IPEDS DATA FEEDBACK REPORT 2023

Institute for Research & Planning

Texas A & M International University
Laredo, TX

COMPARABILITY GROUP

Institutions with which Texas A & M International University is compared in the Integrated Postsecondary Education Data System (IPEDS) are those that participated in the Fall 2022 Survey and are similar to Texas A & M International University according to a set of criteria that include institutional characteristics and degrees and awards conferred.

Institutions in this comparison group are:

Brooklyn College of the City University of New York, NY
California State University-Bakersfield, CA
California State University-Fresno, CA
California State University-Los Angeles, CA
California State University-Northridge, CA
California State University-Stanislaus, CA
Cleveland State University, OH
College of Staten Island of the City University of New York, NY
Florida International University, FL
Lehman College of the City University of New York, NY
Lewis-Clark State College, ID
Lone Star College System, TX
Lone Star College-Kingwood, TX
Lone Star College-Montgomery, TX
Lone Star College-North Harris, TX
Lone Star College-Tomball, TX
Lone Star College-University Park, TX
Mercy College, NY
Mercy College of Ohio, OH
Mercy College of Northwest Ohio, OH
Pace University, NY
Pace University-New York City, NY
Texas A & M International University, TX
Texas A & M University-Corpus Christi, TX
Texas A & M University-Kingsville, TX
Texas Tech University, TX
The University of Texas Rio Grande Valley, TX
The University of Texas at Arlington, TX
The University of Texas at El Paso, TX
The University of Texas at San Antonio, TX
The University of Texas at Tyler, TX
Thompson Rivers University, BC, Canada
Universidad Autónoma de Nuevo León, Mexico
Universidad de Monterrey, Mexico
Universidad Tecnológica de Querétaro, Mexico
Universidad Tecnológica de Tecamachalco, Mexico
Universidad Tecnológica de Tlaxcala, Mexico
Universidad Tecnológica de Xicotepec de Juárez, Mexico
Universidad Tecnológica del Valle de Toluca, Mexico
Universidad Tecnológica Fidel Velázquez, Mexico
Universidad Tecnológica Metropolitana, Mexico
Universidad Tecnológica Nacional, Argentina
Universidad Tecnológica Regional Delta, Argentina
Universidad Tecnológica Regional Mendoza, Argentina
Universidad Tecnológica Regional Rosario, Argentina
Universidad Tecnológica Regional Santa Fe, Argentina
Universidad Tecnológica Regional Zárate, Argentina
Universidad Tecnológica Regional Zona Norte, Argentina
Universidad Tecnológica Regional Zona Sur, Argentina
Universidad Tecnológica Regional Zona Sur-Río Grande, Argentina
Universidad Tecnológica Regional Zona Sur-Río Gallegos, Argentina
Universidad Tecnológica Regional Zona Sur-Río Turbio, Argentina
Universidad Tecnológica Regional Zona Sur-Río Ushuaia, Argentina
Universidad Tecnológica Regional Zona Sur-Río Tolhuin, Argentina
Universidad Tecnológica Regional Zona Sur-Río Cruz del Sur, Argentina
Universidad Tecnológica Regional Zona Sur-Río Cruz del Sur-Río Chico, Argentina

The data in this report have been compared against benchmark data that reflect the IPEDS key peer survey.

Peer Group	Code
Peer Group	1
Institutional Control	Public
Institutional Category	4-year, 4
Carnegie Classification	Doctoral/Research Universities
Degree-granting status	Degree-granting
Degree-granting level	Doctoral degrees
Urbanization	Large city
Enrollment	20,000 - 29,999
Tuition and fees	$5,000 - $9,999
Room and board	$10,000 - $14,999
Faculty salary	$10,000 - $14,999
Endowment	$0 - $9,999

The data set for comparison institutions that is based on institutional characteristics and degrees and awards conferred in Fiscal Year (July 1 to June 30) is the Fall Survey.

