What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from all institutions that provide postsecondary education and are eligible to receive Title IV funding across the United States and other U.S. jurisdictions.

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 (https://nces.ed.gov/collegenavigator/), an online tool to aid in the college search process. Additional information about IPEDS can be found on the website at https://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?

The figures in this report provide a selection of indicators for your institution to compare with a group of similar institutions. The figures draw from the data collected during the 2019-20 IPEDS collection cycle and are the most recent data available. The inside cover of this report lists the pre-selected comparison group of institutions and the criteria used for their selection. The Methodological Notes at the end of the report describe additional information about these indicators and the pre-selected comparison group.

Where Can I Do More with IPEDS Data?

Each institution can access previously released Data Feedback Reports from 2005 and customize this 2020 report by using a different comparison group and IPEDS variables of its choosing. To learn how to customize the 2020 report, visit this resource page https://nces.ed.gov/ipeds/Help/View/2. To download archived reports or customize the current Data Feedback Report, visit the 'Use the Data' portal on the IPEDS website https://nces.ed.gov/ipeds and click on Data Feedback Report.
COMPARISON GROUP

Comparison group data are included to provide a context for interpreting your institution’s indicators. If your institution did not define a custom comparison group for this report by July 13, 2020 NCES selected a comparison group for you. (In this case, the characteristics used to define the comparison group appears below.) The customized Data Feedback Report function available at https://nces.ed.gov/ipeds/use-the-data/ can be used to reproduce the figures in this report using different peer groups.

The custom comparison group chosen by Livingstone College includes the following 10 institutions:

- Claflin University (Orangeburg, SC)
- Dillard University (New Orleans, LA)
- Fisk University (Nashville, TN)
- Johnson C Smith University (Charlotte, NC)
- Lane College (Jackson, TN)
- Saint Augustine’s University (Raleigh, NC)
- Shaw University (Raleigh, NC)
- Stillman College (Tuscaloosa, AL)
- Tougaloo College (Tougaloo, MS)
- Wiley College (Marshall, TX)

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

<table>
<thead>
<tr>
<th>Topic Area</th>
<th>Figures</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Admissions (only for non-open-admissions schools)</td>
<td>1 and 2</td>
<td>3</td>
</tr>
<tr>
<td>2) Student Enrollment</td>
<td>3, 4 and 5</td>
<td>3 and 4</td>
</tr>
<tr>
<td>3) Awards</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>4) Charges and Net Price</td>
<td>7 and 8</td>
<td>4 and 5</td>
</tr>
<tr>
<td>5) Student Financial Aid</td>
<td>9 and 10</td>
<td>5</td>
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<tr>
<td>6) Military Benefits*</td>
<td>[No charts applicable]</td>
<td>5</td>
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<tr>
<td>7) Retention and Graduation Rates</td>
<td>11, 12, 13, 14, 15, 16, 17 and 18</td>
<td>5, 6, 7 and 8</td>
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<tr>
<td>8) Finance</td>
<td>19 and 20</td>
<td>9</td>
</tr>
<tr>
<td>9) Staff</td>
<td>21 and 22</td>
<td>9</td>
</tr>
<tr>
<td>10) Libraries*</td>
<td>23 and 24</td>
<td>10</td>
</tr>
</tbody>
</table>

*These figures only appear in customized Data Feedback Reports (DFRs), which are available through Use the Data portal on the IPEDS website.
Figure 1. Number of first-time undergraduate students who applied, were admitted, and enrolled full and part time: Fall 2019

<table>
<thead>
<tr>
<th>Admissions measure</th>
<th>Your institution</th>
<th>Comparison Group Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied (N=8)</td>
<td>6,084</td>
<td>3,699</td>
</tr>
<tr>
<td>Admitted (N=8)</td>
<td>3,646</td>
<td>2,784</td>
</tr>
<tr>
<td>Enrolled full time (N=8)</td>
<td>344</td>
<td>290</td>
</tr>
<tr>
<td>Enrolled part time (N=5)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Number of students: 0, 2,000, 4,000, 6,000, 8,000

NOTE: Admissions 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. For details, see the Methodological Notes. N is the number of institutions in the comparison group.


