What Is IPEDS?

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

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

What Is the Purpose of This Report?

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

What Is in This Report?

As suggested by the IPEDS Technical Review Panel, the figures in this report provide selected indicators for your institution and a comparison group of institutions. The figures are based on data collected during the 2013-14 IPEDS collection cycle and are the most recent data available. This report provides a list of pre-selected comparison group institutions and the criteria used for their selection. Additional information about these indicators and the pre-selected comparison group are provided in the Methodological Notes at the end of the report.

Where Can I Do More with IPEDS Data?

Institutions have the opportunity to create its comparison group instead of using the IPEDS pre-selected comparison group through the Customize Data Feedback Report functionality located in the IPEDS Data Center. Customized comparison groups allow institutional executives to quickly produce customizable reports using different comparison groups and accessing a wider range of IPEDS variables. The Data Center can be accessed at http://nces.ed.gov/ipeds/datacenter.
Comparison group data are included to provide a context for interpreting your institution’s statistics. If your institution did not define a Custom Comparison Group for this report by July 15, NCES selected a comparison group for you. (In this case, the characteristics used to define the comparison group appears below.) The Customize Data Feedback Report functionality on the IPEDS Data Center (http://nces.ed.gov/ipeds/datacenter/) can be used to reproduce the figures in this report using different peer groups.

Using some of your institution's characteristics, a group of comparison institutions was selected for you. The characteristics include medium, public, 2-year colleges, in the western states, city locale and enrollment of a similar size. This comparison group includes the following 28 institutions:

- Aims Community College (Greeley, CO)
- Bellingham Technical College (Bellingham, WA)
- Berkeley City College (Berkeley, CA)
- Casper College (Casper, WY)
- Clove Park Technical College (Lakewood, WA)
- GateWay Community College (Phoenix, AZ)
- Honolulu Community College (Honolulu, HI)
- Lamar Institute of Technology (Beaumont, TX)
- Lamar State College-Port Arthur (Port Arthur, TX)
- Lower Columbia College (Longview, WA)
- Merritt College (Oakland, CA)
- Napa Valley College (Napa, CA)
- Odessa College (Odessa, TX)
- Oxnard College (Oxnard, CA)
- Porterville College (Porterville, CA)
- Renton Technical College (Renton, WA)
- Skagit Valley College (Mount Vernon, WA)
- South Mountain Community College (Phoenix, AZ)
- South Puget Sound Community College (Olympia, WA)
- Temple College (Temple, TX)
- Texarkana College (Texarkana, TX)
- Texas State Technical College-Harlingen (Harlingen, TX)
- Texas State Technical College-Waco (Waco, TX)
- Victoria College (Victoria, TX)
- Wenatchee Valley College (Wenatchee, WA)
- Whatcom Community College (Bellingham, WA)
- Yakima Valley Community College (Yakima, WA)
- Yavapai College (Prescott, AZ)
Figure 1. Percent of all students enrolled, by race/ethnicity and percent of students who are women: Fall 2013

NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. Median values for the comparison group will not add to 100%. See "Use of Median Values for Comparison Group" for how median values are determined. N is the number of institutions in the comparison group.


Figure 2. Unduplicated 12-month headcount (2012-13), total FTE enrollment (2012-13), and full- and part-time fall enrollment (Fall 2013)

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


Figure 3. Number of subbaccalaureate degrees and certificates awarded, by level: 2012-13

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

Figure 4. Academic year tuition and required fees for full-time, first-time degree/certificate-seeking undergraduates: 2010-11 to 2013-14

Figure 5. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students receiving grant or scholarship aid: 2010-11 to 2012-13

Figure 6. Percent of full-time, first-time degree/certificate-seeking undergraduate students who received grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid: 2012-13

Figure 7. Average amounts of grant or scholarship aid from the federal government, state/local government, or the institution, or loans received, by full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2012-13

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


NOTE: Average net price is for full-time, first-time degree/certificate-seeking undergraduate students and is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses. For details, see the Methodological Notes. N is the number of institutions in the comparison group.


