

Postsecondary Institutions and Price of Attendance in the United States: Fall 2009, Degrees and Other Awards Conferred: 2008–09, and 12-Month Enrollment: 2008–09

First Look



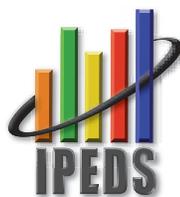
Postsecondary Institutions and Price of Attendance in the United States: Fall 2009, Degrees and Other Awards Conferred: 2008–09, and 12-Month Enrollment: 2008–09

First Look

AUGUST 2010

Laura G. Knapp
Janice E. Kelly-Reid
Scott A. Ginder
RTI International

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Content Contact

Aurora D'Amico
(202) 502-7334
aurora.damico@ed.gov

Foreword

This *First Look* presents findings from the Integrated Postsecondary Education Data System (IPEDS) fall 2009 data collection, which included three survey components: Institutional Characteristics for the 2009-10 academic year, Completions covering the period July 1, 2008, through June 30, 2009, and 12-Month Enrollment covering academic year 2008-09.

The data on which this report is based are available to researchers and the public through the IPEDS Data Center and the College Navigator. Both of these sources can be found at <http://nces.ed.gov/ipeds>. This *First Look* report is based on the collection of data from more than 6,700 postsecondary education institutions that participate in Title IV federal student financial aid programs.

The purpose of this report is to introduce new data through the presentation of tables containing descriptive information. As a result, only selected findings are presented. These findings have been chosen to demonstrate the range of information available when using the IPEDS data rather than to discuss all of the observed differences, and they are not meant to emphasize any particular issue.

We hope that the information provided in the report will be useful to a wide range of readers. Further, we hope that the results reported here will encourage researchers and others to make full use of the IPEDS data for analysis, peer comparisons, or to help answer questions about postsecondary education institutions.

Thomas Weko
Associate Commissioner
Postsecondary, Adult, and Career Education Division

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Acknowledgments

The information presented in this publication was provided by either state coordinators for the Integrated Postsecondary Education Data System (IPEDS) or officials at individual institutions. In addition, these persons provided assistance in resolving questions about the data, which resulted in more accurate information. Their assistance was invaluable and is much appreciated.

The U.S. Department of Education, National Center for Education Statistics (NCES), and the Office for Civil Rights, with the approval of the Office of Management and Budget, cooperate in the collection of racial/ethnic and gender information from all postsecondary institutions that participate in the Enrollment and Completions components of the IPEDS survey. In this collaboration, data provided by postsecondary institutions are designated as Compliance Reports pursuant to the Civil Rights Act of 1964 (34 CFR 100.6(b)).

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Introduction

The Integrated Postsecondary Education Data System (IPEDS) collects institution-level data from postsecondary institutions in the United States (the 50 states and the District of Columbia) and other jurisdictions.¹ For IPEDS, a postsecondary institution is defined as an organization that is open to the public and has as its primary mission the provision of postsecondary education, that is, formal instructional programs with a curriculum designed primarily for students who are beyond the compulsory age for high school. This definition includes academic, vocational, and continuing professional education programs and excludes institutions that offer only avocational (leisure) and adult basic education programs.

IPEDS 2009-10

Participation in IPEDS was required for institutions and administrative offices that participated in Title IV federal student financial aid programs such as Pell Grants or Stafford Loans during the 2009-10 academic year.² Title IV institutions include 4-year colleges and universities, 2-year institutions, and non-degree-granting institutions (such as schools of cosmetology), among others. Accordingly, 6,896 institutions and 83 administrative offices (central or system offices) in the United States and other jurisdictions were expected to participate in the fall collection. Four of the U.S. service academies are included in the IPEDS universe as if they were Title IV institutions.³ Other institutions that do not participate in Title IV programs may participate in the IPEDS data collection on a voluntary basis.

During fall 2009, institutions provided data on institutional characteristics, price of attendance, and tuition and fees for the 2009-10 academic year, completions data (degrees, certificates, and other formal awards conferred) for the 2008-09 academic year, and 12-month enrollment data for the 2008-09 academic year. Information regarding IPEDS survey procedures and response rates is available in appendix A. Detailed definitions of terms used in this report are available in appendix B.

Institutional Characteristics, Price of Attendance, and Tuition and Fees

The Institutional Characteristics (IC) component of IPEDS collects and maintains information used to classify postsecondary institutions based on a variety of characteristics. Data on level (4-year, 2-year, less-than-2-year), control (public, private not-for-profit, private for-profit), and sector (level crossed with control) allow classification within general categories. More specific categories of institutions can be defined by using additional data, such as types of programs

¹ The other jurisdictions surveyed in IPEDS are American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Northern Marianas, Palau, Puerto Rico, and the Virgin Islands.

² Institutions participating in Title IV programs are accredited by an agency or organization recognized by the Secretary of the U.S. Department of Education, have a program of more than 300 clock hours or 8 credit hours, have been in business for at least 2 years, and have a signed Program Participation Agreement with the Office of Postsecondary Education, U.S. Department of Education.

³ The four U.S. service academies that are not Title IV-eligible are the U.S. Naval Academy, the U.S. Military Academy, the U.S. Coast Guard Academy, and the U.S. Air Force Academy. One academy, the U.S. Merchant Marine Academy, is Title IV-eligible. Data for all five institutions are included in the tables and counts of institutions unless otherwise indicated.

offered, levels of degrees and awards, calendar system, admission requirements, student charges, and basic enrollment information.

In addition, the IC component collects data on tuition and fees (by level of program: undergraduate and graduate) and room and board charges. Price of attendance is also collected for full-time, first-time degree/certificate-seeking undergraduate students.

Price of attendance is the total amount institutions estimate that undergraduate-level full-time, first-time degree-seeking students will pay to attend before financial aid is considered. This price includes tuition and fees, books and supplies, room and board, and certain other designated expenses such as transportation. These estimates are the average amounts used by the financial aid office to determine a student's financial aid.

Completions

The Completions component collects data annually on recognized program completions⁴ in postsecondary education programs by level of degree (associate's, bachelor's, master's, doctor's, and first-professional) and on other formal awards by length of program. Data are collected on the race/ethnicity and gender of recipients and their fields of study. In addition, completions data on the number of students with multiple majors are collected by field of study, degree level, race/ethnicity, and gender from those schools that award degrees with multiple majors. The data from this component reflect all formal awards (i.e., degrees, diplomas, certificates) conferred between July 1, 2008, and June 30, 2009.

12-Month Enrollment

The 12-Month Enrollment component collects unduplicated headcount enrollment and instructional activity data at each institution for the academic year. The unduplicated headcount part of this component collects race/ethnicity, gender, and level of study (undergraduate, graduate, or first-professional) for each individual enrolled during the reporting period. The instructional activity portion of this component collects the number of contact or credit hours attempted by undergraduate and graduate students enrolled for credit. Activity data is classified as undergraduate or graduate level by course, not by student level of study. Credit and contact hours are not collected for first-professional students.

Changes in Reporting Categories

Beginning in fall 2008, several changes began to take effect regarding reporting of data (1) by race/ethnicity and (2) by level of study/level of award.⁵ These changes are being phased in over several IPEDS collections. As a result of the optional reporting categories in use during the adoption period, caution should be exercised when drawing conclusions from the data presented in this *First Look*. Data presented in this report on students of two or more races are based on only those institutions that reported using the optional new race/ethnicity categories and are not representative of all students who could be classified into two or more races. Also, data in this *First Look* regarding first-professional students are based solely on those institutions that

⁴ Recognized program completions are those where an award has officially been conferred. This does not include completions where the requirements for the award have been satisfied, but the award has not yet been conferred.

⁵ For more information, see http://nces.ed.gov/ipeds/submit_data/changes0809.asp.

reported using the old level of student categories and cannot be considered representative of all students enrolled in programs that were formerly classified as first-professional. Comparisons between data from prior IPEDS collections and the data presented in this *First Look* should be undertaken with caution for these same reasons. Please see the Changes in Reporting Categories section of appendix A for details.

Focus of This Report

Tabulations in this report focus on selected data items collected in fall 2009 from 6,822 Title IV institutions and administrative offices in the United States. Table 1 also includes the 154 Title IV institutions in the other jurisdictions. Since table 1 only pertains to institutions, the 3 administrative offices located in the other jurisdictions are not included in the table. Unless otherwise indicated, imputed data were included in the tabulations in place of missing data for institutions that did not report values for the necessary items. The selected items in this report, as well as the other items collected in fall 2009, are available through the IPEDS Data Center.⁶

Several tables in this *First Look* display trends over time. In table 4, the time points displayed were chosen to demonstrate the range of data available from IPEDS for trend analysis, not to emphasize any particular period of change. In tables 5 and 6, the time period of three years was chosen to reflect the same period as the College Affordability Index (CAI). The CAI, which is calculated over a three year period, is the ratio of the percentage change in tuition and required fees for full-time, first-time undergraduate students to the percentage change in the Consumer Price Index. No comparison of tables 5 and 6 to the CAI is intended. Instead, tables 5 and 6 provide an additional, complementary source of information on the change in the price of attendance for full-time, first-time undergraduate students.

⁶ See <http://nces.ed.gov/ipeds>.

Selected Findings

Institutional Characteristics of Title IV Institutions

- In 2009-10, there were 6,896 institutions in the United States and other jurisdictions; 2,853 were classified as 4-year institutions, 2,259 were 2-year institutions, and the remaining 1,784 were less-than-2-year institutions (table 1).
- In the United States, 29 percent of institutions reported offering a program higher than a bachelor's degree as their highest offering, 12 percent of institutions reported offering a bachelor's degree as their highest offering, 33 percent reported offering an associate's degree or an award of at least 2 but less than 4 years as their highest offering, and 25 percent reported offering an award of less than 2 years as their highest offering (table 2).

Tuition and Fees Charged to Full-Time Undergraduate Students at Title IV Institutions in the United States

- During 2009-10, 4-year public institutions reported average tuition and required fees⁷ of approximately \$6,400 for in-state students and about \$15,100 for out-of-state students (table 3). Four-year private not-for-profit institutions⁸ reported charging approximately \$21,100, on average, and private for-profit institutions reported charging an average of about \$15,700.
- Between 2000-01 and 2009-10, 4-year public institutions reported a 46 percent increase in average inflation-adjusted in-state tuition and required fees and a 34 percent increase in average inflation-adjusted out-of-state tuition and required fees (table 4). Over the same 10-year period, 4-year private not-for-profit institutions reported a 31 percent increase and private for-profit institutions reported a 20 percent increase in average inflation-adjusted tuition and required fees.

Price of Attendance for Full-Time, First-Time Degree/Certificate-Seeking Undergraduate Students at Title IV Institutions in the United States

- Between 2007-08 and 2009-10, public institutions reported a 9.1 percent increase in average inflation-adjusted in-state tuition and required fees and a 7.5 percent increase in average inflation-adjusted out-of-state tuition and required fees (table 5). Over the same period, private not-for-profit institutions reported a 6.6 percent increase and private for-profit institutions reported a 5.2 percent increase in average inflation-adjusted tuition and required fees.
- Among 4-year institutions, private for-profit institutions reported the highest average price of attendance during 2009-10 for students living on campus (approximately \$36,700), slightly higher than the average for private not-for-profit institutions (about \$34,200) (table 6). Public institutions reported an average price of attendance of approximately \$18,600 for in-state students living on campus and \$27,700 for out-of-state students living on campus.

⁷ Tuition and required fees are average institutional charges for all full-time students at the institution as reported by the institution, not average amounts paid by students (i.e., charges are not weighted by enrollment).

⁸ Figures provided for private institutions are based on out-of-state residency only. Tuition and fees at nine private institutions (four 4-year not-for-profit institutions, four 2-year not-for-profit institutions, and one 2-year for-profit institution) varied by residency.

