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Postsecondary Institutions in the United States: Fall 2003 and Degrees and Other Awards Conferred: 2002-03

E.D. TAB



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March 2005

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Foreword

This E.D. Tab presents findings from the Integrated Postsecondary Education Data System (IPEDS) fall 2003 data collection, which included two survey components: Institutional Characteristics for the 2003–04 academic year and Completions covering the period July 1, 2002, through June 30, 2003. These data were collected through the IPEDS web-based data collection system.

The data on which this report is based are available to researchers and the public through the IPEDS Peer Analysis System and College Opportunities On-Line. Both of these sources can be found at <http://nces.ed.gov/ipeds>. This report continues a series of E.D. Tabs based on the collection of data from over 6,500 postsecondary education institutions that participate in Title IV federal student financial aid programs.

We hope that the information provided in the report will be useful to a wide range of interested 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.

C. Dennis Carroll, *Associate Commissioner*
Postsecondary Studies Division

Acknowledgments

The information presented in this publication was provided either by state coordinators for the Integrated Postsecondary Education Data System (IPEDS) or officials at individual institutions. In addition, these persons provided much assistance in resolving questions on the data, which resulted in more accurate information. Although it is not possible to list the names of all these people, 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, Completions, and Fall Staff components of IPEDS. 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)).

The authors are grateful to Patricia Brown, Andrew Mary, Paula Knepper, and Dennis Carroll of the Postsecondary Studies Division, National Center for Education Statistics, for their valuable comments during the review of this publication. We also appreciate the thoughtful review provided by Tom Snyder, National Center for Education Statistics; Mary Schifferli, Office for Civil Rights; and Lu Phillips, Research Analyst, Institutional Effectiveness and Planning at Lorain County Community College.

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Introduction

The Integrated Postsecondary Education Data System (IPEDS) is designed to collect data from postsecondary institutions in the United States (the 50 states and the District of Columbia) and other jurisdictions, such as Puerto Rico.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. IPEDS defines postsecondary education as formal instructional programs with a curriculum designed primarily for students who are beyond the compulsory age for high school. This includes academic, vocational, and continuing professional education programs and excludes institutions that offer only avocational (leisure) and adult basic education programs.

Prior to the inception of IPEDS, the National Center for Education Statistics (NCES) collected data from approximately 3,600 institutions of higher education through its Higher Education General Information Survey (HEGIS) program. HEGIS was conducted from 1966 until 1985, when NCES expanded its collection to include all postsecondary institutions.

IPEDS 2003–04

Participation in IPEDS was a requirement for the 6,568 institutions that participated in Title IV federal student financial aid programs (such as Pell Grants or Stafford Loans) during the 2003–04 academic year.² Title IV schools include traditional colleges and universities, 2-year institutions, and for-profit degree- and non-degree-granting institutions (such as schools of cosmetology), among others. In addition, the four U.S. Service Academies are included in IPEDS as if they were Title IV institutions. In fall 2003, IPEDS requested minimal data from 83 administrative (central and system) offices, through a shortened version of the Institutional Characteristics component. These offices are also required to provide Fall Staff and Finance data. Institutions that do not participate in Title IV programs may participate in the IPEDS data collection on a voluntary basis.

Focus of This Report

Tabulations in this report present selected data items collected in fall 2003 from the 6,568 Title IV institutions (6,412 Title IV institutions in the United States and 156 Title IV institutions in the other jurisdictions). Additional detailed information is available through the various IPEDS web tools.³ Institutions provided institutional characteristics and price data for the 2003–04 academic year and completions data (degrees, certificates, and other formal awards conferred) for the 2002–03 academic year. This report presents data for all Title IV institutions.

¹The 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.

²Institutions 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 over 300 clock hours or 8 credit hours, have been in business for at least 2 years, and have a signed Program Participation Agreement (PPA) with the Office of Postsecondary Education (OPE), U.S. Department of Education.

³See <http://nces.ed.gov/ipeds>.

Selected Findings

Institutional Characteristics

The Institutional Characteristics component of IPEDS collects and maintains information used to classify postsecondary institutions based on a variety of characteristics. Data on sector, level, control, and affiliation allow classification within general categories. More specific categories of institutions can be defined by using additional data, such as types of programs offered, levels of degrees and awards, accreditation, calendar system, admission requirements, student charges, and basic enrollment information.

In addition, this component collects data on tuition and fees (by level of program: undergraduate, graduate, and first-professional) and room and board charges. Price of attendance is also collected for full-time, first-time degree- or certificate-seeking students. For schools that charge by program (e.g., for a 1,500-hour cosmetology program), tuition and fees data are collected for the entire program, not for an academic year.

Selected findings are presented below for the 2003–04 academic year.

Basic Characteristics

- A total of 4,236 institutions, or 66 percent of the 6,412 Title IV institutions in the United States, were classified as degree-granting during the 2003–04 academic year (table 1 and figure 1).
- Among the 4,236 Title IV degree-granting institutions in the United States, 60 percent were classified as 4 years and above, meaning they offered a bachelor's or higher degree; the remaining 40 percent were classified as at least 2 but less than 4 years and offered the associate's as the highest degree (table 1 and figure 2).
- Of the 2,176 non-degree-granting Title IV institutions in the United States (those that award certificates only), 77 percent offered certificates for completing programs of less than 2 years' duration; 22 percent offered certificates for completing programs of at least 2 but less than 4 years' duration; and 1 percent offered certificates at the postbaccalaureate level or higher and are classified with 4-year-and-above institutions (table 1 and figure 2).
- About 41 percent of the 4,236 Title IV degree-granting institutions in the United States were public, 39 percent were private not-for-profit, and 20 percent were private for-profit (table 1 and figure 2). Among the 2,176 Title IV non-degree-granting institutions in the United States, 15 percent were public, 11 percent were private not-for-profit, and 74 percent were private for-profit.

Table 1. Title IV institutions and administrative offices, by geographic area, control of institution, degree-granting status, and level of institution/office: United States and other jurisdictions, academic year 2003–04

Degree-granting status and level of institution/office	United States					Other jurisdictions			
	Total	Private			Total	Private			
		Total	Public	Not-for-profit		For-profit	Public	Not-for-profit	For-profit
Institutions	6,568	6,412	2,047	1,913	2,452	156	29	49	78
4 years and above	2,612	2,550	635	1,564	351	62	18	37	7
At least 2 but less than 4 years	2,204	2,178	1,162	233	783	26	11	4	11
Less than 2 years	1,752	1,684	250	116	1,318	68	0	8	60
Degree-granting	4,323	4,236	1,720	1,664	852	87	29	41	17
4 years and above	2,592	2,530	634	1,546	350	62	18	37	7
At least 2 but less than 4 years	1,731	1,706	1,086	118	502	25	11	4	10
Less than 2 years	†	†	†	†	†	†	†	†	†
Non-degree-granting	2,245	2,176	327	249	1,600	69	0	8	61
4 years and above	20	20	1	18	1	0	0	0	0
At least 2 but less than 4 years	473	472	76	115	281	1	0	0	1
Less than 2 years	1,752	1,684	250	116	1,318	68	0	8	60
Administrative offices ¹	83	80	69	6	5	3	1	2	0
4 years and above	48	45	38	5	2	3	1	2	0
At least 2 but less than 4 years	31	31	31	0	0	0	0	0	0
Less than 2 years	4	4	0	1	3	0	0	0	0

†Not applicable.

