

Project ID: 20070013  
Brief Description of Request: Present the IPEDS Data Feedback Report, 2007 (provided by NCES), to UPAC and AD/ASG  
Requestor(s): Mark Heckler; Laura Goodwin  
Date of Request: 10/27/2007

Data Source(s) (include complete path and file information): NCES: I:\OIRPA\IPEDS\2007-08 Collection\2007013\_IPEDSDFR2007\_126562.pdf

Associated Program(s) (include complete path and file information): NA

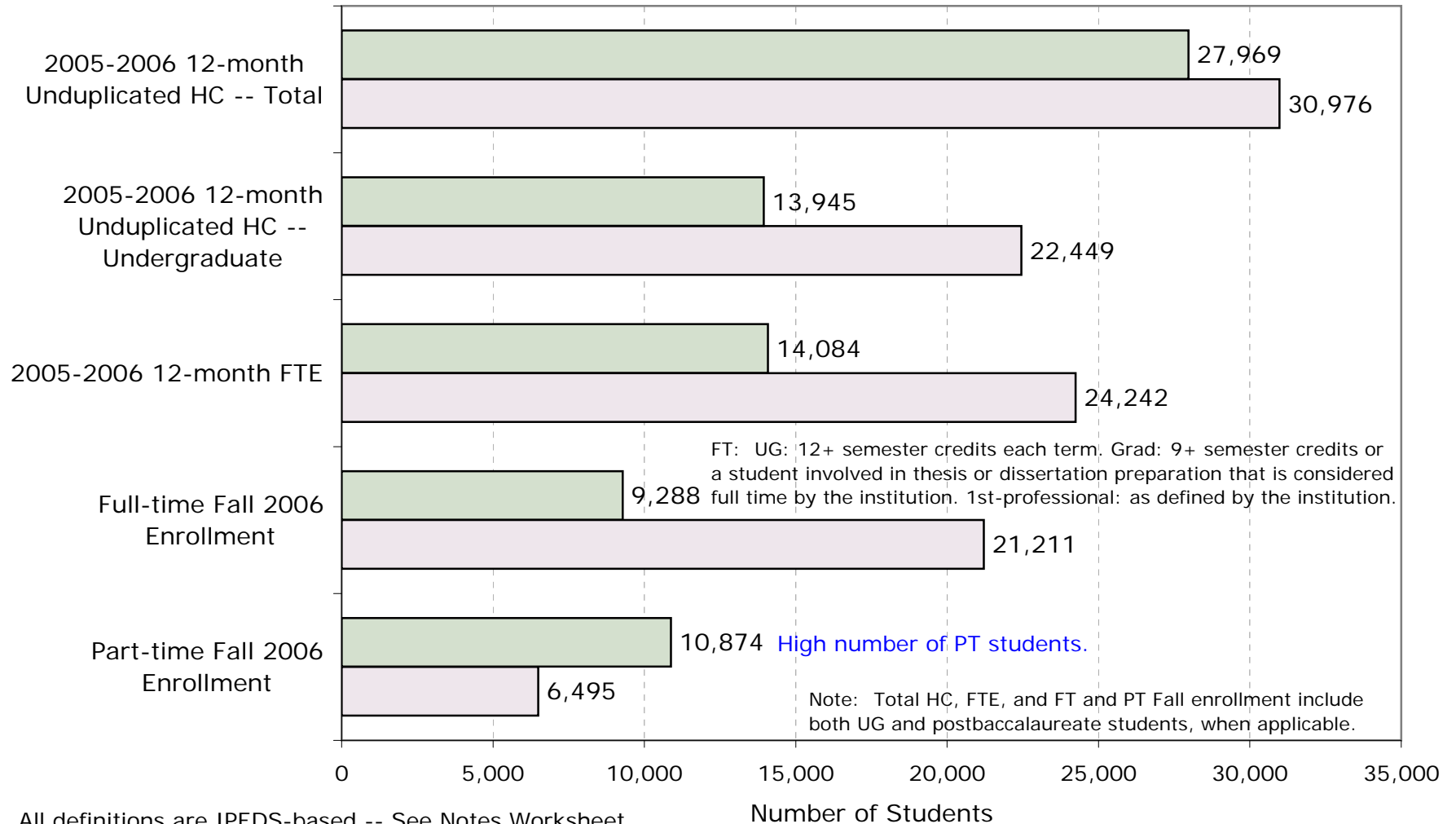
Extraction Date: December 4, 2007

## IPEDS Enrollment Measures: 2005-2006 and Fall 2006

UnitID	Institution Name	Part-time Fall 2006 Enrollment	Full-time Fall 2006 Enrollment	2005-2006 12- month FTE	2005-2006 12- month Unduplicated HC -- Undergraduate	2005-2006 12- month Unduplicated HC - Total
126562	UCD	10,874	9,288	14,084	13,945	27,969
100663	University of Alabama at Birmingham	5,212	11,349	15,129	13,846	20,180
110653	University of California-Irvine	1,077	24,153	25,781	21,693	26,637
110680	University of California-San Diego	1,204	25,043	26,291	22,449	27,331
145600	University of Illinois at Chicago	4,414	20,230	23,709	16,947	27,990
151111	Indiana University-Purdue University-Indianapolis	12,010	17,754	23,521	27,866	39,255
157289	University of Louisville	5,884	14,901	17,002	17,234	24,182
172644	Wayne State University	14,086	17,975	23,286	24,600	38,612
174066	University of Minnesota-Twin Cities	14,353	36,049	44,216	40,703	62,845
187985	University of New Mexico-Main Campus	7,863	17,858	21,272	21,280	30,969
196088	SUNY at Buffalo	4,487	23,336	25,724	20,382	30,605
201885	University of Cincinnati-Main Campus	6,893	21,434	24,242	22,614	33,118
218663	University of South Carolina-Columbia	5,726	21,664	24,467	20,340	30,976
230764	University of Utah	10,493	20,018	26,957	28,642	35,809
234030	Virginia Commonwealth University	8,978	21,211	24,100	23,581	34,847
236948	University of Washington-Seattle Campus	6,495	33,029	36,581	33,029	46,131
	Consolidated Peer Median	6,495	21,211	24,242	22,449	30,976

Data Source(s): NCES IPEDS Peer Analysis Tool  
Associated Program(s): <http://nces.ed.gov/IPEDSPAS/dataReportOptions.asp>  
Extraction Date: December 4, 2007  
Data Definitions: See worksheet entitled, "Notes"  
Data Time Frame: Fall 2006 and 2005-2006

## IPEDS Data Feedback Report: Enrollment Measures, 2005-2006 & Fall 2006



FT: UG: 12+ semester credits each term. Grad: 9+ semester credits or a student involved in thesis or dissertation preparation that is considered full time by the institution. 1st-professional: as defined by the institution.

High number of PT students.

Note: Total HC, FTE, and FT and PT Fall enrollment include both UG and postbaccalaureate students, when applicable.

All definitions are IPEDS-based -- See Notes Worksheet.  
 There were 15 peers for this chart.  
 Source: NCES IPEDS Peer Analysis System.

Legend: □ UCD □ Consolidated Peer Median

Title IPEDS Race/Ethnicity and Gender Measures

Data Source(s): (include complete path and file information)  
 Associated Program(s): (include complete path and file information)  
 Extraction Date:  
 Data Definitions (include inclusionary/exclusionary criteria):

NCES IPEDS Peer Analysis Tool  
<http://nces.ed.gov/IPEDSPAS/dataReportOptions.asp>  
 December 4, 2007

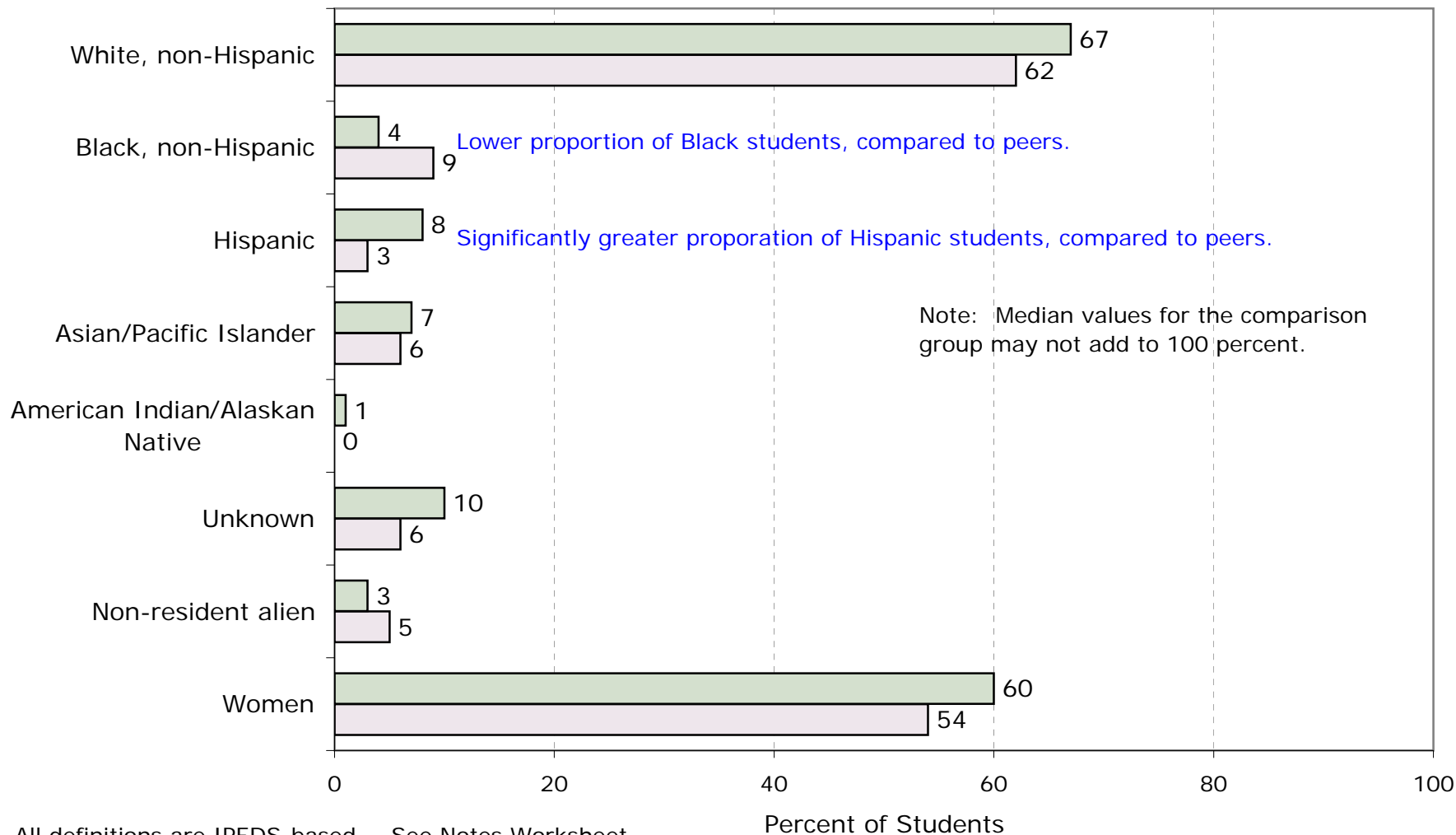
Data Time Frame (e.g., Fall 2007, Fiscal Year 2006-2007)

Fall 2006

Fall 2006 Enrollment	Institution Name	Women	Non-resident alien	Unknown	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	Black, non-Hispanic	White, non-Hispanic
126562	UCD	60	3	10	1	7	8	4	67
100663	University of Alabama at Birmingham	60	5	2	0	4	1	25	62
110653	University of California-Irvine	49	6	10	0	44	11	2	27
110680	University of California-San Diego	50	5	9	1	40	10	1	34
145600	University of Illinois at Chicago	55	8	5	0	20	13	9	46
151111	Indiana University-Purdue University-Indianapolis	58	3	4	0	3	2	9	78
157289	University of Louisville	54	3	1	0	3	2	11	79
172644	Wayne State University	59	8	6	0	6	2	26	50
174066	University of Minnesota-Twin Cities	53	7	5	1	8	2	4	73
187985	University of New Mexico-Main Campus	57	3	5	6	4	31	3	49
196088	SUNY at Buffalo	48	13	10	0	8	3	6	61
201885	University of Cincinnati-Main Campus	52	6	6	0	3	2	11	71
218663	University of South Carolina-Columbia	58	4	9	0	3	2	13	70
230764	University of Utah	46	5	9	1	5	4	1	76
234030	Virginia Commonwealth University	60	4	0	1	8	3	17	67
236948	University of Washington-Seattle Campus	52	7	10	1	22	4	3	54
	Consolidated Peer Median	54	5	6	0	6	3	9	62

Data Source(s): NCES IPEDS Peer Analysis Tool  
 Associated Program(s) <http://nces.ed.gov/IPEDSPAS/dataReportOptions.asp>  
 Extraction Date: December 4, 2007  
 Data Definitions: See worksheet entitled, "Notes"  
 Data Time Frame: Fall 2006

### IPEDS Data Feedback Report: Race/Ethnicity; Gender Fall 2006



All definitions are IPEDS-based -- See Notes Worksheet.  
 There were 15 peers for this chart.  
 Source: NCES IPEDS Peer Analysis System.