ENROLLMENT

Figure 1. Number of first-time, full-time undergraduate students and total undergraduate headcount enrollment, Fall 2013 through Fall 2023

Figure 2. Fall headcount enrollment by level and by gender, Fall 2013 through Fall 2023

Figure 3. Percent of students enrolled by residentship and percent of students who are women, Fall 2023

Source: Fall Enrollment, Integrated Postsecondary Education Data System (IPEDS)

Figure 4. Percent of undergraduate students by ethnicity, and percent of international students, Fall 2023

Source: Fall Enrollment, Integrated Postsecondary Education Data System (IPEDS)

Figure 5. Percent of undergraduate students receiving financial aid, and average amount of financial aid received, Fall 2013 through Fall 2023

Source: Fall Enrollment, Integrated Postsecondary Education Data System (IPEDS)

Figure 6. Percent of undergraduate students receiving a Pell Grant, and average amount of Pell Grant received, Fall 2013 through Fall 2023

Source: Fall Enrollment, Integrated Postsecondary Education Data System (IPEDS)

Figure 7. Percent of undergraduate students receiving financial aid, by type of aid, Fall 2013 through Fall 2023

Source: Fall Enrollment, Integrated Postsecondary Education Data System (IPEDS)

Figure 8. Percent of undergraduate students receiving grant or scholarship aid from federal, state, institutional, or other sources, Fall 2013 through Fall 2023

Source: Fall Enrollment, Integrated Postsecondary Education Data System (IPEDS)

Figure 9. Percent of undergraduate students receiving loan aid, by type of loan, Fall 2013 through Fall 2023

Source: Fall Enrollment, Integrated Postsecondary Education Data System (IPEDS)

Figure 10. Average amount of student loan aid received, by type of loan, Fall 2013 through Fall 2023

Source: Fall Enrollment, Integrated Postsecondary Education Data System (IPEDS)

Figure 11. Number of degrees and certificates awarded, Fall 2012 through Fall 2022

Source: Fall Completions, Integrated Postsecondary Education Data System (IPEDS)

Figure 12. Percent of degrees and certificates awarded to women, Fall 2012 through Fall 2022

Source: Fall Completions, Integrated Postsecondary Education Data System (IPEDS)

Figure 13. Number of bachelor's degrees awarded in Fiscal Year (July 1 to June 30) 2013 through 2023, by major field of study

Source: Fall Completions, Integrated Postsecondary Education Data System (IPEDS)

Figure 14. Percent of bachelor's degrees awarded in Fiscal Year (July 1 to June 30) 2013 through 2023, by major field of study

Source: Fall Completions, Integrated Postsecondary Education Data System (IPEDS)

Figure 15. Number of bachelor's degrees awarded in Fiscal Year (July 1 to June 30) 2013 through 2023, by major field of study, compared to peer institutions

Source: Fall Completions, Integrated Postsecondary Education Data System (IPEDS)

Figure 16. Percent of bachelor's degrees awarded in Fiscal Year (July 1 to June 30) 2013 through 2023, by major field of study, compared to peer institutions

Source: Fall Completions, Integrated Postsecondary Education Data System (IPEDS)

Figure 17. Number of master's degrees awarded in Fiscal Year (July 1 to June 30) 2013 through 2023, by major field of study, compared to peer institutions

Source: Fall Completions, Integrated Postsecondary Education Data System (IPEDS)

Figure 18. Percent of master's degrees awarded in Fiscal Year (July 1 to June 30) 2013 through 2023, by major field of study, compared to peer institutions

Source: Fall Completions, Integrated Postsecondary Education Data System (IPEDS)

Figure 19. Number of doctoral degrees awarded in Fiscal Year (July 1 to June 30) 2013 through 2023, by major field of study, compared to peer institutions

Source: Fall Completions, Integrated Postsecondary Education Data System (IPEDS)

Figure 20. Percent of doctoral degrees awarded in Fiscal Year (July 1 to June 30) 2013 through 2023, by major field of study, compared to peer institutions

Source: Fall Completions, Integrated Postsecondary Education Data System (IPEDS)

Figure 21. Number of professional degrees awarded in Fiscal Year (July 1 to June 30) 2013 through 2023, by major field of study, compared to peer institutions

Source: Fall Completions, Integrated Postsecondary Education Data System (IPEDS)

Figure 22. Percent of professional degrees awarded in Fiscal Year (July 1 to June 30) 2013 through 2023, by major field of study, compared to peer institutions

Source: Fall Completions, Integrated Postsecondary Education Data System (IPEDS)

Figure 23. Number of undergraduate certificates awarded in Fiscal Year (July 1 to June 30) 2013 through 2023, by major field of study, compared to peer institutions

Source: Fall Completions, Integrated Postsecondary Education Data System (IPEDS)

Figure 24. Percent of undergraduate certificates awarded in Fiscal Year (July 1 to June 30) 2013 through 2023, by major field of study, compared to peer institutions

Source: Fall Completions, Integrated Postsecondary Education Data System (IPEDS)

