

2023-24 Survey Materials > Package

IC Header for 4-year degree-granting institutions

Overview

IC Header Overview

Welcome to the Institutional Characteristics Header survey component (IC Header). This survey was introduced to collect data that are key to reporting throughout the IPEDS data collection, and must be completed and locked before any other survey can be started.

The IC Header should be completed based on the **current year**. Some IC Header questions may require nothing more than a confirmation, if nothing has changed. Please make changes as necessary, and complete items that do need a response (enrollment questions).

Remember, it is the responsibility of the keyholder to provide NCES with accurate data about the institution. Please never hesitate to call the IPEDS Help Desk at 1-877-225-2568 and ask for help to make sure that you are reporting correctly!

Because of the importance of the IC Header data in determining the screens you will receive in other surveys, be sure to report correctly, and to contact the IPEDS Help Desk if you have **ANY** questions about what you need to report.

The IC Header data affect other survey components in the following ways:

- The Educational Offerings question verifies your institution's inclusion in IPEDS.
- The Control and Levels page is key to all survey components, especially to Finance (F) and Graduation Rates (GR). Additionally, this is important information for students, impacts many federal reports, and is used in placing institutions in appropriate net price groupings.
- Calendar system selection impacts student charges data reported in Institutional Characteristics (IC), Fall Enrollment (EF) data, GR data, and Student Financial Aid (SFA) data related to the net price calculation.
- Enrollment levels impact student charges in IC and enrollment categories in the EF survey component.
- The Open Admission question determines whether the Admissions component will be required in the Winter collection.
- The Academic Libraries expenses question determines whether the Academic Libraries component will be required in the Spring collection. This question is asked of degree-granting institutions only.
- The operations question for new institutions determines reporting of 12-month enrollment (E12).
- The dual enrollment question will determine whether institutions report dual enrolled students in 12-month Enrollment (E12).

Data Reporting Reminder:

- Report data to accurately reflect the time period corresponding with the IPEDS survey component, even if such reporting is seemingly inconsistent with prior-year reporting.

Changes to reporting:

The following changes have been made for 2023-24 collection:

- Added new screening question to determine the 12-month Enrollment (E12) reporting for high school students enrolled in college courses for credit
- Rephrased "remedial education" terminology in survey materials to "developmental education," including Glossary terms
- Removed parenthetical references to "4 weeks" for text to read "1 month"
- Added FAQ regarding including incarcerated students in reporting
- Updated FAQ regarding experimental site participants

Resources:

- To download survey materials package for this component: [Survey Materials](#)

If you have questions about completing the survey, please contact the IPEDS Help Desk at 1-877-225-2568.

Part A - Educational Offerings

1. Which of the following types of for-credit instruction/programs are offered by your institution? [Check one or more]

1 *If your institution does not offer for-credit occupational, academic or continuing professional programs, you are not expected to complete this or any other IPEDS survey component.*

- Occupational, may lead to a certificate, degree, or other recognized postsecondary credential
- Academic, may lead to a certificate, degree, or diploma
- Continuing professional (postbaccalaureate only)
- Recreational or avocational (leisure) programs
- Adult basic or developmental instruction or high school equivalency
- Secondary (high school)
- Developmental

Part B - Mission Statement

1. Provide the institution's mission statement *or* a web address (URL) where the mission statement can be found. Typed statements are limited to 2,000 characters or less. The mission statement will be available to the public on College Navigator.

Mission Statement URL:

Mission Statement:

Part B - Organization - Control and Levels

2. What is your institutional control or affiliation?

Be sure to select the correct control for your institution. Errors on this question have an impact throughout the IPEDS surveys, in federal reporting, in net price groupings, and on your institutions' appearance to students. If you reported incorrectly in a previous year, please contact the IPEDS Help Desk at 877.225.2568 to correct the error.

- Public** - Select primary and/or secondary controls below

Primary control

Secondary control (if applicable)

Select One

Select One

- Private for-profit**
- Private not-for-profit** independent (no religious affiliation)
- Private not-for-profit** religious affiliation - Select affiliation below

Select One

3. What award levels are offered by your institution? [Check all that apply]

Award Levels reported should be completed based on the **current year**. When reporting award levels for subbaccalaureate certificates (levels 1a, 1b, 2, and 4), **determine program length by the number of credit or clock hours**.

The "Other" award level should not be used unless your program truly does not fit any of the other award levels. We expect very few institutions to fit the "Other" category.

Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs. Check the applicable award level 1a, 1b, 2, or 4, depending on the length of the Teacher Preparation program.

Award Level		
BELOW THE BACCALAUREATE:		
1a	<input type="checkbox"/>	<u>Postsecondary award, certificate, or diploma of</u> - less than 300 clock hours, or - less than 9 semester or trimester credit hours, or - less than 13 quarter credit hours
1b	<input type="checkbox"/>	<u>Postsecondary award, certificate, or diploma of</u> - 300-899 clock hours, or - 9-29 semester or trimester credit hours, or - 13-44 quarter credit hours
2	<input type="checkbox"/>	<u>Postsecondary award, certificate, or diploma of</u> - at least 900 but less than 1,800 clock hours, or - at least 30 but less than 60 semester or trimester credit hours, or - at least 45 but less than 90 quarter credit hours
3	<input type="checkbox"/>	<u>Associate's degree</u>
4	<input type="checkbox"/>	<u>Postsecondary award, certificate, or diploma of</u> - 1,800 or more clock hours, or - 60 or more semester or trimester credit hours, or - 90 or more quarter credit hours
BACCALAUREATE AND ABOVE:		
5	<input type="checkbox"/>	<u>Bachelor's degree</u> or equivalent
6	<input type="checkbox"/>	<u>Postbaccalaureate certificate</u>
7	<input type="checkbox"/>	<u>Master's degree</u>
8	<input type="checkbox"/>	<u>Post-master's certificate</u>
17	<input type="checkbox"/>	<u>Doctor's degree - research/scholarship</u>
18	<input type="checkbox"/>	<u>Doctor's degree - professional practice</u>
19	<input type="checkbox"/>	<u>Doctor's degree - other</u>
12	<input type="checkbox"/>	Other (please specify in context box below)

- Yes, I confirm that I reviewed the award levels offered by my institution above.**

You may use the box below to provide additional context for the data you have reported above. Context notes will be posted on the College Navigator website. Therefore, you should write all context notes using proper grammar (e.g., complete sentences with punctuation) and common language that can be easily understood by students and parents (e.g., spell out acronyms).