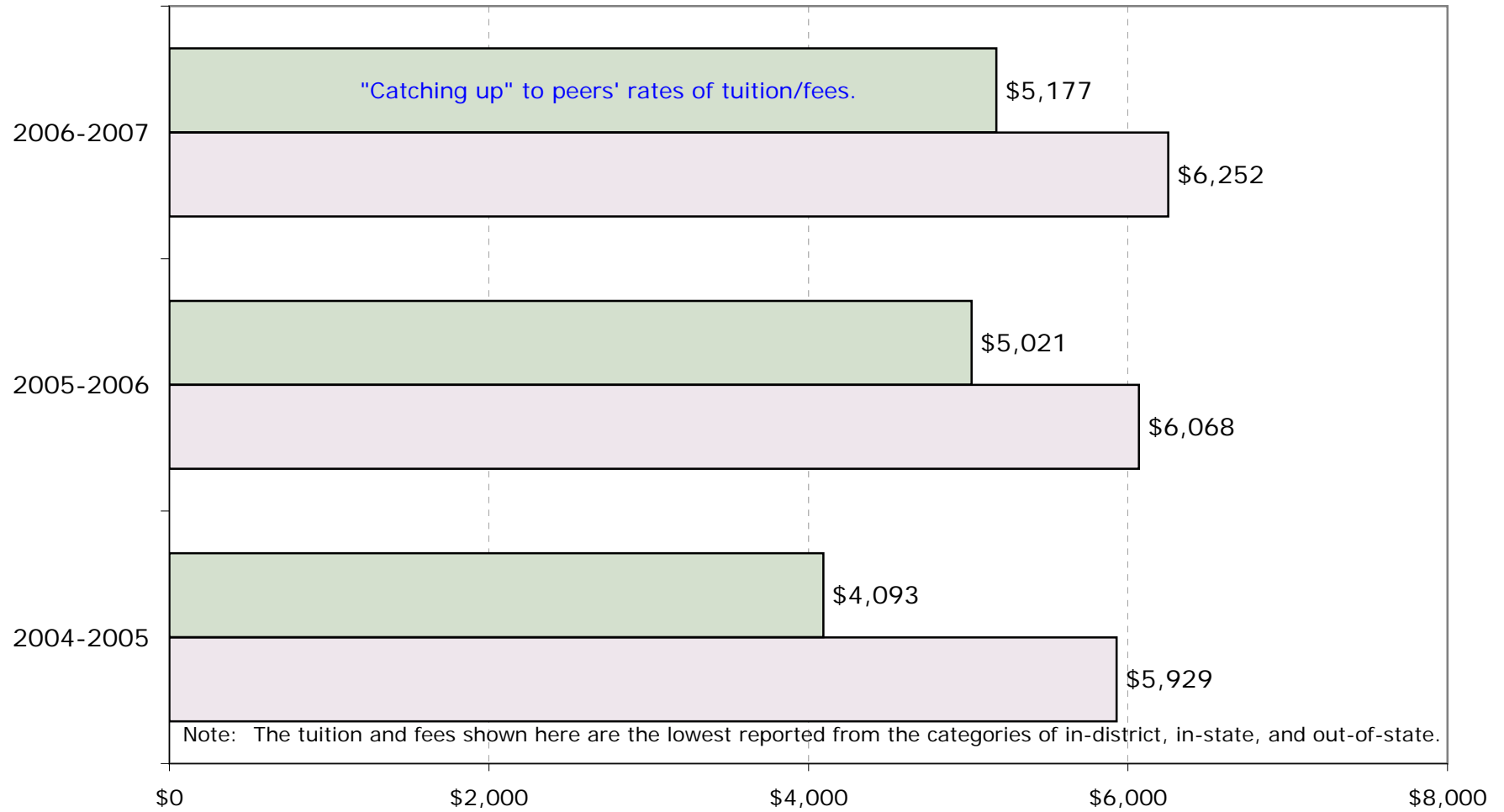
Consolidated Peer Median UCD

## IPEDS Academic Year Tuition & Fees: AY 2004-05 through 2006-07

UnitID	Institution Name	Academic Year In-state tuition and fees		
		2004-2005	2005-2006	2006-2007
126562	UCD	\$4,093	\$5,021	\$5,177
100663	University of Alabama at Birmingham	\$4,662	\$4,792	\$4,792
110653	University of California-Irvine	\$6,313	\$6,770	\$6,794
110680	University of California-San Diego	\$6,223	\$6,685	\$6,688
145600	University of Illinois at Chicago	\$7,824	\$8,498	\$9,742
151111	Indiana University-Purdue University-Indianapolis	\$5,929	\$6,219	\$6,524
157289	University of Louisville	\$5,040	\$5,532	\$6,252
172644	Wayne State University	\$4,435	\$5,208	\$5,509
174066	University of Minnesota-Twin Cities	\$8,230	\$8,622	\$9,173
187985	University of New Mexico-Main Campus	\$3,738	\$4,109	\$4,336
196088	SUNY at Buffalo	\$5,966	\$6,068	\$6,128
201885	University of Cincinnati-Main Campus	\$8,379	\$8,877	\$9,399
218663	University of South Carolina-Columbia	\$6,416	\$7,314	\$7,808
230764	University of Utah	\$4,000	\$4,298	\$4,642
234030	Virginia Commonwealth University	\$5,260	\$5,584	\$5,886
236948	University of Washington-Seattle Campus	\$5,286	\$5,610	\$5,985
	Consolidated Peer Median	\$5,929	\$6,068	\$6,252

Data Source(s): NCES IPEDS Peer Analysis Tool  
 Associated Program(s): <http://nces.ed.gov/IPEDSPAS/dataReportOptions.asp>  
 Extraction Date: December 17, 2007  
 Data Definitions: See worksheet entitled, "Notes"  
 Data Time Frame: AY 2004-05, AY 2005-06, AY 2006-07

### IPEDS Data Feedback Report: Tuition and Fees, AY 2005 -- AY 2007



All definitions are IPEDS-based -- See Notes Worksheet.

There were 15 peers for this chart.

Source: NCES IPEDS Peer Analysis System.

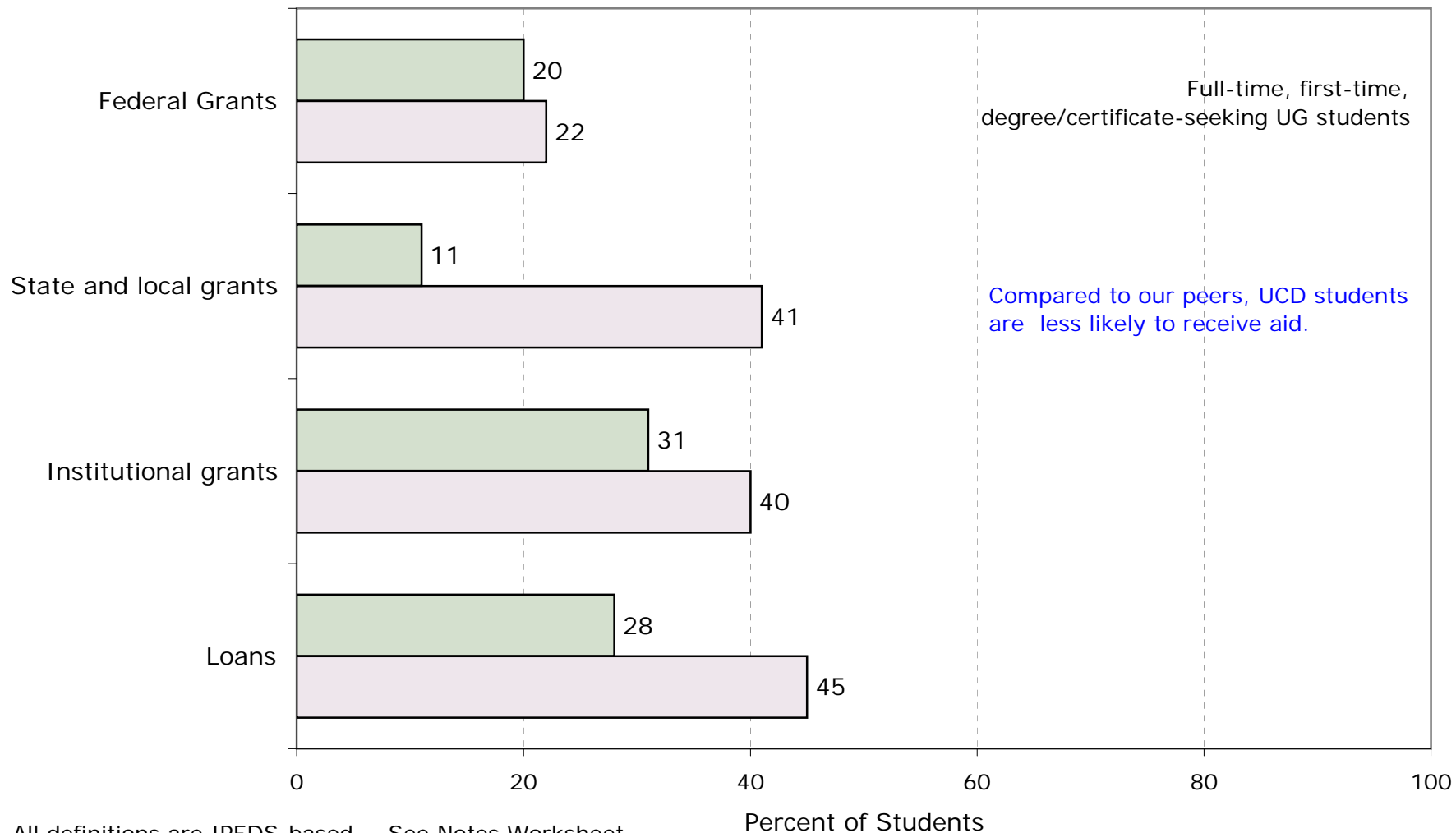
Consolidated Peer Median 
  UCD

### IPEDS Type of Aid (%Receiving): 2005-06

Unit ID	Institution Name	Percent of full-time, first-time, degree/certificate-seeking UG students receiving financial aid, by type of aid: 2005-2006			
		Loans	Institutional grants	State and local grants	Federal Grants
126562	UCD	28	31	11	20
100663	University of Alabama at Birmingham	46	40	2	25
110653	University of California-Irvine	34	35	34	21
110680	University of California-San Diego	40	41	47	28
145600	University of Illinois at Chicago	38	49	44	35
151111	Indiana University-Purdue University-Indianapolis	51	29	30	29
157289	University of Louisville	31	45	81	21
172644	Wayne State University	45	45	41	39
174066	University of Minnesota-Twin Cities	54	30	22	17
187985	University of New Mexico-Main Campus	22	60	69	22
196088	SUNY at Buffalo	49	20	47	20
201885	University of Cincinnati-Main Campus	54	51	18	25
218663	University of South Carolina-Columbia	45	47	65	16
230764	University of Utah	19	32	9	15
234030	Virginia Commonwealth University	51	26	44	24
236948	University of Washington-Seattle Campus	29	24	19	19
	Consolidated Peer Median	45	40	41	22

Data Source(s): NCES IPEDS Peer Analysis Tool  
 Associated Program(s): <http://nces.ed.gov/IPEDSPAS/dataReportOptions.asp>  
 Extraction Date: December 19, 2007  
 Data Definitions: See worksheet entitled, "Notes"  
 Data Time Frame: AY 2004-05, AY 2005-06, AY 2006-07

### IPEDS Data Feedback Report: Type of Aid (%Receiving): 2005-06



All definitions are IPEDS-based -- See Notes Worksheet.

There were 15 peers for this chart.

Source: NCES IPEDS Peer Analysis System.

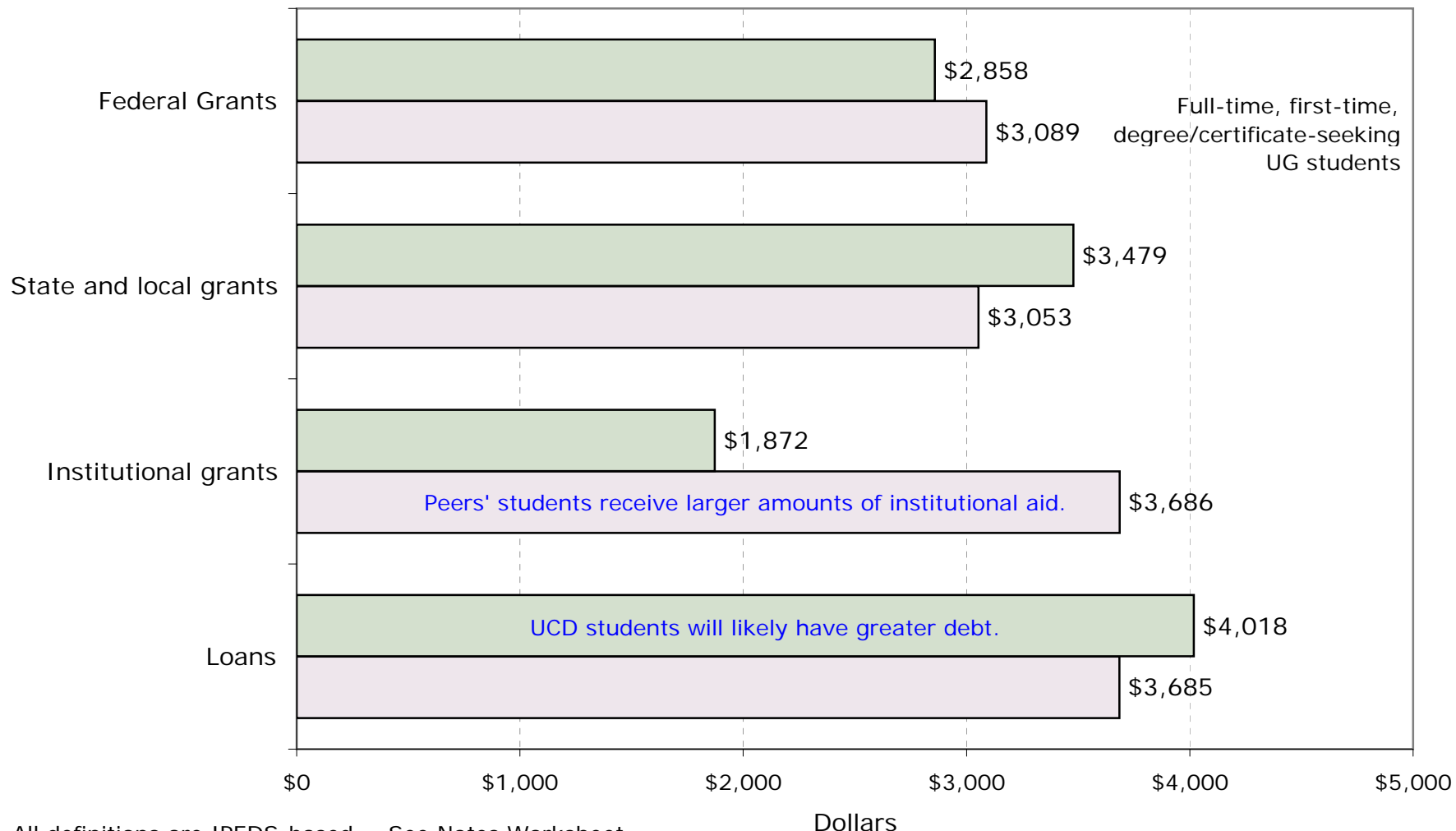
Consolidated Peer Median UCD

### IPEDS Type of Aid (amount): 2005-06

Unit ID	Institution Name	Types and average amounts of financial aid received by full-time, first-time, degree/certificate-seeking UG students: 2005-2006			
		Loans	Institutional grants	State and local grants	Federal Grants
126562	UCD	\$4,018	\$1,872	\$3,479	\$2,858
100663	University of Alabama at Birmingham	\$3,504	\$4,341	\$400	\$3,303
110653	University of California-Irvine	\$3,578	\$6,575	\$3,185	\$3,012
110680	University of California-San Diego	\$3,827	\$5,572	\$3,053	\$3,126
145600	University of Illinois at Chicago	\$6,929	\$3,326	\$4,141	\$3,089
151111	Indiana University-Purdue University-Indianapolis	\$3,679	\$2,649	\$3,627	\$3,017
157289	University of Louisville	\$2,928	\$7,052	\$1,991	\$2,759
172644	Wayne State University	\$3,608	\$2,840	\$1,590	\$3,913
174066	University of Minnesota-Twin Cities	\$5,820	\$5,816	\$3,280	\$5,004
187985	University of New Mexico-Main Campus	\$3,593	\$1,456	\$2,145	\$2,756
196088	SUNY at Buffalo	\$4,090	\$3,686	\$1,138	\$3,268
201885	University of Cincinnati-Main Campus	\$4,815	\$5,204	\$1,123	\$2,898
218663	University of South Carolina-Columbia	\$4,184	\$2,980	\$5,130	\$3,012
230764	University of Utah	\$2,786	\$3,665	\$870	\$2,924
234030	Virginia Commonwealth University	\$4,266	\$2,992	\$3,786	\$3,296
236948	University of Washington-Seattle Campus	\$3,685	\$4,397	\$4,167	\$3,472
	Consolidated Peer Median	\$3,685	\$3,686	\$3,053	\$3,089

Data Source(s): NCES IPEDS Peer Analysis Tool  
 Associated Program(s): <http://nces.ed.gov/IPEDSPAS/dataReportOptions.asp>  
 Extraction Date: December 19, 2007  
 Data Definitions: See worksheet entitled, "Notes"  
 Data Time Frame: AY 2004-05, AY 2005-06, AY 2006-07

### IPEDS Data Feedback Report: Type of Aid (amount): 2005-06



All definitions are IPEDS-based -- See Notes Worksheet.