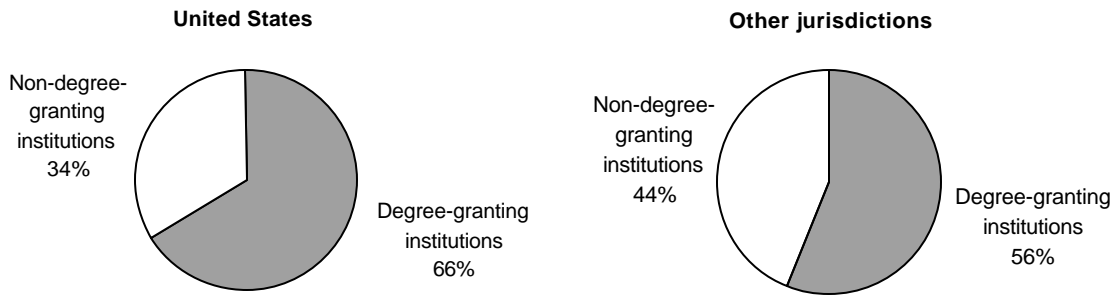
¹Administrative offices (central and system offices) are not shown by degree-granting status since they are not authorized to grant degrees; the types of degrees/awards granted may vary among the institutions they administer. Level of administrative office is determined based on the highest level of offering among all institutions in the system. These offices are required to complete the Institutional Characteristics component in the fall, the Fall Staff component in the winter (if they have more than 15 full-time staff), and the Finance component in the spring (if they have their own separate budget).

NOTE: Data are not imputed. The item response rates for all cells in this table are 100.0 percent. 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 2003.

Tuition and Fees at Degree-Granting Institutions

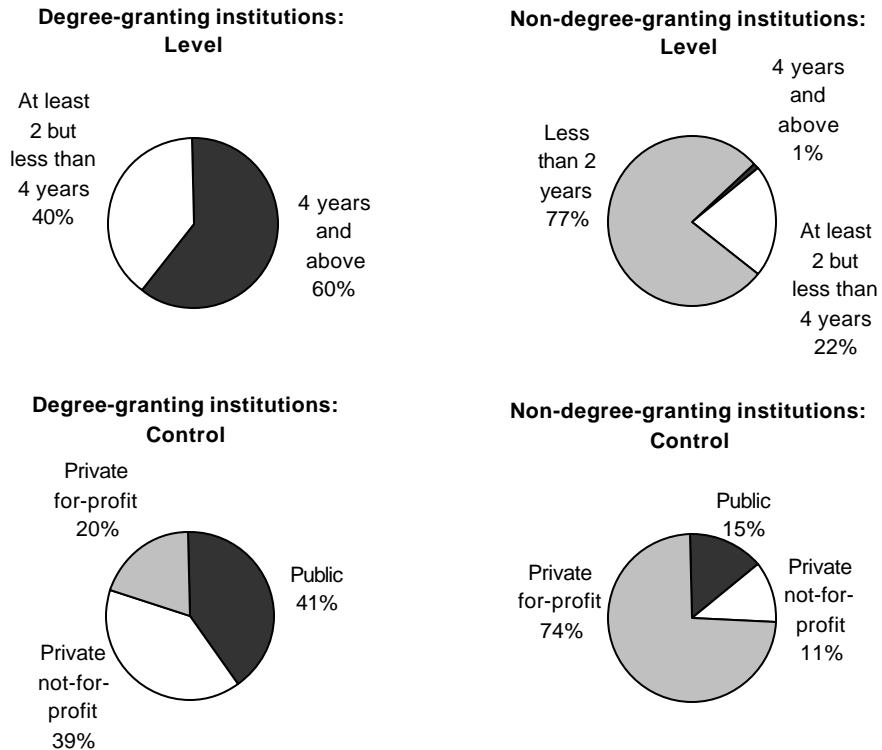
- Between 1998–99 and 2003–04, average charges for undergraduate tuition and required fees at 4-year public institutions rose 41 percent for in-state students and 35 percent for out-of-state students (table 2). During the same period, average undergraduate tuition and required fees at 2-year public institutions increased 26 percent for in-state students and 22 percent for out-of-state students.
- Between 1998–99 and 2003–04, average undergraduate tuition and required fees increased 30 percent at 4-year private not-for-profit institutions and 25 percent at 2-year private not-for-profit institutions (table 2).
- Between 1998–99 and 2003–04, average undergraduate tuition and required fees increased 37 percent at 4-year private for-profit institutions and 43 percent at 2-year private for-profit institutions (table 2).

Figure 1. Title IV institutions, by degree-granting status: United States and other jurisdictions, academic year 2003–04



SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2003.

Figure 2. Title IV institutions, by degree-granting status and level and control of institution: United States, academic year 2003–04



SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2003.

Table 2. Changes in institutional charges for undergraduate tuition and required fees to full-time, full-year undergraduates at Title IV degree-granting institutions, by year, level of institution, and residency: United States, academic years 1998–99 and 2003–04

Control of institution and residency	Undergraduate tuition and required fees					
	1998–99 ¹		2003–04		Percent change	
	4 years and above	At least 2 but less than 4 years	4 years and above	At least 2 but less than 4 years	4 years and above	At least 2 but less than 4 years
Public institutions ²						
In-district						
Average charge	\$3,213	\$1,437	\$4,621	\$1,876	43.8	30.6
Median charge	3,007	1,375	4,259	1,822	41.6	32.5
In-state						
Average charge	3,214	1,775	4,542	2,245	41.3	26.4
Median charge	3,007	1,490	4,185	2,112	39.2	41.7
Out-of-state						
Average charge	8,327	4,186	11,273	5,095	35.4	21.7
Median charge	8,324	4,170	10,853	4,852	30.4	16.4
Private not-for-profit institutions						
Average charge	11,610	7,298	15,149	9,091	30.5	24.6
Median charge	11,285	6,710	15,120	9,000	34.0	34.1
Private for-profit institutions						
Average charge	8,787	7,686	12,037	10,971	37.0	42.7
Median charge	8,160	7,501	10,932	9,960	34.0	32.8

¹The item response rates for all cells for 1998–99 range from 87.8 percent to 99.5 percent.

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

NOTE: Institutional charges data for 1998–99 are not imputed. Tuition and required fees are average institutional charges, not average amounts paid by students (i.e., charges are not weighted by enrollment). Institutions that report tuitions by program are not included. U.S. service academies are not included. Medians were calculated using SAS, Version 8, Proc Univariate. All amounts are in current dollars.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2000 (for 1998–99 data) and Fall 2003.