Completions at Title IV Institutions in the United States During 2008-09

- Of the 2.6 million degrees awarded by 4-year institutions, 42 percent were awarded to men and 58 percent to women (table 7). Of the almost 574,000 degrees awarded by 2-year institutions, 38 percent were awarded to men and 62 percent to women.
- Institutions reported conferring about 4.1 million postsecondary awards (degrees or certificates) (table 8). About 769,000 were less than 2 year certificates, 824,000 were associate's degrees or at least 2 but less than 4 year certificates, 1.6 million were bachelor's degrees, and 863,000 were graduate degrees and certificates.
- At 4-year institutions, the largest program of study for bachelor's degree recipients for men was Business Administration and Management (10 percent of the approximately 690,000 degrees); the largest for women was Psychology (8 percent of the approximately 920,000 degrees), followed closely by Business Administration and Management (7 percent) (table 9). Business Administration and Management was also the largest program of study for master's degree recipients for both men (22 percent of the approximately 260,000 degrees) and women (11 percent of the approximately 400,000 degrees). Law was the largest program of study for both men and women who earned doctor's degrees⁹ (32 percent of the approximately 80,000 degrees awarded to men and 26 percent of the approximately 80,000 degrees awarded to women).

12-Month Enrollment at Title IV Institutions in the United States During 2008-09

- Institutions reported a 12-month unduplicated headcount enrollment totaling 27.4 million individual students (table 10). Of these, 23.7 million were undergraduates, 3.5 million were graduate students, and 197,000 were first-professional students.
- Institutions reported full-time-equivalent enrollment of 16.5 million graduate and undergraduate students¹⁰ (table 11).

⁹ Doctoral level degrees reported as first-professional degrees by institutions not utilizing the optional new levels of award were included when calculating the largest doctoral program of study.

¹⁰ Full-time-equivalent enrollment does not represent first-professional students for the 247 institutions still utilizing that reporting category since credit hour activity is not collected for first-professional students.

Table 1. Number and percentage distribution of Title IV institutions, by control of institution, level of institution, and region: United States and other jurisdictions, academic year 2009-10

Level of institution and region	Number of institutions				Percent of institutions			
	Total	Public	Private not-for-profit	Private for-profit	Total	Public	Private not-for-profit	Private for-profit
Total institutions	6,896	2,015	1,865	3,016	100.0	100.0	100.0	100.0
Total U.S. institutions	6,742	1,989	1,809	2,944	97.8	98.7	97.0	97.6
Level of institution								
4-year	2,853	690	1,592	571	41.4	34.2	85.4	18.9
U.S.	2,790	673	1,553	564	40.5	33.4	83.3	18.7
Other jurisdictions	63	17	39	7	0.9	0.8	2.1	0.2
2-year	2,259	1,103	182	974	32.8	54.7	9.8	32.3
U.S.	2,233	1,094	176	963	32.4	54.3	9.4	31.9
Other jurisdictions	26	9	6	11	0.4	0.4	0.3	0.4
Less-than-2-year	1,784	222	91	1,471	25.9	11.0	4.9	48.8
U.S.	1,719	222	80	1,417	24.9	11.0	4.3	47.0
Other jurisdictions	65	0	11	54	0.9	0.0	0.6	1.8
Region								
New England	409	93	170	146	5.9	4.6	9.1	4.8
Mid East	1,103	272	427	404	16.0	13.5	22.9	13.4
Great Lakes	1,052	278	308	466	15.3	13.8	16.5	15.5
Plains	624	195	199	230	9.0	9.7	10.7	7.6
Southeast	1,658	576	364	718	24.0	28.6	19.5	23.8
Southwest	700	239	89	372	10.2	11.9	4.8	12.3
Rocky Mountains	253	81	28	144	3.7	4.0	1.5	4.8
Far West	938	250	224	464	13.6	12.4	12.0	15.4
U.S. service academies	5	5	0	0	0.1	0.2	0.0	0.0
Other jurisdictions	154	26	56	72	2.2	1.3	3.0	2.4

NOTE: Data are not imputed. The item response rates for all cells in this table are 100 percent. The New England region includes Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. The Mid East region includes Delaware, the District of Columbia, Maryland, New Jersey, New York, and Pennsylvania. The Great Lakes region includes Illinois, Indiana, Michigan, Ohio, and Wisconsin. The Plains region includes Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota. The Southeast region includes Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. The Southwest region includes Arizona, New Mexico, Oklahoma, and Texas. The Rocky Mountains region includes Colorado, Idaho, Montana, Utah, and Wyoming. The Far West region includes Alaska, California, Hawaii, Nevada, Oregon, and Washington. The other jurisdictions include American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Northern Marianas, Palau, Puerto Rico, and the Virgin Islands. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2009, Institutional Characteristics component.

Table 2. Number and percentage distribution of Title IV institutions, by control of institution, degree-granting status, and highest level of offering: United States, academic year 2009-10

Degree-granting status and highest level of offering	Number of institutions				Percent of institutions			
	Total	Public	Private not-for-profit	Private for-profit	Total	Public	Private not-for-profit	Private for-profit
All institutions	6,742	1,989	1,809	2,944	100.0	100.0	100.0	100.0
Less than 1 year	252	6	14	232	3.7	0.3	0.8	7.9
At least 1 but less than 2 years	1,467	216	66	1,185	21.8	10.9	3.6	40.3
Associate's degree	1,371	773	74	524	20.3	38.9	4.1	17.8
At least 2 but less than 4 years	862	321	102	439	12.8	16.1	5.6	14.9
Bachelor's degree	827	125	369	333	12.3	6.3	20.4	11.3
Post-baccalaureate certificate	52	8	41	3	0.8	0.4	2.3	0.1
Master's degree	819	140	499	180	12.1	7.0	27.6	6.1
Post-master's certificate	198	91	104	3	2.9	4.6	5.7	0.1
Doctor's degree—research/scholarship	247	94	138	15	3.7	4.7	7.6	0.5
Doctor's degree—professional practice	226	31	185	10	3.4	1.6	10.2	0.3
Doctor's degree—research/scholarship and professional practice ¹	332	164	153	15	4.9	8.2	8.5	0.5
Doctor's degree—other	89	20	64	5	1.3	1.0	3.5	0.2
Degree-granting	4,495	1,672	1,624	1,199	100.0	100.0	100.0	100.0
Associate's degree	1,371	773	74	524	30.5	46.2	4.6	43.7
At least 2 but less than 4 years	350	227	11	112	7.8	13.6	0.7	9.3
Bachelor's degree	827	125	369	333	18.4	7.5	22.7	27.8
Post-baccalaureate certificate	37	7	28	2	0.8	0.4	1.7	0.2
Master's degree	819	140	499	180	18.2	8.4	30.7	15.0
Post-master's certificate	197	91	103	3	4.4	5.4	6.3	0.3
Doctor's degree—research/scholarship	247	94	138	15	5.5	5.6	8.5	1.3
Doctor's degree—professional practice	226	31	185	10	5.0	1.9	11.4	0.8
Doctor's degree—research/scholarship and professional practice ¹	332	164	153	15	7.4	9.8	9.4	1.3
Doctor's degree—other	89	20	64	5	2.0	1.2	3.9	0.4
Non-degree-granting	2,247	317	185	1,745	100.0	100.0	100.0	100.0
Less than 1 year	252	6	14	232	11.2	1.9	7.6	13.3
At least 1 but less than 2 years	1,467	216	66	1,185	65.3	68.1	35.7	67.9
At least 2 but less than 4 years	512	94	91	327	22.8	29.7	49.2	18.7
Post-baccalaureate certificate	15	1	13	1	0.7	0.3	7.0	0.1
Post-master's certificate	1	0	1	0	0.0	0.0	0.5	0.0

¹This category does not appear on the survey screens. It is calculated for display in this table and includes all institutions that offer both doctor's degrees—research/scholarship and doctor's degrees—professional practice.

NOTE: Data are not imputed. The item response rates for all cells in this table are 100 percent. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2009, Institutional Characteristics component.

Table 3. Average, median, and number of institutions reporting academic year tuition and required fees for full-time students at Title IV institutions, by control of institution, student level, and level of institution: United States, academic year 2009-10

Student level and level of institution	Public		Private not-for-profit ¹	Private for-profit ¹
	In-state	Out-of-state		
Average tuition and required fees				
Undergraduate				
4-year	\$6,393	\$15,078	\$21,050	\$15,715
2-year	2,970	6,187	10,266	14,280
Less-than-2-year	5,106	5,584	8,982	12,807
Graduate ²	7,943	15,762	14,984	14,687
Median tuition and required fees				
Undergraduate				
4-year	6,033	14,648	21,120	14,800
2-year	2,834	5,850	9,158	13,200
Less-than-2-year	4,760	4,760	8,710	13,259
Graduate ²	7,238	15,430	12,625	12,990
Number of institutions reporting tuition and required fees				
Undergraduate				
4-year	652	652	1,297	513
2-year	1,006	1,006	140	436
Less-than-2-year	44	44	15	68
Graduate ²	561	561	1,116	218

¹Out-of-state average and median tuition and required fees were used for private institutions that reported varying tuitions by residency.

²Tuition and fee charges for graduate students do not include charges for programs designated as doctor's degrees—professional practice.

NOTE: Tuition and required fees are average institutional charges for all full-time students at the institution as reported by the institution, not average amounts paid by students (i.e., charges are not weighted by enrollment). These figures for undergraduates differ from the pricing data in table 5 that apply only to full-time, first-time degree/certificate-seeking undergraduates. The 2,269 institutions with academic calendars that differ by program or allow continuous enrollment are not included. U.S. service academies are not included. Medians were calculated using SAS, Version 9, Proc Univariate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2009, Institutional Characteristics component.

Table 4. Average and median tuition and required fees, percentage change in average and median tuition and required fees, and number of institutions reporting academic year tuition and required fees, measured in constant 2009-10 dollars, for full-time students at Title IV institutions, by student level, sector, and residency: United States, academic years 2000-01, 2003-04, 2006-07, and 2009-10

Student level, sector, and residency	Academic year				Percent change 2000-01 to 2009-10
	2000-01	2003-04	2006-07	2009-10	
Average tuition and required fees ¹					
Undergraduate					
Public 4-year					
In-state	\$4,376	\$5,292	\$5,848	\$6,393	46.1
Out-of-state	11,223	13,137	13,974	15,078	34.3
Public 2-year					
In-state	2,230	2,612	2,814	2,970	33.2
Out-of-state	5,387	5,936	6,114	6,187	14.8
Public less-than-2-year					
In-state	5,020	5,703	5,998	5,106	1.7
Out-of-state	5,518	6,395	6,387	5,584	1.2
Private not-for-profit 4-year	16,094	17,629	19,094	21,050	30.8
Private not-for-profit 2-year	8,264	9,010	9,644	10,266	24.2
Private not-for-profit less-than-2-year	8,177	10,358	8,863	8,982	9.8
Private for-profit 4-year	13,100	14,027	15,176	15,715	20.0
Private for-profit 2-year	11,291	12,720	12,728	14,280	26.5
Private for-profit less-than-2-year	9,780	11,287	11,945	12,807	31.0
Graduate ²					
Public 4-year					
In-state	4,943	6,203	7,012	7,943	60.7
Out-of-state	11,317	13,409	14,487	15,762	39.3
Private not-for-profit 4-year	12,531	13,218	14,065	14,984	19.6
Private for-profit 4-year	15,016	14,145	14,711	14,687	-2.2
Median tuition and required fees ¹					
Undergraduate					
Public 4-year					
In-state	\$4,055	\$4,876	\$5,514	\$6,033	48.8
Out-of-state	11,075	12,647	13,781	14,648	32.3
Public 2-year					
In-state	1,900	2,434	2,630	2,834	49.2
Out-of-state	5,062	5,703	5,784	5,850	15.6
Public less-than-2-year					
In-state	4,119	4,917	5,214	4,760	15.6
Out-of-state	4,361	5,646	5,321	4,760	9.1
Private not-for-profit 4-year	15,970	17,613	19,002	21,120	32.2
Private not-for-profit 2-year	8,411	8,967	9,507	9,158	8.9
Private not-for-profit Less-than-2-year	7,080	9,681	8,306	8,710	23.0
Private for-profit 4-year	12,912	12,740	14,185	14,800	14.6
Private for-profit 2-year	10,396	11,537	11,861	13,200	27.0
Private for-profit less-than-2-year	9,205	10,710	11,955	13,259	44.0
Graduate ²					
Public 4-year					
In-state	4,503	5,562	6,404	7,238	60.7
Out-of-state	10,728	12,567	14,084	15,430	43.8
Private not-for-profit 4-year	10,684	11,226	11,938	12,625	18.2
Private for-profit 4-year	16,039	11,333	13,281	12,990	-19.0

See notes at end of table.