There were 15 peers for this chart.

Source: NCES IPEDS Peer Analysis System.

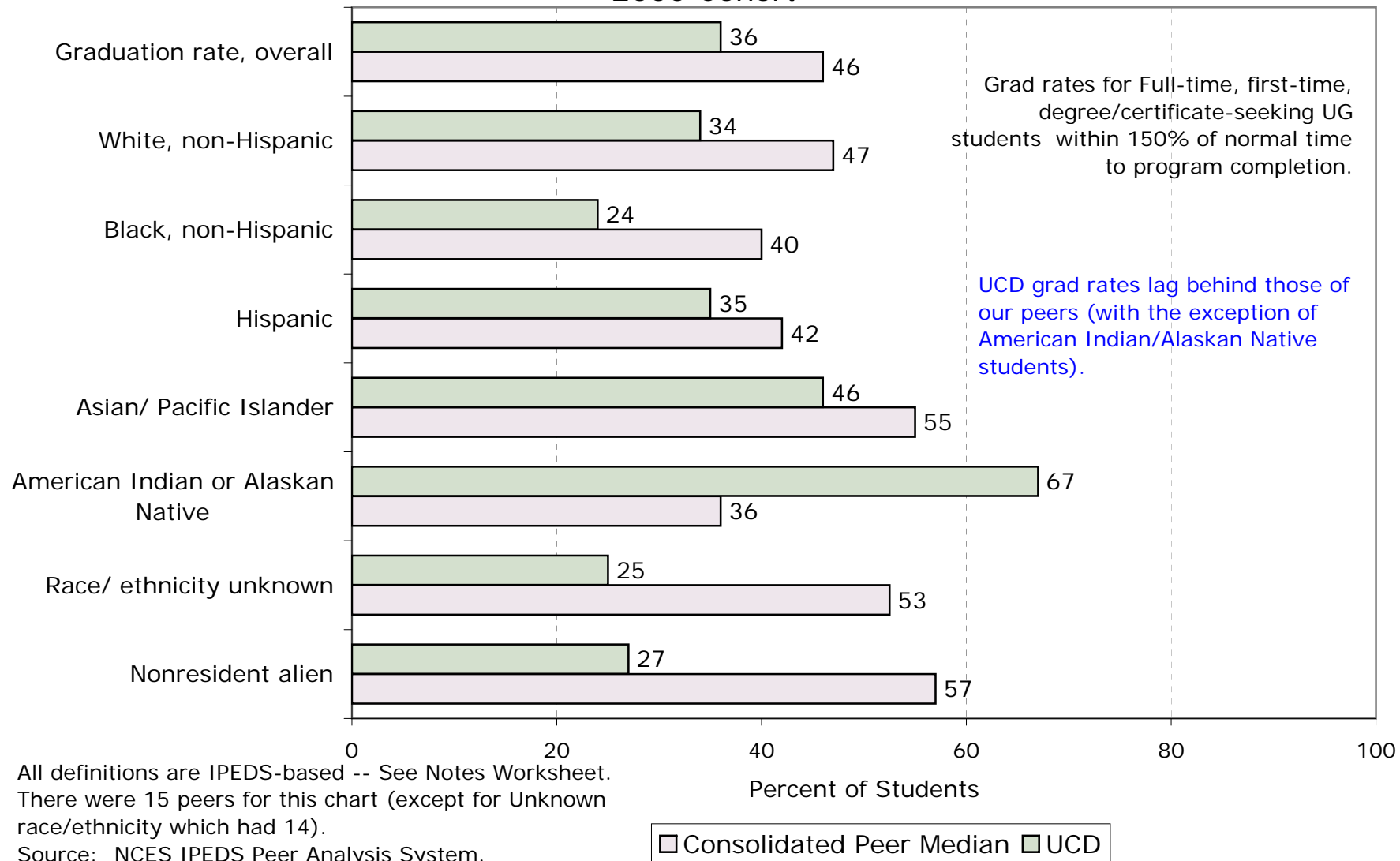
□ Consolidated Peer Median □ UCD

### IPEDS Graduation Rates by race/ethnicity: 2000 Cohort

Unit ID	Institution Name	Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2000 cohort							
		(N=15)	(N=14)	(N=15)	(N15)	(N=15)	(N=15)	(N=15)	(N=15)
		Nonresident alien	Race/ethnicity unknown	American Indian or Alaskan Native	Asian/Pacific Islander	Hispanic	Black, non-Hispanic	White, non-Hispanic	Graduation rate, overall
126562	UCD	27	25	67	46	35	24	34	36
100663	University of Alabama at Birmingham	42	40	0	54	35	32	36	36
110653	University of California-Irvine	81	82	89	83	70	68	73	79
110680	University of California-San Diego	92	88	69	86	81	75	86	86
145600	University of Illinois at Chicago	57	46	43	59	41	36	52	51
151111	Indiana University-Purdue University-Indianapolis	42	0	0	37	26	20	28	28
157289	University of Louisville	71	50	0	53	28	34	41	41
172644	Wayne State University	52	37	40	59	27	10	45	36
174066	University of Minnesota-Twin Cities	63	67	29	51	48	46	63	61
187985	University of New Mexico-Main Campus	57	37	24	43	41	30	47	43
196088	SUNY at Buffalo	64	59	36	66	54	47	62	61
201885	University of Cincinnati-Main Campus	52	35	27	51	36	21	47	43
218663	University of South Carolina-Columbia	37	57	67	63	57	61	64	63
230764	University of Utah	54	55	32	41	48	40	46	46
234030	Virginia Commonwealth University	40	Blank	43	55	42	43	45	45
236948	University of Washington-Seattle Campus	77	76	54	77	69	66	75	75
	Consolidated Peer Median	57	53	36	55	42	40	47	46

Data Source(s): NCES IPEDS Peer Analysis Tool  
 Associated Program(s): <http://nces.ed.gov/IPEDSPAS/dataReportOptions.asp>  
 Extraction Date: January 15, 2008  
 Data Definitions: See worksheet entitled, "Notes"  
 Data Time Frame: AY 2004-05, AY 2005-06, AY 2006-07

## IPEDS Data Feedback Report: Graduation Rates, by race/ethnicity: 2000 Cohort

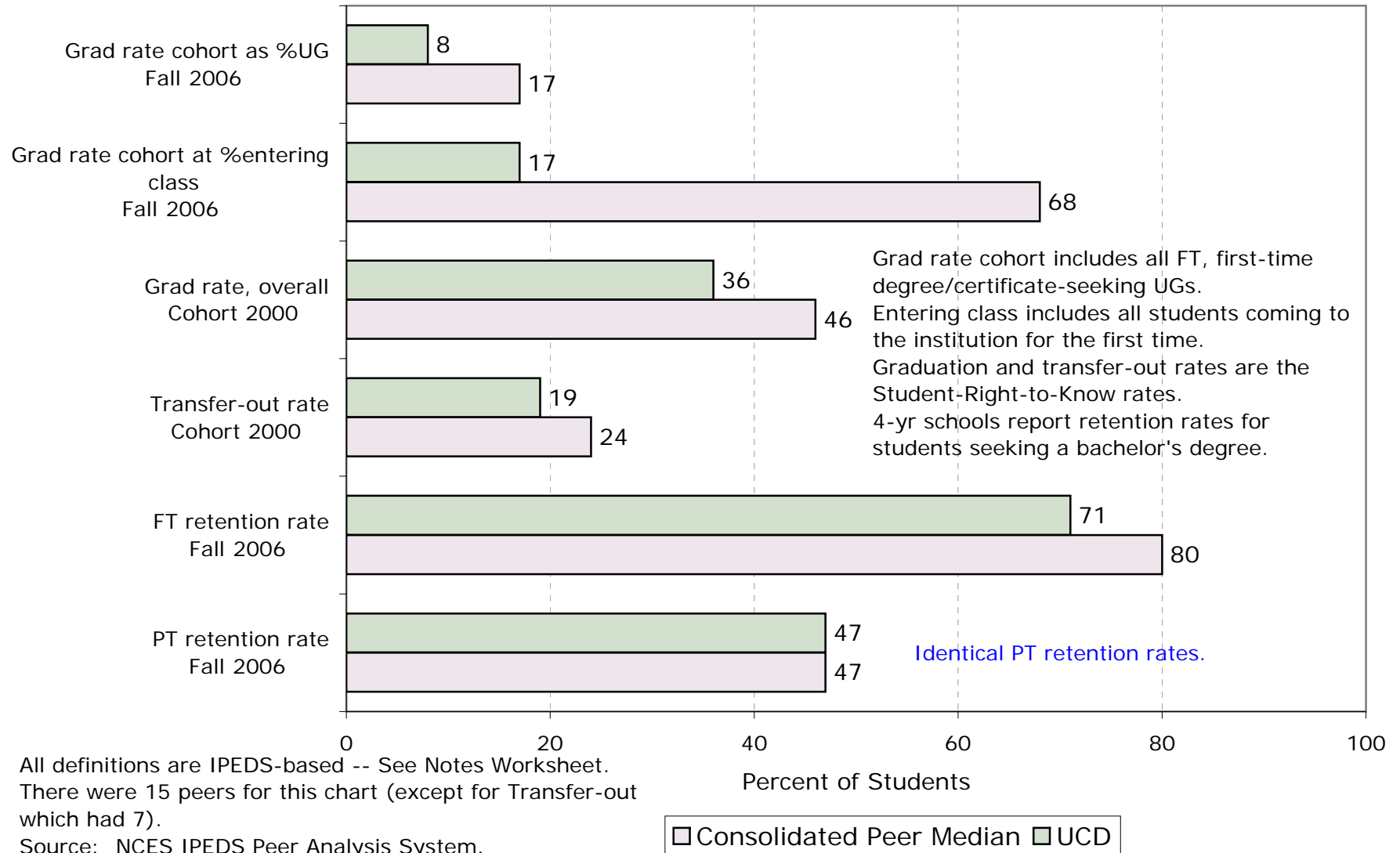


### IPEDS Graduation Rates by race/ethnicity: 2000 Cohort

Unit ID	Institution Name	Graduation rate cohort as a percent of all UGs and as a percent of total entering students (Fall 2006); graduation rate and transfer-out rate (2000 cohort); and retention rates (fall 2006).					
		N=15	N=15	N=7	N=15	N=15	N=15
		PT retention rate Fall 2006	FT retention rate Fall 2006	Transfer-out rate 2000 Cohort	Grad rate, overall 2000 Cohort	Grad rate cohort at %entering class Fall 2006	Grad rate cohort as %UG Fall 2006
126562	UCD	47	71	19	36	17	8
100663	University of Alabama at Birmingham	30	75			58	13
110653	University of California-Irvine	91	93			74	23
110680	University of California-San Diego	92	94			71	20
145600	University of Illinois at Chicago	47	79			68	19
151111	Indiana University-Purdue University-Indianapolis	44	64			51	12
157289	University of Louisville	35	78			69	16
172644	Wayne State University	39	69			62	12
174066	University of Minnesota-Twin Cities	48	86			61	17
187985	University of New Mexico-Main Campus	41	74			73	16
196088	SUNY at Buffalo	88	87			66	19
201885	University of Cincinnati-Main Campus	29	80			81	19
218663	University of South Carolina-Columbia	32	86			74	20
230764	University of Utah	52	77			49	10
234030	Virginia Commonwealth University	63	81			59	16
236948	University of Washington-Seattle Campus	82	92			81	19
	Consolidated Peer Median	47	80	24	46	68	17

Data Source: NCES IPEDS Peer Analysis Tool  
 Associated <http://nces.ed.gov/IPEDSPAS/dataReportOptions.asp>  
 Extraction December 19, 2007  
 Data Definition: See worksheet entitled, "Notes - Example"  
 Data Time: AY 2004-05, AY 2005-06, AY 2006-07