Figure 2. Percent of first-time undergraduate applicants admitted, and percent of admitted students enrolled full and part time: Fall 2019

<table>
<thead>
<tr>
<th>Admissions measure</th>
<th>Your institution</th>
<th>Comparison Group Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admitted (N=8)</td>
<td>50</td>
<td>59</td>
</tr>
<tr>
<td>Enrolled full time</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Enrolled part time</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Percent of students: 0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100

NOTE: Admissions 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. For details, see the Methodological Notes. 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 3. Percent of all students enrolled, by race/ethnicity, and percent of students who are women: Fall 2019

<table>
<thead>
<tr>
<th>Race/ethnicity</th>
<th>Your institution</th>
<th>Comparison Group Median (N=10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>89</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Hispanic/ Latino</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>99</td>
<td></td>
</tr>
<tr>
<td>Two or more races</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Race/ethnicity unknown</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>61</td>
<td></td>
</tr>
</tbody>
</table>

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 4. Unduplicated 12-month headcount of all students and of undergraduate students (2018-19), total FTE enrollment (2018-19), and full- and part-time fall enrollment (Fall 2019)

Figure 5. Percent of students enrolled in distance education courses, by amount of distance education and student level: Fall 2019

Figure 6. Number of degrees awarded, by level: 2018-19

Figure 7. Tuition and required fees for full-time, first-time degree/certificate-seeking undergraduates: Academic years 2016-17 to 2019-20
Figure 8. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students, who were awarded grant or scholarship aid: 2016-17 to 2018-19

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.


Figure 9. Percent of full-time, first-time degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid, or loans, by type of aid: 2018-19

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 students. For details on how students are counted for financial aid reporting, see Cohort Determination in the Methodological Notes. N is the number of institutions in the comparison group.


Figure 10. Average amounts of awarded grant or scholarship aid, or loans awarded to full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2018-19

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 students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.


Figure 11. Retention rates of first-time bachelor’s degree seeking students, by attendance status: Fall 2018 cohort

NOTE: Retention rates are measured from the fall of first enrollment to the following fall Academic reporting institutions report retention data for the Fall 2018 cohort of students who are still enrolled as of the institution’s official fall reporting date or as of October 15, 2019. Program report contain the cohort with enrollment any time between August 1 - October 31, 2018 and retention based on August 1, 2019. Four-year institutions report retention rates for students seeking a bachelor’s degree. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

Figure 12. Graduation and transfer-out rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion: 2013 cohort

![Chart showing graduation and transfer-out rates for full-time, first-time degree/certificate-seeking undergraduates.](chart12)

**Measure**
- Graduation rate, Overall (N=10) 24 (43)
- Transfer-out rate (N=6) 25 (N=6)

**Percent**

**NOTE.** Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Graduation and transfer-out rates are the Student Right-to-Know rates. Only institutions with a mission to prepare students to transfer are required to report transfer out. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.


Figure 13. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2013 cohort

![Chart showing graduation rates by race/ethnicity for full-time, first-time degree/certificate-seeking undergraduates.](chart13)

**Graduation rates by race/ethnicity**
- Graduation rate, Overall (N=10) 24 (43)
- American Indian or Alaska Native (N=3) 33 (0)
- Asian (N=6) 24 (40)
- Black or African American (N=10) 39 (42)
- Hispanic or Latino (N=6) 40 (42)
- Native Hawaiian or other Pacific Islander (N=1) 0 (0)
- White (N=7) 22 (21)
- Two or more races (N=5) 25 (21)
- Race/ethnicity unknown (N=6) 89 (N=6)

**NOTE.** For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. The graduation rates are the Student Right-to-Know (SRK) rates. Median values for the comparison group will not add to 100%. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

Figure 14. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by type of aid: 2013 cohort

NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Data were collected on those students who entered the cohort, were awarded a Pell Grant and students who were awarded a Subsidized Stafford loan, but did not receive a Pell Grant. Graduation rates are the Student Right-to-Know rates. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.


Figure 15. Bachelor's degree graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2011 cohort

NOTE: The 4-, 6-, and 8-year graduation rates are calculated using the number of students who completed a bachelor's or equivalent degree from a cohort of students who entered the institution seeking a bachelor's or equivalent degree. For details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.


Figure 16. Award and enrollment rates of first-time, full-time, degree/certificate-seeking undergraduates after 8 years of entry, by Pell status: 2011-12 cohort

NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., First-time, full-time; First-time, part-time; Non-first-time, full-time; and Non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2011-June 30, 2012. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.