COMPARISON GROUP

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

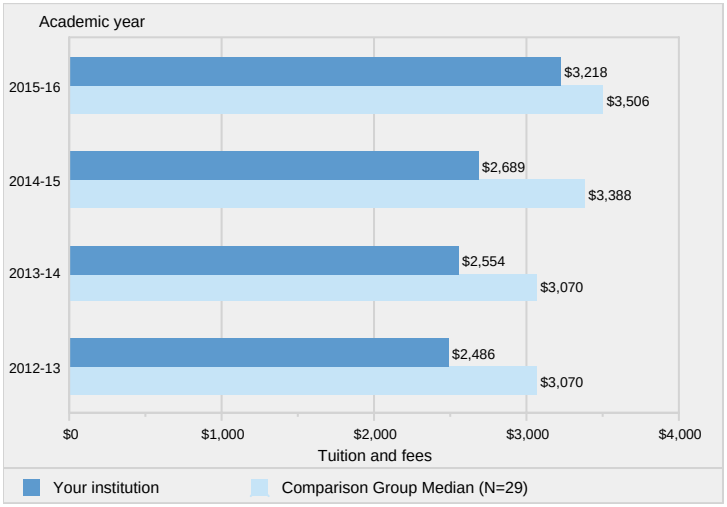
Using some of your institution's characteristics, a group of comparison institutions was selected for you. The characteristics include Associate's Colleges: High Career & Technical-High Nontraditional, public and enrollment of a similar size. This comparison group includes the following 29 institutions:

- Arapahoe Community College (Littleton, CO)
- Central Community College (Grand Island, NE)
- City Colleges of Chicago-Kennedy-King College (Chicago, IL)
- City Colleges of Chicago-Malcolm X College (Chicago, IL)
- City Colleges of Chicago-Olive-Harvey College (Chicago, IL)
- City Colleges of Chicago-Richard J Daley College (Chicago, IL)
- Cochise County Community College District (Douglas, AZ)
- College of Lake County (Grayslake, IL)
- Elgin Community College (Elgin, IL)
- Fox Valley Technical College (Appleton, WI)
- GateWay Community College (Phoenix, AZ)
- Gateway Technical College (Kenosha, WI)
- Kaskaskia College (Centralia, IL)
- Lake Land College (Mattoon, IL)
- Lincoln Land Community College (Springfield, IL)
- Merritt College (Oakland, CA)
- Northcentral Technical College (Wausau, WI)
- Northeast Iowa Community College (Calmar, IA)
- Parkland College (Champaign, IL)
- Prairie State College (Chicago Heights, IL)
- Pueblo Community College (Pueblo, CO)
- Red Rocks Community College (Lakewood, CO)
- Rio Salado College (Tempe, AZ)
- South Louisiana Community College (Lafayette, LA)
- Southwestern Illinois College (Belleville, IL)
- St Philip's College (San Antonio, TX)
- Walla Walla Community College (Walla Walla, WA)
- Waukesha County Technical College (Pewaukee, WI)
- Western Iowa Tech Community College (Sioux City, IA)

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

1) Admissions (only for non-open-admissions schools) o P \ thr pahareap-ll Cre MMMMMMMMMMMMMMMMMMMMMMMMMMMMMT ʊ ʌ MO ŧ ľ ʻ ʻ

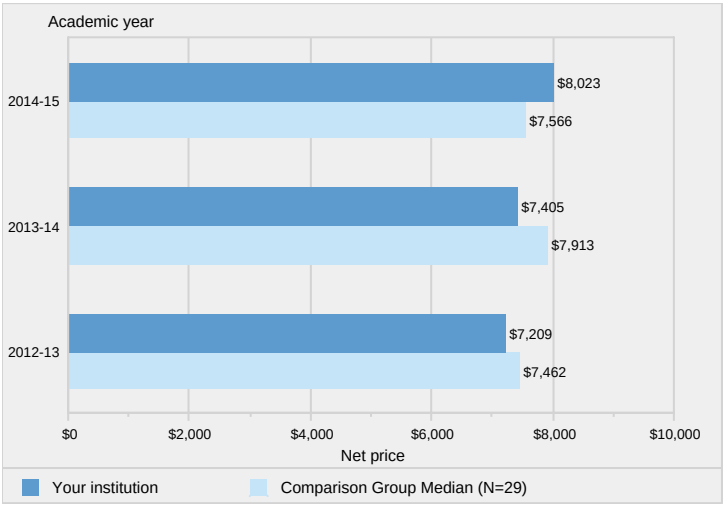
Figure 4. Academic year tuition and required fees for full-time, first-time degree/certificate-seeking undergraduates: 2012-13 to 2015-16



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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2015, Institutional Characteristics component.