Table 4. Average and median tuition and required fees, percentage change in average and median tuition and required fees, and number of institutions reporting academic year tuition and required fees, measured in constant 2009-10 dollars, for full-time students at Title IV institutions, by student level, sector, and residency: United States, academic years 2000-01, 2003-04, 2006-07, and 2009-10—Continued

Student level, sector, and residency	Academic year				Percent change 2000-01 to 2009-10
	2000-01	2003-04	2006-07	2009-10	
Number of institutions reporting tuition and required fees					
Undergraduate					
Public 4-year					
In-state	595	608	619	652	9.6
Out-of-state	595	608	619	652	9.6
Public 2-year					
In-state	1,112	1,105	1,063	1,006	-9.5
Out-of-state	1,113	1,106	1,063	1,006	-9.6
Public less-than-2-year					
In-state	89	88	49	44	-50.6
Out-of-state	89	87	49	44	-50.6
Private not-for-profit 4-year	1,258	1,300	1,294	1,297	3.1
Private not-for-profit 2-year	214	204	179	140	-34.6
Private not-for-profit Less-than-2-year	20	28	12	15	-25.0
Private for-profit 4-year	161	310	413	513	218.6
Private for-profit 2-year	363	401	382	436	20.1
Private for-profit less-than-2-year	101	133	88	68	-32.7
Graduate ²					
Public 4-year					
In-state	516	543	554	561	8.7
Out-of-state	516	544	554	561	8.7
Private not-for-profit 4-year	933	1,011	1,058	1,116	19.6
Private for-profit 4-year	97	162	188	218	124.7

¹Out-of-state average and median tuition and required fees were used for private institutions that reported varying tuitions by residency.

²Tuition and fee charges for graduate students do not include charges for programs designated as doctor's degrees—professional practice.

NOTE: Tuition and required fees are average institutional charges for all full-time students at the institution as reported by the institution, not average amounts paid by students (i.e., charges are not weighted by enrollment). The time points displayed in this table were chosen to demonstrate the range of data available from IPEDS for trend analysis, not to emphasize any particular period of change. Data for years included in the range of this table, but not specifically displayed in the table, are available via the IPEDS Data Center. These figures for undergraduates differ from the pricing data in table 5 that apply only to full-time, first-time degree/certificate-seeking undergraduates. Institutions with academic calendars that differ by program or allow continuous enrollment (2,269 in fall 2009, 2,141 in fall 2006, 1,929 in fall 2003, and 1,836 in fall 2000) are not included. U.S. service academies are not included. All amounts from prior years were converted to 2009-10 dollars using the average Consumer Price Index values for the 12-month period ending in October of the academic year the data represent (e.g., October 2000) and the CPI value for the 12-month period ending in October 2009. Medians were calculated using SAS, Version 9, Proc Univariate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2000, Fall2003, Fall2006, and Fall 2009, Institutional Characteristics component.

Table 5. Average components of academic year price of attendance and percentage change in average components of price of attendance, measured in constant 2009-10 dollars, for full-time, first-time degree/certificate-seeking undergraduates at Title IV institutions, by level and control of institution, residency, and student housing: United States, academic years 2007-08 and 2009-10

Component of price, control of institution, residency, and student housing	4-year			2-year			Less-than-2-year		
	2007-08	2009-10	Percent change	2007-08	2009-10	Percent change	2007-08	2009-10	Percent change
Tuition and required fees									
Public									
In-district ¹	\$5,862	\$6,394	9.1	\$2,366	\$2,527	6.8	\$4,862	\$5,124	5.4
In-state	5,865	6,397	9.1	2,789	2,979	6.8	4,887	5,148	5.3
Out-of-state	14,006	15,062	7.5	6,077	6,223	2.4	5,368	5,638	5.0
Private not-for-profit	20,009	21,324	6.6	10,630	11,413	7.4	9,474	10,098	6.6
Private for-profit	14,885	15,661	5.2	13,315	14,344	7.7	11,801	12,916	9.5
Books and supplies									
Public	1,112	1,171	5.3	1,136	1,212	6.7	1,011	1,030	1.8
Private not-for-profit	1,045	1,105	5.7	1,157	1,272	10.0	883	986	11.6
Private for-profit	1,253	1,364	8.9	1,450	1,649	13.7	936	1,036	10.6
Room and board									
Public									
On campus	7,179	7,686	7.1	4,746	5,103	7.5	†	†	†
Off campus (not with family)	8,025	8,543	6.4	6,959	7,289	4.7	6,522	6,671	2.3
Private not-for-profit									
On campus	7,634	8,047	5.4	5,864	6,303	7.5	2,984	2,975	-0.3
Off campus (not with family)	8,023	8,336	3.9	8,297	8,582	3.4	8,611	8,779	1.9
Private for-profit									
On campus	9,004	9,416	4.6	7,754	8,040	3.7	3,108	3,300	6.2
Off campus (not with family)	9,045	9,210	1.8	7,768	7,896	1.6	7,354	7,742	5.3
Other expenses									
Public									
On campus	3,021	3,144	4.1	2,754	2,882	4.7	†	†	†
Off campus (not with family)	3,692	3,854	4.4	3,409	3,643	6.9	3,130	3,188	1.9
Off campus (with family)	3,651	3,848	5.4	3,497	3,729	6.6	3,330	3,419	2.7
Private not-for-profit									
On campus	2,423	2,544	5.0	2,657	2,889	8.7	5,449	5,550	1.9
Off campus (not with family)	3,184	3,344	5.0	3,758	3,936	4.7	2,748	2,850	3.7
Off campus (with family)	3,443	3,593	4.3	3,772	3,974	5.4	4,282	4,338	1.3
Private for-profit									
On campus	4,139	4,477	8.1	3,859	4,031	4.4	4,670	7,500	60.6
Off campus (not with family)	5,203	5,533	6.3	3,728	3,984	6.9	3,598	3,904	8.5
Off campus (with family)	5,810	6,165	6.1	3,939	4,192	6.4	3,181	3,447	8.4

† Not applicable.

¹For public institutions, "in district" refers to the charges paid by a student who lives in the locality surrounding the institution, such as county.

NOTE: Amounts are institutional averages as reported by the institution, not average amounts paid by students (i.e., charges are not weighted by enrollment). The time period of the percentage change in this table was chosen to reflect the same period as the College Affordability Index. The College Affordability Index, which is calculated over a three year period, is the ratio of the percentage change in tuition and required fees for full-time, first-time undergraduate students to the percentage change in the Consumer Price Index (CPI). Out-of-state average tuition and required fees were used for private institutions that reported varying tuitions by residency. These figures may differ from the tuition and required fee charges in table 3 and table 4 that apply to all full-time undergraduates. The average components of academic year price of attendance in this table may not sum to the corresponding average price of attendance in table 6 because not all institutions report all components of academic year price of attendance separately (e.g., an institution may report a comprehensive fee in lieu of the individual components). The 2,226 institutions with academic calendars that differ by program or allow continuous enrollment are not included. U.S. service academies are not included. All amounts from 2007-08 were converted to 2009-10 dollars using the average CPI values for the 12-month periods ending in October 2007 and October 2009.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2009, Institutional Characteristics component.

Table 6. Average academic year price of attendance and percentage change in average price of attendance, measured in constant 2009-10 dollars, for full-time, first-time degree/certificate-seeking undergraduates at Title IV institutions, by level and control of institution, student housing, and residency: United States, academic years 2007-08 and 2009-10

Control of institution, student housing, and residency	4-year			2-year			Less-than-2-year		
	2007-08	2009-10	Percent change	2007-08	2009-10	Percent change	2007-08	2009-10	Percent change
Public									
On campus ¹									
In-district ²	\$17,183	\$18,598	8.2	\$10,945	\$11,880	8.5	\$†	\$†	†
In-state	17,185	18,599	8.2	11,171	12,115	8.5	†	†	†
Out-of-state	25,694	27,687	7.8	13,639	14,436	5.8	†	†	†
Off campus (not with family) ³									
In-district ²	18,608	19,902	7.0	13,849	14,652	5.8	15,478	15,964	3.1
In-state	18,612	19,906	7.0	14,276	15,109	5.8	15,503	15,988	3.1
Out-of-state	26,798	28,620	6.8	17,552	18,337	4.5	15,984	16,478	3.1
Off campus (with family) ³									
In-district ²	10,541	11,353	7.7	6,977	7,450	6.8	9,156	9,525	4.0
In-state	10,545	11,357	7.7	7,404	7,906	6.8	9,181	9,548	4.0
Out-of-state	18,731	20,071	7.2	10,680	11,134	4.3	9,662	10,038	3.9
Private not-for-profit									
On campus ¹	32,159	34,160	6.2	22,207	23,834	7.3	20,068	20,597	2.6
Off campus (not with family) ³	29,987	31,708	5.7	23,550	24,859	5.6	21,429	22,460	4.8
Off campus (with family) ³	22,238	23,636	6.3	15,267	16,316	6.9	14,351	15,168	5.7
Private for-profit									
On campus ¹	34,548	36,665	6.1	27,648	29,544	6.9	31,962	38,250	19.7
Off campus (not with family) ³	29,992	31,322	4.4	25,964	27,488	5.9	23,437	25,309	8.0
Off campus (with family) ³	21,572	22,761	5.5	18,407	19,801	7.6	15,665	17,110	9.2

† Not applicable.

¹On-campus average price is based on those institutions that offer on-campus housing and/or meal service.

²For public institutions, "in district" refers to the charges paid by a student who lives in the locality surrounding the institution, such as county.

³Off-campus average price is based on those institutions that do not require full-time, first-time students to live on campus.

NOTE: Price of attendance includes tuition and required fees, books and supplies, room and board charges, and other expenses. Amounts are institutional averages as reported by the institution, not average amounts paid by students (i.e., charges are not weighted by enrollment). The time period of the percentage change was chosen to reflect the same period as the College Affordability Index. The College Affordability Index, which is calculated over a three year period, is the ratio of the percentage change in tuition and required fees for full-time, first-time undergraduate students to the percentage change in the Consumer Price Index (CPI). Out-of-state average tuition and required fees were used for private institutions that reported varying tuitions by residency. The average components of academic year price of attendance in table 5 may not sum to the corresponding average price of attendance in this table because not all institutions report all components of academic year price of attendance separately (e.g., an institution may report a comprehensive fee in lieu of the individual components). The 2,226 institutions with academic calendars that differ by program or allow continuous enrollment are not included. U.S. service academies are not included. All amounts from 2007-08 were converted to 2009-10 dollars using the average Consumer Price Index values for the 12-month periods ending in October 2007 and October 2009.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2009, Institutional Characteristics component.

Table 7. Number and percentage distribution of degrees conferred at Title IV institutions, by control of institution, level of institution, gender, race/ethnicity, and degree level: United States, academic year 2008-09

Level of institution, ¹ gender, race/ethnicity, and degree level	All institutions		Public		Private not-for profit		Private for-profit	
	Number	Percent of total	Number	Percent of total	Number	Percent of total	Number	Percent of total
4-year institutions								
Total degrees	2,631,759	100.0	1,493,193	100.0	900,665	100.0	237,901	100.0
Gender								
Men	1,105,640	42.0	639,180	42.8	373,763	41.5	92,697	39.0
Women	1,526,119	58.0	854,013	57.2	526,902	58.5	145,204	61.0
Race/ethnicity								
American Indian or Alaska Native	17,915	0.7	11,804	0.8	4,233	0.5	1,878	0.8
Asian, Native Hawaiian, or Pacific Islander	161,992	6.2	100,536	6.7	51,554	5.7	9,902	4.2
Black or African American	247,460	9.4	126,857	8.5	78,880	8.8	41,723	17.5
Hispanic or Latino	186,290	7.1	114,932	7.7	50,232	5.6	21,126	8.9
White	1,662,102	63.2	984,471	65.9	569,105	63.2	108,526	45.6
Two or more races ²	2,730	0.1	1,088	0.1	911	0.1	731	0.3
Race/ethnicity unknown	204,822	7.8	72,269	4.8	85,079	9.4	47,474	20.0
Nonresident alien	148,448	5.6	81,236	5.4	60,671	6.7	6,541	2.7
Degree level								
Associate's degrees	213,888	8.1	87,284	5.8	40,566	4.5	86,038	36.2
Bachelor's degrees	1,601,367	60.8	1,020,435	68.3	496,260	55.1	84,672	35.6
Master's degrees ³	662,079	25.2	308,206	20.6	290,393	32.2	63,480	26.7
Doctor's degrees ⁴	154,425	5.9	77,268	5.2	73,446	8.2	3,711	1.6
2-year institutions								
Total degrees	573,557	100.0	508,823	100.0	6,363	100.0	58,371	100.0
Gender								
Men	217,166	37.9	191,405	37.6	1,911	30.0	23,850	40.9
Women	356,391	62.1	317,418	62.4	4,452	70.0	34,521	59.1
Race/ethnicity								
American Indian or Alaska Native	5,938	1.0	5,327	1.0	157	2.5	454	0.8
Asian, Native Hawaiian, or Pacific Islander	30,758	5.4	27,629	5.4	327	5.1	2,802	4.8
Black or African American	64,250	11.2	52,138	10.2	1,113	17.5	10,999	18.8
Hispanic or Latino	67,154	11.7	58,097	11.4	343	5.4	8,714	14.9
White	363,534	63.4	329,763	64.8	4,088	64.2	29,683	50.9
Two or more races ²	746	0.1	340	0.1	17	0.3	389	0.7
Race/ethnicity unknown	30,163	5.3	24,998	4.9	129	2.0	5,036	8.6
Nonresident alien	11,014	1.9	10,531	2.1	189	3.0	294	0.5

See notes at end of table.