Figure 25. Number of graduate certificates awarded in Fiscal Year (July 1 to June 30) 2013 through 2023, by major field of study, compared to peer institutions

Source: Fall Completions, Integrated Postsecondary Education Data System (IPEDS)

Figure 26. Percent of graduate certificates awarded in Fiscal Year (July 1 to June 30) 2013 through 2023, by major field of study, compared to peer institutions

Source: Fall Completions, Integrated Postsecondary Education Data System (IPEDS)

Figure 27. Number of degrees and certificates awarded, Fiscal Year (July 1 to June 30) 2013 through 2023, by level

Source: Fall Completions, Integrated Postsecondary Education Data System (IPEDS)

Figure 28. Percent of degrees and certificates awarded to women, Fiscal Year (July 1 to June 30) 2013 through 2023, by level

Source: Fall Completions, Integrated Postsecondary Education Data System (IPEDS)

Figure 29. Number of degrees and certificates awarded, Fiscal Year (July 1 to June 30) 2013 through 2023, by level and gender

Source: Fall Completions, Integrated Postsecondary Education Data System (IPEDS)

Figure 30. Percent of degrees and certificates awarded to women, Fiscal Year (July 1 to June 30) 2013 through 2023, by level

Source: Fall Completions, Integrated Postsecondary Education Data System (IPEDS)

Figure 31. Number of degrees and certificates awarded, Fiscal Year (July 1 to June 30) 2013 through 2023, by level and ethnicity

Source: Fall Completions, Integrated Postsecondary Education Data System (IPEDS)

Figure 32. Percent of degrees and certificates awarded to minorities, Fiscal Year (July 1 to June 30) 2013 through 2023, by level

Source: Fall Completions, Integrated Postsecondary Education Data System (IPEDS)

Figure 33. Number of degrees and certificates awarded, Fiscal Year (July 1 to June 30) 2013 through 2023, by level and race/ethnicity

Source: Fall Completions, Integrated Postsecondary Education Data System (IPEDS)

Figure 34. Percent of degrees and certificates awarded to minorities, Fiscal Year (July 1 to June 30) 2013 through 2023, by level

Source: Fall Completions, Integrated Postsecondary Education Data System (IPEDS)

Figure 35. Number of degrees and certificates awarded, Fiscal Year (July 1 to June 30) 2013 through 2023, by level and race/ethnicity

Source: Fall Completions, Integrated Postsecondary Education Data System (IPEDS)

Figure 36. Percent of degrees and certificates awarded to minorities, Fiscal Year (July 1 to June 30) 2013 through 2023, by level

Source: Fall Completions, Integrated Postsecondary Education Data System (IPEDS)

Figure 37. Number of degrees and certificates awarded, Fiscal Year (July 1 to June 30) 2013 through 2023, by level and race/ethnicity

Source: Fall Completions, Integrated Postsecondary Education Data System (IPEDS)

Figure 38. Percent of degrees and certificates awarded to minorities, Fiscal Year (July 1 to June 30) 2013 through 2023, by level

Source: Fall Completions, Integrated Postsecondary Education Data System (IPEDS)

Figure 39. Number of degrees and certificates awarded, Fiscal Year (July 1 to June 30) 2013 through 2023, by level and race/ethnicity

Source: Fall Completions, Integrated Postsecondary Education Data System (IPEDS)

Figure 40. Percent of degrees and certificates awarded to minorities, Fiscal Year (July 1 to June 30) 2013 through 2023, by level

Source: Fall Completions, Integrated Postsecondary Education Data System (IPEDS)

Figure 41. Number of degrees and certificates awarded, Fiscal Year (July 1 to June 30) 2013 through 2023, by level and race/ethnicity

Source: Fall Completions, Integrated Postsecondary Education Data System (IPEDS)

Figure 42. Percent of degrees and certificates awarded to minorities, Fiscal Year (July 1 to June 30) 2013 through 2023, by level

Source: Fall Completions, Integrated Postsecondary Education Data System (IPEDS)

Figure 43. Number of degrees and certificates awarded, Fiscal Year (July 1 to June 30) 2013 through 2023, by level and race/ethnicity

Source: Fall Completions, Integrated Postsecondary Education Data System (IPE

Average net price is calculated for 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 anytime during the academic 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 (lower of in-district or in-state for public institutions), books and supplies, and the weighted average of room and board, and other expenses.

For the purpose of the IPEDS reporting, aid awarded 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.