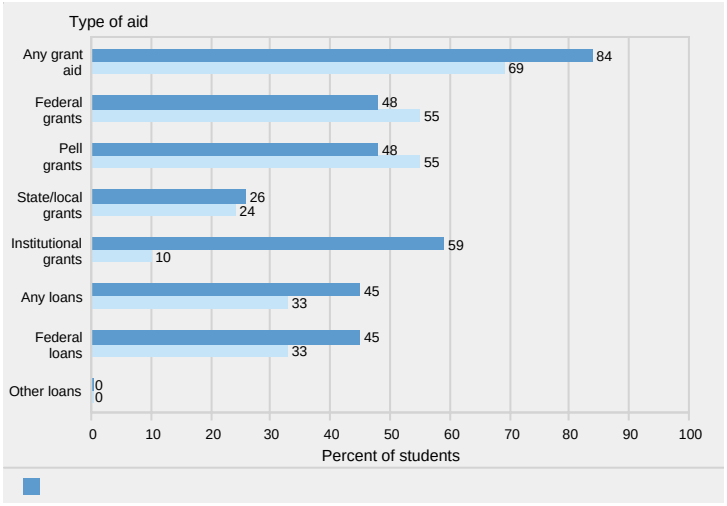
Figure 5. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students, who were awarded grant or scholarship aid: 2012-13 to 2014-15



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 awarded 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.

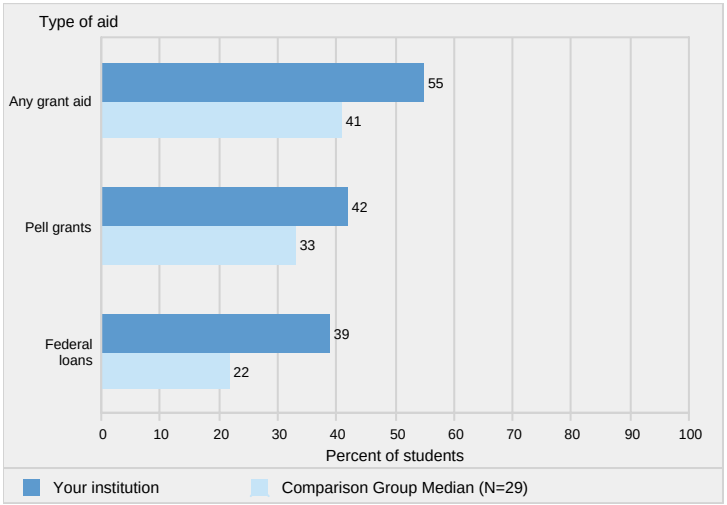
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2015, Institutional Characteristics component and Winter 2015-16, Student Financial Aid component.

Figure 6. Percent of full-time, first-time degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid: 2014-15



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans awarded to

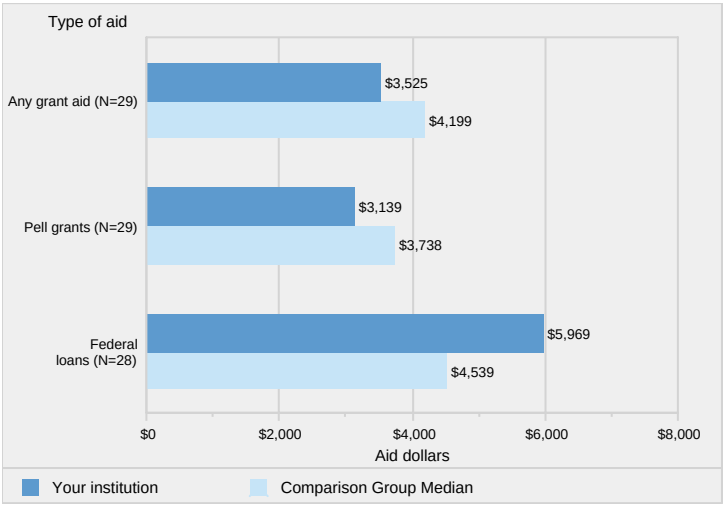
Figure 8. Percent of all undergraduates awarded aid, by type of aid: 2014-15



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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2015-16, Student Financial Aid component.