Table 7. Number and percentage distribution of degrees conferred at Title IV institutions, by control of institution, level of institution, gender, race/ethnicity, and degree level: United States, academic year 2008-09—Continued

Level of institution, ¹ gender, race/ethnicity, and degree level	All institutions		Public		Private not-for profit		Private for-profit	
	Number	Percent of total	Number	Percent of total	Number	Percent of total	Number	Percent of total
2-year institutions—Continued								
Degree level								
Associate's degrees ⁵	573,556	100.0	508,823	100.0	6,363	100.0	58,370	100.0
Bachelor's degrees ⁶	1	#	0	0.0	0	0.0	1	#

Rounds to zero.

¹Institutions are classified as 4-year or 2-year based on the highest level of awards offered in the collection year.

²Two or more races was an optional reporting category in IPEDS 2009-10, and 424 institutions reported awarding degrees using this option. The figures reported here should not be considered representative of all completions awarded to individuals who could be classified into two or more races.

³Includes 2,812 degrees reported as first-professional degrees by 84 institutions.

⁴Includes 44,930 degrees reported as doctor's degrees—professional practice by 285 institutions, and 47,189 degrees reported as first-professional degrees by 184 institutions.

⁵Includes 119 associate's degrees awarded by four 2-year institutions that were classified as non-degree-granting in the collection year (2009-10).

⁶Includes one bachelor's degree awarded by one institution that was a 2-year institution in the collection year (2009-10).

NOTE: Awards to individuals of Hispanic or Latino ethnicity are included in the Hispanic or Latino category regardless of race. One institution that was a less-than-2-year institution in the collection year (2009-10) reported awarding 22 associate's degrees in the reporting year (2008-09); these 22 degrees are not included in this table. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2009, Completions component.

Table 8. Awards conferred by Title IV institutions, by race/ethnicity, level of award, and gender: United States, academic year 2008-09

Level of award and gender	Total Awards	American Indian or Alaska Native	Asian, Native Hawaiian, or Pacific Islander	Black or African American	Hispanic or Latino	White	Two or more races ¹	Race/ethnicity unknown	Nonresident alien
Total awards	4,057,501	32,958	230,014	467,010	384,860	2,475,312	5,671	292,684	168,992
Men	1,641,280	12,629	99,905	151,442	141,933	1,022,693	1,928	120,855	89,895
Women	2,416,221	20,329	130,109	315,568	242,927	1,452,619	3,743	171,829	79,097
Less than 1 year	429,640	4,261	19,737	86,053	69,961	215,897	926	29,386	3,419
Men	170,424	1,734	7,559	30,362	23,528	94,801	236	10,963	1,241
Women	259,216	2,527	12,178	55,691	46,433	121,096	690	18,423	2,178
At least 1 but less than 2 years	339,163	4,261	13,723	60,861	55,339	180,801	1,046	20,090	3,042
Men	113,926	1,710	4,934	17,922	18,548	62,010	245	7,353	1,204
Women	225,237	2,551	8,789	42,939	36,791	118,791	801	12,737	1,838
Associate's degrees ²	787,466	8,234	38,085	94,409	91,147	487,541	1,227	51,639	15,184
Men	298,252	2,857	15,935	29,715	34,112	188,805	435	20,301	6,092
Women	489,214	5,377	22,150	64,694	57,035	298,736	792	31,338	9,092
At least 2 but less than 4 years ³	36,952	339	1,763	4,099	3,707	23,862	171	2,642	369
Men	18,265	155	839	1,982	2,361	10,930	71	1,765	162
Women	18,687	184	924	2,117	1,346	12,932	100	877	207
Bachelor's degrees ⁴	1,601,368	11,407	104,938	145,834	120,722	1,068,983	1,759	101,842	45,883
Men	685,382	4,515	47,288	49,729	47,096	469,137	742	44,542	22,333
Women	915,986	6,892	57,650	96,105	73,626	599,846	1,017	57,300	23,550
Post-baccalaureate certificates	28,141	170	1,462	1,979	1,789	17,607	43	3,742	1,349
Men	9,914	46	552	601	609	6,089	13	1,365	639
Women	18,227	124	910	1,378	1,180	11,518	30	2,377	710
Master's degrees ⁵	662,079	3,318	35,181	62,169	34,760	376,628	418	69,872	79,733
Men	263,538	1,171	16,222	17,495	12,440	141,925	161	28,152	45,972
Women	398,541	2,147	18,959	44,674	22,320	234,703	257	41,720	33,761
Post-master's certificates ⁶	18,267	74	575	2,306	613	11,501	9	1,838	1,351
Men	5,940	21	231	429	171	3,718	1	618	751
Women	12,327	53	344	1,877	442	7,783	8	1,220	600
Doctor's degrees ⁷	154,425	894	14,550	9,300	6,822	92,492	72	11,633	18,662
Men	75,639	420	6,345	3,207	3,068	45,278	24	5,796	11,501
Women	78,786	474	8,205	6,093	3,754	47,214	48	5,837	7,161

¹Two or more races was an optional reporting category in IPEDS 2009-10, and a total of 771 institutions reported awarding degrees or certificates using this option. The figures reported here should not be considered representative of all completions awarded to individuals who could be classified into two or more races.

²Includes 22 associate's degrees awarded by one institution that was a less-than-2-year institution in the collection year (2009-10) and 119 associate's degrees awarded by four 2-year institutions that were classified as non-degree-granting in the collection year (2009-10).

³Includes 247 certificates of at least 2 but less than 4 years awarded by eight institutions that were less-than-2-year institutions in the collection year (2009-10).

⁴Includes one bachelor's degree awarded by one institution that was a 2-year institution in the collection year (2009-10).

⁵Includes 2,812 degrees reported as first-professional degrees by 84 institutions.

⁶Includes 527 certificates reported as first-professional certificates by 28 institutions.

⁷Includes 44,930 degrees reported as doctor's degrees—professional practice by 285 institutions, and 47,189 degrees reported as first-professional degrees by 184 institutions.

NOTE: Awards to individuals of Hispanic or Latino ethnicity are included in the Hispanic or Latino category regardless of race.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2009, Completions component.

Table 9. The 10 largest programs of study for men and women at 4-year Title IV institutions, by level of degree and program of study: United States, academic year 2008-09

Men			Women		
Level of degree and program of study ¹	Count	Percent	Level of degree and program of study ¹	Count	Percent
Associate's degrees					
Total	81,082	100.0	Total	132,806	100.0
Liberal Arts and Sciences/Liberal Studies	15,461	19.1	Liberal Arts and Sciences/Liberal Studies	25,015	18.8
Business Administration and Management, General	8,996	11.1	Business Administration and Management, General	17,127	12.9
General Studies	5,278	6.5	Nursing/Registered Nurse (RN, ASN, BSN, MSN)	15,393	11.6
Computer Systems Networking and Telecommunications	3,180	3.9	General Studies	6,831	5.1
Electrical, Electronic and Communications Engineering Technology/Technician	2,599	3.2	Accounting	3,967	3.0
Culinary Arts/Chef Training	2,567	3.2	Medical/Clinical Assistant	3,874	2.9
Nursing/Registered Nurse (RN, ASN, BSN, MSN)	2,499	3.1	Legal Assistant/Paralegal	2,317	1.7
Information Technology	1,724	2.1	Fashion Merchandising	2,174	1.6
CAD/CADD Drafting and/or Design Technology/Technician	1,473	1.8	Hospital and Health Care Facilities Administration/Management	2,138	1.6
Recording Arts Technology/Technician	1,274	1.6	Corrections and Criminal Justice, Other	2,051	1.5
Bachelor's degrees					
Total	685,381	100.0	Total	915,986	100.0
Business Administration and Management, General	66,190	9.7	Psychology, General	68,808	7.5
Finance, General	22,931	3.3	Business Administration and Management, General	64,122	7.0
Biology/Biological Sciences, General	21,906	3.2	Nursing/Registered Nurse (RN, ASN, BSN, MSN)	61,405	6.7
Political Science and Government, General	20,947	3.1	Elementary Education and Teaching	36,358	4.0
Accounting	20,446	3.0	Biology/Biological Sciences, General	33,950	3.7
Psychology, General	20,432	3.0	English Language and Literature, General	28,945	3.2
History, General	20,088	2.9	Accounting	24,068	2.6
Economics, General	17,756	2.6	Communication Studies/Speech Communication and Rhetoric	22,000	2.4
Mechanical Engineering	15,424	2.3	Sociology	20,064	2.2
Marketing/Marketing Management, General	14,613	2.1	Liberal Arts and Sciences/Liberal Studies	19,396	2.1
Master's degrees ²					
Total	263,538	100.0	Total	398,541	100.0
Business Administration and Management, General	58,766	22.3	Business Administration and Management, General	45,366	11.4
Electrical, Electronics and Communications Engineering	7,462	2.8	Education, General	20,225	5.1
Educational Leadership and Administration, General	7,139	2.7	Social Work	16,716	4.2
Business/Commerce, General	6,461	2.5	Elementary Education and Teaching	15,213	3.8
Education, General	5,832	2.2	Curriculum and Instruction	14,276	3.6
Accounting	5,314	2.0	Educational Leadership and Administration, General	13,086	3.3
Public Administration	4,181	1.6	Special Education and Teaching, General	11,763	3.0
Computer Science	3,980	1.5	Counselor Education/School Counseling and Guidance Services	10,532	2.6
Mechanical Engineering	3,929	1.5	Nursing/Registered Nurse (RN, ASN, BSN, MSN)	8,276	2.1
Computer and Information Sciences, General	3,718	1.4	Reading Teacher Education	7,948	2.0

See notes at end of table.

Table 9. The 10 largest programs of study for men and women at 4-year Title IV institutions, by gender, level of degree, and program of study: United States, academic year 2008-09—Continued

Men			Women		
Level of degree and program of study ¹	Count	Percent	Level of degree and program of study ¹	Count	Percent
Doctor's degrees ³					
Total	75,639	100.0	Total	78,786	100.0
Law (LL.B., J.D.)	23,860	31.5	Law (LL.B., J.D.)	20,185	25.6
Medicine (MD)	8,164	10.8	Medicine (MD)	7,823	9.9
Pharmacy (PharmD [USA], PharmD or BS/BPharm [Canada])	4,011	5.3	Pharmacy (PharmD [USA], PharmD or BS/BPharm [Canada])	7,280	9.2
Dentistry (DDS, DMD)	2,637	3.5	Physical Therapy/Therapist	5,106	6.5
Physical Therapy/Therapist	2,086	2.8	Dentistry (DDS, DMD)	2,281	2.9
Osteopathic Medicine/Osteopathy (DO)	1,798	2.4	Educational Leadership and Administration, General	2,163	2.7
Chiropractic (DC)	1,584	2.1	Osteopathic Medicine/Osteopathy (DO)	1,867	2.4
Electrical, Electronics and Communications Engineering	1,519	2.0	Veterinary Medicine (DVM)	1,851	2.3
Chemistry, General	1,501	2.0	Clinical Psychology	1,767	2.2
Educational Leadership and Administration, General	1,176	1.6	Psychology, General	1,085	1.4

¹Degrees by program of study (6-digit Classification of Instructional Programs [CIP] level) are based on the 2000 version of the CIPs.

