What Is IPEDS?

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

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

What Is the Purpose of This Report?

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

What Is in This Report?

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

Where Can I Do More with IPEDS Data?

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

Comparison group data are included to provide a context for interpreting your institution’s statistics. If your institution did not define a custom comparison group for this report by July 17, NCES selected a comparison group for you. (In this case, the characteristics used to define the comparison group appears below.) The Customize Data Feedback Report functionality on the IPEDS Data Center (http://nces.ed.gov/ipeds/datacenter/) can be used to reproduce the figures in this report using different peer groups.

The custom comparison group chosen by New Mexico Highlands University includes the following 11 institutions:

- Adams State University (Alamosa, CO)
- Alcorn State University (Alcorn State, MS)
- Colorado State University-Pueblo (Pueblo, CO)
- East Central University (Ada, OK)
- Eastern New Mexico University-Main Campus (Portales, NM)
- Northeastern State University (Tahlequah, OK)
- Sul Ross State University (Alpine, TX)
- The Lincoln University (Lincoln University, PA)
- The University of Texas of the Permian Basin (Odessa, TX)
- University of West Alabama (Livingston, AL)
- Western New Mexico University (Silver City, NM)

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

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

*These figures only appear in customized Data Feedback Reports (DFR), which are available through Use the Data portal on the IPEDS website.
Figure 1. Percent of all students enrolled, by race/ethnicity, and percent of students who are women: Fall 2014

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

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

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.


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

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

Figure 5. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2013-14

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

Figure 7. Average amounts of grant or scholarship aid from the federal government, state/local government, or the institution, or loans received for full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2013-14
Comparison Group Median (N=11)

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

Type of aid

- Any grant aid
- Pell grants
- Federal loans

Your institution: Comparison Group Median (N=11)

NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes only federal loans to students. N is the number of institutions in the comparison group.


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

Type of aid

- Any grant aid
- Pell grants
- Federal loans

Your institution: Comparison Group Median (N=11)

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.


Figure 10. Graduation rate and transfer-out rate (2008 cohort); graduation rate cohort as a percent of total entering students and retention rates of first-time students (Fall 2014)

Measure

- Graduation rate, Overall (N=11)
- Transfer-out rate (N=7)
- Graduation rate cohort as a percent of total entering students (N=11)
- Full-time retention rate (N=11)
- Part-time retention rate (N=11)

Your institution: Comparison Group Median (N=11)

NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Graduation and transfer-out rates are the Student Right-to-Know rates. Only institutions with mission to prepare students to transfer are required to report transfer out. Retention rates are measured from the fall of first enrollment to the following fall. Four-year institutions report retention rates for students seeking a bachelor’s degree. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.


Figure 11. Bachelor’s degree graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2006 cohort

Time to program completion

- 4 years
- 6 years
- 8 years

Graduation rate

Your institution: Comparison Group Median (N=11)

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

Figure 12. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2008 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. Medians are not reported for comparison groups with less than three values.


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

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


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

NOTE: Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

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

<table>
<thead>
<tr>
<th>Staff category</th>
<th>Your institution</th>
<th>Comparison Group Median (N=11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postsecondary Teachers and staff</td>
<td>171</td>
<td>190</td>
</tr>
<tr>
<td>Instructional support occupations</td>
<td>73</td>
<td>35</td>
</tr>
<tr>
<td>Management</td>
<td>38</td>
<td>41</td>
</tr>
<tr>
<td>Business and financial operations</td>
<td>22</td>
<td>19</td>
</tr>
<tr>
<td>Computer, engineering, and science</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>Community service, legal, arts, and media</td>
<td>24</td>
<td>46</td>
</tr>
<tr>
<td>Healthcare</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>152</td>
<td>162</td>
</tr>
</tbody>
</table>

NOTE: Graduate assistants are not included. For calculation details, see the Methodological Notes. N is the number of institutions in the comparison group.