## IPEDS Data Feedback Report: Graduation and Retention Rates

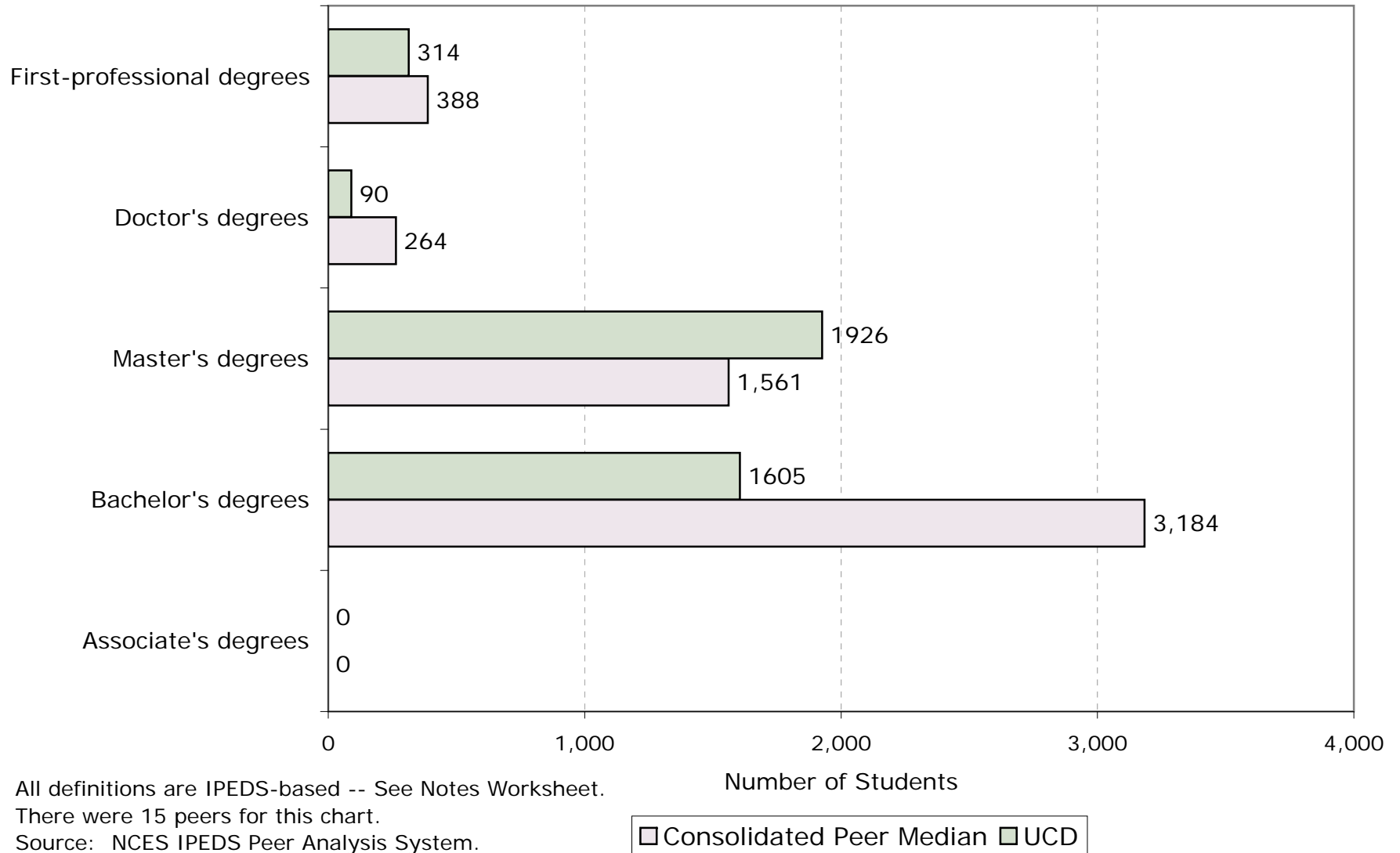


### IPEDS Degrees Awarded: AY 2005-06

Unit ID	Institution Name	Number of degrees awarded, by level: Academic year 2005-06				
		Associate's degrees	Bachelor's degrees	Master's degrees	Doctor's degrees	First-professional degrees
126562	UCD	0	1605	1926	90	314
100663	University of Alabama at Birmingham	0	1677	1098	143	261
110653	University of California-Irvine	0	5370	951	266	79
110680	University of California-San Diego	0	5235	770	358	186
145600	University of Illinois at Chicago	0	3184	1765	311	496
151111	Indiana University-Purdue University-Indianapolis	565	2835	1561	63	606
157289	University of Louisville	51	2253	1247	144	327
172644	Wayne State University	0	2148	2376	187	516
174066	University of Minnesota-Twin Cities	0	6319	2962	751	785
187985	University of New Mexico-Main Campus	7	2890	1215	181	250
196088	SUNY at Buffalo	0	3731	2138	353	552
201885	University of Cincinnati-Main Campus	203	2845	1594	264	355
218663	University of South Carolina-Columbia	8	3571	1622	246	396
230764	University of Utah	0	4889	1482	276	277
234030	Virginia Commonwealth University	0	3112	1437	197	388
236948	University of Washington-Seattle Campus	0	7038	2662	612	512
	Consolidated Peer Median	0	3,184	1,561	264	388

Data Source: NCES IPEDS Peer Analysis Tool  
 Associated <http://nces.ed.gov/IPEDSPAS/dataReportOptions.asp>  
 Extraction December 19, 2007  
 Data Definition: See worksheet entitled, "Notes"  
 Data Time: AY 2004-05, AY 2005-06, AY 2006-07

### IPEDS Data Feedback Report: Degrees Awarded by Level, AY 2005-06

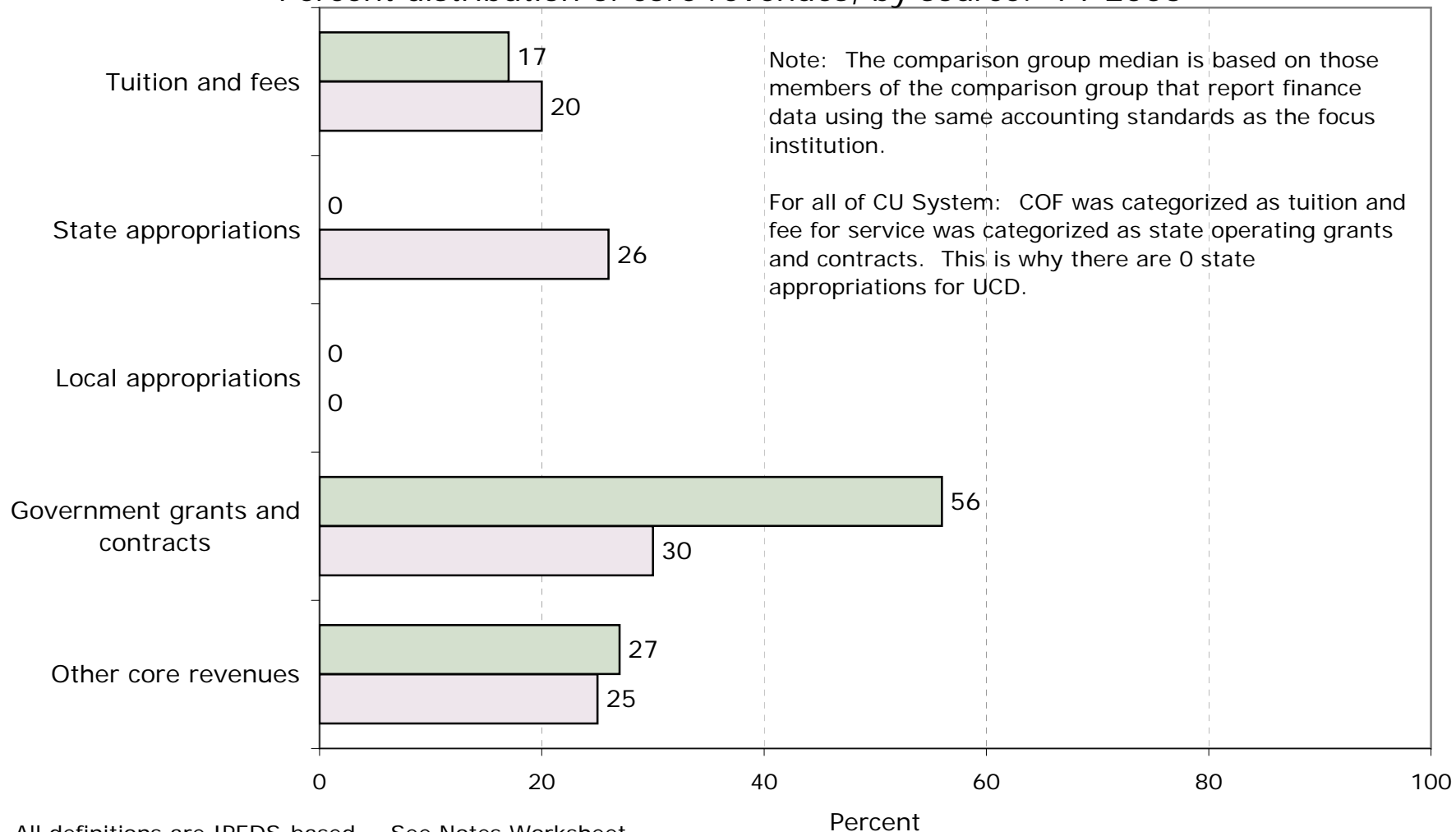


## IPEDS Revenue Sources: FY 2006

Unit ID	Institution Name	Percent distribution of core revenues, by source: Fiscal year 2006				
		Other core revenues	Government grants and contracts	Local appropriations	State appropriations	Tuition and fees
126562	UCD	27	56	0	0	17
100663	University of Alabama at Birmingham	26	40	0	26	7
110653	University of California-Irvine	25	30	0	25	20
110680	University of California-San Diego	15	50	0	21	14
145600	University of Illinois at Chicago	43	25	0	18	14
151111	Indiana University-Purdue University-Indianapolis	25	29	0	24	22
157289	University of Louisville	12	31	0	34	23
172644	Wayne State University	13	35	0	30	22
174066	University of Minnesota-Twin Cities	21	33	0	27	20
187985	University of New Mexico-Main Campus	33	30	0	29	9
196088	SUNY at Buffalo	8	23	0	52	18
201885	University of Cincinnati-Main Campus	34	22	0	19	25
218663	University of South Carolina-Columbia	13	29	0	26	32
230764	University of Utah	46	23	0	19	11
234030	Virginia Commonwealth University	16	26	0	32	26
236948	University of Washington-Seattle Campus	30	42	0	13	15
	Consolidated Peer Median	25	30	0	26	20

Data Source(s): NCES IPEDS Peer Analysis Tool  
Associated Program(s): <http://nces.ed.gov/IPEDSPAS/dataReportOptions.asp>  
Extraction Date: December 19, 2007  
Data Definitions: See worksheet entitled, "Notes"  
Data Time Frame: AY 2004-05, AY 2005-06, AY 2006-07

### IPEDS Data Feedback Report: Percent distribution of core revenues, by source: FY 2006



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 all of CU System: COF was categorized as tuition and fee for service was categorized as state operating grants and contracts. This is why there are 0 state appropriations for UCD.

All definitions are IPEDS-based -- See Notes Worksheet.  
There were 15 peers for this chart.  
Source: NCES IPEDS Peer Analysis System.

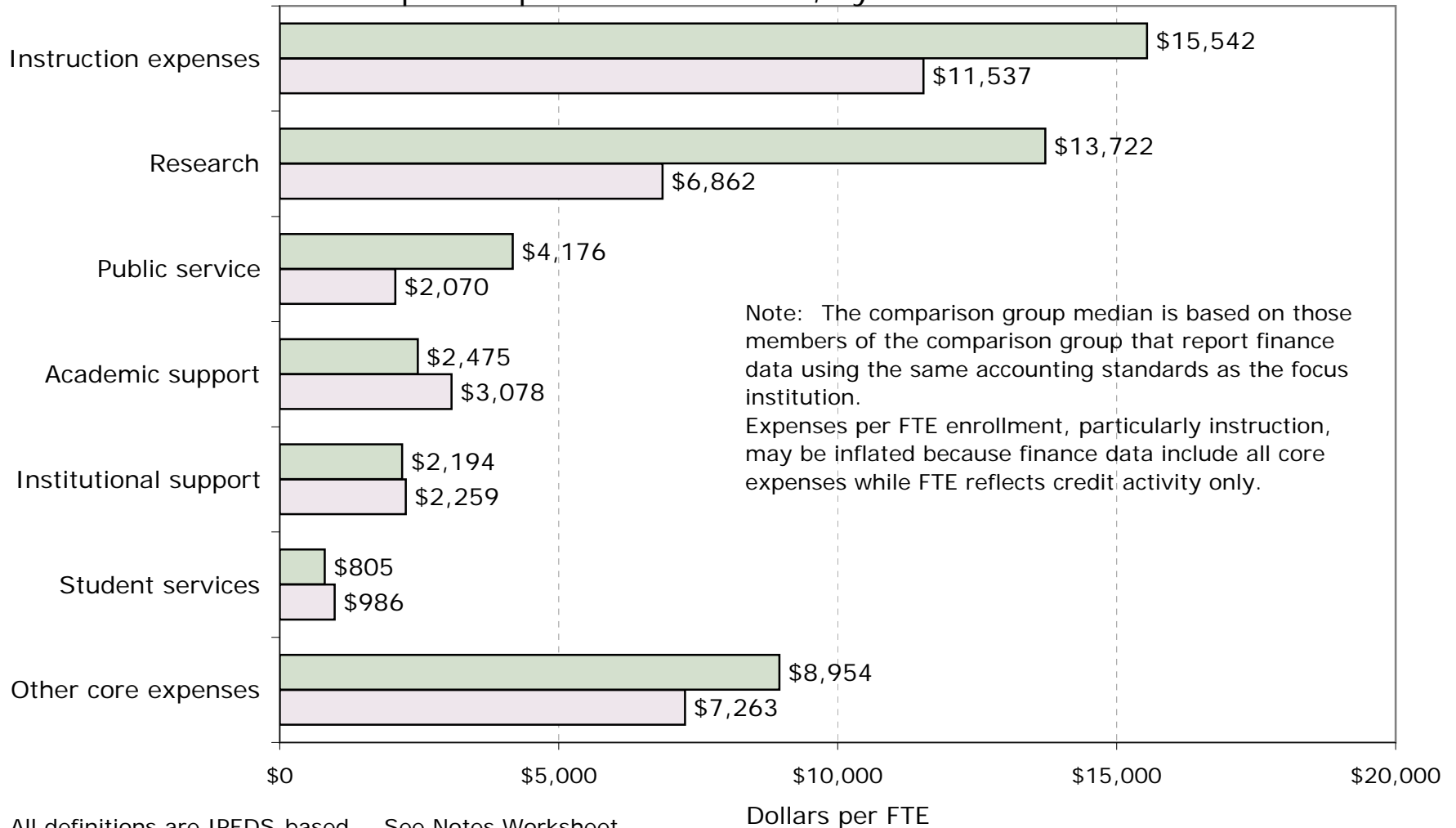
Legend: □ Consolidated Peer Median ■ UCD

IPEDS Core expenses per FTE enrollment, by function: FY 2006

Unit ID	Institution Name	Other core expenses	Student services	Institutional support	Academic support	Public service	Research	Instruction expenses
126562	UCD	\$8,954	\$805	\$2,194	\$2,475	\$4,176	\$13,722	\$15,542
100663	University of Alabama at Birmingham	\$14,003	\$1,268	\$5,112	\$5,942	\$4,682	\$17,587	\$14,973
110653	University of California-Irvine	\$7,173	\$1,855	\$1,556	\$3,446	\$431	\$7,933	\$14,877
110680	University of California-San Diego	\$10,530	\$1,723	\$3,235	\$5,789	\$631	\$19,381	\$15,027
145600	University of Illinois at Chicago	\$18,217	\$1,013	\$964	\$3,078	\$6,095	\$9,923	\$13,712
151111	Indiana University-Purdue University-Indianapolis	\$7,263	\$647	\$1,829	\$5,166	\$3,327	\$6,126	\$12,244
157289	University of Louisville	\$5,968	\$986	\$2,149	\$3,193	\$4,028	\$6,862	\$11,537
172644	Wayne State University	\$5,272	\$1,221	\$2,309	\$2,520	\$1,953	\$6,406	\$10,715
174066	University of Minnesota-Twin Cities	\$8,689	\$1,521	\$2,603	\$6,196	\$4,019	\$10,482	\$12,537
187985	University of New Mexico-Main Campus	\$8,462	\$858	\$2,086	\$1,549	\$9,218	\$6,387	\$8,503
196088	SUNY at Buffalo	\$7,149	\$707	\$3,243	\$2,685	\$330	\$3,533	\$10,146
201885	University of Cincinnati-Main Campus	\$8,981	\$1,438	\$2,912	\$2,563	\$2,070	\$5,972	\$10,652
218663	University of South Carolina-Columbia	\$4,938	\$952	\$1,478	\$2,133	\$2,042	\$4,000	\$8,893
230764	University of Utah	\$5,594	\$677	\$2,259	\$2,459	\$13,162	\$7,976	\$9,233
234030	Virginia Commonwealth University	\$4,285	\$399	\$1,979	\$1,957	\$204	\$4,976	\$10,220
236948	University of Washington-Seattle Campus	\$12,587	\$689	\$2,819	\$5,455	\$899	\$16,341	\$18,961
	Consolidated Peer Median	\$7,263	\$986	\$2,259	\$3,078	\$2,070	\$6,862	\$11,537

Data Source(s): NCES IPEDS Peer Analysis Tool  
 Associated Program(s): <http://nces.ed.gov/IPEDSPAS/dataReportOptions.asp>  
 Extraction Date: January 14, 2008  
 Data Definitions: See worksheet entitled, "Notes"  
 Data Time Frame: FY 2006

### IPEDS Data Feedback Report: Core expenses per FTE enrollment, by function: FY 2006



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 FTE enrollment, particularly instruction, may be inflated because finance data include all core expenses while FTE reflects credit activity only.