Part B - Organization - Calendar System

Your response to the next question determines how your institution reports Institutional Characteristics student charges data in the fall, Student Financial Aid data in the winter, and Graduation Rates data in the winter. *It also impacts the net price calculation in the Student Financial Aid survey.*

If the calendar system differs from prior year or requires a change, please contact the IPEDS Help Desk at 877.225.2568.

4. What is the predominant calendar system at the institution? [Choose one]

Academic Year Reporting Method (Standard academic terms)

Selecting one of the following calendar types determines that your institution will provide Student Financial Aid and Graduation Rates data based on a FALL COHORT, and student charges data for a full ACADEMIC YEAR.

- Semester
- Quarter
- Trimester
- 4-1-4 or similar plan

Program Reporting Method (Other calendar system)

Selecting one of the following calendar types determines that your institution will provide Student Financial Aid and Graduation Rates data based on a FULL-YEAR COHORT, and student charges data by PROGRAM.

- Differs by program
- Continuous basis (every 2 weeks, monthly, or other period)

Hybrid/Mixed Reporting Method (Standard academic terms, other academic calendar)

Selecting the hybrid calendar type determines that your institution will provide Graduation Rates data based on a FULL-YEAR COHORT, student charges data for a full ACADEMIC YEAR, and Student Financial Aid data for students enrolling between August 1 and October 31.

- Hybrid (Other academic calendar)

Part B - Organization - Student Enrollment

5. Does your institution enroll any of the following types of students?

Include all levels offered by your institution, even if there are no students currently enrolled at that level.

Responses to these questions determine which screens will be generated for reporting academic year tuition charges, and for reporting Fall Enrollment during the Spring collection. Additionally, checking **Yes** for full-time, first-time, degree/certificate-seeking undergraduate students determines that your institution must report cost of attendance data (on the IC component) and Student Financial Aid data for these students.

	<u>Full-time</u>		<u>Part-time</u>	
<u>Undergraduate (academic or occupational programs).</u>	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Yes
<u>First-time, degree/certificate-seeking undergraduate</u>	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Yes
<u>Graduate (not including doctor's-professional practice).</u>	<input type="radio"/> No	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Yes

6. Does your institution enroll students in doctor's degree - professional practice programs?

Checking **Yes** for this question will allow your institution to report graduate level students in Fall Enrollment. If you select **Yes** to enrolling students in one of the listed programs, you will also report tuition for the appropriate program(s).

- No
- Yes

i Do you enroll students in one of the following?

Chiropractic (D.C. or D.C.M.), Dentistry (D.D.S. or D.M.D.), Medicine (M.D.), Optometry (O.D.), Osteopathic Medicine (D.O.), Pharmacy (Pharm.D.), Podiatry (Pod.D., D.P., or D.P.M.), Veterinary Medicine (D.V.M.), Law (J.D.)

- No
- Yes

7. For Fall 2017, did your institution have any **full-time, first-time** degree/certificate-seeking students enrolled in programs at the baccalaureate level or below?

If you answer **Yes** to this question, you will be required to provide Graduation Rates data for the 2017-18 cohort in the winter collection. If you answer **No** to this question, indicate the reason you are not required to report Graduation Rates for the cohort year requested.

If you reported any full-time, first-time degree/certificate-seeking undergraduates on the 2017-18 Enrollment survey, the data will be preloaded below.

- No
 - This institution did not enroll full-time, first-time (undergraduate) students.
 - This institution did not offer programs at or below the baccalaureate level.
 - This institution was not in operation in 2017-18.
- Yes

Full-time, first-time degree/certificate-seeking students from the 2017-18 Enrollment survey (GR Cohort)

Part B - Multi-institution or Multi-campus Organization

8. Multi-institution or multi-campus organization

Is the institution part of a multi-institution or multi-campus organization that owns, governs, or controls the institution? Do NOT indicate a religious affiliation here; that information is collected separately.

If you need assistance, contact the IPEDS Help Desk at 1-877-225-2568. You will not be able to lock your submission if this question is blank.

- No, this institution **IS NOT** a part of a multi-institution or multi-campus organization that owns, governs, or controls the institution.
- Yes, this institution **IS** a part of a multi-institution or multi-campus organization that owns, governs, or controls the institution.

If yes, select the name of the multi-institution or multi-campus organization that owns, governs, or controls the institution after clicking on 'Select System' below.

Select System

Part C - Other Survey Screening Questions - Open Admission

1. Does your institution have an open admission policy for all or most entering first-time degree/certificate-seeking undergraduate-level students?

If the only requirement for admission is a high school diploma or GED/other equivalent, your institution is still considered open admission. Institutions that require only an Ability to Benefit or similar test beyond the diploma/equivalent, and only reject a very small number of students based on the test, are also considered open admission.

i If your institution does not have an open admission policy, you will be required to report Admissions component on your admissions procedures and admissions yield.

- No
- Yes

+ You may use the box below to provide additional context for the data you have reported above. Context notes will be posted on the College Navigator website. Therefore, you should write all context notes using proper grammar (e.g., complete sentences with punctuation) and common language that can be easily understood by students and parents (e.g., spell out acronyms).

