The Integrated Postsecondary Education Data System (IPEDS) is the core postsecondary education data collection program for the NCES. It is a single, comprehensive system designed to encompass all institutions and educational organizations whose primary purpose is to provide postsecondary education. For additional information see http://nces.ed.gov/ipeds.
Dear Institutional Executive:

The National Center for Education Statistics is pleased to provide you with the second annual IPEDS Data Feedback Report, which is customized for your institution. This report includes data, provided in 2004-05 through the Integrated Postsecondary Education Data System, for your institution and a comparison group of institutions. This year, you had the opportunity to select your own comparison group or, if you did not submit your own group, IPEDS identified a comparison group for you.

IPEDS continually makes improvements to the data collection, the analysis tools, and the Data Feedback Reports based on suggestions from users. We encourage you to continue to help us improve IPEDS and these reports by sending your comments to datafeedback@ed.gov.

Thank you for all of your efforts throughout the data collection process. Without your support and the high quality data that you provide, these reports would not be possible.

Best regards,

Susan G. Broyles
IPEDS Program Director

What Is The Purpose Of This Report?

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

What Is In This Report?

The figures provided in this report are those suggested by the IPEDS Technical Review Panel. They were developed to provide selected indicators and data elements for your institution and a comparison group of institutions. The figures are based on data collected during the 2004-05 IPEDS collection cycle and are the most recent data available. Additional information about these indicators is provided in the Methodological Notes at the end of the report. Following the figures is a list of the institutions in your comparison group and the criteria used for their selection. Please refer to "Comparison Group" in the Methodological Notes for more information.

What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from all institutions in the United States and other jurisdictions, such as Puerto Rico, whose primary purpose is to provide postsecondary education. IPEDS collects institution-level data on students (enrollment and graduation rates), student charges, program completions, faculty, staff, and finances. Each year nearly 6,700 postsecondary institutions provide information to the U.S. Department of Education through IPEDS. 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 College Opportunities On-Line (IPEDS COOL at http://nces.ed.gov/ipeds/cool/), to aid in the college search process. For more information about IPEDS, see http://nces.ed.gov/ipeds.

Would You Like To Do More Analysis Of Your IPEDS Data?

The information in this report can be produced for a different comparison group using the IPEDS Executive Peer Tool (ExPT) at http://nces.ed.gov/ipedspas/expt. If you would like to make comparisons on a wider range of IPEDS variables, the more comprehensive IPEDS Peer Analysis System (PAS) is available at http://nces.ed.gov/ipedspas. In both systems, you may select your own comparison group by institution name or by using selected variables. Through the ExPT, you may also print additional copies of this report.

SELECTED FIGURES

These figures are based on 2004–05 IPEDS data submitted by your institution, UNIVERSITY OF ALASKA FAIRBANKS, and the comparison group listed later in this report.

UNIVERSITY OF ALASKA FAIRBANKS
Figure 1. Unduplicated 12-month headcount, total FTE enrollment (academic year 2003–04), and full- and part-time fall enrollment (Fall 2004)

NOTE: For details on calculating full-time equivalent (FTE) enrollment, see "Calculating FTE" in the Methodological Notes at the end of this report. Headcounts, FTE, and full- and part-time fall enrollment include both undergraduate and postbaccalaureate students, when applicable.


Figure 2. Percent of all students enrolled, by race/ethnicity: Fall 2004

NOTE: Median values for the comparison may not add to 100 percent. See "Use of Median Values for Comparison Group" for how median values are determined.


Figure 3. Academic year tuition and required fees for full-time, first-time degree/certificate-seeking undergraduates: 2002–03—2004–05


Figure 4. Percent of full-time, first-time, degree/certificate-seeking undergraduate students receiving financial aid, by type of aid: 2003–04

NOTE: For details on how students are counted for financial aid reporting, see "Student Counts for Financial Aid Reporting" in the Methodological Notes at the end of this report.

Figure 5. Types and average amounts of financial aid received by full-time, first-time, degree/certificate-seeking undergraduates: 2003–04

<table>
<thead>
<tr>
<th>Type of aid</th>
<th>Average Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal grants</td>
<td>$2,926</td>
</tr>
<tr>
<td>State and local grants</td>
<td>$1,112</td>
</tr>
<tr>
<td>Institutional grants</td>
<td>$3,564</td>
</tr>
<tr>
<td>Loans</td>
<td>$3,562</td>
</tr>
</tbody>
</table>

NOTE: Average grant (or loan) values were calculated by dividing the total grants (or loans) awarded by the total number of recipients.


Figure 6. Full-time, first-time, degree/certificate-seeking undergraduates (GRS cohort) as a percent of all undergraduates and as a percent of total entering students; and retention rates of full- and part-time first-time, degree/certificate-seeking students: Fall 2004

NOTE: Total entering students include all students coming to the institution for the first time. For 4-year schools, retention rates are reported for students seeking a bachelor's degree only. For more information see "Retention Rates" in the Methodological Notes at the end of this report.


Figure 7. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates by race/ethnicity: 1998 cohort

NOTE: The graduation rates are the Student Right-to-Know (SRK) rates. For more information see the Methodological Notes at the end of the report.


Figure 8. Number of degrees awarded, by level: Academic year 2003–04

NOTE: Revenues per full-time equivalent (FTE) enrollment, particularly tuition and fees and appropriations, may be inflated because finance data include all core revenues while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core revenues see the Methodological Notes.


NOTE: Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data include 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.


NOTE: Median values for the comparison may not add to 100 percent. See “Use of Median Values for Comparison Group” for how median values are determined. Graduate assistants are not included in this figure.