²A total of 2,812 degrees reported as first-professional degrees by 84 institutions were included when determining the 10 largest programs of study.

³A total of 44,930 degrees reported as doctor's degrees—professional practice by 285 institutions, and 47,189 degrees reported as first-professional degrees by 184 institutions, were included when determining the 10 largest programs of study.

NOTE: Largest program of study is based on the first major for degrees awarded with multiple majors.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2009, Completions component.

Table 10. 12-month unduplicated headcount enrollment at Title IV institutions, by student level, institution sector, race/ethnicity, and gender: United States, academic year 2008-09

Institution sector, race/ethnicity, and gender	Total	Undergraduate	Graduate ¹	First-professional
Total students	27,369,242	23,668,037	3,504,144	197,061
Sector				
Public 4-year	9,050,563	7,237,615	1,723,544	89,404
Public 2-year ²	10,452,884	10,452,789	95	0
Public less-than-2-year	106,468	106,468	0	0
Private not-for-profit 4-year	4,460,007	2,948,610	1,405,323	106,074
Private not-for-profit 2-year	59,253	59,253	0	0
Private not-for-profit less-than-2-year	23,888	23,888	0	0
Private for-profit 4-year	2,076,225	1,699,460	375,182	1,583
Private for-profit 2-year	673,785	673,785	0	0
Private for-profit less-than-2-year	466,169	466,169	0	0
Race/ethnicity				
American Indian or Alaska Native	267,067	245,814	19,870	1,383
Asian, Native Hawaiian, or Pacific Islander	1,596,893	1,395,806	176,250	24,837
Black or African American	3,661,296	3,279,696	367,011	14,589
Hispanic or Latino	3,147,176	2,949,832	186,605	10,739
White	15,283,861	13,214,408	1,950,592	118,861
Two or more races ³	36,200	33,286	2,792	122
Race/ethnicity unknown	2,554,679	2,080,269	453,728	20,682
Nonresident alien	822,070	468,926	347,296	5,848
Gender				
Male	11,604,365	10,145,229	1,359,540	99,596
Female	15,764,877	13,522,808	2,144,604	97,465

¹A total of 305 institutions reported unduplicated headcount enrollment using the optional revised levels of study that eliminated the first-professional category. For these institutions, students formerly classified as first-professional students are now classified as graduate students.

²One 2-year institution reported students enrolled in graduate-level courses.

³Two or more races was an optional reporting category in IPEDS 2009-10, and a total of 1,351 institutions reported unduplicated headcount enrollment using this option. The figures reported here should not be considered representative of the unduplicated headcount enrollment of all individuals that could be classified into two or more races.

NOTE: Students of Hispanic or Latino ethnicity are included in the Hispanic or Latino category regardless of race.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2009, 12-Month Enrollment component.

Table 11. 12-month full-time-equivalent enrollment at Title IV institutions, by student level and institution sector: United States, academic year 2008-09

Institution sector	Total	Undergraduate	Graduate ¹
Total students	16,545,130	14,463,838	2,081,292
Public 4-year	6,425,725	5,425,560	1,000,165
Public 2-year ²	4,495,065	4,495,026	39
Public less-than-2-year	62,528	62,528	0
Private not-for-profit 4-year	3,233,360	2,369,536	863,824
Private not-for-profit 2-year	44,691	44,691	0
Private not-for-profit less-than-2-year	17,172	17,172	0
Private for-profit 4-year	1,225,408	1,008,144	217,264
Private for-profit 2-year	527,616	527,616	0
Private for-profit less-than-2-year	513,565	513,565	0

¹A total of 305 institutions reported full-time-equivalent enrollment using the optional revised levels of study that eliminated the first-professional category. For these institutions, students formerly classified as first-professional students are now classified as graduate students and are included in this table. Students reported as first-professional by 247 institutions are not included in this table.

²One 2-year institution reported full-time-equivalent enrollment in graduate-level courses.

NOTE: The full-time equivalent (FTE) enrollment displayed in this table is calculated from institutions' instructional activity over a 12-month period. For institutions following a quarter calendar system, 45 undergraduate credit hours is considered 1 undergraduate FTE and 36 graduate credit hours is considered 1 graduate FTE. For institutions following a semester, trimester, 4-1-4, or other academic year calendar system, 30 undergraduate credit hours is considered 1 undergraduate FTE and 24 graduate credit hours is considered 1 graduate FTE. For all calendar systems (both academic year-based systems and continuous enrollment systems), 900 undergraduate contact hours is considered 1 undergraduate FTE.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2009, 12-Month Enrollment component.

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Appendix A: Survey Methodology

Overview

The Integrated Postsecondary Education Data System (IPEDS) defines a postsecondary institution as an organization that is open to the public and has a primary mission of providing education or training beyond the high school level. The primary focus of the IPEDS fall 2009 data collection was to collect data from Title IV institutions. These institutions have Program Participation Agreements (PPAs) with the Office of Postsecondary Education (OPE) within the U.S. Department of Education and thus are eligible to participate in Title IV student financial aid programs. There were 6,979 Title IV institutions¹ and administrative offices located in the United States and the other jurisdictions of the United States, such as Puerto Rico,² in the 2009-10 academic year.

The fall 2009 data collection was entirely web-based. Institutions in the universe were asked to enter their survey responses using the IPEDS data collection website. The fall 2009 IPEDS data were collected between September 2, 2009, and October 14, 2009. The collection had three components: Institutional Characteristics (IC), Completions (C), and 12-Month Enrollment (E12).

Universe, Institutions Surveyed, and Response Rates

The IPEDS universe is established during the fall collection period. For 2009-10, 56 postsecondary institutions and 1 administrative office included in prior IPEDS data collections were determined to be outside the scope of IPEDS because they were closed or were merged with another institution. Additionally, 251 postsecondary institutions were reported exclusively by a parent institution³ and are not included in the universe counts; also, 252 postsecondary institutions were added to the universe. These added schools were identified from several sources, including a universe review by state coordinators, a review of the data file maintained by OPE, and information provided by the institutions themselves.

The full set of 6,979 Title IV entities was validated by matching the IPEDS universe file with OPE's Postsecondary Education Participation System (PEPS) file. Because most of the studies that use IPEDS data concentrate on the Title IV institutions, this group is the main focus of IPEDS. Also, according to Section 490 of the Higher Education Amendments of 1992 (P.L. 102-325), IPEDS is mandatory for any institutions that participate in or are applicants for participation in any federal financial assistance program authorized by Title IV of the Higher Education Act of 1965, as amended (20 USC 1094(a)(17)).

¹ Includes 6,896 institutions and 83 administrative (central or system) offices. The central and system offices are required to complete the Institutional Characteristics component in the fall, the Human Resources component in the winter, and the Finance component in the spring (if they have their own separate budget).

² The other jurisdictions include American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Northern Marianas, Palau, Puerto Rico, and the Virgin Islands.

³ A parent institution reports data for another institution, known as the child institution.

The IPEDS database includes institutions that do not participate in Title IV financial aid programs. These institutions are invited to participate in the IPEDS program, and if they voluntarily respond to the surveys, the institutions are included in the College Navigator (<http://nces.ed.gov/collegenavigator>). The College Navigator is designed to help college students, prospective students, and their parents learn about admission requirements, degrees offered, costs, graduation rates, and other characteristics of institutions that they may find helpful in selecting among postsecondary institutions. For fall 2009, 151 non–Title IV institutions and administrative offices responded voluntarily (150 to IC, 150 to C, and 145 to E12).

Table A-1 provides the number of Title IV institutions and administrative offices and the component response rates by degree-granting status and by level and control of institution for the United States and other jurisdictions for the three fall components. Because Title IV institutions are the primary focus of IPEDS and they are required to respond, response rates for Title IV institutions in the fall 2009 IPEDS collection were high. Response rates for the Institutional Characteristics component are based on 6,896 institutions and 83 administrative offices (central and system offices). The IC component response rate among all Title IV entities was approximately 100.0 percent (6,976 of the 6,979 Title IV entities responded). The response rate for the C component was 99.9 percent; 6,891 out of 6,895 eligible institutions responded. The response rate for the E12 component was about 100.0 percent; 6,877 out of 6,879 eligible institutions responded.

Table A-1a provides the number of Title IV institutions and administrative offices and the survey response rates by degree-granting status and by level and control of institution for those institutions located in the United States only (excluding any other jurisdictions).

NCES statistical standards require that the potential for nonresponse bias for all institutions (including those in other jurisdictions) be analyzed for sectors for which the response rate is less than 90 percent. As shown in table A-1, no sectors required this analysis.

Table A-1. Number and percentage of Title IV institutions and administrative offices responding to the IPEDS fall 2009 data collection, by component, degree-granting status, and level and control of institution: United States and other jurisdictions

Degree-granting status and level and control of institution	Institutional Characteristics			Completions			12-Month Enrollment		
	Final universe	Number responded	Response rate (%)	Final universe	Number responded	Response rate (%)	Final universe	Number responded	Response rate (%)
All institutions	6,979	6,976	100.0	6,895	6,891	99.9	6,879	6,877	100.0
Public	2,086	2,086	100.0	2,014	2,013	100.0	2,013	2,013	100.0
Private not-for-profit	1,871	1,870	99.9	1,865	1,864	99.9	1,864	1,864	100.0
Private for-profit	3,022	3,020	99.9	3,016	3,014	99.9	3,002	3,000	99.9
4-year	2,901	2,900	100.0	2,852	2,851	100.0	2,847	2,847	100.0
Public	730	730	100.0	689	689	100.0	689	689	100.0
Private not-for-profit	1,597	1,596	99.9	1,592	1,591	99.9	1,592	1,592	100.0
Private for-profit	574	574	100.0	571	571	100.0	566	566	100.0
2-year	2,292	2,292	100.0	2,259	2,259	100.0	2,254	2,254	100.0
Public	1,134	1,134	100.0	1,103	1,103	100.0	1,103	1,103	100.0
Private not-for-profit	182	182	100.0	182	182	100.0	182	182	100.0
Private for-profit	976	976	100.0	974	974	100.0	969	969	100.0
Less-than-2-year	1,786	1,784	99.9	1,784	1,781	99.8	1,778	1,776	99.9
Public	222	222	100.0	222	221	99.5	221	221	100.0
Private not-for-profit	92	92	100.0	91	91	100.0	90	90	100.0
Private for-profit	1,472	1,470	99.9	1,471	1,469	99.9	1,467	1,465	99.9
Degree-granting	4,662	4,661	100.0	4,580	4,579	100.0	4,570	4,570	100.0
4-year	2,885	2,884	100.0	2,836	2,835	100.0	2,831	2,831	100.0
Public	729	729	100.0	688	688	100.0	688	688	100.0
Private not-for-profit	1,583	1,582	99.9	1,578	1,577	99.9	1,578	1,578	100.0
Private for-profit	573	573	100.0	570	570	100.0	565	565	100.0
2-year	1,777	1,777	100.0	1,744	1,744	100.0	1,739	1,739	100.0
Public	1,039	1,039	100.0	1,008	1,008	100.0	1,008	1,008	100.0
Private not-for-profit	91	91	100.0	91	91	100.0	91	91	100.0
Private for-profit	647	647	100.0	645	645	100.0	640	640	100.0
Non-degree-granting	2,317	2,315	99.9	2,315	2,312	99.9	2,309	2,307	99.9
4-year ¹	16	16	100.0	16	16	100.0	16	16	100.0
Public	1	1	100.0	1	1	100.0	1	1	100.0
Private not-for-profit	14	14	100.0	14	14	100.0	14	14	100.0
Private for-profit	1	1	100.0	1	1	100.0	1	1	100.0
2-year	515	515	100.0	515	515	100.0	515	515	100.0
Public	95	95	100.0	95	95	100.0	95	95	100.0
Private not-for-profit	91	91	100.0	91	91	100.0	91	91	100.0
Private for-profit	329	329	100.0	329	329	100.0	329	329	100.0
Less-than-2-year	1,786	1,784	99.9	1,784	1,781	99.8	1,778	1,776	99.9
Public	222	222	100.0	222	221	99.5	221	221	100.0
Private not-for-profit	92	92	100.0	91	91	100.0	90	90	100.0
Private for-profit	1,472	1,470	99.9	1,471	1,469	99.9	1,467	1,465	99.9

¹These institutions grant certificates only at the post-baccalaureate, post-master's, and post-doctorate levels.