Price of Attendance at Degree-Granting Institutions

Price of attendance is an estimate of the total amount an incoming undergraduate-level student should expect to pay to attend college. This price includes tuition and fees, books and supplies, room and board, and certain other designated expenses such as transportation. IPEDS collects price of attendance information for full-time, first-time, degree/certificate-seeking undergraduate students from Title IV institutions. These estimates are the amounts provided by the institutions’ financial aid offices and are used to determine a student’s financial need.

- In all cases, private institutions were more expensive to attend than public institutions (table 3 and figures 3 and 4).
- Private for-profit 4-year institutions reported the highest overall average price of attendance during 2003–04 for undergraduates living on campus (\$26,626), while private not-for-profit 4-year institutions reported an average price of \$25,029 (table 3). Public 4-year institutions reported an average price of \$13,455 for in-state undergraduates living on campus and \$20,328 for out-of-state undergraduates living on campus.
- During 2003–04, private not-for-profit 4-year institutions reported an average price of \$24,988 for undergraduates living off campus and not with family, and \$18,899 for undergraduates living off campus with family (table 3).
- Two-year public institutions offered the lowest price of attendance overall in 2003–04: \$6,037 for in-state students living off campus with family and \$8,893 for out-of-state students living off campus with family (table 3).
- Between 1998–99 and 2003–04, the average price of attendance for undergraduates attending 4-year public institutions and living on campus rose 31 percent for in-state students and 32 percent for out-of-state students (table 3). Likewise, the price for undergraduates living on campus at 4-year private not-for-profit institutions rose 26 percent over the same 5-year period, while the price for undergraduates living on campus at 4-year private for-profit institutions rose 40 percent.

Distributions by State

- There were 6,412 Title IV institutions in the United States during the 2003–04 academic year (table 4). Three states had more than 400 institutions: California had 634, New York had 447, and Pennsylvania had 413. The three states with fewer than 20 institutions were Alaska with 10, Wyoming with 11, and Delaware with 15.
- There were 4,236 Title IV degree-granting institutions in the United States during the 2003–04 academic year (table 5). California was the only state with more than 400 institutions, while New York had 309 and Pennsylvania had 262. Three states had 10 or fewer degree-granting institutions: Alaska, Wyoming, and Delaware (with 8, 9, and 10 institutions, respectively).

Table 3. Changes in average price of attendance for full-time, first-time, degree/certificate-seeking students at Title IV degree-granting institutions, by level of institution, control of institution, and residency: United States, academic years 1998–99 and 2003–04

Control of institution, residency, and price of attendance	1998–99		2003–04		Percent change	
	4 years and above	At least 2 but less than 4 years	4 years and above	At least 2 but less than 4 years	4 years and above	At least 2 but less than 4 years
Public institutions						
In-state						
On campus ¹	\$10,269	\$7,074	\$13,455	\$9,011	31.0	27.4
Off campus (not with family)	11,449	9,327	14,504	11,592	26.7	24.3
Off campus (with family)	6,544	4,885	8,372	6,037	27.9	23.6
Out-of-state						
On campus ¹	15,441	9,116	20,328	11,322	31.6	24.2
Off campus (not with family)	16,470	11,685	21,133	14,448	28.3	23.6
Off campus (with family) ²	11,565	7,244	15,002	8,893	29.7	22.8
Private not-for-profit institutions						
On campus ¹	19,905	14,232	25,029	17,881	25.7	25.6
Off campus (not with family)	19,980	15,593	24,988	19,373	25.1	24.2
Off campus (with family)	15,225	10,252	18,899	13,202	24.1	28.8
Private for-profit institutions						
On campus ¹	18,987	17,809	26,626	21,985	40.2	23.4
Off campus (not with family)	17,310	16,612	24,649	21,129	42.4	27.2
Off campus (with family)	12,758	12,023	17,062	15,338	33.7	27.6

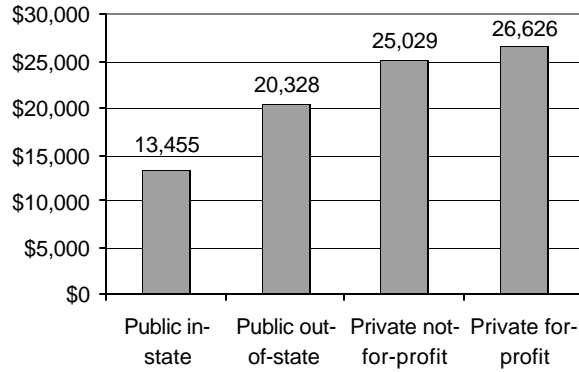
¹On-campus average price is based on those institutions that offer on-campus housing and/or meal service.

²Out-of-state, off-campus with family includes independent or dependent students living with family members; however, the student does not qualify for in-state tuition.

NOTE: Price data for 1998–99 are not imputed. The item response rates for all cells for 1998–99 range from 98.0 percent to 100.0 percent. Price of attendance includes tuition and fees, room and board charges, books and supplies, and other expenses. Institutions that report tuition by program are not included. U.S. service academies are not included. All amounts are in current dollars.

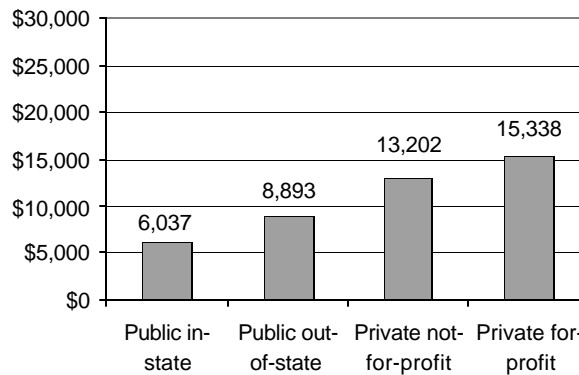
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2000 (for 1998–99 data) and Fall 2003.

Figure 3. Average price of attendance for full-time, first-time, degree/certificate-seeking students living on campus at Title IV degree-granting 4-year institutions, by control of institution and residency: United States, 2003–04



SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2003.

Figure 4. Average price of attendance for full-time, first-time, degree/certificate-seeking students living off campus with family at Title IV degree-granting 2-year institutions, by control of institution and residency: United States, 2003–04



SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2003.

