Millersville University of Pennsylvania
Millersville, PA

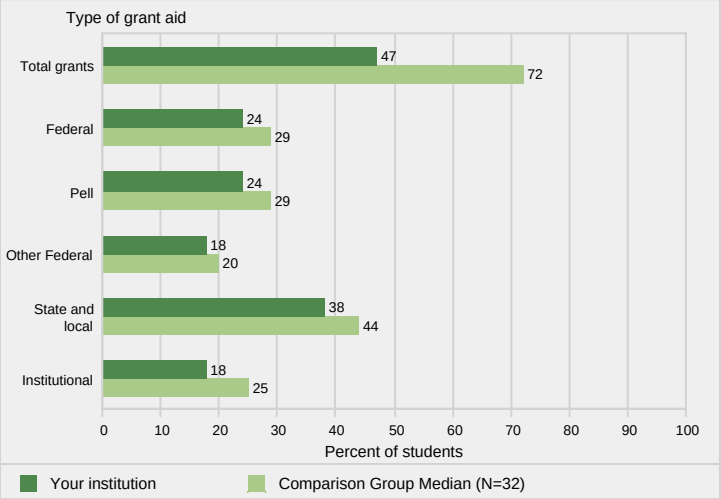
The Integrated Postsecondary Education Data System (IPEDS) is the nation's core postsecondary education data collection program. It is a single, comprehensive system designed to encompass all institutions and educational organizations whose primary purpose is to provide postsecondary education. For additional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

October, 2009

Dear Institutional Executive:

The National Center for Education Statistics is pleased to provide you with your institutionîs annual ***IPEDS Data Feedback Report***. The report compares data provided by your institution in 2008-09 through the Integrated Postsecondary Education Data System (IPEDS) to data for a siyoPiom ξ ⁎ l

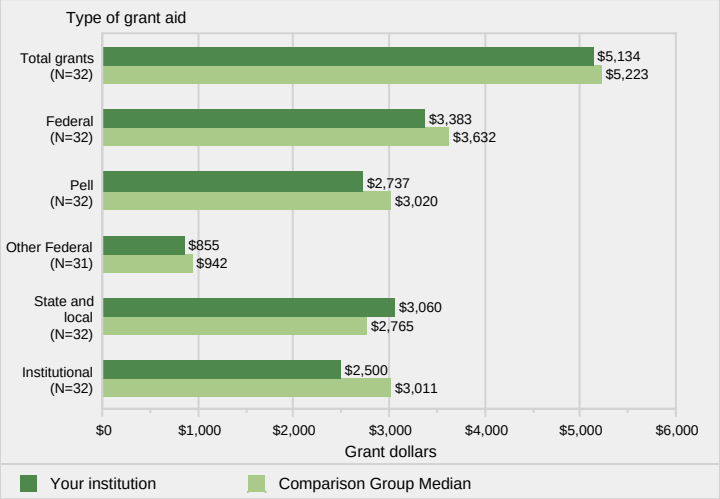
Figure 8. Percent of full-time, first-time, degree/certificate-seeking undergraduate students receiving Federal, State/local, and Institutional grant aid, by type of grant: 2007-08



NOTE: Pell Grants and Other Federal Grants are included in Federal Grants above. For details on how students are counted for financial aid reporting, see Cohort Determination for Reporting Student Financial Aid and Graduation Rates in the Methodological Notes at the end of this report. 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 2009, Student Financial Aid component.