Retention, Graduation Rates, and Outcome Measures

Retention Rates

Retention rates are measures 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 undergraduate students from the previous fall who are still enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking undergraduate 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 undergraduate students, while the part-time rate is calculated using the percentage of part-time, first-time degree/certificate-seeking undergraduate students.

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 undergraduate students who completed a degree or certificate within a given percent of normal time to complete all requirements of the degree or certificate program; divided by the total number of students in the cohort of full-time, first-time degree/certificate-seeking undergraduate students 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.

A further extension of the traditional Graduation Rates (GR) survey component which carries forward 100% and 150% graduation rates data previously reported in the GR survey component is the Graduation Rates 200% (GR200) survey component, which requests information on any additional completers and exclusions from the cohort between 151% and 200% normal time for students to complete all requirements of their program of study.

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.

Outcome Measures Data

Alternative measures of student success are reported by degree-granting institutions to describe the outcomes of four degree/certificate-seeking undergraduate student groups: first-time, full-time entering (FTFT); first-time, part-time entering (FTPT); non-first-time, full-time entering (NFTFT); and non-first-time, part-time entering (NFTPT). Additionally, each of the four cohorts collects data on two subcohorts: Pell grant recipients and non-Pell grant recipients. These measures provide the 4-year, 6-year, and 8-year award rates (or completions rates) after entering an institution. NCES calculates award rates by dividing a cohort's or subcohort's adjusted cohort into the number of total awards at 4-year, 6-year, and 8-year status points.

The initial cohort can be revised for allowable exclusions resulting in an adjusted cohort. 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 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.

The highest award and the type of award (i.e., certificate, Associate's, or Bachelor's) are reported at each status point. For students who did not earn an undergraduate award after 8-years of entry, the enrollment statuses are reported as either still enrolled at the institution, or subsequently transferred out of the institution. Unlike the Graduation Rates data, all institutions must report on a full-year cohort (students entering July 1 of one year to June 30 of the next year) and on their transfer out students, regardless if the institution has a mission that provides substantial transfer preparation.

Finance

Core Revenues

Core revenues for public institutions reporting under GASB reporting standards include tuition and fees; government (federal, state, and local) appropriations and operating and nonoperating grants/contracts; private gifts, grants, and contracts (private operating grants/contracts plus gifts and contributions from affiliated entities); sales and services of educational activities; investment income; other operating and nonoperating sources; and other revenues and additions (capital appropriations and grants and additions to permanent endowments). "Other core revenues" include federal appropriations, sales and services of educational activities, other operating and nonoperating sources, and other revenues and additions.

Core revenues for private, not-for-profit institutions (and a small number of public institutions) reporting under FASB reporting standards include tuition and fees; government (federal, state, and local) appropriations and grants/contracts; private gifts, grants and contracts (including contributions from affiliated entities); investment return; sales and services of educational activities; and other sources (a generated category of total revenues minus the sum of core and noncore categories on the Finance survey component). "Other core revenues" include government (federal, state, and local) appropriations, sales and services of educational activities, and other sources.

Core revenues for private, for-profit institutions reporting under FASB reporting standards include tuition and fees; government (federal, state, and local) appropriations and grants/contracts; private grants/ contracts; investment income; sales and services of educational activities; and other sources (a generated category of total revenues minus the sum of core and noncore categories on the Finance survey component). "Other core revenues" include government (federal, state, and local) appropriations and other sources.

At degree-granting institutions, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores and dormitories), hospitals, and independent operations. Non-degree-granting institutions do no report revenue from auxiliary enterprises in a separate category, and thus may include these amounts in the core revenues from other sources.

Core Expenses

Core expenses include expenses for instruction, research, public service, academic support, student services, institutional support, scholarships and fellowships (GASB) or net grant aid to students (FASB) and other expenses. Core expenses exclude expenses for auxiliary enterprises, hospitals, and independent operations. "Other core expenses" is the sum of grant aid/scholarships and fellowships and other expenses.

Endowment Assets

Endowment assets, for public institutions under GASB reporting standards, and private, not-for-profit institutions under FASB reporting 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.

Salaries and Wages

Salaries and wages for public institutions under GASB reporting standards and private (not-for-profit and for-profit) institutions under FASB reporting standards, include amounts paid as compensation for services to all employees regardless of the duration of service, including all regular or periodic payments to a person for the regular or periodic performance of work or a service and payment to a person for more sporadic performance of work or a services (e.g., overtime, extra compensation, summer compensation, bonuses, sick or annual leave, etc.)