All definitions are IPEDS-based -- See Notes Worksheet.

There were 15 peers for this chart.

Source: NCES IPEDS Peer Analysis System.

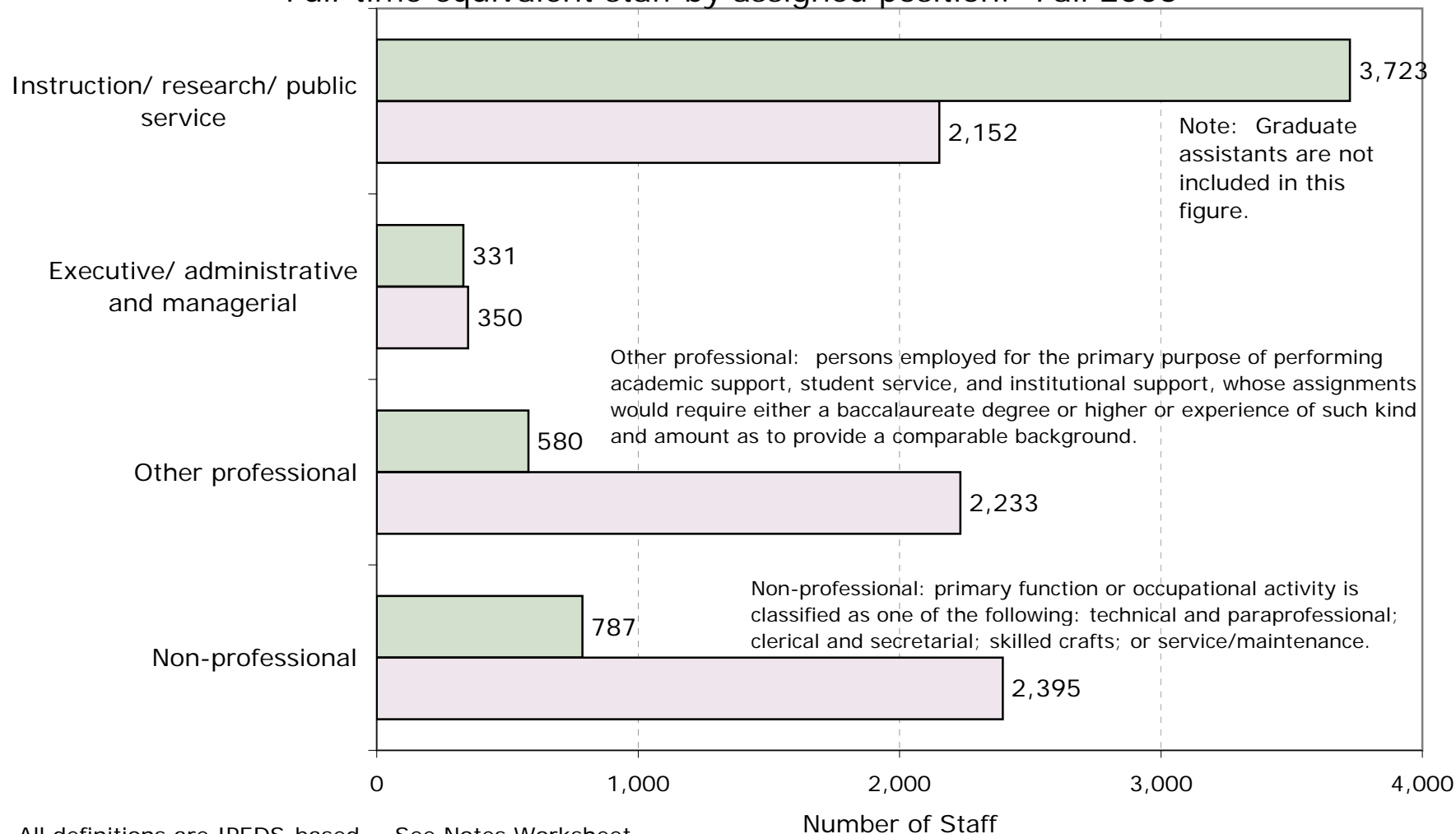
Consolidated Peer Median
  UCD

### IPEDS Full-time equivalent staff by assigned position: Fall 2006

Unit ID	Institution Name	Non-professional	Other professional	Executive/administrative and managerial	Instruction/research/public service
126562	UCD	787	580	331	3,723
100663	University of Alabama at Birmingham	3,226	3,012	224	2,057
110653	University of California-Irvine	1,714	2,693	350	2,133
110680	University of California-San Diego	3,689	4,705	491	2,291
145600	University of Illinois at Chicago	3,133	4,716	1,005	2,294
151111	Indiana University-Purdue University-Indianapolis	2,498	3,446	184	2,238
157289	University of Louisville	1,571	1,838	113	1,681
172644	Wayne State University	1,423	1,774	463	1,993
174066	University of Minnesota-Twin Cities	4,734	6,352	799	2,926
187985	University of New Mexico-Main Campus	2,395	1,916	523	1,931
196088	SUNY at Buffalo	1,201	1,362	180	1,804
201885	University of Cincinnati-Main Campus	1,277	1,894	587	2,457
218663	University of South Carolina-Columbia	1,794	1,761	316	1,659
230764	University of Utah	3,176	2,233	251	3,026
234030	Virginia Commonwealth University	2,020	701	243	2,152
236948	University of Washington-Seattle Campus	3,705	6,429	475	3,751
	Consolidated Peer Median	2,395	2,233	350	2,152

Data Source(s): NCES IPEDS Peer Analysis Tool  
 Associated Program(s): <http://nces.ed.gov/IPEDSPAS/dataReportOptions.asp>  
 Extraction Date: January 14, 2008  
 Data Definitions: See worksheet entitled, "Notes"  
 Data Time Frame: FY 2006

### IPEDS Data Feedback Report: Full-time equivalent staff by assigned position: Fall 2006



All definitions are IPEDS-based -- See Notes Worksheet.  
There were 15 peers for this chart.  
Source: NCES IPEDS Peer Analysis System.

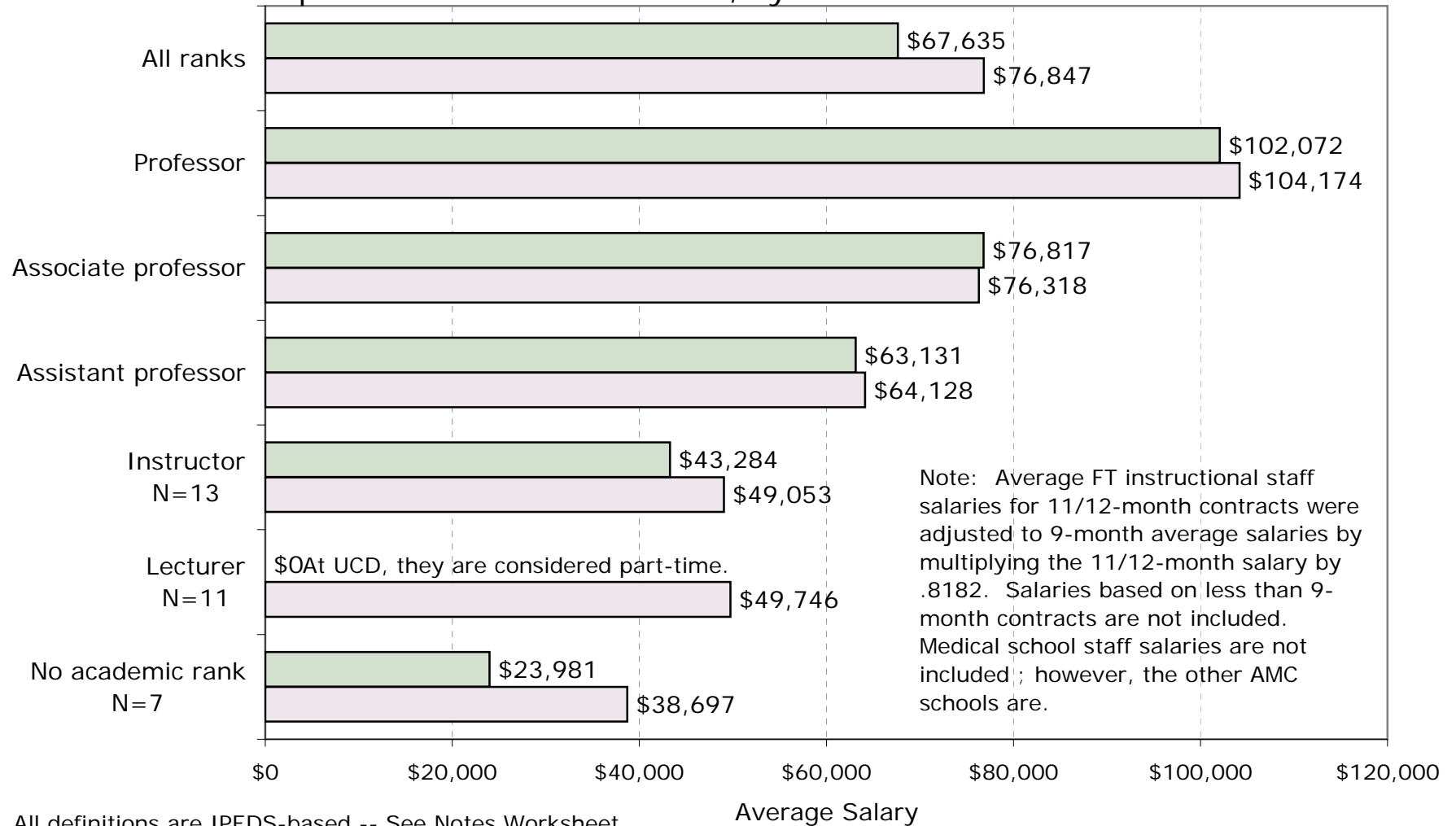
UCD
  Consolidated Peer Median

IPEDS Average salaries of FT instructional staff equated to 9-month contracts, by academic rank: AY 2007

Unit ID	Institution Name	N=7 No academic rank N=7	N=11 Lecturer N=11	N=13 Instructor N=13	N=15 Assistant professor	N=15 Associate professor	N=15 Professor	N=15 All ranks
126562	UCD	\$23,981	Blank	\$43,284	\$63,131	\$76,817	\$102,072	\$67,635
100663	University of Alabama at Birmingham	Blank	\$48,405	\$49,053	\$60,924	\$74,741	\$108,129	\$76,847
110653	University of California-Irvine	\$35,913	\$57,296	Blank	\$69,839	\$78,245	\$119,102	\$92,316
110680	University of California-San Diego	\$25,437	\$56,599	Blank	\$69,211	\$77,889	\$121,922	\$96,918
145600	University of Illinois at Chicago	\$42,772	\$37,511	\$53,367	\$67,899	\$77,871	\$109,721	\$80,050
151111	Indiana University-Purdue University-Indianapolis	Blank	\$39,262	\$80,000	\$57,832	\$71,487	\$93,873	\$65,744
157289	University of Louisville	\$106,041	Blank	\$43,389	\$55,536	\$74,169	\$98,334	\$74,614
172644	Wayne State University	Blank	\$47,929	\$56,365	\$64,128	\$78,706	\$103,112	\$77,591
174066	University of Minnesota-Twin Cities	\$53,023	Blank	\$61,917	\$69,430	\$80,560	\$116,597	\$95,046
187985	University of New Mexico-Main Campus	Blank	\$48,314	\$56,798	\$60,670	\$68,237	\$92,621	\$72,429
196088	SUNY at Buffalo	Blank	\$57,966	\$41,249	\$66,636	\$81,167	\$116,593	\$87,068
201885	University of Cincinnati-Main Campus	\$31,525	Blank	\$34,040	\$57,618	\$70,723	\$96,469	\$74,319
218663	University of South Carolina-Columbia	Blank	\$59,192	\$40,632	\$64,563	\$71,990	\$102,847	\$75,029
230764	University of Utah	\$38,697	\$49,746	\$63,803	\$63,982	\$74,646	\$103,391	\$74,746
234030	Virginia Commonwealth University	Blank	Blank	\$43,430	\$61,002	\$76,318	\$104,174	\$73,544
236948	University of Washington-Seattle Campus	Blank	\$65,180	\$45,658	\$89,600	\$98,439	\$132,721	\$105,126
	Consolidated Peer Median	\$38,697	\$49,746	\$49,053	\$64,128	\$76,318	\$104,174	\$76,847

Data Source(s): NCES IPEDS Peer Analysis Tool  
 Associated Program(s): <http://nces.ed.gov/IPEDSPAS/dataReportOptions.asp>  
 Extraction Date: January 14, 2008  
 Data Definitions: See worksheet entitled, "Notes"  
 Data Time Frame: FY 2006

### IPEDS Data Feedback Report: Average salaries of FT instructional staff equated to 9-month contracts, by academic rank: AY 2007



All definitions are IPEDS-based -- See Notes Worksheet.

There were 15 peers for this chart (except as noted).

Source: NCES IPEDS Peer Analysis System.

Consolidated Peer Median 
  UCD

Project ID: 20070013  
Brief Description of Request: Present the IPEDS Data Feedback Report, 2007 (provided by NCES), to UPAC and AD/ASG  
Requestor(s): Mark Heckler; Laura Goodwin  
Date of Request: 10/27/2007

Data Source(s) (include complete path and file information): NCES: I:\OIRPA\IPEDS\2007-08 Collection\2007013\_IPEDSDFR2007\_126562.pdf

Associated Program(s) (include complete path and file information): NA

Extraction Date: December 4, 2007

Data Definitions (include inclusionary/exclusionary criteria):

Full-time enrollment

Total men and women enrolled for credit full time in the fall of the academic year.

FULL-TIME STUDENT - Undergraduate—A student enrolled for 12 or more semester credits , or 12 or more quarter credits, or 24 or more contact hours a week each term. Graduate—A student enrolled for 9 or more semester credits, or 9 or more quarter credits, or a student involved in thesis or dissertation preparation that is considered full time by the institution. First-professional—As defined by the institution.

CREDIT - Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate, or other formal award.

NOTE: Enrollment reported is of the institution's official fall reporting date or October 15.

Variable Sources: Data Feedback report

Part-time enrollment

Total men and women enrolled for credit part time in the fall of the academic year.

