figure 19.** Percent distribution of core revenues, by source: Fiscal year 2008

**Figure 20.** Core revenues per FTE enrollment, by source: Fiscal year 2008

**Figure 21.** Percent distribution of core expenses, by function: Fiscal year 2008

**Figure 22.** Core expenses per FTE enrollment, by function: Fiscal year 2008

Each figure includes a bar chart with data for both the institution and the comparison group median. The figures compare distributions of core revenues and expenses by source and function, respectively. The methodology notes mention that 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. The figures are sourced from the Integrated Postsecondary Education Data System (IPEDS) for the years 2008 and 2009.
COMPARISON GROUP

The custom comparison group chosen by Central Connecticut State University includes the following 3 institutions:

- Eastern Connecticut State University (Willimantic, CT)
- Southern Connecticut State University (New Haven, CT)
- Western Connecticut State University (Danbury, CT)
Central Connecticut State University
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.

Equated Instructional Staff Salaries

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

FTE for Enrollment

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution’s FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 2007-08 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). If applicable, first-professional FTE is estimated by calculating the ratio of full-time to part-time first-professional students from the 2007 fall counts and applying this ratio to the 2007-08 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/.

FTE for Staff

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

Graduation Rates and Transfer-out Rate

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know and Higher Education Opportunity Acts and are defined as the total number of individuals from a given cohort of full-time, first-time, degree/certificate-seeking undergraduates who completed a degree or certificate within a given percent of normal time (for the degree or certificate) before the ending status date of August 31, 2008, 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.