Walla Walla Community College
IPEDS DATA FEEDBACK REPORT

**Figure 8.** Percent of all undergraduates receiving aid by type of aid: 2012-13

**Figure 9.** Average amount of aid received by all undergraduates, by type of aid: 2012-13

**Figure 10.** Graduation rate and transfer-out rate (2010 cohort); graduation rate cohort as a percent of total entering students, and retention rates of first-time students (Fall 2013)

**Figure 11.** Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within normal time, and 150% and 200% of normal time to completion: 2009 cohort

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**Table 1:** Summary of Graduation Rates

<table>
<thead>
<tr>
<th>Measure</th>
<th>Your institution</th>
<th>Comparison Group Median (N=28)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation rate, Overall</td>
<td>22</td>
<td>37</td>
</tr>
<tr>
<td>Transfer-out rate</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Graduation rate cohort as a percent of total entering students</td>
<td>22</td>
<td>27</td>
</tr>
<tr>
<td>Full-time retention rate</td>
<td>67</td>
<td>60</td>
</tr>
<tr>
<td>Part-time retention rate</td>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>

**Table 2:** Summary of Aid

<table>
<thead>
<tr>
<th>Type of aid</th>
<th>Your institution</th>
<th>Comparison Group Median (N=28)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any grant aid</td>
<td>$4,000</td>
<td>$4,674</td>
</tr>
<tr>
<td>Pell grants</td>
<td>$5,719</td>
<td>$4,093</td>
</tr>
<tr>
<td>Federal loans</td>
<td>$6,380</td>
<td>$3,677</td>
</tr>
</tbody>
</table>

**Table 3:** Summary of Time to Program Completion

<table>
<thead>
<tr>
<th>Time to program completion</th>
<th>Your institution</th>
<th>Comparison Group Median (N=28)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal time</td>
<td>12</td>
<td>31</td>
</tr>
<tr>
<td>150% of normal time</td>
<td>21</td>
<td>38</td>
</tr>
<tr>
<td>200% of normal time</td>
<td>25</td>
<td>43</td>
</tr>
</tbody>
</table>

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


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


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**NOTE:** The 150% graduation rate is the Student Right-to-Know (SRK) rates; the Normal time and 200% rates are calculated using the same methodology. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

Figure 12. Full-time equivalent staff, by occupational category: Fall 2013

Staff category
Postsecondary Teachers and staff
Instructional support occupations
Management
Business and financial operations
Computer, engineering, and science
Community service, legal, arts, and media
Healthcare
Other

<table>
<thead>
<tr>
<th>Staff category</th>
<th>Number of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your institution</td>
<td>Comparison Group Median (N=28)</td>
</tr>
<tr>
<td>Postsecondary Teachers and staff</td>
<td>186</td>
</tr>
<tr>
<td>Instructional support occupations</td>
<td>142</td>
</tr>
<tr>
<td>Management</td>
<td>40</td>
</tr>
<tr>
<td>Business and financial operations</td>
<td>28</td>
</tr>
<tr>
<td>Computer, engineering, and science</td>
<td>23</td>
</tr>
<tr>
<td>Community service, legal, arts, and media</td>
<td>10</td>
</tr>
<tr>
<td>Healthcare</td>
<td>10</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
</tr>
</tbody>
</table>

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


Figure 13. Average salaries of full-time instructional non-medical staff equated to 9-month contracts, by academic rank: Academic year 2013-14

Academic rank
All ranks (N=28)
Professor (N=10)
Associate professor (N=8)
Assistant professor (N=7)
Instructor (N=20)
Lecturer (N=2)
No academic rank (N=10)

<table>
<thead>
<tr>
<th>Academic rank</th>
<th>Average salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your institution</td>
<td>Comparison Group Median</td>
</tr>
<tr>
<td>All ranks (N=28)</td>
<td>$57,659</td>
</tr>
<tr>
<td>Professor (N=10)</td>
<td>$59,139</td>
</tr>
<tr>
<td>Associate professor (N=8)</td>
<td>$51,102</td>
</tr>
<tr>
<td>Assistant professor (N=7)</td>
<td>$47,673</td>
</tr>
<tr>
<td>Instructor (N=20)</td>
<td>$52,169</td>
</tr>
<tr>
<td>Lecturer (N=2)</td>
<td>$52,398</td>
</tr>
<tr>
<td>No academic rank (N=10)</td>
<td>$57,744</td>
</tr>
</tbody>
</table>

NOTE: Average salaries of full-time instructional non-medical staff equated to 9-month contracts was calculated by multiplying the average monthly salary by 9. The average monthly salary was calculated by dividing the total salary outlays by the total number of months covered by staff on 9, 10, 11 and 12-month contracts. Medians are not reported for comparison groups with less than three values.