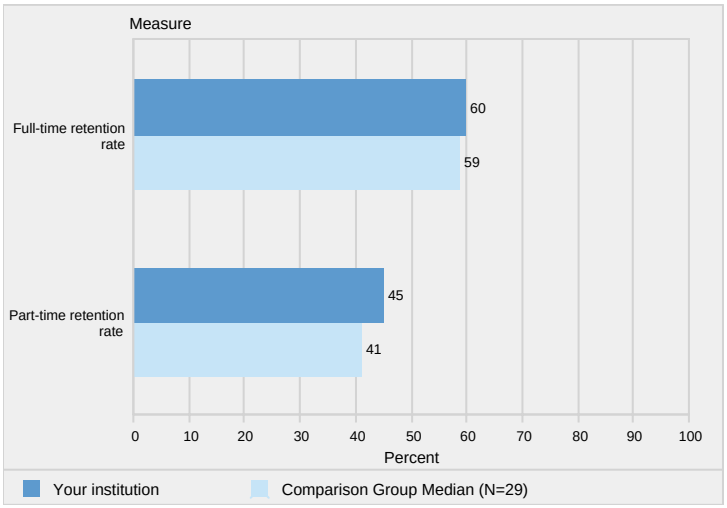
Figure 9. Average amount of aid awarded to all undergraduates, by type of aid: 2014-15



NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes federal loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2015-16, Student Financial Aid component.

Figure 10. Retention rates of full-time, first time degree/certificate seeking students (Fall 2014 cohort)



NOTE: Retention rates are measured from the fall of first enrollment to the following fall. Academic reporting institutions report retention data as of the institution's official fall reporting date or as of October 15, 2014. Program reporters determine the cohort with enrollment any time between August 1-October 31, 2014 and retention baseb ree comparison group.

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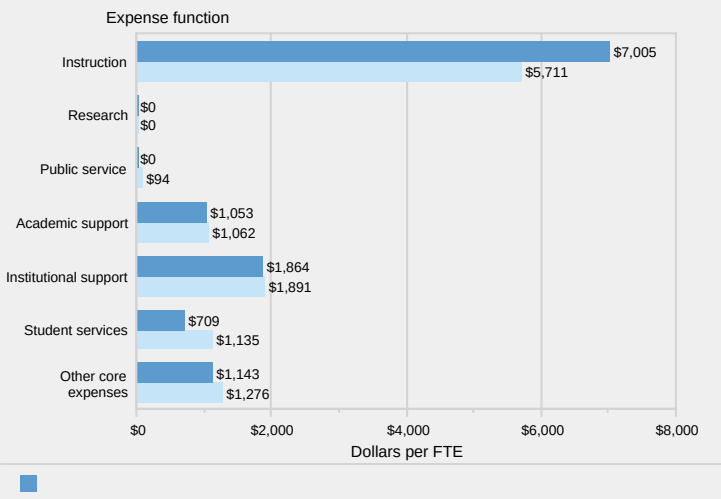
SOURCE: U.S. Department of Education, National Center for Education Statistics.

Figure 12. Graduation rates of full-time, first-time degree/certificate-see ` ¯ ¸ee/c Ï" I Əictheast Community "M Ŧ℧ D T m Ie m " γ Ï Ï'

Figure 15. Core expenses per FTE enrollment, by function: Fiscal year 2015



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.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2015, 12-month Enrollment component and Spring 2016, Finance component.

Figure 16. Full-time equivalent staff, by occupational category: Fall 2015

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2016, Human Resources component.

Figure 17. Average salaries of full-time instructional non-medical staff equated to 9-month contracts, by academic rank: Academic year M ent m T l γ a ɔ p Acad Ǝ ҽ p]

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during the 2015-16 data collection year. Response rates exceeded 99% for most surveys. Detailed response tables are included in IPEDS First Look reports at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010.

Use of Median Values for Comparison Group

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

Missing Statistics

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

Use of Imputed Data

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

Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

Disaggregation of Data by Race/Ethnicity

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

Cohort Determination for Reporting Student Financial Aid and Graduation Rates

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

DESCRIPTION OF STATISTICS USED IN THE FIGURES

Admissions (only for non-open-admissions schools)

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

Student Enrollment

FTE Enrollment

The full-time equivalent (FTE) enrollment used in this report is the sum of the institutionís 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 ñCalculation of FTE Students (using instructional activity)ò in the IPEDS Glossary at http://nces.ed.gov/ipeds/glossary/.

Total Entering Undergraduate Students