Table 4. Title IV institutions, by level and control of institution and state or other jurisdiction:
Academic year 2003–04

State or other jurisdiction	Total	4 years and above			At least 2 but less than 4 years			Less than 2 years		
		Private			Private			Private		
		Public	Not-for-profit	For-profit	Public	Not-for-profit	For-profit	Public	Not-for-profit	For-profit
United States	6,412	635	1,564	351	1,162	233	783	250	116	1,318
Alabama	83	17	17	6	29	5	2	0	1	6
Alaska	10	3	2	1	2	0	0	1	0	1
Arizona	106	5	15	15	20	1	19	3	0	28
Arkansas	79	11	10	2	23	4	1	3	0	25
California	634	34	147	49	112	17	56	9	29	181
Colorado	99	14	14	18	16	1	16	3	0	17
Connecticut	81	11	19	1	12	4	3	0	1	30
Delaware	15	2	4	0	3	2	0	0	0	4
District of Columbia	21	2	11	3	0	1	0	0	1	3
Florida	290	15	52	38	55	2	48	7	6	67
Georgia	171	22	34	10	53	3	11	0	0	38
Hawaii	25	3	5	3	7	1	2	0	0	4
Idaho	26	4	4	2	3	0	11	0	0	2
Illinois	259	12	84	16	48	9	15	2	8	65
Indiana	134	14	42	6	16	4	23	3	0	26
Iowa	89	3	35	6	16	4	25	0	0	0
Kansas	86	9	21	2	29	2	4	2	2	15
Kentucky	106	8	26	2	26	1	39	0	1	3
Louisiana	143	16	10	3	48	2	17	1	0	46
Maine	42	8	12	0	7	3	3	0	1	8
Maryland	87	14	21	7	16	1	7	0	0	21
Massachusetts	177	15	81	3	16	7	8	5	1	41
Michigan	174	15	58	2	30	3	8	2	3	53
Minnesota	132	12	35	14	40	4	10	0	4	13
Mississippi	58	9	11	0	17	0	6	0	0	15
Missouri	184	15	55	14	23	7	22	21	1	26
Montana	30	6	4	0	12	3	3	0	0	2
Nebraska	48	7	16	0	8	4	12	0	0	1
Nevada	24	4	1	5	3	0	8	0	1	2
New Hampshire	37	5	15	1	4	0	1	0	2	9
New Jersey	148	14	22	2	20	9	6	4	2	69
New Mexico	51	7	6	7	20	1	1	0	0	9
New York	447	45	165	12	36	41	38	29	22	59
North Carolina	161	16	43	6	60	3	6	0	1	26
North Dakota	26	7	4	0	8	1	5	0	0	1
Ohio	314	25	70	6	38	12	83	49	4	27
Oklahoma	136	15	17	3	33	0	4	27	1	36
Oregon	86	9	25	4	17	1	23	0	0	7
Pennsylvania	413	44	100	9	23	38	82	31	7	79
Rhode Island	23	2	10	0	1	1	0	0	0	9
South Carolina	78	12	23	2	21	2	3	1	0	14
South Dakota	31	9	7	4	5	4	2	0	0	0
Tennessee	148	9	46	10	13	4	15	26	1	24
Texas	370	42	51	10	70	5	40	2	3	147
Utah	52	7	3	5	7	1	21	2	0	6
Vermont	30	5	18	1	1	2	1	0	0	2
Virginia	155	15	32	23	25	5	17	7	3	28
Washington	124	11	21	11	35	3	22	1	1	19
West Virginia	70	12	11	0	10	1	22	8	6	0
Wisconsin	88	13	29	7	18	4	10	0	3	4
Wyoming	11	1	0	0	7	0	2	1	0	0

See notes at end of table.

Table 4. Title IV institutions, by level and control of institution and state or other jurisdiction:
Academic year 2003–04—Continued

State or other jurisdiction	Total	4 years and above			At least 2 but less than 4 years			Less than 2 years		
		Private			Private			Private		
		Public	Not-for-profit	For-profit	Public	Not-for-profit	For-profit	Public	Not-for-profit	For-profit
Other jurisdictions	156	18	37	7	11	4	11	0	8	60
American Samoa	1	0	0	0	1	0	0	0	0	0
Federated States of Micronesia	4	0	0	0	4	0	0	0	0	0
Guam	3	1	1	0	1	0	0	0	0	0
Marshall Islands	1	0	0	0	1	0	0	0	0	0
Northern Marianas	1	1	0	0	0	0	0	0	0	0
Palau	1	0	0	0	1	0	0	0	0	0
Puerto Rico	143	14	36	7	3	4	11	0	8	60
Virgin Islands	2	2	0	0	0	0	0	0	0	0

NOTE: Data are not imputed. The item response rates for all cells in this table are 100.0 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2003.

Completions

The Completions component collects data annually on recognized degree completions in postsecondary education programs by level (associate's, bachelor's, master's, doctor's,⁴ and first-professional⁵) and on other formal awards by length of program. Data are collected by race/ethnicity and gender of recipient and by field 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. Data reflect all formal awards (degrees, diplomas, certificates) conferred between July 1, 2002 and June 30, 2003.

Numbers of Degrees

- For the 2002–03 academic year, about 2.6 million degrees were awarded by Title IV degree-granting institutions located in the United States (table 6).
- Of the total number of degrees awarded in 2002–03, 24 percent were associate's degrees, 51 percent were bachelor's degrees, 20 percent were master's degrees, 2 percent were doctor's degrees, and 3 percent were first-professional degrees (table 6).

⁴Doctor's degrees are considered 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.

⁵First-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.).

Table 5. Title IV degree-granting institutions, by level and control of institution and state or other jurisdiction: Academic year 2003–04

State or other jurisdiction	Total	4 years and above			At least 2 but less than 4 years		
		Public	Private		Public	Private	
			Not-for-profit	For-profit		Not-for-profit	For-profit
United States	4,236	634	1,546	350	1,086	118	502
Alabama	75	17	17	6	29	4	2
Alaska	8	3	2	1	2	0	0
Arizona	74	5	15	15	20	1	18
Arkansas	47	11	10	2	22	1	1
California	401	34	146	48	110	16	47
Colorado	75	14	12	18	15	1	15
Connecticut	46	11	18	1	12	1	3
Delaware	10	2	4	0	3	1	0
District of Columbia	16	2	11	3	0	0	0
Florida	169	15	52	38	25	2	37
Georgia	126	22	33	10	52	3	6
Hawaii	20	3	5	3	7	1	1
Idaho	14	4	4	2	3	0	1
Illinois	173	12	82	16	48	3	12
Indiana	101	14	42	6	15	3	21
Iowa	63	3	35	6	16	2	1
Kansas	63	9	21	2	27	2	2
Kentucky	77	8	26	2	26	1	14
Louisiana	90	16	10	3	46	0	15
Maine	30	8	12	0	7	1	2
Maryland	63	14	21	7	16	1	4
Massachusetts	122	15	79	3	16	5	4
Michigan	110	15	58	2	30	1	4
Minnesota	113	12	35	14	40	3	9
Mississippi	40	9	11	0	17	0	3
Missouri	123	14	54	14	20	4	17
Montana	23	6	4	0	12	1	0
Nebraska	39	7	16	0	8	1	7
Nevada	17	4	1	5	3	0	4
New Hampshire	25	5	14	1	4	0	1
New Jersey	58	14	21	2	19	1	1
New Mexico	42	7	6	7	20	1	1
New York	309	45	163	12	35	21	33
North Carolina	130	16	43	6	59	1	5
North Dakota	21	7	4	0	8	1	1
Ohio	187	25	70	6	36	4	46
Oklahoma	53	15	17	3	14	0	4
Oregon	59	9	25	4	17	1	3
Pennsylvania	262	44	98	9	21	16	74
Rhode Island	13	2	10	0	1	0	0
South Carolina	63	12	23	2	21	2	3
South Dakota	26	9	7	4	5	1	0
Tennessee	95	9	46	10	13	3	14
Texas	208	42	51	10	69	4	32
Utah	28	7	3	5	6	1	6
Vermont	27	5	18	1	1	1	1
Virginia	104	15	32	23	24	0	10
Washington	81	11	21	11	35	0	3
West Virginia	40	12	10	0	6	0	12
Wisconsin	68	13	28	7	18	1	1
Wyoming	9	1	0	0	7	0	1

See notes at end of table.