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

<table>
<thead>
<tr>
<th>Academic rank</th>
<th>Your institution</th>
<th>Comparison Group Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>All ranks (N=11)</td>
<td>$37,602</td>
<td>$55,908</td>
</tr>
<tr>
<td>Professor (N=11)</td>
<td>$51,390</td>
<td>$67,527</td>
</tr>
<tr>
<td>Associate professor (N=11)</td>
<td>$38,448</td>
<td>$51,858</td>
</tr>
<tr>
<td>Assistant professor (N=11)</td>
<td>$41,590</td>
<td>$51,658</td>
</tr>
<tr>
<td>Instructor (N=9)</td>
<td>$41,490</td>
<td>$50,535</td>
</tr>
<tr>
<td>Lecturer (N=7)</td>
<td>$38,448</td>
<td>$51,390</td>
</tr>
<tr>
<td>No academic rank (N=4)</td>
<td>$37,602</td>
<td>$51,390</td>
</tr>
</tbody>
</table>

NOTE: Average salaries of full-time instructional non-medical staff equated to 9-month contracts was calculated by multiplying the average monthly salary by 9. The average monthly salary was calculated by dividing the total salary outlays by the total number of months covered by staff on 9, 10, 11 and 12-month contracts.
IPEDS DATA FEEDBACK REPORT

METHODOLOGICAL NOTES

Overview

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

Use of Median Values for Comparison Group

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

Missing Statistics

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

Use of Imputed Data

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

Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

Disaggregation of Data by Race/Ethnicity

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

Cohort Determination for Reporting Student Financial Aid and Graduation Rates

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

New Mexico Highlands University

Description of Statistics Used in the Figures

Admissions and Test Score Data

Admissions and test score data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. Applicants include only those students who fulfilled all requirements for consideration for admission and who were notified of one of the following actions: admission, non-admission, placement on a wait list, or application withdrawn (by applicant or institution). Admitted applicants (admissions) include wait-listed students who were subsequently offered admission. Early decision, early action, and students who began studies during the summer prior to the fall reporting period are included. For customized Data Feedback Reports, test scores are presented only if they are required for admission.

Average Institutional Net Price

Average net price is calculated for full-time, first-time degree/certificate-seeking undergraduates who were awarded grant or scholarship aid from the federal government, state/local government, or the institution anytime during the full aid year. For public institutions, this includes only students who paid the in-state or in-district tuition rate. Other sources of grant aid are excluded. Average net price is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses.

For the purpose of the IPEDS reporting, aid received refers to financial aid that was awarded to, and accepted by, a student. This amount may differ from the aid amount that is disbursed to a student.

Core Revenues

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

Core Expenses

Core expenses include expenses for instruction, research, public service, academic support, institutional support, student services, scholarships and fellowships (net of discounts and allowances), and other expenses. Expenses for operation and maintenance of plant, depreciation, and interest are allocated to each of the other functions. Core expenses at degree-granting institutions exclude expenses for auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Nondegree-granting institutions do not report expenses for auxiliary enterprises in a separate category. These amounts may be included in the core expenses as other expenses.
Equated Instructional Non-Medical Staff Salaries

Institutions reported total salary outlays by academic rank and gender, and the number of staff by academic rank, contract length (9-, 10-, 11-, and 12-month contracts), and gender. The total number of months covered by salary outlays was calculated by dividing the total number of months by the number of months of the contract, and adding one-third of the total number of part-time, new to the institution in the fall term (or the prior summer term who returned in the fall). This includes all first-time undergraduate students, students transferring into the institution at the undergraduate level, and non-degree/certificate-seeking undergraduates entering in the fall. Only degree-granting, academic year reporting institutions provide total entering student data.

Tuition and Required Fees

Tuition is defined as the amount of money charged to students for instructional services, and required fees are those fixed sum charges to students for items not covered by tuition. For institutions that have differential tuition rates for in-district or in-state students, the lowest tuition rate is used in the figure. Only institutions that operate on standard academic terms will have tuition figures included in their report.

Additional Methodological Information

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