NOTE: For the Institutional Characteristics (IC) response rates, administrative offices (central and system offices) are included in the counts according to the highest level of the institution(s) they serve because they complete the IC component. Sixteen institutions new to IPEDS were not required to respond to the 12-Month Enrollment component, but did respond to the Completions component. Data were imputed for all nonresponding institutions; however, the set of items subject to imputation varied by component. For the IC component, only data from part D (student charges) were subject to imputation. For the Completions and 12-Month Enrollment components, all data elements were subject to imputation. The other jurisdictions include American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Northern Marianas, Palau, Puerto Rico, and the Virgin Islands.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2009.

Table A-1a. Number and percentage of Title IV institutions and administrative offices responding to the IPEDS fall 2009 data collection, by component, degree-granting status, and level and control of institution: United States

Degree-granting status and level and control of institution	Institutional Characteristics			Completions			12-Month Enrollment		
	Final universe	Number responded	Response rate (%)	Final universe	Number responded	Response rate (%)	Final universe	Number responded	Response rate (%)
All institutions	6,822	6,819	100.0	6,741	6,737	99.9	6,725	6,723	100.0
Public	2,059	2,059	100.0	1,988	1,987	99.9	1,987	1,987	100.0
Private not-for-profit	1,813	1,812	99.9	1,809	1,808	99.9	1,808	1,808	100.0
Private for-profit	2,950	2,948	99.9	2,944	2,942	99.9	2,930	2,928	99.9
4-year	2,835	2,834	100.0	2,789	2,788	100.0	2,784	2,784	100.0
Public	712	712	100.0	672	672	100.0	672	672	100.0
Private not-for-profit	1,556	1,555	99.9	1,553	1,552	99.9	1,553	1,553	100.0
Private for-profit	567	567	100.0	564	564	100.0	559	559	100.0
2-year	2,266	2,266	100.0	2,233	2,233	100.0	2,228	2,228	100.0
Public	1,125	1,125	100.0	1,094	1,094	100.0	1,094	1,094	100.0
Private not-for-profit	176	176	100.0	176	176	100.0	176	176	100.0
Private for-profit	965	965	100.0	963	963	100.0	958	958	100.0
Less-than-2-year	1,721	1,719	99.9	1,719	1,716	99.8	1,713	1,711	99.9
Public	222	222	100.0	222	221	99.5	221	221	100.0
Private not-for-profit	81	81	100.0	80	80	100.0	79	79	100.0
Private for-profit	1,418	1,416	99.9	1,417	1,415	99.9	1,413	1,411	99.9
Degree-granting	4,573	4,572	100.0	4,494	4,493	100.0	4,484	4,484	100.0
4-year	2,819	2,818	100.0	2,773	2,772	100.0	2,768	2,768	100.0
Public	711	711	100.0	671	671	100.0	671	671	100.0
Private not-for-profit	1,542	1,541	99.9	1,539	1,538	99.9	1,539	1,539	100.0
Private for-profit	566	566	100.0	563	563	100.0	558	558	100.0
2-year	1,754	1,754	100.0	1,721	1,721	100.0	1,716	1,716	100.0
Public	1,031	1,031	100.0	1,000	1,000	100.0	1,000	1,000	100.0
Private not-for-profit	85	85	100.0	85	85	100.0	85	85	100.0
Private for-profit	638	638	100.0	636	636	100.0	631	631	100.0
Non-degree-granting	2,249	2,247	99.9	2,247	2,244	99.9	2,241	2,239	99.9
4-year ¹	16	16	100.0	16	16	100.0	16	16	100.0
Public	1	1	100.0	1	1	100.0	1	1	100.0
Private not-for-profit	14	14	100.0	14	14	100.0	14	14	100.0
Private for-profit	1	1	100.0	1	1	100.0	1	1	100.0
2-year	512	512	100.0	512	512	100.0	512	512	100.0
Public	94	94	100.0	94	94	100.0	94	94	100.0
Private not-for-profit	91	91	100.0	91	91	100.0	91	91	100.0
Private for-profit	327	327	100.0	327	327	100.0	327	327	100.0
Less-than-2-year	1,721	1,719	99.9	1,719	1,716	99.8	1,713	1,711	99.9
Public	222	222	100.0	222	221	99.5	221	221	100.0
Private not-for-profit	81	81	100.0	80	80	100.0	79	79	100.0
Private for-profit	1,418	1,416	99.9	1,417	1,415	99.9	1,413	1,411	99.9

¹These institutions grant certificates only at the post-baccalaureate, post-master's, and post-doctorate levels.

NOTE: For the Institutional Characteristics (IC) response rates, administrative offices (central and system offices) are included in the counts according to the highest level of the institution(s) they serve because they complete the IC component. Sixteen institutions new to IPEDS were not required to respond to the 12-Month Enrollment component, but did respond to the Completions component. Data were imputed for all nonresponding institutions; however, the set of items subject to imputation varied by component. For the IC component, only data from part D (student charges) were subject to imputation. For the Completions and 12-Month Enrollment components, all data elements were subject to imputation.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2009.

Inflation Adjustments

Tables 4, 5, and 6 in this report are reported in constant 2009-10 dollars. To convert the previous years' tuition, required fees, books and supplies, room and board, and other expenses data to 2009-10 dollar amounts, the average Consumer Price Index (CPI) for All Urban Consumers values for the 12-month period ending in October of the academic year the data represent were used. The ratio of the average CPI for the 12-month period ending in October 2009 to the average CPI ending in October of the appropriate prior year was multiplied by the data from the prior year to calculate the constant 2009-10 dollar amounts. These amounts were then used in the calculations shown in the table. Percentage changes in these tables reflect changes over and above changes due to inflation.

Survey Components

Institutional Characteristics—This component of the web-based survey collects basic data on each institution, such as institution name, location, educational offerings, control or affiliation, admission requirements, estimated fall enrollment, and student services. In addition, data were collected on student charges for academic year 2009-10 for each level of enrollment (undergraduate and graduate) or for the institution's six largest programs (if programs are primarily occupational/vocational). Finally, price of attendance for full-time, first-time degree- or certificate-seeking (undergraduate) students is requested, which includes tuition and fees, books and supplies, room and board, and other expenses (such as transportation, laundry, and entertainment). Price data are those used by the institutions' financial aid offices to determine student aid. Student charges data for undergraduates, which are the average for all full-time students, may differ from institutional pricing data, which include published tuition and fees for full-time, first-time degree/certificate-seeking students.

Completions—This component of the web-based survey collects detailed data on the number of degrees or other formal awards conferred in academic year 2008-09—by degree level, race/ethnicity, gender, and 6-digit Classification of Instructional Program (CIP) code. Completions data on the number of students with multiple majors are collected by 6-digit CIP code, degree level, race/ethnicity, and gender from institutions that award degrees with multiple majors. Summaries by degree level, race/ethnicity, and gender based on the first two digits of the CIP code are generated by the data collection system. CIP code information is based on the 2000 version of the CIP codes.

12-Month Enrollment—This component collects enrollment data for a 12-month reporting period. Institutions indicate whether they are reporting for either July 1, 2008 through June 30, 2009, or September 1, 2008 through August 31, 2009. Total unduplicated student counts by race/ethnicity, gender, and level of student for those students enrolled during the reporting period is collected. Students who attend at different levels within the 12-month period are reported at the highest level in which the student was enrolled. Data on instructional activity for the reported students is collected and the full-time equivalent (FTE) undergraduate student enrollment and FTE graduate student enrollment are calculated. Activity data for students currently classified as first-professional are not collected, hence no first-professional FTE is calculated. Students formerly classified as first-professional who are now reported as graduate students are included

in the graduate activity data, and consequently are represented in the graduate FTE that is calculated in this component.

Changes in Reporting Categories

Beginning in fall 2008, several changes began to take effect regarding reporting of data (1) by race/ethnicity and (2) by level of study/level of award.⁴ These changes are being phased in over several IPEDS collections.

Regarding the changes to race/ethnicity reporting, institutions can report via the historical categories, with seven race/ethnicity categories; the new categories, with nine race/ethnicity categories; or a combination of the old and new categories. The seven historic categories are American Indian or Alaska Native; Asian, Native Hawaiian, or Pacific Islander; Black or African American; Hispanic or Latino; White; race/ethnicity unknown; and nonresident alien. The nine new categories are American Indian or Alaska Native; Asian; Black or African American; Hispanic/Latino; Native Hawaiian or other Pacific Islander; White; two or more races; race/ethnicity unknown; and nonresident alien. During the phase-in period, data reported separately in the new Asian and new Native Hawaiian or other Pacific Islander categories will be combined to correspond to the historic category of Asian, Native Hawaiian, or Pacific Islander when analyzed, discussed in findings, and displayed in tables. The Completions and 12-Month Enrollment components are both affected by these race/ethnicity reporting options.

The use of the two or more races category may decrease aggregate counts in the other race/ethnicity categories because students classified into the two or more races category may have previously been classified into one of the other categories. For the academic year 2008-09 Completions component, 771 institutions utilized the two or more races category, reporting approximately 458,000 degree and certificate completions. Of the 458,000 completions at these institutions, about 6,000 (1 percent) were classified into the two or more races category. In total, the 458,000 completions reported at these institutions make up 11 percent of the approximately 4.1 million completions reported at all Title IV institutions. For the 12-Month Enrollment component, 1,351 institutions utilized the two or more races category, reporting a total unduplicated headcount enrollment of about 3.5 million students. Of these students, approximately 36,000 (1 percent) were classified into the two or more races category, and in total, these 3.5 million students make up 13 percent of the 27.4 million students reported at all Title IV institutions.

Changes to level of study/level of award affect the IC, Completions, and 12-Month Enrollment components. For the Completions component, institutions can continue to use the categories from previous years and report data on first-professional programs and awards, or they can report programs and awards previously classified as first-professional as master's degrees, if appropriate, or under one of three types of doctor's degrees: doctor's—research/scholarship; doctor's—professional practice; or doctor's—other. For institutions reporting using the new categories, degrees formerly classified into a single doctor's degrees category are now classified into one of the three types of doctor's degrees. For the tabulations presented in this report, the three types of doctor's degrees are combined and displayed with the doctor's degrees of institutions using the reporting categories of previous years. Also for the tabulations presented in

⁴ For more information, see http://nces.ed.gov/ipeds/submit_data/changes0809.asp.

this report, degrees reported in the first-professional category were allocated to master's or doctor's degrees depending on the discipline in which the degree was awarded. First-professional degrees in Theology (M.Div., M.H.L., B.D., or Ordination) are included with master's degrees; first-professional degrees in Chiropractic (D.C. or D.C.M.), Osteopathic medicine (D.O.), Dentistry (D.D.S. or D.M.D.), Pharmacy (Pharm.D.), Law (L.L.B. or J.D.), Podiatry (D.P.M., D.P., or Pod.D.), Medicine (M.D.), Optometry (O.D.), and Veterinary Medicine (D.V.M.) are included with doctor's degrees. Certificates reported in the first-professional category were categorized as post-master's certificates.

In the 12-Month Enrollment component, institutions can identify students as first-professional students using the old classification scheme or can classify students previously classified as first-professional as graduate students using the new categories. If institutions choose to classify these students as graduate students, then these students are included in the graduate unduplicated headcount enrollment, the graduate instructional activity data, and the graduate full-time equivalent (FTE) enrollment. For each component, the institution selects one set of categories to be used; no option to mix the categories within a component was provided. For the 2009-10 collection, use of the new categories was required for the IC component.

Reporting using the new categories that eliminate the first-professional designation impacts the aggregate counts of graduate and first-professional students. For the Completions component, 461 institutions chose to report degree and certificate completions using the new level of award categories. These institutions reported about 305,000 graduate-level awards, which is 35 percent of the approximately 863,000 total graduate level awards reported by all Title IV institutions. For the 12-Month Enrollment component, 305 institutions chose to report students formerly classified as first-professional students as graduate students. These institutions reported an unduplicated headcount of about 823,000 graduate students, which is 23 percent of the approximately 3.5 million graduate student unduplicated headcount enrollment reported by all Title IV institutions.