Table 5. Title IV degree-granting institutions, by level and control of institution and state or other jurisdiction: Academic year 2003–04—Continued

State or other jurisdiction	Total	4 years and above			At least 2 but less than 4 years		
		Public	Private		Public	Private	
			Not-for-profit	For-profit		Not-for-profit	For-profit
Other jurisdictions	87	18	37	7	11	4	10
American Samoa	1	0	0	0	1	0	0
Federated States of Micronesia	4	0	0	0	4	0	0
Guam	3	1	1	0	1	0	0
Marshall Islands	1	0	0	0	1	0	0
Northern Marianas	1	1	0	0	0	0	0
Palau	1	0	0	0	1	0	0
Puerto Rico	74	14	36	7	3	4	10
Virgin Islands	2	2	0	0	0	0	0

NOTE: Data are not imputed. The item response rates for all cells in this table are 100.0 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2003.

Table 6. Number and percentage of degrees conferred by Title IV degree-granting institutions, by control of institution and level of degree: United States, academic year 2002–03

Level of degree	Total	Public	Private not-for-profit	Private for-profit
Total, all degrees	2,620,894	1,699,865	784,293	136,736
Percent of total	100.0	100.0	100.0	100.0
Associate's degrees	632,912	497,132	46,260	89,520
Percent of total	24.1	29.2	5.9	65.5
Bachelor's degrees	1,348,503	875,420	441,928	31,155
Percent of total	51.5	51.5	56.3	22.8
Master's degrees	512,645	265,695	231,963	14,987
Percent of total	19.6	15.6	29.6	11.0
Doctor's degrees ¹	46,024	28,069	17,113	842
Percent of total	1.8	1.7	2.2	0.6
First-professional degrees ²	80,810	33,549	47,029	232
Percent of total	3.1	2.0	6.0	0.2

¹Doctor's degrees are considered 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.

²First-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.).

NOTE: 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 2003.

Degrees by Control of Institution

- Bachelor's degrees accounted for 51 percent of all degrees awarded by public institutions and 56 percent of all degrees awarded by private not-for-profit institutions during 2002–03 (table 6).
- Private for-profit institutions awarded 65 percent of their degrees at the associate's level during the 2002–03 academic year and 23 percent at the bachelor's level (table 6).
- Public institutions accounted for about two-thirds (65 percent) of all degrees awarded by Title IV degree-granting institutions in the United States during the 2002–03 academic year, while private not-for-profit institutions accounted for 30 percent and private for-profit institutions accounted for the remaining 5 percent (table 7).

Gender and Race/Ethnicity⁶ of Recipients

- Women continued to earn more degrees than men in academic year 2002–03, about 58 percent of all degrees (table 7). Women earned 60 percent of all associate's degrees, 58 percent of all bachelor's degrees, and 59 percent of all master's degrees.
- About two-thirds (67 percent) of all degrees conferred during the 2002–03 academic year went to White, non-Hispanic students; 22 percent to members of groups other than Whites (includes Black, non-Hispanics, Hispanics, Asians/Pacific Islanders, and American Indians/Alaska Natives); and the remainder to nonresident aliens (5 percent) or individuals whose race/ethnicity was unknown (5 percent) (table 7).
- The proportion of degrees awarded to members of groups other than Whites was highest at the associate's level, with 27 percent of all degrees (table 7). These students also were awarded 22 percent of bachelor's degrees, 17 percent of master's degrees, 14 percent of doctor's degrees, and 24 percent of first-professional degrees.
- Nonresident aliens received 14 percent of all master's degrees and 25 percent of all doctor's degrees, much higher proportions than of any group other than White, non-Hispanics (table 7).
- Women earned about two-thirds (67 percent) of degrees granted to Black, non-Hispanics, 63 percent of degrees granted to American Indians/Alaska Natives, 61 percent of degrees granted to Hispanics, 58 percent of degrees granted to White, non-Hispanics, and 55 percent of degrees granted to Asians/Pacific Islanders (table 8).

⁶Race/ethnicity data are collected for U.S. Citizens and resident aliens only; individuals are reported in one category only (White, non-Hispanic; Black, non-Hispanic; Hispanic; Asian/Pacific Islander; or American Indian/Alaska Natives) or as race/ethnicity unknown. Non-resident aliens are reported separately. See Glossary for definitions of terms.

Table 7. Degrees conferred and percentage distribution by Title IV degree-granting institutions, by level of degree, control of institution, gender, and race/ethnicity: United States, academic year 2002–03

Control of institution, gender, and race/ethnicity	Total degrees		Associate's degrees		Bachelor's degrees	
	Number	Percent of total	Number	Percent of total	Number	Percent of total
All institutions	2,620,894	100.0	632,912	100.0	1,348,503	100.0
Control of institution						
Public	1,699,865	64.9	497,132	78.5	875,420	64.9
Private not-for-profit	784,293	29.9	46,260	7.3	441,928	32.8
Private for-profit	136,736	5.2	89,520	14.1	31,155	2.3
Gender						
Men	1,103,695	42.1	253,060	40.0	573,079	42.5
Women	1,517,199	57.9	379,852	60.0	775,424	57.5
Race/ethnicity						
White, non-Hispanic	1,751,927	66.8	417,671	66.0	943,745	70.0
Black, non-Hispanic	237,615	9.1	72,004	11.4	117,774	8.7
Hispanic	175,290	6.7	63,077	10.0	84,333	6.3
Asian/Pacific Islander	150,438	5.7	31,067	4.9	83,232	6.2
American Indian/Alaska Native	19,764	0.8	7,134	1.1	9,314	0.7
Race/ethnicity unknown	144,017	5.5	28,518	4.5	66,866	5.0
Nonresident alien	141,843	5.4	13,441	2.1	43,239	3.2
Control of institution, gender, and race/ethnicity	Master's degrees		Doctor's degrees ¹		First-professional degrees ²	
	Number	Percent of total	Number	Percent of total	Number	Percent of total
All institutions	512,645	100.0	46,024	100.0	80,810	100.0
Control of institution						
Public	265,695	51.8	28,069	61.0	33,549	41.5
Private not-for-profit	231,963	45.2	17,113	37.2	47,029	58.2
Private for-profit	14,987	2.9	842	1.8	232	0.3
Gender						
Men	211,381	41.2	24,341	52.9	41,834	51.8
Women	301,264	58.8	21,683	47.1	38,976	48.2
Race/ethnicity						
White, non-Hispanic	309,055	60.3	25,863	56.2	55,593	68.8
Black, non-Hispanic	40,046	7.8	2,362	5.1	5,429	6.7
Hispanic	22,560	4.4	1,457	3.2	3,863	4.8
Asian/Pacific Islander	24,513	4.8	2,259	4.9	9,367	11.6
American Indian/Alaska Native	2,574	0.5	185	0.4	557	0.7
Race/ethnicity unknown	42,315	8.3	2,272	4.9	4,046	5.0
Nonresident alien	71,582	14.0	11,626	25.3	1,955	2.4

¹Doctor's degrees are considered 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.