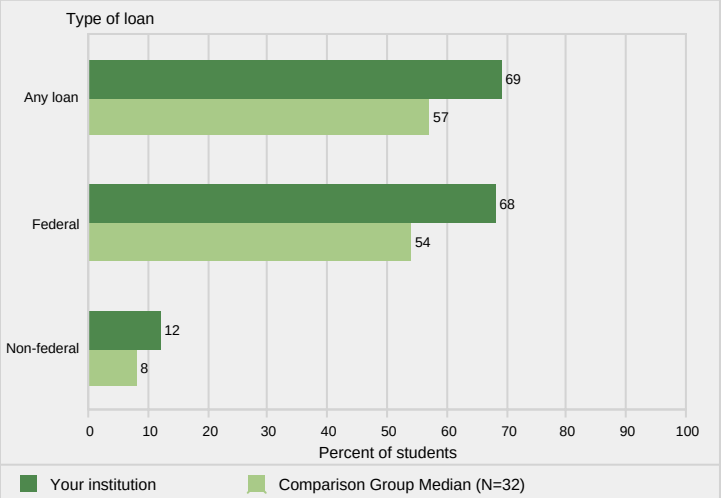
Figure 9. Average amounts of Federal, State/local, and institutional grant aid received by full-time, first-time, degree/certificate-seeking undergraduates, by type of grant: 2007-08



NOTE: Pell Grants and Other Federal Grants are included in Federal Grants above. Average grant values were calculated by dividing the total grants 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): Spring 2009, Student Financial Aid component.

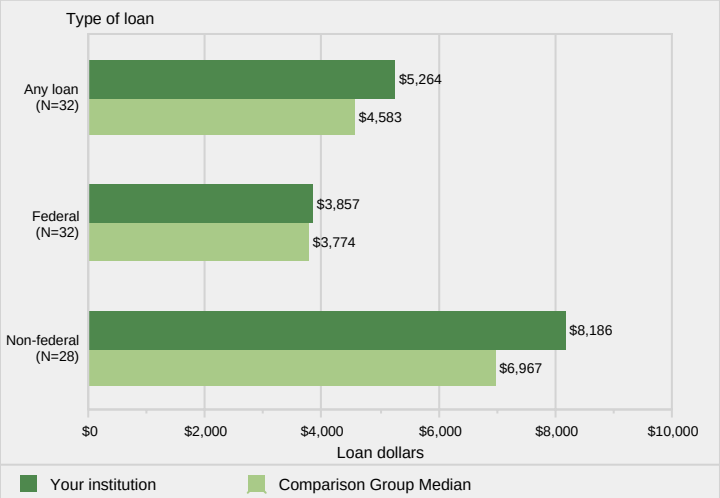
Figure 10. Percent of full-time, first-time, degree/certificate-seeking undergraduate students receiving loans, by type of loan: 2007-08



NOTE: For details on how students are counted for financial aid reporting, see Cohort Determination for Reporting Student Financial Aid and Graduation Rates in the Methodological Notes at the end of this report. 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 2009, Student Financial Aid component.

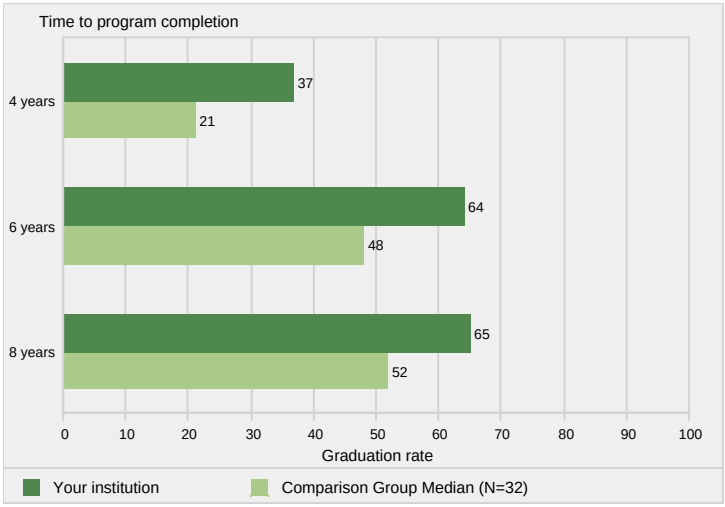
Figure 11. Average amounts of loans received by full-time, first-time, degree/certificate-seeking undergraduates, by type of loan: 2007-08



NOTE: Average loan values were calculated by dividing the total loans 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): Spring 2009, Student Financial Aid component.