Part C - Other Survey Screening Questions - Library Access and Expenses

2. Does your institution have access to a library collection?

- No
- Yes (receives Academic Libraries component)

1 Were your annual total library expenses for Fiscal Year 2023 greater than zero?

- No
- Yes (receives Academic Libraries component)

Part C - Other Survey Screening Questions - Levels of Enrollment Offered

3. Was your institution in operation during the academic year 2022-23?

*If you answer **Yes** to this question, you will be able to specify the levels of enrollment offered at your institution during 2022-23 and to report 12-month enrollment during the fall collection.*

- No
- Yes. Please specify the levels of enrollment offered during 2022-23.
 - Undergraduate
 - Full time
 - Part time
 - Graduate (not including doctor's-professional practice)
 - Doctor's-professional practice

Part C - Other Survey Screening Questions - Noncredit education

4. Which of the following categories of noncredit education are offered by your institution? [Check all that apply]

Note: Categories below may not be mutually exclusive.

- Workforce Education
- Contract Training/Customized Training
- Developmental Education
- Recreational/Avocational/Leisure/Personal Enrichment
- Adult Basic Education
- Adult High School Diploma or Equivalent
- English as a Second Language
- Continuing Professional Education
- None of the above

Part C - Other Survey Screening Questions - Dual enrollment

5. Does your institution enroll high school students in college courses for credit?

*If you answer **Yes** to this question, you will be able to report the unduplicated count of high school students enrolled in college courses for credit on the 12-month Enrollment (E12) survey component during the Fall collection.*

- Yes.
 - Within a dual enrollment program.
 - Outside a dual enrollment program.
- No

Note:

Within a dual enrollment program is defined as within an organized system with special guidelines that allows high school students to take college-level courses. The guidelines might have to do with entrance or eligibility requirements, funding, limits on course taking, etc.

Outside a dual enrollment program is defined as high school students who simply enroll in credit courses through your institution, and are treated as regularly enrolled college students.

Summary

Institutional Characteristics Header Component Summary

The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the [College Navigator](#) website and/or your institution's Data Feedback Report (DFR). In addition, all data reported in IPEDS survey components become publicly available through the [IPEDS Use the Data](#) and appear as aggregated statistics in various Department of Education reports. [College Navigator](#) is updated approximately three months after the data collection period closes and DFRs will be available through the [IPEDS Use the Data](#) and sent to your institution's CEO at the end of 2024.

Please review your data for accuracy. If you have questions about the data displayed below or after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

GENERAL INFORMATION	
Educational Offerings	
Mission Statement	
Control	
Award Levels Offered	
Reporter Type	
Calendar System	
Levels of Enrollment Offered	
System	
Noncredit Education	

Purpose of Institutional Characteristics Header Survey

Changes in Reporting

General instructions

[Reporting Period for Institutional Characteristics Header](#)

[Context boxes](#)

Coverage

Where to Get Help

Where the Data Will Appear

Reporting Directions

[Part A - Educational Offerings](#)

[Part B - Organization](#)

[Mission Statement](#)

[Control and Award Levels](#)

[Calendar System](#)

[Enrollment Levels and GR cohort question](#)

[Multi-institution or Multi-campus Organization](#)

[Part C - Other Survey Screening Questions](#)

[Open Admission](#)

[Library Expenses](#)

[Level of Enrollment](#)

[Noncredit Education](#)

[Dual Enrollment](#)

[Part D - Branch Campus](#)

Purpose of Survey

The primary purpose of the IPEDS Institutional Characteristics Header (IC-H) survey is to collect basic institutional data including control or affiliation, calendar system, and award levels. These data are key to accurate reporting as they are used to determine the reporting for other IPEDS surveys. Any errors in the IC-H survey can lead to further errors in the data reporting process, so please be very careful in reporting these data correctly, and contact the IPEDS Help Desk (877.225.2568) if you have any questions.

Top ▲

Changes in reporting

The following changes have been made for 2023-24:

- Added new screening question to determine the 12-month Enrollment (E12) reporting for high school students enrolled in college courses for credit
- Rephrased "remedial education" terminology in survey materials to "developmental education," including Glossary terms
- Removed parenthetical references to "4 weeks" for text to read "1 month"
- Added FAQ regarding including incarcerated students in reporting
- Updated FAQ regarding experimental site participants

Top ▲

General instructions

Reporting period covered

Institutional Characteristics Header (IC-H) covers data for the current year with two exceptions.

- Cohort data in B7 refer to a past cohort and are used to set the Graduation Rates component (GR).
- For new institutions, the question about prior year operation refers to the prior academic year and is used to determine the applicability of the 12-Month Enrollment (E12) component.

Top ▲

Context Boxes

Context boxes are provided to allow institutions to provide more information regarding survey component items. Note that some context boxes are posted on the [College Navigator Website](#), which is the college search tool offered by NCES. NCES will review entries in these context boxes for applicability and appropriateness before posting them on the [College Navigator Website](#), however, institutions should check grammar and spelling of their entries. Inappropriate or repetitive contexts will be deleted.

Top ▲

Coverage

Carefully read each question in the Institutional Characteristics Header (IC-H) survey to ensure that you are reporting data for the appropriate students. The student groups for which data are collected vary throughout the IC-H survey (e.g., undergraduate and graduate). In general, for each group, ensure that the guidelines below are met.