PART-TIME STUDENT - Undergraduate—A student enrolled for either 11 semester credits or less, or 11 quarter credits or less, or less than 24 contact hours a week each term. Graduate—A student enrolled for either 8 semester credits or less, or 8 quarter credits or less.

CREDIT - Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate, or other formal award.

NOTE: Enrollment reported is of the institution's official fall reporting date or October 15.

Variable Sources: Data Feedback report

12-month unduplicated headcount

Indicates how many individuals the institution served over a 12-month period (the unduplicated headcount)  
Unduplicated count - The sum of students enrolled for credit with each student counted only once during the reporting period, regardless of when the student enrolled.  
Credit - Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate, or other formal award.

Variable Sources: Data Feedback report

12-month unduplicated headcount, undergraduate

Indicates how many individuals -undergraduates (EFFYLEV=2,FYRACE=24) the institution served over a 12-month period (the unduplicated headcount)Unduplicated count - The sum of students enrolled for credit with each student counted only once during the reporting period, regardless of when the student enrolled.Credit - Recognition of attendance or performance in an instructional activity (course or program) that can be applied by a recipient toward the requirements for a degree, diploma, certificate, or other formal awardVariable Sources: Data Feedback report

12-month full-time equivalent enrollment

12-month full-time equivalent enrollment: Academic year.

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 2004 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 fall counts (part A) and applying this ratio to the 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.

The calculation of FTE undergraduate and graduates is as follows:

Quarter calendar system

Enrollment level (One FTE over 12-month period)

Undergraduate 45 credit hours, 900 contact hours

Graduate 36 credit hours

Semester/trimester/4-1-4 plan/other calendar system

Enrollment level (one FTE over 12-month period)

Undergraduate 30 credit hours 900 contact hours

Graduate 24 credit hours

For institutions with continuous enrollment programs, FTE is determined by dividing the number of contact hours attempted by 900.

Variable Sources: Data Feedback report

Price of attendance

Price of attendance for full-time, first-time undergraduate students for the FULL ACADEMIC YEAR: (Tuition and fees, books and supplies, room and board, and other expenses are those amounts used by your financial aid office for determining eligibility for student financial assistance) These data are published at the IPEDS COOL (College Opportunities On-Line) Web site. In-state published tuition and required fees for 2004-05 IN-STATE TUITION - The tuition charged by institutions to those students who meet the state's or institution's residency requirements. TUITION AND REQUIRED FEES - Tuition is the amount of money charged to students for instructional services. Tuition may be charged per term, per course, or per credit. Required fees are fixed sum charged to students for items not covered by tuition and required of such a large proportion of all students that the student who does NOT pay the charge is an exception. UNDERGRADUATE - A student enrolled in a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate. FULL-TIME Undergraduate - A student enrolled for 12 or more semester credits, or 12 or more quarter credits, or 24 or more contact hours a week each term. FIRST-TIME FIRST-YEAR STUDENT - A student attending any institution for the first time at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school). FIRST-YEAR STUDENT A student who has completed less than the equivalent of 1 full year of undergraduate work; that is, less than 30 semester hours (in a 120-hour degree program) or less than 900 contact hours. ACADEMIC YEAR - The period of time generally extending from September to June; usually equated to 2 semesters or trimesters, 3 quarters, or the period covered by a 4-1-4 plan. Also included are "Other Academic Calendar Systems" which is a category used to describe "non-traditional" calendar systems at 4-year and 2-year degree-granting institutions. These can include schools that offer primarily on-line courses or "one course at a time". Variable Sources: IPEDS Fall 2006 collection, IC component

Percentage receiving federal grant aid

Note: Perturbation procedures were applied to these data to protect against disclosure of individual information.

Student Financial Aid and Student Counts - Financial Aid

Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received federal grants (grants/educational assistance funds).

Federal grants (grants/educational assistance funds) - Grants provided by federal agencies such as the U.S. Department of Education, including Title IV Pell Grants and Supplemental Educational Opportunity Grants (SEOG). Also includes need-based and merit-based educational assistance funds and training vouchers provided from other federal agencies and/or federally-sponsored educational benefits programs, including the Veteran's Administration, Department of Labor, and other federal agencies.

Undergraduate - A student enrolled in a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate

Full-time student (Undergraduate) — A student enrolled for 12 or more semester credits, or 12 or more quarter credits, or 24 or more contact hours a week each term.

First-time student (undergraduate) - A student attending any institution for the first time at the undergraduate level. Includes students enrolled in academic or occupational programs. Also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school).

Degree/certificate-seeking students - Students enrolled in courses for credit who are recognized by the institution as seeking a degree or other formal award. At the undergraduate level, this is intended to include students enrolled in vocational or occupational programs.

Percentage receiving state/local grant aid

Note: Perturbation procedures were applied to these data to protect against disclosure of individual information. Student Financial Aid and Student Counts - Financial Aid Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received state/local grants (grants/scholarships/waivers). State and local government grants - State and local monies awarded to the institution under state and local student aid programs, including the state portion of State Student Incentives Grants (SSIG). Undergraduate - A student enrolled in a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate. Full-time student (Undergraduate) — A student enrolled for 12 or more semester credits, or 12 or more quarter credits, or 24 or more contact hours a week each term. First-time student (undergraduate) - A student attending any institution for the first time at the undergraduate level. Includes students enrolled in academic or occupational programs . Also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school). Degree/certificate-seeking students - Students enrolled in courses for credit who are recognized by the institution as seeking a degree or other formal award. At the undergraduate level, this is intended to include students enrolled in vocational or occupational programs.

Percentage receiving institutional grant aid

Note: Perturbation procedures were applied to these data to protect against disclosure of individual information.

Student Financial Aid and Student Counts - Financial Aid

Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received institutional grants (scholarships/fellowships).

Institutional grants - Scholarships and fellowships granted and funded by the institution and/or individual departments within the institution, (i.e., instruction, research, public service) that may contribute indirectly to the enhancement of these programs . Includes scholarships targeted to certain individuals (e.g., based on state of residence, major field of study, athletic team participation) for which the institution designates the recipient.

Undergraduate - A student enrolled in a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate

Full-time student (Undergraduate) — A student enrolled for 12 or more semester credits, or 12 or more quarter credits, or 24 or more contact hours a week each term.

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Degree/certificate-seeking students - Students enrolled in courses for credit who are recognized by the institution as seeking a degree or other formal award. At the undergraduate level, this is intended to include students enrolled in vocational or occupational programs.

Percentage receiving student loan aid

Note: Perturbation procedures were applied to these data to protect against disclosure of individual information. Student Financial Aid and Student Counts - Financial Aid Percentage of full-time, first-time degree/certificate-seeking undergraduate students who received student loans. Loans to students - Any monies that must be repaid to the lending institution for which the student is the designated borrower. Includes all Title IV subsidized and unsubsidized loans and all institutionally- and privately-sponsored loans. Does not include PLUS and other loans made directly to parents. Undergraduate - A student enrolled in a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate. Full-time student (Undergraduate) — A student enrolled for 12 or more semester credits, or 12 or more quarter credits, or 24 or more contact hours a week each term. First-time student (undergraduate) - A student attending any institution for the first time at the undergraduate level. Includes students enrolled in academic or occupational programs. Also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school). Degree/certificate-seeking students - Students enrolled in courses for credit who are recognized by the institution as seeking a degree or other formal award. At the undergraduate level, this is intended to include students enrolled in vocational or occupational programs.

Average amount of federal grant aid received

Note: Perturbation procedures were applied to these data to protect against disclosure of individual information.

Student Financial Aid and Student Counts - Financial Aid

Average amount of federal grants (grants/educational assistance funds) received by full-time, first-time degree/certificate-seeking undergraduate students.

Federal grants (grants/educational assistance funds) - Grants provided by federal agencies such as the U.S. Department of Education, including Title IV Pell Grants and Supplemental Educational Opportunity Grants (SEOG). Also includes need-based and merit-based educational assistance funds and training vouchers provided from other federal agencies and/or federally-sponsored educational benefits programs, including the Veteran's Administration, Department of Labor, and other federal agencies.

Undergraduate - A student enrolled in a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate

Full-time student (Undergraduate) — A student enrolled for 12 or more semester credits, or 12 or more quarter credits, or 24 or more contact hours a week each term.

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Degree/certificate-seeking students - Students enrolled in courses for credit who are recognized by the institution as seeking a degree or other formal award. At the undergraduate level, this is intended to include students enrolled in vocational or occupational programs.

Average amount of state/local grant aid received

Note: Perturbation procedures were applied to these data to protect against disclosure of individual information. Student Financial Aid and Student Counts - Financial Aid Average amount of state/local grants (grants/scholarships/waivers) received by full-time, first-time degree/certificate-seeking undergraduate students. State and local government grants - State and local monies awarded to the institution under state and local student aid programs, including the state portion of State Student Incentives Grants (SSIG). Undergraduate - A student enrolled in a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate Full-time student (Undergraduate) — A student enrolled for 12 or more semester credits, or 12 or more quarter credits, or 24 or more contact hours a week each term. First-time student (undergraduate) - A student attending any institution for the first time at the undergraduate level. Includes students enrolled in academic or occupational programs . Also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school). Degree/certificate-seeking students - Students enrolled in courses for credit who are recognized by the institution as seeking a degree or other formal award. At the undergraduate level, this is intended to include students enrolled in vocational or occupational programs.

Average amount of institutional grant aid received

Note: Perturbation procedures were applied to these data to protect against disclosure of individual information.

Student Financial Aid and Student Counts - Financial Aid

Average amount of institutional grants (scholarships/fellowships) received by full-time, first-time degree/certificate-seeking undergraduate students.

Institutional grants - Scholarships and fellowships granted and funded by the institution and/or individual departments within the institution, (i.e., instruction, research, public service) that may contribute indirectly to the enhancement of these programs . Includes scholarships targeted to certain individuals (e.g., based on state of residence, major field of study, athletic team participation) for which the institution designates the recipient.

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Degree/certificate-seeking students - Students enrolled in courses for credit who are recognized by the institution as seeking a degree or other formal award. At the undergraduate level, this is intended to include students enrolled in vocational or occupational programs.

Average amount of student loan aid received	<p>Note: Perturbation procedures were applied to these data to protect against disclosure of individual information. Student Financial Aid and Student Counts - Financial Aid Average amount of student loans received by full-time, first-time degree/certificate-seeking undergraduate students. Loans to students - Any monies that must be repaid to the lending institution for which the student is the designated borrower. Includes all Title IV subsidized and unsubsidized loans and all institutionally- and privately-sponsored loans. Does not include PLUS and other loans made directly to parents. Undergraduate - A student enrolled in a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate Full-time student (Undergraduate) — A student enrolled for 12 or more semester credits, or 12 or more quarter credits, or 24 or more contact hours a week each term. First-time student (undergraduate) - A student attending any institution for the first time at the undergraduate level. Includes students enrolled in academic or occupational programs. Also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school). Degree/certificate-seeking students - Students enrolled in courses for credit who are recognized by the institution as seeking a degree or other formal award. At the undergraduate level, this is intended to include students enrolled in vocational or occupational programs.</p>
Cohort data -- for graduation rates	<p>Cohort status defines the graduation status students of the cohort.</p> <p>NORMAL TIME TO COMPLETION - The amount of time necessary for a student to complete all requirements for a degree or certificate according to the institution's catalog. This is typically 4 years (8 semesters or trimesters, or 12 quarters, excluding summer terms) for a bachelor's degree in a standard term-based institution; 2 years (4 semesters or trimesters, or 6 quarters, excluding summer terms) for an associate's degree in a standard term-based institution; and the various scheduled times for certificate programs.</p> <p>COMPLETERS WITHIN 150% (OF NORMAL TIME) - Students (within a cohort or subcohort) who completed their program within 150% of the normal time to completion. See Normal Time.</p> <p>BACHELOR'S DEGREE - An award (baccalaureate or equivalent degree, as determined by the Secretary, U.S. Department of Education) that normally requires at least 4 but NOT more than 5 years of full-time equivalent college-level work. This includes ALL bachelor's degrees conferred in a 5-year COOPERATIVE (WORK-STUDY PLAN) PROGRAM. A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experience with their college studies. Also, includes bachelor's degrees in which the normal 4 years of work are completed in 3 years</p> <p>TOTAL TRANSFER-OUT STUDENTS (NON-COMPLETERS) - Total number of students from the cohort or subcohort who transferred out at any time within 150% of normal time to completion. A transfer-out student is a student who has not completed or graduated from the program in which he or she was enrolled, but who has subsequently enrolled at another eligible institution in any program for which the reporting institution provided substantial preparation.</p> <p>EXCLUSIONS - Students from the cohort or subcohort who left the institution for any of the following reasons: died or were totally and permanently disabled; to serve in the armed forces; to serve with a foreign aid service of the Federal Government, such as the Peace Corps; or to serve on official church missions.</p> <p>Long programs - Non-completers still enrolled in long programs as of August 31, 2002.</p>
Degrees awarded: First or Second Major (selected first)	<p>First or Second Major</p> <p>Variable Sources: Fall Collection, Completions component</p>
Degrees awarded: CIP Code - 2000 Classification (selected all)	<p>Classification of instructional Program (CIP) code. A six-digit code in the form xx.xxxx that identifies instructional program specialties within educational institutions.</p> <p>Variable Sources: Fall collection, Completions component</p>

Degrees awarded: Award Level code	Award level code Variable Sources: Fall 2006 collection, Completions component
Degrees awarded: Grand total	Awards/degrees conferred between July 1 and June 30 to all recipients, across all race/ethnicities and both genders Variable Sources: Fall collection, Completions component
Revenues: Tuition and fees, after deducting discounts and allowances	Tuition and fees are revenues from all tuition and fees assessed against students (net of refunds and discounts & allowances) for educational purposes. If tuition or fees are remitted to the state as an offset to the state appropriation, the total of such tuition or fees should be deducted from the total state appropriation and added to the total for tuition and fees. If an all-inclusive charge is made for tuition, board, room, and other services, a reasonable distribution is made between revenues for tuition and fees and revenues for auxiliary enterprises. Tuition and fees excludes charges for room, board, and other services rendered by auxiliary enterprises.
Revenues: Federal operating grants and contracts	Federal operating grants and contracts are revenues from federal government agencies that are for specific research projects or other types of programs and that are classified as operating revenues. Examples are research projects and similar activities for which amounts are received or expenditures are reimbursable under the terms of a grant or contract.
Revenues: Other sources - operating	Other sources - operating includes any other operating revenues that are not included in previously listed sources, namely, tuition and fees, grants and contracts, sales and services of auxiliary enterprises and hospitals, and independent operations.
Revenues: State appropriations	State appropriations are amounts received by the institution through acts of a state legislative body, except grants and contracts and capital appropriations. Funds reported in this category are for meeting current operating expenses, not for specific projects or programs.
Revenues: Local appropriations, education district taxes, and similar support	Local appropriations, education district taxes and similar support are amounts received from property or other taxes assessed directly by or for an institution below the state level. It includes any other similar general support provided to the institution from governments below the state level, including local government appropriations.