The lengths of the optional reporting periods for these changes differ by component and by the type of change. For the 2010-11 IPEDS collection, the first-professional designation will no longer be available for the Completions and 12-Month Enrollment components; and for the 2011-12 IPEDS collection, the use of the new race/ethnicity categories will become mandatory for the Completions and 12-Month Enrollment components.

Survey Procedures

The fall 2009 IPEDS data collection was a web-based data collection. Each institution appointed a keyholder who was responsible for ensuring that survey data submitted by the institution were correct and complete. The keyholder could generate UserIDs and passwords for up to six additional survey respondents who could also enter or review data. For many institutions, keyholders were also required to edit and "lock" the data; locking the data submits the completed data to NCES.

Many states or systems have one or more IPEDS coordinators who take responsibility for a specified group of institutions to ensure that all data are entered correctly. Some coordinators may be responsible for a system of institutions (e.g., SUNY—the State University of New York); others may coordinate all or some institutions in a state. Also, coordinators may elect to provide

different levels of review. For example, some may only view data provided by their institutions, while others may upload data from state databases, review, and/or lock data for their institutions.

In early August, letters were sent to chief executive officers (CEOs) at institutions without preexisting keyholders requesting that they appoint a keyholder for the 2009-10 collection year. The package included a letter for the keyholder and a registration certificate with the institution's UserID and password for the entire 2009-10 collection year. Additionally, in early August, e-mail messages were sent to keyholders and coordinators who were continuing in their respective roles, providing them with their new UserID and password and requesting that they update or confirm their registration information beginning August 5, 2009. As with previous IPEDS studies, follow-ups for nonresponse were conducted. Follow-up activities began August 26, 2009, with a letter to CEOs of institutions whose keyholder had not registered. Additional follow-ups were conducted via mail, e-mail, and telephone throughout the collection period with CEOs, coordinators, and keyholders.

The web-based survey instruments offered many features to improve the quality and timeliness of the data. As indicated above, survey respondents were required to register before entering 2009-10 data to provide a point of contact between NCES/IPEDS and the institution.

Online data entry forms were tailored to each institution based on characteristics such as institutional control (public, private not-for-profit, private for-profit), level of institution (4-year, 2-year, and less-than-2-year), and calendar system (standard academic terms vs. enrollment by program).

When data from previous years were available for an institution, they were preloaded on the customized forms for easy reference and comparison purposes. Once the 2009-10 data were entered, either manually or through file upload, the keyholders were required to run edit checks and resolve all errors before they were able to lock (submit) their data. Once data were locked, they were considered submitted, regardless of whether or not a coordinator had reviewed the submission.

Once the data were complete and all locks were applied, IPEDS help desk staff conducted a final review. If any additional problems were detected, the help desk staff contacted the institutions or their coordinator to resolve any remaining questions. When all problems were resolved, the final data were migrated to the IPEDS Data Center, where they were available to other responding institutions for comparison purposes.

Edit Procedures

Edit checks are built into the web-based instrument to detect major reporting errors. The system automatically generates percentages and totals for each collection component, and compares current responses to data reported the previous year. Edit checks can be run at any time during the collection. As edit checks were executed, survey respondents were allowed to correct any errors detected by the system. If data were entered correctly but failed the edit checks, the survey respondents were asked either to confirm the data were entered correctly or to explain why the data appeared to be out of the expected data range. All edit checks had to be resolved (confirmed or explained) before each survey was permitted to be locked. In some cases, edit failures could not be confirmed or explained by the respondents, in which case they were required to contact

the IPEDS Help Desk for edit overrides. Survey respondents were also provided with one or more context boxes on each survey component and were encouraged to use this area to explain any special circumstances that might not be evident in their reported data. In addition, the data were manually reviewed for additional errors by the IPEDS help desk staff. When necessary, keyholders were contacted to verify the accuracy of the data.

For the Completions component of the collection, CIP codes previously reported were preloaded using the 2000 edition of the CIP. All institutions were required to use CIP:2000 for reporting Completions data. Award levels reported for each CIP code were checked against a predetermined list (of valid award levels for each 6-digit CIP code) developed by subject matter experts. Award levels also were checked against those indicated on the prior year's Institutional Characteristics component. CIP codes and award levels were compared to the prior year's data for consistency. For each award level except first-professional,⁵ the gender totals for each two-digit CIP were compared to the information from the prior year. The first-professional categories were compared to the prior year's response at the six-digit CIP level, by gender. For large current year and prior year values, the absolute relative percent difference of current year values versus prior year values was not expected to be more than 50 percent. Small values, numbers less than 20 for both years, were not subjected to comparisons. Also, the number of awards for each race/ethnicity and gender combination, within each award level, was compared to the corresponding value from the prior year. Finally, the total number of awards was expected to be less than the total enrollment reported on the fall 2008 Enrollment component, by level of enrollment (undergraduate, graduate, and first-professional) and by gender. Data that failed any of these checks triggered a required confirmation or explanation.

Edits were also applied to the Institutional Characteristics component of the collection. The types of educational offerings (occupational, academic, continuing professional, avocational, adult basic, or secondary) were checked to determine whether the institution qualified as primarily postsecondary and thus should be considered in scope for IPEDS. All levels of offering and levels of awards, admission requirements, application fees, tuition and fees, and room and board charges were compared to the prior year's data for consistency. Large changes in the student charges section were flagged for follow-up; for example, the percentage increase or decrease of current year versus prior year data were not expected to exceed 50 percent for application fees, 30 percent for tuition and fees, and 40 percent for room and board charges.

The 12-Month Enrollment survey also had several automated edit checks. Student counts, by level, were compared to prior year counts to ensure consistency. For undergraduate and graduate student levels, instructional activity hours were checked to ensure that hours were reported if students were reported at these levels. Total instructional activity was also compared to the unduplicated headcount, for each student level, to ensure that the reported activity was appropriate for the number of students reported. That is, the contact and credit hours reported were expected to fall in a specific range defined by the institution's calendar system and unduplicated headcount enrollment. Any discrepancies or data reported outside the expected ranges had to be explained.

⁵ First-professional degrees are awarded after completion of the academic requirements to begin practice in the following professions: chiropractic (D.C. or D.C.M.); dentistry (D.D.S. or D.M.D.); law (L.L.B. or J.D.); medicine (M.D.); optometry (O.D.); osteopathic medicine (D.O.); pharmacy (Pharm.D.); podiatry (D.P.M., D.P., or Pod.D.); theology (M.Div., M.H.L., B.D., or Ordination); or veterinary medicine (D.V.M.).

Inconsistencies noted: Four institutions classified in the IPEDS universe as “non-degree-granting” based on their levels of offering as reported in the Institutional Characteristics component reported a total of 119 associate’s degrees in the Completions component (for the 2008-09 academic year). The associate’s degrees granted by these institutions *are not* included in table rows restricted to institutions classified as “degree-granting.” Another institution that indicated it is a 2-year institution reported awarding one bachelor’s degree. The bachelor’s degree granted by this institution *is not* included in table rows restricted to 4-year institutions. A less-than-2-year institution, by definition classified as “non-degree-granting,” reported awarding 22 associates degrees; these degrees *are not* included in table rows that exclude less-than-2-year institutions, and *are not* included in table rows restricted to institutions classified as “degree-granting.” Finally, eight institutions that indicated they are less-than-2-year institutions reported awarding 247 certificates of at least 2 but less than 4 years. These 247 certificates *are not* included in table rows that exclude less-than-2-year institutions.

Imputation Procedures

Institutional Characteristics—Part D (student charges) of the Institutional Characteristics (IC) component was subject to imputation for nonresponse, both institutional nonresponse and item nonresponse. In addition, the imputation base was restricted to institutions satisfying the following conditions:

- The institution must participate in Title IV student financial aid programs.
- The institution must be currently active⁶ in IPEDS.
- The institution must not be an administrative office.

For Part D, 25 imputation groups were formed primarily based on institutional sector and levels of offering. Then, the following imputation method was used within imputation groups to impute missing data:

- *Carry Forward*—Reported 2008-09 institutional characteristics data were carried forward to the current year. A year-to-year adjustment factor was applied to tuition and fee variables.

Three institutions in the United States were imputed for institutional nonresponse. For two of the three institutions, data on student charges by program were imputed. For the remaining institution, data on academic year student charges were imputed. No imputation was necessary for institutions in other jurisdictions.

Completions—The completions data were subject to imputation for nonresponse—both institutional nonresponse and item nonresponse—but no institutions required item imputation. In addition, the imputation base was restricted to institutions satisfying the following conditions:

- The institution must participate in Title IV student financial aid programs.
- The institution must be currently active in IPEDS.
- The institution must not be an administrative office.

⁶ Institutions that did not respond were verified as currently active (open for business) prior to imputation through telephone calls and/or e-mail.

- The institution must not be a child institution (a child institution’s data are reported by another institution, referred to as the “parent”).
- The institution must not be new to the IPEDS universe.

For the Completions component, 61 imputation groups were formed primarily based on institutional sector and levels of offering. Then the following imputation method was used to impute missing data:

- *Carry Forward*—Reported 2007-08 (or 2006-07) completions data, including race/ethnicity and 6-digit CIP codes, were carried forward to the current year. The number of awards base value was then multiplied by the ratio of current year mean completions to past year mean completions within the imputation group to adjust for year-to-year change.

Completions data were imputed for four nonrespondent institutions in the United States. No imputation was necessary for institutions in other jurisdictions.

Item nonresponse is determined by comparison with the existing past data. It was determined that there were no institutions with item nonresponse.

12-Month Enrollment—The unduplicated headcount and instructional activity data were subject to imputation for nonresponse—both institutional nonresponse and item nonresponse. In addition, the imputation base was restricted to institutions satisfying the following conditions:

- The institution must participate in Title IV student financial aid programs.
- The institution must be currently active in IPEDS.
- The institution must not be an administrative office.
- The institution must not be a child institution (a child institution’s data are reported by another institution, referred to as the “parent”).
- The institution must not be new to the IPEDS universe.

For the 12-Month Enrollment component, 81 imputation groups were formed primarily based on institutional sector and levels of offering. Then the following imputation methods were used to impute missing data:

- *Carry Forward*—Reported 2007-08 (or 2006-07) enrollment data, including race/ethnicity and level of study, were carried forward to the current year. The imputed values were then adjusted by the ratio of current year enrollment to prior year enrollment by level of study, within imputation group.
- *Ratio Adjustment Based on Part A Data*—First, each institution in the imputation group was assigned a pseudo-FTE, a calculated value based on the current year’s reported unduplicated headcount used as a proxy for FTE enrollment. The pseudo-FTE was equal to an institution’s full-time students plus one-third of its part-time students. This formula for the pseudo-FTE was developed from data collected in the Higher Education General Information System (HEGIS) from 1967-1986. The factors vary by sector, ranging from approximately one-third to two-fifths. One-third was used uniformly for the pseudo-FTE for simplicity and to be conservative. The unduplicated headcount was split into full- and part-time using the imputation group’s full- and part-time student distribution in the 2008 fall enrollment data.

Then three ratios were computed for each responding institution in the imputation group: number of contact hours to undergraduate pseudo-FTE, number of undergraduate credit hours to undergraduate pseudo-FTE, and number of graduate credit hours to graduate pseudo-FTE. The median of each of these three ratios over the imputation group was determined, and these median ratios were then multiplied by the imputee's appropriate pseudo-FTE to obtain the imputed activity data. For institutions that had undergraduate offerings, the institution's calendar year indicator determined whether the imputed activity data were assigned to contact or credit hours.

Data for 12-Month Enrollment were imputed for two institutional nonrespondents in the United States. In addition, three institutions received item imputation; one for first-professional unduplicated headcount and two for instructional activity. No imputation was necessary for institutions in other jurisdictions.