A. Who to Include (for all questions except for Part C, Question 4 – Noncredit education)

- Students enrolled in courses **creditable** toward a diploma, certificate, degree, or other recognized postsecondary credential, including those enrolled in off-campus centers
- High school students taking college courses for credit
- Full-time students taking developmental courses **IF** the student is considered degree-seeking for the purpose of student financial aid determination
- Students from overseas enrolled in U.S. courses for credit (e.g., online students, for all other than noncredit education question)
- Students who are incarcerated (e.g., postsecondary prison education program)
- Graduate students enrolled for thesis credits, even when zero credits are awarded, as these students are still enrolled and seeking their degree

B. Who NOT to Include (for all questions except for Part C, Question 4 – Noncredit education)

- Students enrolled exclusively in courses **not creditable** toward a recognized postsecondary credential
- Students enrolled only in ESL programs (programs comprised exclusively of ESL courses)
- Students enrolled exclusively in Continuing Education Units (CEUs; for all other than noncredit education question)
- Students exclusively auditing classes
- Residents or interns in Doctor's - professional practice (previously first-professional), since they have already received their Doctor's degree
- Students studying abroad (e.g., at a foreign university) if their enrollment at the "home" institution is only an administrative record and the fee is nominal
- Students enrolled in any branch campus located in a foreign country

Top ▲

Where to Get Help with Reporting

IPEDS Help Desk

Phone: (877) 225-2568

E-mail: ipedshelp@rti.org

Web Tutorials

You can consult the [IPEDS Website's Trainings & Outreach](#) page which contains several tutorials on IPEDS data collection, a self-paced overview of IPEDS tools, and other valuable resources.

IPEDS Resource Page

The [IPEDS Website's Reporting Tools](#) page contains frequently asked questions, a link to data tip sheets, tutorials, taxonomies, information centers (e.g., academic libraries, average net price, human resources, race/ethnicity, etc.), and other valuable information.

Top ▲

Where the Reported Data Will Appear

Data collected through IPEDS will be accessible at the institution and aggregate levels.

At the institution-level, data will appear in the:

- [College Navigator Website](#)
- [IPEDS Use the Data portal](#)
- [IPEDS Data Feedback Reports](#)
- [College Affordability and Transparency Center Website](#)

At the aggregate-level, data will appear in:

- [IPEDS Data Explorer](#)
- [IPEDS Data Feedback Reports](#)
- [The Digest of Education Statistics](#)
- [The Condition of Education](#)

Top ▲

Reporting Directions

Part A - Educational Offerings

Responses on this screen verify inclusion of the institution on the NCES/IPEDS list of institutions and agencies that provide all types of postsecondary education. Postsecondary education is defined as 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 occupational, academic, or continuing professional education but excludes avocational and adult basic education programs.

If you select only avocational and/or adult basic education programs, you will be contacted by IPEDS to confirm your exemption from IPEDS reporting.

Top ▲

Part B – Organization

Mission Statement

Provide your institution's mission statement or a web address (please select http:// or https://) where the statement can be found. Typed statements are limited to 2,000 characters. The mission statement will be available to the public on College Navigator.

Institutional Control or Affiliation

Indicate the appropriate control or affiliation under which the institution operates. If the institution has a religious affiliation, select the denomination from the list provided in the drop-down box. Public institutions must designate a primary control; identification of a secondary control is optional. If control of the institution differs from the prior year or requires a change, please contact the IPEDS Help Desk at 877.225.2568.

Correct reporting of control or affiliation is KEY to IPEDS reporting. Errors in reporting control or affiliation cause you to receive incorrect survey forms, misrepresent your institution to the public on College Navigator and other search tools that use IPEDS data, and place your institution in incorrect groups in IPEDS publications and on the College Affordability and Transparency Lists. If you do not know the control or affiliation of your institution, please call the Help Desk.

Award Levels

Check applicable award levels for all credit programs offered at the institution. Award levels are identified based on duration and/or awards.

- Report using the number of CLOCK or CREDIT hours, as is appropriate to your calendar system (e.g., semester or quarter).
- Award levels 1a and b, 2, and 4 differ by length of programs and refer to completions below the baccalaureate degree. Use the IPEDS designations, not institutionally defined designations, to describe these levels.
- Award levels 3, 5, 7, 17, 18, and 19 indicate degree levels for which the institution is authorized to make recognized postsecondary credentials. Award levels 6 and 8 indicate certificate levels.
- If you cannot classify an award within the award levels indicated on the screen, check award level 12 ("Other") and specify or describe the award in the context box. Because there are few programs that fall under "Other" please contact the Help Desk if you are considering selecting Level 12.

NOTE: Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs. Check the applicable award level 1a or b, 2, or 4, depending on the length of the Teacher Preparation program.

Calendar System

Indicate the **predominant** calendar system under which the institution operates. If programs are offered on more than one calendar, select the system under which most programs are offered. If there is no predominant calendar system at your institution, select the option that best characterizes your institution.

If your calendar system differs from the prior year or requires a change, please contact the IPEDS Help Desk at 877.225.2568.

Note: Calendar system selection determines reporting in many other IPEDS components. Be sure that the calendar system you select accurately represents your institution. Contact the IPEDS Help Desk if you are not sure which calendar system to select.

- **Standard academic terms** (semesters, quarters, trimesters, 4-1-4)
 - Use a **Fall cohort** for Graduation Rates.
 - Report tuition and fees and cost information based on a **full academic year**.
 - Report Fall Enrollment using **students enrolled as of October 15, or the official Fall reporting date used by the institution**.
 - For Student Financial Aid (aid awarded), report students enrolled in the **prior 12-month period of July 1 - June 30**, and the aid for an **award year**.
 - For Student Financial Aid (net price), report students enrolled in the **prior 12-month period of July 1 - June 30, and the aid for an academic year**.
- **Program-by-program or continuous enrollment basis**
 - Use a **full-year cohort** for Graduation Rates.
 - Report tuition and fees and books and supplies information by program for the **entire length of the program**. For living expenses, report costs for **1 month**. Note: Living expenses are only applicable to institutions with full-time, first-time students and are reported with the largest program.
 - Report Fall Enrollment using **students enrolled in the institution at any time between August 1 and October 31**.
 - For Student Financial Aid (aid awarded), report students enrolled in the **prior 12-month period of July 1 - June 30**, and the aid for an **award year**.
 - For Student Financial Aid (net price), report students enrolled in the **prior 12-month period of July 1 - June 30, and the aid for an academic year**.
- **Hybrid academic calendar** (If you are considering selecting the "Other academic calendar" option, please contact the Help Desk at 877.225.2568 so they can confirm the appropriateness of this calendar system for your institution.)
 - Use a **full-year cohort** for Graduation Rates.
 - Report Fall Enrollment using **students enrolled in the institution at any time between August 1 and October 31**.
 - Report tuition and fees and cost information based on a **full academic year**.
 - For Student Financial Aid (aid awarded), report students enrolled in the **prior 12-month period of July 1 - June 30**, and the aid for an **award year**.
 - For Student Financial Aid (net price), report students enrolled in the **prior 12-month period of July 1 - June 30, and the aid for an academic year**.