Revenues: Tuition and fees as a percent of core revenues (GASB)

Tuition and fees as a percent of core revenues for public institutions using GASB 34/35 standard is derived as follows:

Tuition and fees revenues (F1B01) divided by total core revenues (F1CORREV)

Tuition and fees (revenues) (F1B01) - Revenues from all tuition and fees assessed against students (net of refunds and discounts and allowances) for educational purposes. If tuition or fees are remitted to the state as an offset to the state appropriation, the total of such tuition or fees are deducted from the total state appropriation and added to the total for tuition and fees.

Variable Sources: Derived

Revenues: State appropriations as percent of core revenues (GASB)

State appropriations as a percent of core revenues for public institutions using GASB 34/35 is derived as follows: State appropriations (F1B11) divided by total core revenues (F1CORREV) State appropriations are amounts received by the institution through acts of a state legislative body, except grants and contracts and capital appropriations. Funds reported in this category are for meeting current operating expenses, not for specific projects or programs. Variable Sources: Derived

Revenues: Local appropriations as a percent of core revenues (GASB)

Local appropriations as a percent of core revenues for public institutions using GASB 34/35 standards is derived as follows:

Local appropriations (F1B12) divided by total core revenues (F1CORREV)

Local appropriations, education district taxes, and similar support - Local appropriations are government appropriations made by a governmental entity below the state level. Education district taxes include all tax revenues assessed directly by an institution or on behalf of an institution when the institution will receive the exact amount collected. These revenues also include similar revenues that result from actions of local governments or citizens (such as through a referendum) that result in receipt by the institution of revenues based on collections of other taxes or resources (sales taxes, gambling taxes, etc.).

Variable Sources: Derived

Revenues: Government grants and contracts as a percent of core revenues (GASB)

Government grants and contracts as a percent of core revenues for public institutions using GASB 34/35 standards is derived as follows:

Government grants and contracts is equal to the sum of

- Federal operating grants and contracts (F1B02)
- State operating grants and contracts (F1B03)
- Local operating grants and contracts (F1B04)
- Federal nonoperating grants (F1B13)
- State nonoperating grants (F1B14)
- Local nonoperating grants (F1B15)

Government grants and contract revenues is then divided by total core revenues (F1CORREV)

Government grants and contracts (revenues) - Revenues from governmental agencies that are for specific research projects, other types of programs, or for general institutional operations (if not government appropriations). Examples are research projects, training programs, student financial assistance, and similar activities for which amounts are received or expenses are reimbursable under the terms of a grant or contract, including amounts to cover both direct and indirect expenses. Includes Pell Grants and reimbursement for costs of administering federal financial aid programs. Grants and contracts should be classified to identify the governmental level - federal, state, or local - funding the grant or contract to the institution; grants and contracts from other sources are classified as nongovernmental grants and contracts. GASB institutions are required to classify in financial reports such grants and contracts as either operating or nonoperating.

Operating - GASB requires that revenues and expenses be separated between operating and nonoperating. Operating revenues and expenses result from providing goods and services. Operating transactions are incurred in the course of the operating activities of the institution

Nonoperating - GASB requires that revenues and expenses be separated between operating and nonoperating. Operating revenues and expenses result from providing goods and services. Nonoperating activities are those outside the activities that are part of the operating activities of the institution. Most government appropriations are nonoperating because they are not generated by the operations of the institution. Investment income is nonoperating in most instances because institutions are not engaged in investing as an operating activity. Gifts are defined as nonoperating. Nonexchange transactions generate nonoperating revenues.

Variable Sources: Derived

Revenues: Other revenues as a percent of core revenues (GASB)

Other core revenues as a percent of total core revenues for public institutions using GASB 34/35 standard is derived as follows: Other core revenues is equal to the sum of: Other operating sources (F1B08) Federal appropriations (F1B10) Gifts, including contributions from affiliated organizations (F1B16) Investment income (F1B17) Other nonoperating revenues (F1B18) Total other revenues and additions (F1B24) Other core revenues is then divided by total core revenues (F1CORREV) For glossary definitions of the above finance terms see variables listed under the Finance survey. Variable Sources: Derived

Expenses: Instruction expenses per FTE (GASB)

Instruction expenses per FTE enrollment for public institutions using GASB 34/35 standards is derived as follows:

Instruction expenses (F1C011) divided by 12-month FTE enrollment (FTE12MN)

Instruction - A functional expense category that includes expenses of the colleges, schools, departments, and other instructional divisions of the institution and expenses for departmental research and public service that are not separately budgeted. Includes general academic instruction, occupational and vocational instruction, community education, preparatory and adult basic education, and regular, special, and extension sessions. Also includes expenses for both credit and non-credit activities. Excludes expenses for academic administration where the primary function is administration (e.g., academic deans). Information technology expenses related to instructional activities if the institution separately budgets and expenses information technology resources are included (otherwise these expenses are included in academic support). FASB institutions include actual or allocated costs for operation and maintenance of plant, interest, and depreciation. GASB institutions do not include operation and maintenance of plant or interest, but may, as an option, distribute depreciation expense.

The full-time-equivalent (FTE) enrollment used is the sum of the institutions' FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component) plus the estimated FTE of first-professional students. Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours).

For more information see the variable description for 12-month full-time equivalent enrollment (info link) under frequently used\ 12-month enrollment.

Variable Sources: Derived

Expenses: Research expenses per FTE (GASB)

Research expenses per FTE enrollment for public institutions using GASB 34/35 standards is derived as follows:

Research expenses (F1C021) divided by 12-month FTE enrollment (FTE12MN)

Research (expense) - A functional expense category that includes expenses for activities specifically organized to produce research outcomes and commissioned by an agency either external to the institution or separately budgeted by an organizational unit within the institution. The category includes institutes and research centers, and individual and project research. This function does not include nonresearch sponsored programs (e.g., training programs). Also included are information technology expenses related to research activities if the institution separately budgets and expenses information technology resources (otherwise these expenses are included in academic support.) FASB institutions include actual or allocated costs for operation & maintenance of plant, interest, and depreciation. GASB institutions do not include operation & maintenance of plant or interest but may, as an option, distribute depreciation expense.

The full-time-equivalent (FTE) enrollment used is the sum of the institutions' FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component) plus the estimated FTE of first-professional students. Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours).

Variable Sources: Derived

Expenses: Public service expenses per FTE (GASB)

Public service expenses per FTE enrollment for public institutions using GASB 34/35 standards is derived as follows: Public service expenses (F1C031) divided by 12-month FTE enrollment (FTE12MN) Public service (expense) - A functional expense category that includes expenses for activities established primarily to provide noninstructional services beneficial to individuals and groups external to the institution. Examples are conferences, institutes, general advisory service, reference bureaus, and similar services provided to particular sectors of the community. This function includes expenses for community services, cooperative extension services, and public broadcasting services. Also includes information technology expenses related to the public service activities if the institution separately budgets and expenses information technology resources (otherwise these expenses are included in academic support). FASB institutions include actual or allocated costs for operation and maintenance of plant, interest, and depreciation. GASB institutions do not include operation and maintenance of plant or interest, but may, as an option, distribute depreciation expense. The full-time-equivalent (FTE) enrollment used is the sum of the institutions' FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component) plus the estimated FTE of first-professional students. Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours). For more information see the variable description for 12-month full-time equivalent enrollment (info link) under frequently used\ 12-month enrollment. Variable Sources: Derived

Expenses: Academic support expenses per FTE (GASB)

Academic support expenses per FTE enrollment for public institutions using GASB 34/35 standards is derived as follows:

Academic support (F1C051) expenses divided by 12-month FTE enrollment (FTE12MN)

Academic support A functional expense category that includes expenses of activities and services that support the institution's primary missions of instruction, research, and public service. It includes the retention, preservation, and display of educational materials (for example, libraries, museums, and galleries); organized activities that provide support services to the academic functions of the institution (such as a demonstration school associated with a college of education or veterinary and dental clinics if their primary purpose is to support the instructional program); media such as audiovisual services; academic administration (including academic deans but not department chairpersons); and formally organized and separately budgeted academic personnel development and course and curriculum development expenses. Also included are information technology expenses related to academic support activities; if an institution does not separately budget and expense information technology resources, the costs associated with the three primary programs will be applied to this function and the remainder to institutional support. Under FASB standards this includes actual or allocated costs for operation and maintenance of plant, interest, and depreciation. Under GASB standards this does not include operation and maintenance of plant or interest but may include depreciation expense.

The full-time-equivalent (FTE) enrollment used is the sum of the institutions' FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component) plus the estimated FTE of first-professional students. Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours).

For more information see the variable description for 12-month full-time equivalent enrollment (info link) under frequently used\ 12-month enrollment.

Variable Sources: Derived

Expenses: Student service expenses per FTE (GASB)

Student services expenses per FTE enrollment for public institutions using GASB 34/35 standards is derived as follows: Student service expenses (F1C061) divided by 12-month FTE enrollment (FTE12MN) Student services (expenses) - A functional expense category that includes expenses for admissions, registrar activities, and activities whose primary purpose is to contribute to students emotional and physical well - being and to their intellectual, cultural, and social development outside the context of the formal instructional program. Examples include student activities, cultural events, student newspapers, intramural athletics, student organizations, supplemental instruction outside the normal administration, and student records. Intercollegiate athletics and student health services may also be included except when operated as self - supporting auxiliary enterprises. Also may include information technology expenses related to student service activities if the institution separately budgets and expenses information technology resources (otherwise these expenses are included in institutional support.) FASB institutions include actual or allocated costs for operation and maintenance of plant, interest, and depreciation. GASB institutions do not include operation and maintenance of plant or interest but may, as an option, distribute depreciation expense. The full-time-equivalent (FTE) enrollment used is the sum of the institutions' FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component) plus the estimated FTE of first-professional students. Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours). For more information see the variable description for 12-month full-time equivalent enrollment (info link) under frequently used\ 12-month enrollment. Variable Sources: Derived

Expenses: Institutional support expenses per FTE (GASB)

Institutional support expenses per FTE enrollment for public institutions using GASB 34/35 standards is derived as follows:

Institutional support expenses (F1C071) divided by 12-month FTE enrollment (FTE12MN)

Institutional support - A functional expense category that includes expenses for the day-to-day operational support of the institution. Includes expenses for general administrative services, central executive-level activities concerned with management and long range planning, legal and fiscal operations, space management, employee personnel and records, logistical services such as purchasing and printing, and public relations and development. Also includes information technology expenses related to institutional support activities. If an institution does not separately budget and expense information technology resources, the costs associated with student services and operation and maintenance of plant will also be applied to this function. FASB institutions include actual or allocated costs for operation and maintenance of plant, interest and depreciation. GASB institutions do not include operation and maintenance of plant or interest, but may, as an option, distribute depreciation expense.

The full-time-equivalent (FTE) enrollment used is the sum of the institutions' FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component) plus the estimated FTE of first-professional students. Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours).

For more information see the variable description for 12-month full-time equivalent enrollment (info link) under frequently used\ 12-month enrollment.

Variable Sources: Derived

Expenses: All other core expenses per FTE (GASB) All other core expenses per FTE enrollment for public institutions using GASB 34/35 standards is derived as follows: Other core expenses is equal to the sum of expenses for the following functions: Operation maintenance of plant (F1C081) Depreciation (F1C091) Scholarships and fellowships expenses (F1C101) Other expenses and deductions (F1C141) Total nonoperating expenses and deductions (F1C181) Other core expenses is then divided by 12-month FTE enrollment (FTE12MN) The full-time-equivalent (FTE) enrollment used is the sum of the institutions' FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component) plus the estimated FTE of first-professional students. Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours). For more information see the variable description for 12-month full-time equivalent enrollment (info link) under frequently used\ 12-month enrollment. For glossary definitions of the above finance terms see variables listed under the Finance survey. Variable Sources: Derived

Non-professional FTE 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) component and adding one-third of the total number of part-time staff.

Specifically for Non-professional FTE

$(A7 + (B7/3))$  Where

A7=Full-time, Non-professional total (EAPRECTP=2170)

B7=Part-time, Non-professional total (EAPRECTP=3170)

Non-professional staff - Employees of an institution whose primary function or occupational activity is classified as one of the following: technical and paraprofessional; clerical and secretarial; skilled crafts; or service/maintenance

Technical and paraprofessional - A primary function or occupational activity category used to classify persons whose assignments require specialized knowledge or skills which may be acquired through experience, apprenticeship, on-the-job-training, or academic work in occupationally specific programs that result in a 2-year degree or other certificate or diploma. Includes persons who perform some of the duties of a professional in a supportive role, which usually requires less formal training and/or experience than normally required for professional status. Includes mathematical technicians; life, physical, and social science technicians; agricultural and food science technicians; chemical technicians; geological and petroleum technicians; nuclear technicians; paralegals and legal assistants; miscellaneous legal support workers; health technologists and technicians; dietetic technicians; pharmacy technicians; licensed practical and licensed vocational nurses; medical records and health information technicians; opticians, dispensing; healthcare support occupations; nursing aides, orderlies, and attendants; physical therapist assistants and aides; massage therapists; dental assistants; medical assistants; and pharmacy aides.

Clerical and secretarial - A primary function or occupational activity category used to classify persons whose assignments typically are associated with clerical activities or are specifically of a secretarial nature. Includes personnel who are responsible for internal and external communications, recording and retrieval of data (other than computer programmer) and/or information and other paperwork required in an office. Also includes such occupational titles such as switchboard operators, including answering service; telephone operators; bill and account collectors; billing and posting clerks and machine operators; bookkeeping, accounting, and auditing clerks; payroll and timekeeping clerks; procurement clerks; file clerks; clerical library assistants; human resources assistants, except payroll and timekeeping; shipping, receiving, and traffic clerks; secretaries and administrative assistants; computer operators; data entry and information processing workers; desktop publishers; mail clerks and mail machine operators (except postal service); office clerks (general); office machine operators (except computer); and proofreaders and copy markers.

Skilled crafts - A primary function or occupational activity category used to classify persons whose assignments typically require special manual skills and a thorough and comprehensive knowledge of the processes involved in the work, acquired through on-the-job-training and experience or through apprenticeship or other formal training programs. Includes occupational titles such as welders, cutters, solderers and brazers; bookbinders and bindery workers; printers; cabinetmakers and bench carpenters; plant and system operators; stationary engineers and boiler operators; water and liquid waste treatment plant and system operators; crushing, grinding, polishing, mixing, and blending workers; medical, dental, and ophthalmic laboratory technicians; painting

workers; photographic process workers and processing machine operators; and etchers and engravers.

Service/maintenance - A primary function or occupational activity category used to classify persons whose assignments require limited degrees of previously acquired skills and knowledge and in which workers perform duties that result in or contribute to the comfort, convenience, and hygiene of personnel and the student body or that contribute to the upkeep of the institutional property. Includes titles such as fire fighters; law enforcement workers; parking enforcement workers; police officers; security guards; lifeguards; ski patrol; cooks and food preparation workers; food and beverage serving workers; fast food and counter workers; waiters and waitresses; other food preparation and serving related workers; building cleaning and pest control workers; grounds maintenance workers; electrical and electronic equipment mechanics; installers and repairers; radio and telecommunications equipment installers and repairers; avionics technicians; electric motor, power tool, and related repairers; vehicle and mobile equipment mechanics, installers, and repairers; control and valve installers and repairers; heating, air conditioning, and refrigeration mechanics and installers; air transportation workers; motor vehicle operators; and parking lot attendants.