Figure 14. Percent distribution of core revenues, by source: Fiscal year 2013

Revenue source
Tuition and fees
State appropriations
Local appropriations
Government grants and contracts
Private gifts, grants, and contracts
Investment return
Other core revenues

<table>
<thead>
<tr>
<th>Revenue source</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your institution</td>
<td>Comparison Group Median (N=28)</td>
</tr>
<tr>
<td>Tuition and fees</td>
<td>12</td>
</tr>
<tr>
<td>State appropriations</td>
<td>28</td>
</tr>
<tr>
<td>Local appropriations</td>
<td>0</td>
</tr>
<tr>
<td>Government grants and contracts</td>
<td>39</td>
</tr>
<tr>
<td>Private gifts, grants, and contracts</td>
<td>1</td>
</tr>
<tr>
<td>Investment return</td>
<td>1</td>
</tr>
<tr>
<td>Other core revenues</td>
<td>22</td>
</tr>
</tbody>
</table>

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


Figure 15. Core expenses per FTE enrollment, by function: Fiscal year 2013

Expense function
Instruction
Research
Public service
Academic support
Institutional support
Student services
Other core expenses

<table>
<thead>
<tr>
<th>Expense function</th>
<th>Dollars per FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your institution</td>
<td>Comparison Group Median (N=28)</td>
</tr>
<tr>
<td>Instruction</td>
<td>$5,571</td>
</tr>
<tr>
<td>Research</td>
<td>$5,431</td>
</tr>
<tr>
<td>Public service</td>
<td>$5</td>
</tr>
<tr>
<td>Academic support</td>
<td>$1,330</td>
</tr>
<tr>
<td>Institutional support</td>
<td>$1,379</td>
</tr>
<tr>
<td>Student services</td>
<td>$1,318</td>
</tr>
<tr>
<td>Other core expenses</td>
<td>$1,125</td>
</tr>
</tbody>
</table>

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

Overview

This report is based on data supplied by institutions to IPEDS during the 2013-14 data collection year. Response rates exceeded 99% for most surveys. Detailed response tables are included in IPEDS First Look reports, which can be found at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010.

Use of Median Values for Comparison Group

The value for the comparison institution is compared to the median value for the comparison group for each statistic included in the figure. If more than one statistic is presented in a figure, the median values are determined separately for each indicator or statistic. Medians are not reported for comparison groups with fewer than three values. Where percentage distributions are presented, median values may not add to 100%. The IPEDS Data Center provides access to all of the data used to create the figures included in this report.

Missing Statistics

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

Use of Imputed Data

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

Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

Disaggregation of Data by Race/Ethnicity

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

Cohort Determination for Reporting Student Financial Aid and Graduation Rates

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

Description of Statistics Used in the Figures

Admissions and Test Score Data

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

Average Institutional Net Price

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

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

Core Revenues

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

Core Expenses

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

Endowment assets, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include gross investments of endowment funds, term endowment funds, and funds functioning as endowment for the institution and any of its foundations and other affiliated organizations. Private, for-profit institutions under FASB do not hold or report endowment assets.

Equivalent Instructional Non-Medical Staff Salaries

Institutions reported total salary outlays by academic rank and gender, and the number of staff by academic rank, contract length (9-, 10-, 11-, and 12-month contracts), and gender. The total number of months covered by salary outlays was calculated by multiplying the number of staff reported for each contract length period by the number of months of the contract, and summing across all contract length periods. The weighted average monthly salary for each academic rank and gender was calculated by dividing the total salary outlays by the total number of months covered. The weighted average monthly salary was then multiplied by 9 to determine an equated 9-month salary for each rank.

FTE Enrollment

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution’s FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours). See “Calculation of FTE Students (using instructional activity)” in the IPEDS Glossary at http://nces.ed.gov/ipeds/glossary/.

FTE Staff

The full-time-equivalent (FTE) of staff is calculated by summing the total number of full-time staff and adding one-third of the total number of part-time staff. Graduate assistants are not included.

Graduation Rates and Transfer-out Rate

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know Act and Higher Education Act, as amended, and are defined as the total number of individuals from a given cohort of full-time, first-time degree/certificate-seeking undergraduates who completed a degree or certificate within a given percent of normal time to complete all requirements of the degree or certificate program before the ending status date of August 31, 2013; divided by the total number of students in the cohort of full-time, first-time degree/certificate-seeking undergraduates minus any allowable exclusions. Institutions are permitted to exclude from the cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called up to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission. Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution (without earning a degree/award) and subsequently re-enrolled at another institution within the same time period; divided by the same adjusted cohort (initial cohort minus allowable exclusions) as described above. Only institutions with a mission that includes providing substantial preparation for students to enroll in another eligible institution are required to report transfers out.

Retention Rates

Full-time retention rates is a measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. The full-time retention rate is calculated using the percentage of full-time, first-time degree/certificate-seeking undergraduates, while the part-time rate is calculated using the percentage of part-time, first-time degree/certificate-seeking undergraduates.