Student Enrollment

Enrollment of full- and part-time students

Indicate whether your institution enrolls any full-time or part-time students at the levels listed. Include all levels offered, even if there are not any students currently enrolled at that level.

Responses to those categories will determine the screens generated for reporting academic year tuition charges in the Institutional Characteristics survey during the Fall collection and enrollment data in the Fall Enrollment survey during the Spring collection.

- Make sure to check "Yes" for full-time, first-time degree/certificate-seeking students if applicable, as this determines that your institution will report cost information on Institutional Characteristics screens in Part D and Student Financial Aid information during the Winter collection.

Doctor's - professional practice

Indicate whether your institution offers any of the listed Doctor's - professional practice programs. If your institution offers Doctor's - professional practice programs but does not offer any of the listed programs, indicate no.

GR cohort question.

- Indicate if your institution had any full-time, first-time undergraduate students enrolled in programs at the baccalaureate level or below in the academic year indicated on the screen. If you indicate Yes, you must report Graduation Rates data in the Winter collection.

Multi-institution or Multi-campus Organization

If applicable, select from the provided list the multi-institution or multi-campus organization that owns, governs, or controls the institution. If you do not see your multi-institution or multi-organization listed, please contact the IPEDS Help Desk.

A multi-institution or multi-campus organization includes organizations with two or more institutions or campuses.

Non-postsecondary education agencies that govern or control institutions include, but are not limited to, public school districts, art organizations, hospitals and other medical/health organizations.

Do not include:

- coordinating systems single institution owner
- single institution corporate name
- single institution governing board consortia
- associations
- religious affiliation (requested in control question)

Part C - Other Survey Screening Questions

Open admission policy

Check **Yes** if your institution has an open admission policy.

If your institution requires only a high school diploma/equivalent and/or Ability to Benefit (or similar) test, and few students are not admitted based on the test, your institution is still considered open admission. For example, if you have students take the ATB test and allow 98% of those students to enroll, you are likely open admission. The 2% that were not admitted had unusual circumstances that kept them from being admitted.

Note: IPEDS does not have a set percentage to determine open admission. Please review your institution's admission policy or talk to someone in the admissions office if you are not sure whether your institution is open admission, or contact the IPEDS Help Desk at 877.225.2568.

Library Access and Expenses

Indicate whether the institution has access to a library collection and/or the annual total library expenses at your institution were greater than zero for Fiscal Year 2023. Fiscal Year 2023 is defined as the most recent 12-month period that corresponds to your institution's fiscal year that ends before October 1, 2023.

A library collection is defined as "comprising documents held locally and remote resources for which permanent or temporary access rights have been acquired. Access rights may be acquired by the library itself, by a consortium and/or through external funding. Acquisition is to be understood as securing access rights and including it in the library catalog, other library databases or discovery systems."

Expenses include funds expended by the library (regardless of when received) from its regular budget and from all other known sources; e.g., research grants, special projects, gifts and endowments, and fees for services. Those libraries in consortia or those that share all their resources with another institution, please report whether the total annual library expenses at YOUR institution were greater than zero in Fiscal Year 2023.

If the institution does not have access to a library collection and the institution's library expenses are equal to 0, you will not be asked to complete the Academic Libraries (AL) component in the Spring.

Levels of Enrollment

New institutions should indicate whether their institution was in operation during the prior academic year. If the response is "Yes", they should also indicate the levels that were offered.

Noncredit Education

Indicate whether your institution offers any of the below types of noncredit education. Noncredit education is defined as "Courses or activities carrying no academic credit applicable toward a degree, diploma, certificate, or other recognized postsecondary credential at the institution or within the postsecondary educational system." Check all that apply; categories may not be mutually exclusive. If your institution does not offer noncredit education, please select 'None of the above'.

Dual Enrollment

Indicate whether your institution enrolls high school students in college courses for credit. If 'Yes', indicate whether those students are enrolled:

- Within a dual enrollment program **OR**
- Outside a dual enrollment program

Note:

Within a dual enrollment program is defined as within an organized system with special guidelines that allows high school students to take college-level courses. The guidelines might have to do with entrance or eligibility requirements, funding, limits on course taking, etc.

Outside a dual enrollment program is defined as high school students who simply enroll in credit courses through your institution and are treated as regularly enrolled college students.

Your response to this question will determine the screen generated for reporting 12-month unduplicated count of high school students enrolled in college courses for credit in the 12-month Enrollment (E12) survey component during the Fall collection.

Part D - Branch campus

For branch campuses, refer to the instructions on the appropriate screen.