Other professional FTE staff

The full-time-equivalent (FTE) of professional staff is calculated by summing the total number of full-time professional staff from the Employees by Assigned Position (EAP) component and adding one-third of the total number of part-time professional staff. Specifically for Other professional FTE  $(A6 + (B6/3))$  Where  $A6 = \text{Full-time, Other professional (EAPRECTP=2160)}$   $B6 = \text{Part-time, Other professional (EAPRECTP=3160)}$  Other professional (support/service) - A primary function or occupational activity category used to classify persons employed for the primary purpose of performing academic support, student service, and institutional support, whose assignments would require either a baccalaureate degree or higher or experience of such kind and amount as to provide a comparable background. Included in this category are all employees holding titles such as business operations specialists; buyers and purchasing agents; human resources, training, and labor relations specialists; management analysts; meeting and convention planners; miscellaneous business operations specialists; financial specialists; accountants and auditors; budget analysts; financial analysts and advisors; financial examiners; loan counselors and officers; computer specialists; computer and information scientists, research; computer programmers; computer software engineers; computer support specialists; computer systems analysts; database administrators; network and computer systems administrators; network systems and data communication analysts; counselors, social workers, and other community and social service specialists; counselors; social workers; health educators; clergy; directors, religious activities and education; lawyers; librarians, curators, and archivists; museum technicians and conservators; librarians; artists and related workers; designers; athletes, coaches, umpires; dancers and choreographers; music directors and composers; chiropractors; dentists; dietitians and nutritionists; optometrists; pharmacists; physicians and surgeons; podiatrists; registered nurses; therapists; and veterinarians

Executive/administrative  
and managerial FTE staff

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

Specifically for Executive/administrative and managerial FTE

$(A5 + (B5/3))$  Where

A5=Full-time, Executive/administrative and managerial (EAPRECTP=2150)

B5=Part-time, Executive/administrative and managerial (EAPRECTP=3150)

Executive, administrative, and managerial - A primary function or occupational activity category used to classify persons whose assignments require management of the institution, or a customarily recognized department or subdivision thereof. Assignments require the performance of work directly related to management policies or general business operations of the institution, department or subdivision. Assignments in this category customarily and regularly require the incumbent to exercise discretion and independent judgment. Included in this category are employees holding titles such as: top executives; chief executives; general and operations managers; advertising, marketing, promotions, public relations, and sales managers; operations specialties managers; administrative services managers; computer and information systems managers; financial managers; human resources managers; purchasing managers; postsecondary education administrators such as: presidents, vice presidents (including assistants and associates), deans (including assistants and associates) if their principal activity is administrative and not primarily instruction, research or public service, directors (including assistants and associates), department heads (including assistants and associates) if their principal activity is administrative and not primarily instruction, research or public service, assistant and associate managers (including first-line managers of service, production and sales workers who spend more than 80 percent of their time performing supervisory activities); engineering managers; food service managers; lodging managers; and medical and health services managers.

Instruction/research and public service FTE staff

The full-time-equivalent (FTE) of professional staff is calculated by summing the total number of full-time professional staff from the Employees by Assigned Position (EAP) component and adding one-third of the total number of part-time professional staff. Specifically for Instruction/research and public service FTE staff  $SUM of (A1 + B1/3), (A2 + B2/3), (A3 + B3/3), (A4 + B4/3)$  Where A1=Full-time, Primarily instruction total (EAPRECTP=2110) B1=Part-time, Primarily instruction total (EAPRECTP=3110) A2=Full-time, Instruction combined with research/public service (EAPRECTP=2120) B2=Part-time, Instruction combined with research/public service (EAPRECTP=3120) A3=Full-time, Primarily research total (EAPRECTP=2130) B3=Part-time, Primarily research total (EAPRECTP=3130) A4=Full-time, Primarily public service total (EAPRECTP=2140) B4=Part-time, Primarily public service total (EAPRECTP=3140) Primarily instruction - A primary function or occupational activity category used to classify persons whose specific assignments customarily are made for the purpose of conducting instruction or teaching and who hold academic titles of professor, associate professor, assistant professor, instructor, lecturer or the equivalent. Includes deans, directors, or the equivalent, as well as associate deans, assistant deans, and executive officers of academic departments (chairpersons, heads, or equivalent) if their principal activity is instruction. Primarily public service - A primary function or occupational activity category used to classify persons whose specific assignments customarily are made for the purpose of carrying out public service activities such as agricultural extension services, clinical services, or continuing education and who may hold academic titles of professor, associate professor, assistant professor. Includes deans, directors, or the equivalent, as well as associate deans, assistant deans, and executive officers of academic departments (chairpersons, heads, or equivalent) if their principal activity is public service. Primarily research - A primary function or occupational activity category used to classify persons whose specific assignments customarily are made for the purpose of conducting research and who hold academic titles of professor, associate professor, assistant professor, or titles such as research associate or postdoctoral fellow. Includes deans, directors, or the equivalent, as well as associate deans, assistant deans, and executive officers of academic departments (chairpersons, heads, or equivalent) if their principal activity is research.

Average salary equated to 9-month contracts of full-time instructional faculty - No academic rank

Note: Perturbation procedures were applied to these data to protect against disclosure of individual information.

Average salary equated to 9-month contracts of full-time instructional faculty - no academic rank were derived as follows:

Number of faculty - No academic rank (equated 9-month contract) = Number of faculty - No academic rank on 9/10 month salary contract + Number of faculty - No academic rank on 11/12 month contract

Salary outlays (equated 9-month contract) = Salary outlays of faculty - no academic rank on 9/10 month contract + (.8182 \* salary outlays of faculty - no academic rank on 11/12 month contract)

Average Salary (equated 9-month contract) = Salary outlays (equated 9-month contract) divided by the number of faculty - No academic rank (equated 9-month contract)

Salaries based on less-than-9-month contracts are not included.

Instructional faculty are Instruction/research staff employed full time (as defined by the institution) whose major regular assignment is instruction, including those with released time for research. For the Faculty Salaries survey, this group includes faculty designated as "primarily instruction" and "instruction, combined with research and public service."

Academic rank is usually assigned by institution.

9/10-month salary contract/teaching period - The contracted teaching period of faculty employed for 2 semesters, 3 quarters, 2 trimesters, 2 4-month sessions, or the equivalent.

11/12 month salary contract/teaching period - The contracted teaching period of faculty employed for the entire year, usually for a period of 11 or 12 months.

Average salary equated to 9-month contracts of full-time instructional faculty - lecturers

Note: Perturbation procedures were applied to these data to protect against disclosure of individual information. Average salary equated to 9-month contracts of full-time instructional faculty - lecturers were derived as follows: Number of Lecturers (equated 9-month contract) = Number of Lecturers on 9/10 month salary contract + Number of Lecturers on 11/12 month contract. Salary outlays (equated 9-month contract) = Salary outlays of Lecturers on 9/10 month contract + (.8182 \* salary outlays of Lecturers on 11/12 month contract). Average Salary (equated 9-month contract) = Salary outlays (equated 9-month contract) divided by the number of Lecturers (equated 9-month contract). Salaries based on less-than-9-month contracts are not included. Instructional faculty are Instruction/research staff employed full time (as defined by the institution) whose major regular assignment is instruction, including those with released time for research. For the Faculty Salaries survey, this group includes faculty designated as "primarily instruction" and "instruction, combined with research and public service." Academic rank is usually assigned by institution. 9/10-month salary contract/teaching period - The contracted teaching period of faculty employed for 2 semesters, 3 quarters, 2 trimesters, 2 4-month sessions, or the equivalent. 11/12 month salary contract/teaching period - The contracted teaching period of faculty employed for the entire year, usually for a period of 11 or 12 months.

Average salary equated to 9-month contracts of full-time instructional faculty - instructors

Note: Perturbation procedures were applied to these data to protect against disclosure of individual information.

Average salary equated to 9-month contracts of full-time instructional faculty - instructors were derived as follows:

Number of Instructors(equated 9-month contract)=Number of Instructors on 9/10 month salary contract+Number of Instructors on 11/12 month contract

Salary outlays (equated 9-month contract)=Salary outlays of Instructors on 9/10 month contract + (.8182 \* salary outlays of Instructors on 11/12 month contract)

Average Salary (equated 9-month contract)=Salary outlays (equated 9-month contract) divided by the number of Instructors (equated 9-month contract)

Salaries based on less-than-9-month contracts are not included.

Instructional faculty are Instruction/research staff employed full time (as defined by the institution) whose major regular assignment is instruction, including those with released time for research. For the Faculty Salaries survey, this group includes faculty designated as "primarily instruction" and "instruction, combined with research and public service."

Academic rank is usually assigned by institution.

9/10-month salary contract/teaching period - The contracted teaching period of faculty employed for 2 semesters, 3 quarters, 2 trimesters, 2 4-month sessions, or the equivalent.

11/12 month salary contract/teaching period - The contracted teaching period of faculty employed for the entire year, usually for a period of 11 or 12 months.

Average salary equated to 9-month contracts of full-time instructional faculty - assistant professors

Note: Perturbation procedures were applied to these data to protect against disclosure of individual information.Average salary equated to 9-month contracts of full-time instructional faculty - assistant professors were derived as follows: Number of Assistant professors(equated 9-month contract)=Number of Assistant Professors on 9/10 month salary contract+Number of Assistant professors on 11/12 month contractSalary outlays (equated 9-month contract)=Salary outlays of Assistant Professors on 9/10 month contract + (.8182 \* salary outlays of Assistant Professors on 11/12 month contract)Average Salary (equated 9-month contract)=Salary outlays (equated 9-month contract) divided by the number of faculty (equated 9-month contract)Salaries based on less-than-9-month contracts are not included.Instructional faculty are Instruction/research staff employed full time (as defined by the institution) whose major regular assignment is instruction, including those with released time for research. For the Faculty Salaries survey, this group includes faculty designated as "primarily instruction" and "instruction, combined with research and public service."Academic rank is usually assigned by institution.9/10-month salary contract/teaching period - The contracted teaching period of faculty employed for 2 semesters, 3 quarters, 2 trimesters, 2 4-month sessions, or the equivalent.11/12 month salary contract/teaching period - The contracted teaching period of faculty employed for the entire year, usually for a period of 11 or 12 months.

Average salary equated to 9-month contracts of full-time instructional faculty - associate professors

Note: Perturbation procedures were applied to these data to protect against disclosure of individual information. Average salary equated to 9-month contracts of full-time instructional faculty - associate professors were derived as follows: Number of Associate professors (equated 9-month contract) = Number of Associate professors on 9/10 month salary contract + Number of Associate professors on 11/12 month contract. Salary outlays (equated 9-month contract) = Salary outlays of Associate professors on 9/10 month contract + (.8182 \* salary outlays of Associate Professors on 11/12 month contract). Average Salary (equated 9-month contract) = Salary outlays (equated 9-month contract) divided by the number of Associate Professors (equated 9-month contract). Salaries based on less-than-9-month contracts are not included. Instructional faculty are Instruction/research staff employed full time (as defined by the institution) whose major regular assignment is instruction, including those with released time for research. For the Faculty Salaries survey, this group includes faculty designated as "primarily instruction" and "instruction, combined with research and public service." Academic rank is usually assigned by institution. 9/10-month salary contract/teaching period - The contracted teaching period of faculty employed for 2 semesters, 3 quarters, 2 trimesters, 2 4-month sessions, or the equivalent. 11/12 month salary contract/teaching period - The contracted teaching period of faculty employed for the entire year, usually for a period of 11 or 12 months.

Average salary equated to 9-month contracts of full-time instructional faculty - professors

Note: Perturbation procedures were applied to these data to protect against disclosure of individual information. Average salary equated to 9-month contracts of full-time instructional faculty - professors were derived as follows: Number of Professors (equated 9-month contract) = Number of Professors on 9/10 month salary contract + Number of Professors on 11/12 month contract. Salary outlays (equated 9-month contract) = Salary outlays of Professor on 9/10 month contract + (.8182 \* salary outlays of faculty on 11/12 month contract). Average Salary (equated 9-month contract) = Salary outlays (equated 9-month contract) divided by the number of professors (equated 9-month contract). Salaries based on less-than-9-month contracts are not included. Instructional faculty are Instruction/research staff employed full time (as defined by the institution) whose major regular assignment is instruction, including those with released time for research. For the Faculty Salaries survey, this group includes faculty designated as "primarily instruction" and "instruction, combined with research and public service." Academic rank is usually assigned by institution. 9/10-month salary contract/teaching period - The contracted teaching period of faculty employed for 2 semesters, 3 quarters, 2 trimesters, 2 4-month sessions, or the equivalent. 11/12 month salary contract/teaching period - The contracted teaching period of faculty employed for the entire year, usually for a period of 11 or 12 months.

Average salary equated to 9-month contracts of full-time instructional faculty - all ranks

Note: Perturbation procedures were applied to these data to protect against disclosure of individual information.

Average salary equated to 9-month contracts of full-time instructional faculty - all ranks were derived by summing the equated 9-month outlays for each rank and dividing by the total faculty on both 9/10 month and 11/12 month contracts.

For detail on derivation of salary outlays for equated 9-month see individual ranks

Graduation rate, total cohort

Note: Perturbation procedures were applied to these data to protect against disclosure of individual information.

Graduation rate of first-time, full-time degree or certificate-seeking students - 1998 cohort (4-year institutions) and 2001 cohort (less-than-4-year institutions).

The graduation rate is the rate required for disclosure and/or reporting purposes under Student Right-to-Know. This rate is calculated as the total number of completers within 150% of normal time divided by the revised cohort minus any allowable exclusions.

For 4-year institutions the adjusted cohort is defined by the variable GRRACE24 when GRTYPE=2 and the total completers within 150% of normal time is GRRACE24 when GRTYPE=3. GRTYPE=2 and 3 include both the bachelor's or equivalent degree/certificate-seeking subcohort and the other degree/certificate-seeking subcohort (Table GR2004).

For 2-year institutions the adjusted cohort is defined by the variable GRRACE24 when GRTYPE=29 and the total completers within 150% of normal time is GRRACE24 when GRTYPE=30 (Table GR2004).

For less-than-2-year institutions the adjusted cohort defined by the variable LINE\_50 and the total completers within 150% of normal time is LINE\_11 (Table GR2004\_L2)

Normal time to completion - The amount of time necessary for a student to complete all requirements for a degree or certificate according to the institution's catalog. This is typically 4 years (8 semesters or trimesters, or 12 quarters, excluding summer terms) for a bachelor's degree in a standard term-based institution

Allowable exclusions - Those students who may be removed (deleted) from the GRS cohort according to the Student Right-to-Know legislation. These include students who died or were totally and permanently disabled; those who left school to serve in the armed forces; 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 official church mission.