Appendix B: Glossary of IPEDS Terms

academic program: An instructional program leading toward an associate's, bachelor's, master's, doctor's, or first-professional degree or resulting in credits that can be applied to one of these degrees.

academic year: The period of time generally extending from September of one calendar year to June of the following year; usually equated to 2 semesters or trimesters, 3 quarters, or the period covered by a 4-1-4 calendar system.

associate's degree: An award that normally requires at least 2 but less than 4 years of full-time-equivalent college work.

bachelor's degree: An award (baccalaureate or equivalent degree, as determined by the Secretary, U.S. Department of Education) that normally requires at least 4 but not more than 5 years of full-time-equivalent college-level work. This includes all bachelor's degrees conferred in a 5-year cooperative (work-study) program. A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experience with their college studies. This also includes bachelor's degrees in which the normal 4 years of work are completed in 3 years.

board charges: Charges assessed students for an academic year for meals.

certificate: A formal award certifying the satisfactory completion of a postsecondary education program.

child institution: An institution that has its data reported by another institution, known as the parent institution.

Classification of Instructional Programs (CIP): A taxonomic coding scheme for secondary and postsecondary instructional programs. It is intended to facilitate the organization, collection, and reporting of program data using classifications that capture the majority of reportable data. The CIP is the accepted Federal Government statistical standard on instructional program classifications and is used in a variety of education information surveys and databases.

collection year: The academic year in which IPEDS data were collected. Most Institutional Characteristics, Salaries, Fall Staff, Fall Enrollment, and Employees by Assigned Position data are collected for the current year; Completions, 12-Month Enrollment, Student Financial Aid, and Finance data collections cover the prior year.

Completions: This annual component of IPEDS collects number of degrees and other formal awards (certificates) conferred. These data are reported by level (associate's, bachelor's, master's, doctor's, and first-professional), as well as by length of program for some. Both are reported by race/ethnicity and gender of recipient, and the field of study, using the Classification of Instructional Programs (CIP) code. Institutions report all degrees and other awards conferred during an entire academic year, from July 1 of one calendar year through June 30 of the following year. Completions data by race/ethnicity at the 2-digit CIP level became an annual collection in 1990; since the 1995 collection, race/ethnicity is collected at the 6-digit CIP level. In 2001, IPEDS began collecting completers of double majors by level, 6-digit CIP code, and race/ethnicity and gender of recipient.

control (of institution): A classification of whether an institution is operated by publicly elected or appointed officials (public control) or by privately elected or appointed officials and derives its major source of funds from private sources (private, not-for profit or private, for-profit control).

coordinator: The person responsible for Integrated Postsecondary Education Data System (IPEDS) survey related coordination activities for a specified group of schools within a state. This person may have certain viewing, verifying, and locking privileges on the data collection system.

degree: An award conferred by a college, university, or other postsecondary education institution as official recognition for the successful completion of an undergraduate or graduate program of studies.

degree-granting institution: An institution offering an associate's, bachelor's, master's, doctor's, or first-professional degree.

doctor's degree: The highest award a student can earn for graduate study. The doctor's degree classification includes such degrees as Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and the Doctor of Philosophy degree in any field such as agronomy, food technology, education, engineering, public administration, ophthalmology, or radiology.

doctor's degree—other: A doctor's degree that does not meet the definition of a doctor's degree—research/scholarship or a doctor's degree—professional practice.

doctor's degree—professional practice: A doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both preprofessional and professional preparation, equals at least 6 full-time-equivalent academic years. Some of these degrees were formerly classified as “first-professional” and may include chiropractic (D.C. or D.C.M.), dentistry (D.D.S. or D.M.D.), law (L.L.B. or J.D.), medicine (M.D.), optometry (O.D.), osteopathic medicine (D.O.), pharmacy (Pharm.D.), podiatry (D.P.M., Pod.D., D.P.), veterinary medicine (D.V.M.), and others, as designated by the awarding institution.

doctor's degree—research/scholarship: A Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree may include Ed.D., D.M.A., D.B.A., D.Sc., D.A., and D.M., as well as others designated by the awarding institution.

donor: A responding institution whose values are assigned to the imputee.

first-professional certificate (post-degree): An award that requires completion of an organized program of study designed for persons who have completed the first-professional degree. Examples could be refresher courses or additional units of study in a specialty or subspecialty.

first-professional degree: An award that requires completion of a program that meets all of the following criteria: (1) completion of the academic requirements to begin practice in the profession; (2) at least 2 years of college work prior to entering the program; and (3) a total of at least 6 academic years of college work to complete the degree program, including prior required college work plus the length of the professional program itself. First-professional degrees may be awarded in the following 10 fields:

Chiropractic (D.C. or D.C.M.)
Dentistry (D.D.S. or D.M.D.)
Law (L.L.B. or J.D.)
Medicine (M.D.)
Optometry (O.D.)

Osteopathic medicine (D.O.)
Pharmacy (Pharm.D.)
Podiatry (D.P.M., D.P., or Pod.D.)
Theology (M.Div., M.H.L., B.D., or Ordination)
Veterinary medicine (D.V.M.)

full-time equivalent (students): The full-time equivalent (FTE) of students is a single value providing a meaningful combination of full-time and part-time students. The number of FTE students is calculated based on (1) the credit and/or contact hours reported by the institution in the instructional activity portion of the 12-month Enrollment component and (2) the institution's calendar system as reported on the Institutional Characteristics component. For institutions following a quarter calendar system, 45 undergraduate credit hours is considered 1 undergraduate FTE and 36 graduate credit hours is considered 1 graduate FTE. For institutions following a semester, trimester, 4-1-4, or other academic year calendar system, 30 undergraduate credit hours is considered 1 undergraduate FTE and 24 graduate credit hours is considered 1 graduate FTE. For all calendar systems (both academic year-based systems and continuous enrollment systems), 900 undergraduate contact hours is considered 1 undergraduate FTE.

imputee: A nonresponding institution that has its values imputed.

institutional affiliation: A classification that indicates whether a private not-for-profit institution is associated with a religious group or denomination. Private not-for-profit institutions may be either independent or religiously affiliated.

Institutional Characteristics: This annual component is the core of the IPEDS system and is required of all currently operating Title IV postsecondary institutions in the United States and its outlying areas. As the control file for the entire IPEDS system, IC constitutes the sampling frame for all other NCES surveys of postsecondary institutions. It also helps determine the specific IPEDS screens that are shown to each institution. This component collects the basic institutional data that are necessary to sort and analyze not only the IC database, but also all other IPEDS databases. IC data are collected for the academic year, which generally extends from September of one calendar year to June of the following year. Specific data elements currently collected for each institution include institution name, address, telephone number, control or affiliation, calendar system, levels of degrees and awards offered, types of programs, application information, student services, and accreditation. The IC component also collects pricing information including tuition and required fees, room and board charges, books and supplies, and other expenses for release on College Navigator.

keyholder: The person designated by an official institutional representative to have in their possession the necessary UserID and password to gain access to the Integrated Postsecondary Education Data System (IPEDS) data collection system to complete the survey. The keyholder is responsible for entering data and locking the site by each survey completion date.

less-than-2-year institution: A postsecondary institution that offers programs of less than 2 years' duration below the baccalaureate level. Includes occupational and vocational schools with programs that do not exceed 1,800 contact hours.

level (of institution): A classification of whether an institution's programs are 4 years or higher (4-year), at least 2 but less than 4 years (2-year), or less than 2 years (less-than-2-year).

master's degree: An award that requires the successful completion of a program of study of generally one or two full-time-equivalent academic years of work beyond the bachelor's degree. Some of these degrees, such as those in Theology (M.Div., M.H.L./Rav) that were formerly

classified as “first-professional” may require more than 2 full-time-equivalent academic years of work.

non-degree-granting institution: An institution offering only postbaccalaureate, post-master’s, or first-professional certificates, or certificates or diplomas of 4 years or less.

OPE (Office of Postsecondary Education): OPE formulates federal postsecondary education policy and administers programs that address critical national needs in support of its mission to increase access to quality postsecondary education.

other expenses: The amount of money (estimated by the financial aid office) needed by a student to cover expenses such as laundry, transportation, and entertainment.

parent institution: An institution that reports data for another institution, known as the child institution.

PEPS (Postsecondary Education Participation System): Database used by OPE to track all institutions eligible for Title IV federal student financial aid programs.

postsecondary institution: An institution which has as its sole purpose, or one of its primary missions, the provision of postsecondary education. Postsecondary education is the provision of a formal instructional program whose curriculum is designed primarily for students beyond the compulsory age for high school. This includes programs whose purpose is academic, vocational, and continuing professional education, and excludes avocational and adult basic education programs. For IPEDS, these institutions must be open to the public.

Program Participation Agreement (PPA): A written agreement between a postsecondary institution and the Secretary of Education. This agreement allows institutions to participate in any of the Title IV student assistance programs other than the State Student Incentive Grant (SSIG) and the National Early Intervention Scholarship and Partnership (NEISP) programs. The PPA conditions the initial and continued participation of an eligible institution in any Title IV program upon compliance with the General Provisions regulations, the individual program regulations, and any additional conditions specified in the program participation agreement that the Department of Education requires the institution to meet. Institutions with such an agreement are referred to as Title IV institutions.

price of attendance: The amount of tuition and fees, room and board, books and supplies, and other expenses that a full-time, first-time degree/certificate-seeking student can expect to pay to go to college. Prices reported by the institutions are those amounts used by the financial aid office to determine student financial need.

race/ethnicity (old definition): Categories used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. A person may be counted in only one group. The groups used to categorize U.S. citizens, resident aliens, and other eligible noncitizens are as follows: American Indian/Alaska Native; Asian/Pacific Islander; Black, non-Hispanic; Hispanic; White, non-Hispanic.

race/ethnicity (new definition): Categories developed in 1997 by the Office of Management and Budget that are used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. The designations are used to categorize U.S. citizens, resident aliens, and other eligible noncitizens.

Individuals are asked to first designate ethnicity as

- Hispanic or Latino; or
- Not Hispanic or Latino.

Second, individuals are asked to indicate all races that apply among the following:

- American Indian or Alaska Native;
- Asian;
- Black or African American;
- Native Hawaiian or Other Pacific Islander; and
- White.

required fees: Fixed sum charged to students for items not covered by tuition and required of such a large proportion of all students that the student who does not pay the charge is an exception.

room charges: The charges for an academic year for rooming accommodations for a typical student sharing a room with one other student.

sector: One of nine institutional categories resulting from dividing the universe according to control and level. Control categories are public, private not-for-profit, and private for-profit. Level categories are 4 years and higher (4-year), at least 2 but less than 4 years (2-year), and less than 2 years (less-than-2-year). For example: public 4-year institutions.

student charges: Average amount for tuition and fees, room, and board charged to all students by the institution. Tuition and fees may vary by the level of student (undergraduate, graduate, or first-professional).

Title IV institution: An institution that has a written agreement with the Secretary of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs (other than the State Student Incentive Grant [SSIG] and the National Early Intervention Scholarship and Partnership [NEISP] programs).

tuition: Amount of money charged to students for instructional services. Tuition may be charged per term, per course, or per credit.

UserID: A series of numbers possibly with an alpha prefix that is created for a specific user to be able to access a system. For security purposes, each user is required to have a UserID and a password in order to access the Integrated Postsecondary Education Data System (IPEDS) data collection system.

4-year institution: A postsecondary institution that offers programs of at least 4 years' duration or one that offers programs at or above the baccalaureate level. Includes schools that offer postbaccalaureate certificates only or those that offer graduate programs only. Also includes free-standing medical, law, or other first-professional schools.

12-Month Enrollment: This annual component of IPEDS collects the number of students enrolled in a 12-month reporting period in the previous year. Institutions report an unduplicated head count for the total number of students by gender, race/ethnicity, and level (undergraduate, graduate, first-professional) enrolled throughout the reporting period. Students included are those enrolled in any courses leading to a degree or other formal award, as well as those enrolled in courses that are part of a terminal vocational or occupational program. Institutions also report the total instructional activity for the same 12-month period for both undergraduate and graduate programs. Instructional activity

data are reported in units of contact hours (sometimes referred to as clock hours) or credit hours. Prior to the 2008 IPEDS, these data were collected as part of the Enrollment component, which collects the number of students enrolled as of the institution's official fall reporting date.

2-year institution: A postsecondary institution that offers programs of at least 2 but less than 4 years' duration. Includes occupational and vocational schools with programs of at least 1,800 hours and academic institutions with programs of less than 4 years. Does not include bachelor's-degree-granting institutions where the baccalaureate program can be completed in 3 years.