Glossary

Term	Definition
4-1-4 (calendar system)	The 4-1-4 calendar usually consists of 4 courses taken for 4 months, 1 course taken for 1 month, and 4 courses taken for 4 months. There may be an additional summer session.
Academic year	The period of time generally extending from September to June; usually equated to 2 <u>semesters</u> or <u>trimesters</u> , 3 <u>quarters</u> , or the period covered by a <u>4-1-4 calendar system</u> .
Adult basic education	Courses designed primarily for students 16 years of age and older to improve basic skills in reading, writing, and arithmetic. These courses are not intended to be part of a <u>program</u> leading to a high school credential, nor are they part of any academic, occupational, or vocational program at the postsecondary level.
Associate's degree	An award that normally requires at least 2 but less than 4 years of full-time equivalent college work.
Avocational programs	Instructional <u>programs</u> in personal interest and leisure categories whose expressed intent is not to produce postsecondary <u>credits</u> , nor to lead to a recognized postsecondary credential or an academic <u>degree</u> , nor result in occupationally specific skills.
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 <u>degrees</u> conferred in a 5-year <u>cooperative</u> (work-study) <u>program</u> . 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. Also includes bachelor's degrees in which the normal 4 years of work are completed in 3 years.
Calendar system	The method by which an institution structures most of its courses for the <u>academic year</u> .
Certificate	A recognized postsecondary credential that is conferred upon the satisfactory completion of a <u>postsecondary education program</u> .
Chief administrator	The principal administrative official, or chief executive officer, responsible for the direction of all affairs and operations of a <u>postsecondary education</u> institution, or that component of an organization that conducts postsecondary education, but who may report to a governing board.
Child institution	An institution that has some or all of its data reported by another institution, known as the <u>parent institution</u> .
Clock hour	A period of time consisting of (1) A 50- to 60-minute class, lecture, or recitation in a 60-minute period; (2) A 50- to 60-minute faculty-supervised laboratory, shop training, or internship in a 60-minute period; or (3) Sixty minutes of preparation in a correspondence course.
Cohort	A specific group of students established for tracking purposes.
Contact hour (old definition)	A unit of measure that represents an hour of scheduled <u>instruction</u> given to students. Also referred to as <u>clock hour</u> .
Continuing professional education	Programs and courses designed specifically for individuals who have completed a <u>degree</u> in a professional field (such as law, medicine, dentistry, education, or social work) to obtain additional training in their particular field of study.
Continuous basis	A <u>calendar system</u> classification that is used by institutions that allow students to enroll/start classes at any time during the year. For example, a cosmetology school or a word processing school might allow students to enroll and begin studies at various times, with no requirement that classes begin on a certain date.
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 control).
Credit hour	A unit of measure representing the equivalent of an hour (50 minutes) of <u>instruction</u> per week over the entire term. It is applied toward the total number of <u>credit</u> hours needed for completing the requirements of a <u>degree</u> , <u>diploma</u> , <u>certificate</u> , or other recognized postsecondary credential.
Data Universal Numbering System (DUNS) number	The Data Universal Numbering System (DUNS) number is a 9-digit number assigned by the Dun & Bradstreet Information Corporation to any entity providing products, goods, or services. The DUNS number was the official identifier for doing business with the U.S. Government until April 4, 2022.
Degree	An award conferred by a college, university, or other <u>postsecondary education</u> institution as official recognition for the successful completion of a <u>program</u> of studies.
Developmental education	Courses or programs designed to develop the reading, writing, and/or math skills of students who are determined—typically by a standardized test—to be academically underprepared for college-level, credit-bearing courses.
Differs by program (calendar system)	A <u>calendar system</u> classification that is used by institutions that have occupational/vocational programs of varying lengths. These schools may enroll students at specific times depending on the <u>program</u> desired. For example, a school might offer a 2-month program in January, March, May, September, and November; and a 3-month program in January, April, and October.
Doctor's degree-other	A doctor's degree that does not meet the definition of a <u>doctor's degree - research/scholarship</u> or a <u>doctor's degree - professional practice</u> .
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 pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as <u>first-professional</u> and may include: Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic Medicine (D.O); Pharmacy (Pharm.D.); Podiatry (D.P.M., Pod.D., D.P.); or, 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., or D.M, and others, as designated by the awarding institution.
Educational offerings	Educational <u>programs</u> offered by postsecondary institutions that are occupational, academic, or continuing professional that qualify as <u>postsecondary education</u> programs OR recreational or avocational, adult basic, developmental <u>instruction</u> , high school equivalency, or high school programs that are not deemed postsecondary.
Fall cohort	The group of students entering in the <u>fall term</u> established for tracking purposes. For the <u>Graduation Rates</u> component, this includes all students who enter an institution as full-time, first-time <u>degree</u> or <u>certificate</u> -seeking <u>undergraduate</u> students during the fall term of a given year.
First-time student (undergraduate)	A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the <u>undergraduate level</u> . This includes students enrolled in <u>academic</u> or <u>occupational programs</u> . It also includes students enrolled in the <u>fall term</u> who attended college for the first time in the prior summer session, and students who entered with advanced standing (college <u>credits</u> or recognized postsecondary credential earned before graduation from high school).
Full-time student	Undergraduate: A student enrolled for 12 or more <u>semester credits</u> , or 12 or more <u>quarter credits</u> , or 24 or more <u>clock hours</u> a week each term. Graduate: A student enrolled for 9 or more semester credits, or 9 or more quarter credits, or a student involved in thesis or dissertation preparation that is considered full-time by the institution. <u>Doctor's degree - Professional practice</u> - full-time as defined by the institution.
Full-year cohort	This is a group of students entering at any time during the <u>12-month period</u> for tracking and reporting. For <u>Graduation Rate</u> (GR), a full-year cohort is from September 1 through August 31 and is used primarily by institutions that offer <u>occupational programs</u> of varying lengths. Students must be <u>full-time</u> and <u>first-time</u> to be considered in the <u>cohort</u> . For <u>Outcome Measures</u> (OM) component, all degree-granting institutions report on a full-year cohort from July 1 through June 30. Students are reported once in one of the four OM cohorts: first-time, full-time; first-time, part-time; non-first-time, full-time; or non-first-time, part-time.
Graduate student	A student who holds a bachelor's <u>degree</u> or above and is taking courses at the postbaccalaureate level. These students may or may not be enrolled in graduate <u>programs</u> .
Institutional affiliation	A classification that indicates whether a <u>private not-for-profit institution</u> is associated with a religious group or denomination. Private not-for-profit institutions may be either independent or religiously affiliated.
Integrated Postsecondary Education Data System (IPEDS)	The Integrated Postsecondary Education Data System (IPEDS), conducted by the <u>NCES</u> , began in 1986 and involves annual institution-level data collections. All <u>postsecondary institutions</u> that have a <u>Program Participation Agreement</u> with the Office of Postsecondary Education (OPE), U.S. Department of Education (throughout IPEDS referred to as "Title IV") are required to report data using a web-based <u>data collection system</u> . IPEDS currently consists of the following components: <u>Institutional Characteristics (IC)</u> ; <u>12-month Enrollment (E12)</u> ; <u>Completions (C)</u> ; <u>Admissions (ADM)</u> ; <u>Student Financial Aid (SFA)</u> ; <u>Human Resources (HR)</u> , composed of Employees by Assigned Position, Fall Staff, and Salaries; <u>Fall Enrollment (EF)</u> ; <u>Graduation Rates (GR)</u> ; <u>Outcome Measures (OM)</u> ; <u>Finance (F)</u> ; and <u>Academic Libraries (AL)</u> .
Less than 2-year institution	A postsecondary institution that offers <u>programs</u> of less than 2-years duration below the baccalaureate level. Includes occupational and vocational schools with programs that do not exceed 1800 <u>clock hours</u> .
Levels of offering	Information collected in the Institutional Characteristics Header component which indicates all applicable levels for all credit programs offered at an institution. Award levels are identified on the basis of recognition for their completion, duration, or a combination thereof. Degree-designated award levels indicate those degree levels for which the institution is authorized to offer recognized postsecondary credentials. Length of study is the equivalent of the number of full-time academic years. For example, at least 1 but less than 2 years refers to the number of credits or the course load that would normally be completed by a full-time student attending within the stated time period.
Library collections	Comprise of documents held locally and remote resources for which permanent or temporary access rights have been acquired. Access rights may be acquired by the library itself, by a consortium and/or through external funding. Acquisition is to be understood as securing access rights and including it in the library catalog, other library databases or discovery systems.
Library expenses	Funds expended by the library (regardless of when received) from its regular budget and from all other sources; e.g., research grants, special projects, gifts and endowments, and fees for services.
Master's degree	An award that requires the successful completion of a <u>program</u> of study of at least the full-time equivalent of 1 but not more than 2 <u>academic years</u> of work beyond the <u>bachelor's degree</u> . Some of these degrees, such as those in Theology (M.Div., M.H.L./Rav) that were formerly classified as " <u>first-professional</u> ", may require more than two full-time equivalent academic years of work.
Noncredit contract training	Courses or activities conducted for a specific client organization in a range of formats.
Noncredit customized training	Contract training that is more specifically tailored to the client organization's needs in terms of content or schedule.
Noncredit education	Courses or activities carrying no academic credit applicable toward a degree, diploma, certificate, or other recognized postsecondary credential at the institution or within the postsecondary educational system.
Noncredit workforce education	Courses or activities that provide technical skills for the workplace but carry no institutional credit applicable toward a degree, diploma, certificate, or other formal award. These courses may result in industry-recognized certificates, but do not include ABE, ESL, developmental education, or recreational courses.
Nonstandard term	A program term that is less than 9 weeks or greater than 21 weeks. Some institutions call these semesters, quarters, and trimesters too even though they are nonstandard terms.
Nonterm program	For Title IV purposes, a nonterm program is a clock-hour program, or a credit hour program that enrolls student continuously, and has: <ul style="list-style-type: none"> • Courses that do not begin and end within a set period such as a term; • Courses that overlap terms; • Self-paced and independent study courses that overlap terms; or • Sequential courses that do not begin and end within a term.
Occupational program	A <u>program</u> of study consisting of one or more courses, designed to provide the student with sufficient knowledge and skills to