Staff

FTE Staff

The full-time-equivalent (FTE) by occupational category is calculated by summing the total number of full-time staff and adding one-third of the total number of part-time staff. Occupational categories include instructional staff, research staff, public service staff, instructional support staff, management staff, and other occupations. Instructional staff are primarily engaged in teaching and do a combination of teaching, research, and/or public service. Research staff are staff whose primary function is research while public service staff are staff whose primary function is public service. Instructional support occupations include archivists, curators, and museum technicians; librarians and media collections specialists; librarian technicians; student and academic affairs and other education services occupations. Other staff include staff in service occupations; sales and related occupations; office and administrative support occupations; natural resources, construction, and maintenance occupations; production, transportation and material moving occupations; and military specific occupations. Graduate assistants are not included.

Equated Non-Medical Instructional Staff Salaries

Institutions report the number of full-time non-medical instructional staff and their salary outlays by academic rank, gender, and the number of months worked (9-, 10-, 11-, and 12-months). Salary outlays for staff who worked 10-, 11-, and 12-months were equated to 9-months of work by multiplying the outlays reported for 10-months by 0.90, the outlays reported for 11 months by 0.818, and the outlays reported for 12-months by 0.75. The equated 10-, 11-, and 12-outlays were then added to the outlays for instructional staff that worked 9-months to generate a total 9-month equated salary outlay. The total 9-month equated outlay was then divided by total number of non-medical instructional staff to determine an equated 9-month average salary. This calculation was done for each academic rank. Salary outlays were not reported for staff that work less than 9-months and were excluded.

Student-to-Faculty Ratio

Institutions can provide their institution's student-to-faculty ratio (i.e., student-to-instructional staff) for undergraduate programs or follow the NCES guidance in calculating their student-to-faculty ratio, which is as follows: the number of FTE students (using Fall Enrollment survey component data) divided by total FTE instructional staff (using the total primarily instruction + instruction/research/public service staff reported in Human Resources survey component and adding any not primarily instructional staff that are teaching a credit course). For this calculation, FTE for students is equal to the number of the full-time students plus one-third the number of part-time students; FTE for instructional staff is similarly calculated. Students in "stand-alone" graduate or professional programs (such as, medicine, law, veterinary, dentistry, social work, or public health) and instructional staff teaching in these programs are excluded from the FTE calculations.

Libraries

Library Collections

Library collections comprise of documents held locally and remote resources for which permanent or temporary access rights have been acquired. Access rights may be acquired by the library itself, by a consortium and/or through external funding. Interlibrary lending and document delivery are excluded from the collection.

Degree-granting institutions with total library expenses greater than zero and/or had access to a library collection report their physical books, media, and serials collections and their digital/electronic books, media, serials, and database collections.

Counts in each category (i.e., physical books, media, and serials as well as digital/electronic books, media, serials, and databases) are the number of held at the end of the most recent fiscal year. The percent distribution of each resource is derived by dividing the counts in each category by the total of all categories.

Digital/electronic books and media are reported by titles owned or leased by the library if individual titles are cataloged and/or searchable through the library catalog or discovery system. E-serials are reported by titles that are accessible through the library's catalog or discovery system. Digital and Electronic databases are reported by the total number of licensed digital/electronic databases in the institutions collection if there is bibliographic or discovery access at the database level.

Library Expenses

Library expenses are funds expended by the library (regardless of when received) from its regular budget and from all other sources (e.g., research grants, special projects, gifts and endowments, and fees for services) for the most recent 12-month period that corresponds to your institution's fiscal year that ends before October 1.

Degree-granting institutions with total library expenses less than $100,000 are not required to report their expenses to IPEDS. Salaries and wages are reported from the library budget or all other institutional sources that are identifiable. Fringe benefits are reported only if paid from the library budget. The percent distribution of each category of expense is derived by dividing each expense category by the sum of total library expenses.

Additional Resources

Additional information on the IPEDS survey components, including survey methodology, survey forms, and frequently asked questions, can be found at https://nces.ed.gov/ipeds/use-the-data/survey-components.

Additional information on the timing of IPEDS data collection, data coverage, and data release cycle, can be found at https://nces.ed.gov/ipeds/use-the-data/timing-of-ipeds-data-collection.

Additional definitions of variables used in this report can be found in the IPEDS glossary available at https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx.

Additional resources on the IPEDS Data Feedback Report, including the instructions on creating a custom comparison report, FAQs, and video tutorials, can be found at https://nces.ed.gov/Ipeds/Help/View/2.