NOTE: Average full-time instructional faculty salaries for 11/12-month contracts were adjusted to 9-month average salaries by multiplying the 11/12-month salary by .8182. Salaries based on less-than 9-month contracts are not included. Medical school faculty salaries are not included.

This Custom Comparison Group for UNIVERSITY OF ALASKA FAIRBANKS includes the following 20 institutions:

- CLEMSON UNIVERSITY (CLEMSON, SC)
- GEORGIA INSTITUTE OF TECHNOLOGY-MAIN CAMPUS (ATLANTA, GA)
- IDAHO STATE UNIVERSITY (POCATELLO, ID)
- KANSAS STATE UNIVERSITY (MANHATTAN, KS)
- MICHIGAN TECHNOLOGICAL UNIVERSITY (HOUGHTON, MI)
- MONTANA STATE UNIVERSITY-BOZEMAN (BOZEMAN, MT)
- NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS (LAS CRUCES, NM)
- NORTH DAKOTA STATE UNIVERSITY-MAIN CAMPUS (FARGO, ND)
- OREGON STATE UNIVERSITY (CORVALLIS, OR)
- SUNY AT BINGHAMTON (BINGHAMTON, NY)
- SUNY AT STONY BROOK (STONY BROOK, NY)
- THE UNIVERSITY OF MONTANA-MISSOULA (MISSOULA, MT)
- UNIVERSITY OF DELAWARE (NEWARK, DE)
- UNIVERSITY OF IDAHO (MOSCOW, ID)
- UNIVERSITY OF MAINE (ORONO, ME)
- UNIVERSITY OF MISSOURI-ROLLA (ROLLA, MO)
- UNIVERSITY OF NEVADA-RENO (RENO, NV)
- UNIVERSITY OF OKLAHOMA NORMAN CAMPUS (NORMAN, OK)
- UNIVERSITY OF WYOMING (LARAMIE, WY)
- UTAH STATE UNIVERSITY (LOGAN, UT)
Under law, public use data collected and distributed by NCES may be used only for statistical purposes. Any effort to determine the identity of any reported case is prohibited by law. In order to preserve individuals’ confidentiality, data in the Graduation Rates, Student Financial Aid, Salaries, and Fall Staff components of IPEDS are perturbed. Only perturbed data are available in the Peer Analysis System and the ExPT; the perturbed data were used in creating this report.

Descriptions of Statistics Used in the Figures

Calculating FTE Enrollment

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. See “Calculation of FTE Students (using instructional activity)” in the IPEDS Glossary at http://nces.ed.gov/ipeds/glossary/.

Calculating FTE for Professional 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.

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.

Core Expenses

Core expenses for public institutions reporting under GASB standards include expenses for instruction, research, public service, academic support, student services, institutional support, operation and maintenance of plant, depreciation, scholarships and fellowships, and other expenses. Core expenses for FASB (primarily private, not-for-profit and for-profit) institutions include expenses on instruction, research, public service, academic support, student services, institutional support, net grant aid to students, and other expenses.
Core Revenues

Core revenues for public institutions (using the Governmental Accounting Standards Board (GASB) standards) include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts; investment income; and other operating and nonoperating sources. Core revenues for private, not-for-profit and public institutions reporting under the Financial Accounting Standards Board (FASB) standards include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts; 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 (federal, state, and local); government grants and contracts; private gifts and contracts; net investment income; sales and services of educational activities; and other sources. In general, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations.

Equated Faculty Salaries (Salaries Equated to 9-Month Contracts)

Total salary outlays for full-time faculty (by rank) on 11/12-month contracts were adjusted to 9/10-month outlays by multiplying the outlay for 11/12-month contracted faculty by .8182. The “equated” outlays were then added to the outlays for 9/10-month faculty to determine an average salary for each rank. Salaries for faculty on less-than-9-month contracts are not included.

Retention Rates

Full-time retention rates are defined as the number of full-time, first-time, degree/certificate-seeking undergraduate students who enter the institution for the first time in the fall and who return to the same institution the following fall (as either full or part time), divided by the total number of full-time, first-time, degree/certificate-seeking undergraduates in the fall of first entrance. Part-time retention rates are similarly defined. For 4-year institutions offering a bachelor’s degree, this rate is reported only for those students seeking a bachelor’s degree. For less-than-4-year institutions, the rate is calculated for all degree- or certificate-seeking students.

Total Entering (undergraduate-level) Students

Total entering (undergraduate-level) students are all students coming into the institution for the first time. This includes students who initially attended the prior summer term and returned again in the fall; all first-time, first-year students; students transferring into the institution at any undergraduate level for the first time; both full-time and part-time students; and all degree/certificate-seeking as well as non-degree/certificate seeking students.

Tuition and Required Fees

Tuition is defined as the amount of money charged to students for instructional services; required fees are those fixed sum charges to students for items not covered by tuition that are required of such a large proportion of all students that the student who does not pay the charge is an exception. The amounts used in this report are for full-time first-time degree/certificate-seeking undergraduates and are those used by the financial aid office to determine need. For institutions that have differential tuition rates for in-district or in-state students, the lowest tuition rate is used in the figure.

Graduation Rates

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know (SRK) Act and are defined as the total number of individuals from a given cohort of full-time, first-time, degree/certificate-seeking undergraduates who complete a degree or certificate within 150 percent of normal time (for the degree or certificate), divided by the entire cohort of full-time, first-time, degree/certificate-seeking undergraduates minus any allowable exclusions. Institutions are permitted to exclude from the initial cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces; 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.

Additional Methodological Information

Additional methodological information on the IPEDS components can be found in the publications available at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010#011. Additional definitions of variables used in this report can be found in the IPEDS online glossary available at http://nces.ed.gov/ipeds/glossary/.

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