²First-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.).

NOTE: 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 2003.

Table 8. Degrees conferred by Title IV degree-granting institutions, by gender and race/ethnicity: United States, academic year 2002–03

Race/ethnicity	Total degrees	Men	Women
		Number	
Total, all degrees	2,620,894	1,103,695	1,517,199
White, non-Hispanic	1,751,927	738,058	1,013,869
Black, non-Hispanic	237,615	77,711	159,904
Hispanic	175,290	68,948	106,342
Asian/Pacific Islander	150,438	67,986	82,452
American Indian/Alaska Native	19,764	7,405	12,359
Race/ethnicity unknown	144,017	63,946	80,071
Nonresident alien	141,843	79,641	62,202
		Percent	
Total, all degrees	100.0	42.1	57.9
White, non-Hispanic	100.0	42.1	57.9
Black, non-Hispanic	100.0	32.7	67.3
Hispanic	100.0	39.3	60.7
Asian/Pacific Islander	100.0	45.2	54.8
American Indian/Alaska Native	100.0	37.5	62.5
Race/ethnicity unknown	100.0	44.4	55.6
Nonresident alien	100.0	56.1	43.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2003.

Distributions by State

- Institutions in California awarded more undergraduate degrees than institutions in any other state during the 2002–03 academic year: 90,028 associate’s degrees and 135,844 bachelor’s degrees (table 9). New York granted more master’s degrees than any other state (58,210), followed by California with 48,651. At the doctorate level, California led with 5,731 degrees, followed by New York with 3,741.

Table 9. Selected degrees conferred by Title IV degree-granting institutions, by level of degree, gender, and state: Academic year 2002–03

State	Associate's degrees			Bachelor's degrees			Master's degrees			Doctor's degrees		
	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women
United States	632,912	253,060	379,852	1,348,503	573,079	775,424	512,645	211,381	301,264	46,024	24,341	21,683
Alabama	8,744	3,177	5,567	20,479	8,355	12,124	8,441	3,229	5,212	586	327	259
Alaska	952	358	594	1,363	489	874	506	228	278	36	19	17
Arizona	12,042	5,192	6,850	23,372	10,537	12,835	12,618	5,471	7,147	803	408	395
Arkansas	4,714	1,516	3,198	10,591	4,410	6,181	2,384	838	1,546	180	96	84
California	90,028	34,625	55,403	135,844	57,400	78,444	48,651	20,481	28,170	5,731	3,070	2,661
Colorado	8,860	3,715	5,145	24,260	11,340	12,920	9,232	4,251	4,981	813	443	370
Connecticut	4,641	1,622	3,019	16,034	6,682	9,352	8,252	3,322	4,930	648	332	316
Delaware	1,147	389	758	5,164	1,948	3,216	1,763	658	1,105	168	95	73
District of Columbia	664	224	440	8,900	3,605	5,295	7,460	3,345	4,115	579	242	337
Florida	55,603	23,292	32,311	58,933	25,009	33,924	20,785	8,853	11,932	2,592	1,148	1,444
Georgia	10,689	3,782	6,907	31,974	13,197	18,777	12,059	5,002	7,057	1,122	599	523
Hawaii	3,745	1,760	1,985	5,047	1,978	3,069	1,728	694	1,034	146	71	75
Idaho	3,788	1,463	2,325	5,975	2,730	3,245	1,487	672	815	131	86	45
Illinois	27,827	10,907	16,920	59,569	25,572	33,997	30,240	13,104	17,136	2,582	1,389	1,193
Indiana	12,776	5,967	6,809	35,284	16,094	19,190	9,503	4,487	5,016	1,147	694	453
Iowa	10,518	4,426	6,092	20,034	8,624	11,410	3,948	1,752	2,196	506	285	221
Kansas	7,266	2,929	4,337	15,744	6,896	8,848	5,604	2,299	3,305	414	208	206
Kentucky	7,860	2,590	5,270	16,254	6,604	9,650	5,430	1,990	3,440	404	228	176
Louisiana	5,604	1,945	3,659	21,182	8,317	12,865	5,813	2,218	3,595	491	250	241
Maine	2,144	788	1,356	6,158	2,485	3,673	1,349	405	944	56	32	24
Maryland	8,432	3,236	5,196	24,537	10,494	14,043	12,057	5,003	7,054	969	488	481
Massachusetts	10,842	4,228	6,614	44,726	18,945	25,781	26,946	10,500	16,446	2,320	1,234	1,086
Michigan	21,298	7,804	13,494	50,178	21,334	28,844	23,196	9,828	13,368	1,525	868	657
Minnesota	13,302	5,458	7,844	25,783	10,727	15,056	9,185	3,242	5,943	941	463	478
Mississippi	7,515	2,430	5,085	11,797	4,649	7,148	3,417	1,243	2,174	340	160	180
Missouri	12,004	4,790	7,214	33,291	14,271	19,020	15,591	6,718	8,873	1,182	583	599
Montana	1,666	646	1,020	5,238	2,421	2,817	979	451	528	75	44	31
Nebraska	4,366	2,210	2,156	11,025	4,927	6,098	3,533	1,490	2,043	434	189	245
Nevada	2,489	980	1,509	4,877	1,977	2,900	1,527	580	947	132	67	65
New Hampshire	3,149	1,271	1,878	7,563	3,151	4,412	2,387	1,030	1,357	142	81	61
New Jersey	13,066	4,889	8,177	29,604	12,468	17,136	11,140	4,809	6,331	1,052	583	469
New Mexico	3,871	1,395	2,476	7,027	2,891	4,136	2,622	1,083	1,539	244	134	110
New York	53,569	20,528	33,041	106,188	43,868	62,320	58,210	21,361	36,849	3,741	1,959	1,782
North Carolina	15,460	5,280	10,180	37,272	15,252	22,020	10,143	4,426	5,717	1,138	595	543
North Dakota	1,931	892	1,039	4,882	2,309	2,573	928	393	535	90	44	46
Ohio	21,063	8,152	12,911	54,852	23,489	31,363	18,824	7,546	11,278	1,858	970	888
Oklahoma	8,070	3,208	4,862	16,348	7,180	9,168	5,389	2,488	2,901	416	244	172
Oregon	7,365	3,368	3,997	15,601	6,710	8,891	5,622	2,273	3,349	499	263	236
Pennsylvania	24,177	11,064	13,113	72,351	31,200	41,151	24,038	10,140	13,898	2,431	1,297	1,134
Rhode Island	3,516	1,688	1,828	9,108	3,896	5,212	2,056	874	1,182	246	146	100
South Carolina	7,526	2,793	4,733	17,817	7,335	10,482	4,496	1,647	2,849	428	237	191
South Dakota	2,200	995	1,205	4,344	1,947	2,397	1,070	480	590	75	37	38
Tennessee	8,826	3,247	5,579	24,369	10,125	14,244	8,136	3,049	5,087	731	347	384
Texas	34,919	15,016	19,903	82,649	34,809	47,840	27,879	12,317	15,562	2,626	1,449	1,177
Utah	9,374	4,299	5,075	19,086	9,579	9,507	3,827	2,239	1,588	336	216	120
Vermont	1,419	660	759	4,545	2,032	2,513	1,449	508	941	44	21	23
Virginia	13,486	5,326	8,160	34,657	14,379	20,278	11,251	4,566	6,685	1,169	650	519
Washington	21,773	9,463	12,310	25,908	11,105	14,803	8,310	3,319	4,991	663	339	324
West Virginia	3,216	1,167	2,049	9,335	4,174	5,161	2,479	936	1,543	160	92	68
Wisconsin	10,690	4,330	6,360	29,645	12,412	17,233	8,288	3,354	4,934	826	486	340
Wyoming	2,720	1,580	1,140	1,739	751	988	417	189	228	56	33	23