	perform in a specific occupation.
Other academic calendar system	Category used to describe "non-traditional" <u>calendar systems</u> at 4-year and 2-year degree-granting institutions. These can include schools that offer primarily on-line courses or "one course at a time."
Parent institution	An institution that reports some or all data for another institution, known as the <u>child institution</u> .
Part-time student	Undergraduate: A student enrolled for either less than 12 <u>semester</u> or <u>quarter credits</u> , or less than 24 <u>clock hours</u> a week each term. Graduate: A student enrolled for less than 9 semester or quarter credits.
Post-master's certificate	An award that requires completion of an organized <u>program</u> beyond the <u>master's degree</u> , but does not meet the requirements of academic <u>degrees</u> at the doctor's level.
Postbaccalaureate certificate	An award that requires completion of an organized program of study beyond the bachelor's. It is designed for persons who have completed a baccalaureate degree, but does not meet the requirements of a master's degree. NOTE: Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students.
Postsecondary award, certificate, or diploma (1,800 or more clock hours, 60 or more semester or trimester credit hours, or 90 or more quarter credit hours)	An award that requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) designed for completion in 1,800 or more clock hours, or 60 or more semester or trimester credit hours, or 90 or more quarter credit hours. Beginning in 2020-21, references to academic year equivalencies were removed from all levels of subbaccalaureate certificates.
Postsecondary award, certificate, or diploma (300-899 clock hours, 9-29 semester or trimester credit hours, or 13-44 quarter credit hours)	An award that requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) designed for completion in at least 300 but less than 900 clock hours, or in at least 9 but less than 30 semester or trimester credit hours, or in at least 13 but less than 45 quarter credit hours. Beginning in 2020-21, this award level category was one of two added options for reporting certificates of less than one academic year in length.
Postsecondary award, certificate, or diploma (900-1,800 clock hours, 30-60 semester or trimester credit hours, or 45-90 quarter credit hours)	An award that requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) designed for completion in at least 900 but less than 1,800 clock hours, or in at least 30 but less than 60 semester or trimester credit hours, or in at least 45 but less than 90 quarter credit hours. Beginning in 2020-21, references to academic year equivalencies were removed from all levels of subbaccalaureate certificates.
Postsecondary award, certificate, or diploma (less than 300 clock hours, 9 semester or trimester credit hours, or 13 quarter credit hours)	An award that requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) designed for completion in less than 300 clock hours, or in less than 9 semester or trimester credit hours, or less than 13 quarter credit hours. Beginning in 2020-21, this award level category was one of two added options for reporting certificates of less than one academic year in length.
Private for-profit institution	A <u>private institution</u> in which the individual(s) or agency in control receives compensation other than wages, rent, or other <u>expenses</u> for the assumption of risk.
Private institution	An educational institution controlled by a private individual(s) or by a nongovernmental agency, usually supported primarily by other than public funds, and operated by other than publicly elected or appointed officials. These institutions may be either for-profit or not-for-profit.
Private not-for-profit institution	A <u>private institution</u> in which the individual(s) or agency in control receives no compensation, other than wages, rent, or other expenses for the assumption of risk. These include both independent not-for-profit schools and those affiliated with a religious organization.
Program	A combination of courses and related activities organized for the attainment of broad educational objectives as described by the institution.
Programs of at least 2 years but less than 4 years	Programs requiring at least 2 years but less than 4 years of full-time equivalent college level work, including <u>associate's degrees</u> and <u>programs</u> that can be completed in at least 1,800 but less than 3,600 <u>clock hours</u> to obtain a degree, <u>diploma</u> , <u>certificate</u> , or other recognized postsecondary credential.
Programs of at least 4 years	Programs designed to be completed in at least 8 semesters or 12 quarters to obtain a degree, <u>diploma</u> , or other recognized postsecondary credential. Includes <u>programs</u> resulting in all <u>bachelor's degrees</u> and other baccalaureate level or equivalent degrees, as well as 5-year <u>cooperative</u> programs, and those programs in which the normal 4 years of work are designed to be completed in 3 years.
Programs of less than 2 years	Programs requiring less than 2 years of full-time equivalent college level work (4 semesters or 6 quarters) or less than 1,800 <u>clock hours</u> to obtain a <u>degree</u> , <u>diploma</u> , <u>certificate</u> , or other recognized postsecondary credential.
Public institution	An educational institution whose <u>programs</u> and activities are operated by publicly elected or appointed school officials and which is supported primarily by public funds.
Quarter (calendar system)	A <u>calendar system</u> in which the <u>academic year</u> consists of 3 sessions called quarters of about 12 weeks each. The range may be from 10 to 15 weeks as defined by the institution. There may be an additional quarter in the summer.
Recognized postsecondary credential	A recognized postsecondary credential includes any credential that is recognized by the institution's appropriate governing body and received after completion of an academic program or that is awarded in recognition of an individual's attainment of measurable technical or industry/occupational skills necessary to obtain employment or advance within an industry/occupation. These technical or industry/occupational skills generally are based on standards developed or endorsed by employers or industry associations.