Figure 15. Bachelor's degree graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2000 cohort



NOTE: The 4-year and 6-year graduation rates are the Student Right-to-Know (SRK) rates; the 8-year rate is calculated using the same methodology. For more information see the Methodological Notes at the end of the report. 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 2009, Graduation Rates component.

Figure 16. Number of degrees awarded, by level: Academ] B d Ô

Using some of your institution's characteristics, a group of comparison institutions was selected for you. The characteristics include Carnegie Classification of Masters Colleges and Universities (larger programs), public and enrollment of a similar size. This comparison group includes the following 32 institutions:

- Arkansas State University-Main Campus (Jonesboro, AR)
- Bloomsburg University of Pennsylvania (Bloomsburg, PA)
- Bridgewater State College (Bridgewater, MA)
- California State University-Dominguez Hills (Carson, CA)
- California University of Pennsylvania (California, PA)
- CUNY Lehman College (Bronx, NY)
- Kutztown University of Pennsylvania (Kutztown, PA)
- Murray State University (Murray, KY)
- Northeastern Illinois University (Chicago, IL)
- Northern Michigan University (Marquette, MI)
- Northwestern State University of Louisiana (Natchitoches, LA)
- Radford University (Radford, VA)
- Rowan University (Glassboro, NJ)
- Saginaw Valley State University (University Center, MI)
- Salem State College (Salem, MA)
- Slippery Rock University of Pennsylvania (Slippery Rock, PA)
- Sonoma State University (Rohnert Park, CA)
- Southeast Missouri State University (Cape Girardeau, MO)
- Southern Connecticut State University (New Haven, CT)
- Southern University and A & M College (Baton Rouge, LA)
- SUNY College at Buffalo (Buffalo, NY)
- Tarleton State University (Stephenville, TX)
- Tennessee Technological University (Cookeville, TN)
- The University of Tennessee at Chattanooga (Chattanooga, TN)
- University of Central Missouri (Warrensburg, MO)
- University of Louisiana Monroe (Monroe, LA)
- University of Massachusetts-Dartmouth (North Dartmouth, MA)
- University of West Georgia (Carrollton, GA)
- University of Wisconsin-La Crosse (La Crosse, WI)
- University of Wisconsin-Whitewater (Whitewater, WI)
- Western Carolina University (Cullowhee, NC)
- William Paterson University of New Jersey (Wayne, NJ)

This report is based on data supplied by institutions to IPEDS during the 2008-09 survey year. Response rates exceeded 99 percent for most

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.

Equated Instructional Staff Salaries

Total salary outlays for full-time instructional staff on 11/12-month contracts were equated to 9/10-month outlays by multiplying the outlay for 11/12-month contracted instructional staff by 0.8182. The equated outlays were then added to the outlays for 9/10-month instructional staff to determine an average salary for each rank. Salaries for staff on less-than-9-month contracts are not included.

FTE for Enrollment

The full-time equivalent (FTE) enrollment used in this report is the sum of the institutionôs FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 2007-08 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). If applicable, first-professional FTE is estimated by calculating the ratio of full-time to part-time first-professional students from the 2007 fall counts and applying this ratio to the 2007-08 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 ñCalculation of FTE Students (using instructional activity)ò in the IPEDS Glossary at http://nces.ed.gov/ipeds/glossary/.

FTE for 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) section of the Human Resources component and adding one-third of the total number of part-time staff.

Graduation Rates and Transfer-out Rate

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know and Higher Education Opportunity Acts 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 (for the degree or certificate) before the ending status date of August 31, 2008, 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 or were called 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 within the same time period, divided by the same adjusted cohort. Only institutions with a mission that includes preparing students to transfer are required to report transfers out.

Retention Rates

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