NOTE: Only the degree awarded for the first major is included for students with multiple majors.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2003.

Appendix A: Survey Methodology

Overview

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 2003 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 6,651 Title IV institutional entities¹ located in the United States and the other jurisdictions of the United States, such as Puerto Rico, in the IPEDS universe for the 2003–04 academic year.

The fall 2003 data collection was entirely web-based. Institutions in the universe were asked to enter their survey responses using the IPEDS data collection web site. The fall 2003 IPEDS data were collected between September 10, 2003, and October 22, 2003. The collection had two components: Completions and Institutional Characteristics.

Terminology Used in the IPEDS Web Collection

Please refer to the Glossary provided at the end of this document for definitions of various terms.

Universe, Institutions Surveyed, and Response Rates

Each year, the IPEDS universe is established during the fall collection period. For the 2003–04 cycle, 64 institutions included in prior IPEDS data collections were declared to be outside the scope of IPEDS. This happened because (1) they were duplicates of other institutions on the file, (2) they closed or were merged with another institution, or (3) they no longer offered a full program of study at the postsecondary level. In addition, 177 institutions were added to the universe. These 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 list of 6,568 Title IV institutions 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. Federal regulations require that as a condition of continued participation in the federal student aid programs, all institutions must complete, in a timely manner, and to the satisfaction

¹Includes 6,568 institutions and 83 central or system offices. The central and system offices are required to complete the Institutional Characteristics component in the fall, the Staff component in the winter (if they have more than 15 full-time staff), and the Finance component in the spring (if they have their own separate budget). Note: The four

U.S. Service Academies are included in all counts and data tables as if they were Title IV eligible.

of the Secretary, surveys conducted as a part of the IPEDS. See Section 487(a)(17) of the Higher Education Act of 1965 (HEA), as amended, 20 U.S.C. § 1094(a)(17) and 34 C.F.R. § 668.14 (b)(19). Non–Title IV institutions are not required to respond to IPEDS but are encouraged to provide data.

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 College Opportunities On-Line (IPEDS COOL). IPEDS COOL is a web site developed to help parents and students make informed decisions about postsecondary education.

Table A1 provides the number of Title IV institutions and the survey response rates by degree-granting status, level, and control of institution for the United States and other jurisdictions. Because Title IV institutions are the primary focus of IPEDS and they are required to respond, response rates for the Title IV institutions in the fall 2003 IPEDS collection were quite high. The final universe counts for the Institutional Characteristics component include 6,568 institutions and 83 central and system offices. The Institutional Characteristics component response rate among all Title IV institutions was 99.9 percent. The response rate for the Completions component was 99.8 percent, based on a possible 6,568 institutions. Private for-profit less-than-2-year institutions had the lowest response rate for completions data (99.4 percent). The following types of institutions had a response rate of 100.0 percent for completions data: public 4-year, private for-profit 4-year, private not-for-profit 2-year, public less-than-2-year, and private not-for-profit less-than-2-year institutions.

Table A1a provides the number of Title IV institutions and the survey response rates by degree-granting status and by level and control of institution for those institutions located in the United States (excluding the other jurisdictions).

NCES requires that the potential for nonresponse bias for all institutions (including those in the other jurisdictions) be analyzed for sectors for which the response rate was less than 90 percent. As shown in table A1, no sectors require this analysis.

Survey Procedures

The fall 2003 IPEDS data collection was a web-based IPEDS data collection. Each institution had an appointed keyholder who was responsible for ensuring that survey data submitted by the institution were correct. 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 substitutes for mailing the survey data to NCES. Additionally, many states or systems had one or more coordinators.

Coordinators were responsible for a specified group of institutions to ensure that all data were entered correctly. Some coordinators were responsible for a system of institutions (e.g., SUNY—the State University of New York); others may have coordinated all institutions in a state (e.g., Virginia). Also, coordinators could elect to provide different levels of review. For example, some may only have viewed data provided by their institutions, and others may have uploaded, reviewed, and/or locked data for their institutions.

Table A1. Title IV institutions and administrative offices responding to the IPEDS fall 2003 data collection, by 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		
	Final universe	Number responded	Response rate (%)	Final universe	Number responded	Response rate (%)
All institutions	6,651	6,647	99.9	6,568	6,556	99.8
Public	2,146	2,146	100.0	2,076	2,075	100.0
Private not-for-profit	1,970	1,970	100.0	1,962	1,961	99.9
Private for-profit	2,535	2,531	99.8	2,530	2,520	99.6
4 years	2,660	2,660	100.0	2,612	2,611	100.0
Public	692	692	100.0	653	653	100.0
Private not-for-profit	1,608	1,608	100.0	1,601	1,600	99.9
Private for-profit	360	360	100.0	358	358	100.0
2 years	2,235	2,234	100.0	2,204	2,201	99.9
Public	1,204	1,204	100.0	1,173	1,172	99.9
Private not-for-profit	237	237	100.0	237	237	100.0
Private for-profit	794	793	99.9	794	792	99.7
Less than 2 years	1,756	1,753	99.8	1,752	1,744	99.5
Public	250	250	100.0	250	250	100.0
Private not-for-profit	125	125	100.0	124	124	100.0
Private for-profit	1,381	1,378	99.8	1,378	1,370	99.4
Degree-granting	4,402	4,402	100.0	4,323	4,320	99.9
4 years	2,640	2,640	100.0	2,592	2,591	100.0
Public	691	691	100.0	652	652	100.0
Private not-for-profit	1,590	1,590	100.0	1,583	1,582	99.9
Private for-profit	359	359	100.0	357	357	100.0
2 years	1,762	1,762	100.0	1,731	1,729	99.9
Public	1,128	1,128	100.0	1,097	1,096	99.9
Private not-for-profit	122	122	100.0	122	122	100.0
Private for-profit	512	512	100.0	512	511	99.8
Non-degree-granting	2,249	2,245	99.8	2,245	2,236	99.6
4 years ¹	20	20	100.0	20	20	100.0
Public	1	1	100.0	1	1	100.0
Private not-for-profit	18	18	100.0	18	18	100.0
Private for-profit	1	1	100.0	1	1	100.0
2 years	473	472	99.8	473	472	99.8
Public	76	76	100.0	76	76	100.0
Private not-for-profit	115	115	100.0	115	115	100.0
Private for-profit	282	281	99.6	282	281	99.6
Less than 2 years	1,756	1,753	99.8	1,752	1,744	99.5
Public	250	250	100.0	250	250	100.0
Private not-for-profit	125	125	100.0	124	124	100.0
Private for-profit	1,381	1,378	99.8	1,378	1,370	99.4