Semester (calendar system)	A <u>calendar system</u> that consists of two sessions called semesters during the <u>academic year</u> with about 15 weeks for each semester of instruction. There may be an additional summer session. Note: the standard term length range is defined by the Office of Postsecondary Education. More information can be found at: https://ifap.ed.gov/electronic-announcements/110519RevisionGuidelinesApplicableStandardTerms
Standard term	For Title IV purposes, a standard term is a semester, quarter, or trimester
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).
Trimester (calendar system)	An <u>academic year</u> consisting of 3 terms of about 15 weeks each.
Undergraduate	A student enrolled in a 4- or 5-year <u>bachelor's degree</u> program, an <u>associate's degree</u> program, or a vocational or technical <u>program</u> below the baccalaureate.
Unique Entity Identifier (UEI)	The official identifier for doing business with the U.S. Government. Replaces the DUNs number starting in April of 2022. For more information, please visit the GSA page at https://www.gsa.gov/about-us/organization/federal-acquisition-service/office-of-systems-management/integrated-award-environment-iae/iae-systems-information-kit/unique-entity-identifier-update .

IC Header

Click one of the following questions to view the answer.

General

- 1) [If my institution offers an award level but currently does not have any students enrolled at that level how should I report?](#)
- 2) [Can I change my Institutional Characteristics Header data during the winter or spring surveys if I made a mistake in the fall?](#)
- 3) [In what award level category should Teachers Preparation certificates be reported?](#)
- 4) [My institution has a system office. Does the system office need to complete an Institutional Characteristics - Header survey?](#)
- 5) [Should my institution, which is participating as a U.S. Department of Education experimental site, include experimental site participants in IPEDS reporting?](#)
- 6) [Should incarcerated students be included in reporting?](#)

General

- 1) If my institution offers an award level but currently does not have any students enrolled at that level how should I report?

You should indicate all levels of awards that your institution is authorized to grant.
Top ▲
- 2) Can I change my Institutional Characteristics Header data during the winter or spring surveys if I made a mistake in the fall?

It is important to report IC Header data correctly the first time, as changes to this component affect all of the other surveys. If you made an error that impacts your ability to respond appropriately to other components, call the Help Desk at 877-225-2568, and they will change the necessary data. For example, if you indicated that you do not enroll any full-time, first-time students (thus no GRS or SFA surveys are generated), you may correct your answer so that you can complete this survey.
Top ▲
- 3) In what award level category should Teachers Preparation certificates be reported?

Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students.
Top ▲
- 4) My institution has a system office. Does the system office need to complete an Institutional Characteristics - Header survey?

Any system or central office that employs 15 or more full-time staff OR has its own budget (and therefore must report IPEDS Finance data) must also complete the Institutional Characteristics - Header survey. The administrative office **must** indicate all types and levels of instruction and programs offered at all of the institutions in its system. This will ensure that each institution in the system is represented.
Top ▲
- 5) Should my institution, which is participating as a U.S. Department of Education experimental site, include experimental site participants in IPEDS reporting?

No, exclude experimental site participants from reporting.
Top ▲
- 6) Should incarcerated students be included in reporting?

Include all students enrolled for credit even if enrolled at off-campus locations (e.g., federal or state penal institution). This includes, but is not limited to, students enrolled for credit in a recognized prison education program (PEP).
Top ▲