¹These institutions grant certificates only at the post-baccalaureate, post-master's, and post-doctorate levels. NOTE: For the Institutional Characteristics 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 Institutional Characteristics component. 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 2003.

Table A1a. Title IV institutions and offices responding to the IPEDS fall 2003 data collection, by degree-granting status and level and control of institution: United States

Degree-granting status and level and control of institution	Institutional Characteristics			Completions		
	Final universe	Number responded	Response rate (%)	Final universe	Number responded	Response rate (%)
All institutions	6,492	6,490	100.0	6,412	6,405	99.9
Public	2,116	2,116	100.0	2,047	2,047	100.0
Private not-for-profit	1,919	1,919	100.0	1,913	1,912	99.9
Private for-profit	2,457	2,455	99.9	2,452	2,446	99.8
4 years	2,595	2,595	100.0	2,550	2,549	100.0
Public	673	673	100.0	635	635	100.0
Private not-for-profit	1,569	1,569	100.0	1,564	1,563	99.9
Private for-profit	353	353	100.0	351	351	100.0
2 years	2,209	2,208	100.0	2,178	2,176	99.9
Public	1,193	1,193	100.0	1,162	1,162	100.0
Private not-for-profit	233	233	100.0	233	233	100.0
Private for-profit	783	782	99.9	783	781	99.7
Less than 2 years	1,688	1,687	99.9	1,684	1,680	99.8
Public	250	250	100.0	250	250	100.0
Private not-for-profit	117	117	100.0	116	116	100.0
Private for-profit	1,321	1,320	99.9	1,318	1,314	99.7
Degree-granting	4,312	4,312	100.0	4,236	4,234	100.0
4 years	2,575	2,575	100.0	2,530	2,529	100.0
Public	672	672	100.0	634	634	100.0
Private not-for-profit	1,551	1,551	100.0	1,546	1,545	99.9
Private for-profit	352	352	100.0	350	350	100.0
2 years	1,737	1,737	100.0	1,706	1,705	99.9
Public	1,117	1,117	100.0	1,086	1,086	100.0
Private not-for-profit	118	118	100.0	118	118	100.0
Private for-profit	502	502	100.0	502	501	99.8
Non-degree-granting	2,180	2,178	99.9	2,176	2,171	99.8
4 years ¹	20	20	100.0	20	20	100.0
Public	1	1	100.0	1	1	100.0
Private not-for-profit	18	18	100.0	18	18	100.0
Private for-profit	1	1	100.0	1	1	100.0
2 years	472	471	99.8	472	471	99.8
Public	76	76	100.0	76	76	100.0
Private not-for-profit	115	115	100.0	115	115	100.0
Private for-profit	281	280	99.6	281	280	99.6
Less than 2 years	1,688	1,687	99.9	1,684	1,680	99.8
Public	250	250	100.0	250	250	100.0
Private not-for-profit	117	117	100.0	116	116	100.0
Private for-profit	1,321	1,320	99.9	1,318	1,314	99.7

¹These institutions grant certificates only at the post-baccalaureate, post-master's, and post-doctorate levels. NOTE: For the Institutional Characteristics response rates, administrative units are included in the counts according to the level of the institution(s) they serve because they complete the Institutional Characteristics component.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2003.

In mid-July, letters were sent to chief executive officers (CEOs) at institutions without pre-existing keyholders requesting that they appoint a keyholder for the IPEDS collections. The package included a letter for the keyholder and a registration certificate with the institution's UserID and password for the entire 2003–04 collection. Additionally, in mid-July, 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 July 30, 2003. As with previous IPEDS studies, follow-up for nonresponse was conducted. Follow-up activities began September 3, 2003, with a letter to CEOs of institutions where the 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. Survey respondents were required to register before entering 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 (less than 2 years, 2 years, and 4 years and above), and calendar system (standard academic terms vs. enrollment by program/continuous enrollment).

When data from previous years were available for an institution, they were preloaded on the customized forms in red for easy reference and comparison purposes. Once the 2003 data were entered, either manually or through file upload, the institutional keyholders were required to run edit checks and resolve all errors before locking their data. Once data were locked, they were considered “submitted,” regardless of whether or not the coordinator had reviewed the submission.

Once the data were complete and all locks were set, IPEDS help desk staff conducted a final review. If any additional problems were detected, the help desk staff contacted the institutions to resolve any remaining questions. Once problems were resolved, the corrected data were migrated to the Peer Analysis Tool, where they were available to other responding institutions for comparison purposes.

Survey Components

Institutional Characteristics—This component of the web-based survey collects information on each institution's identification, educational offerings, organization and accreditation, admission requirements, and student services. In addition, data are collected on student charges for academic year 2003–04 for each level of enrollment (undergraduate, graduate, first-professional) 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 level) students is requested, which includes tuition and fees, books and supplies, room and board, and other expenses (such as transportation, laundry, and entertainment). The financial aid office provides the price data and these are the amounts used by the institution to determine student need.

Completions—This component of the web-based survey collects detailed data on the number of degrees or other formal awards conferred in academic year 2002–03—by race/ethnicity and 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.

Edit Procedures

Edit checks were built into the web-based instrument to detect major reporting errors. The system automatically generated percentages and totals on each collection component (i.e., Completions and Institutional Characteristics), and edit checks compared current responses to data reported the previous year. The edit checks could 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 correct as entered 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. Survey respondents were also provided with one or more caveats 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 coordinators and the IPEDS help desk staff. When necessary, keyholders were contacted to verify the accuracy of the data.

For the Completions component of the collection, all CIP codes were generated using either the 1990 version or the 2000 version of the *Classification of Instructional Programs* manual. The choice of the CIP version was at the discretion of each institution this year; institutions will be required to use CIP2000 for reporting Completions data in fall 2005. 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 prior year data for consistency. For each award level except first-professional,² 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 values from the prior year. Finally, the number of awards was expected to be less than the total enrollment reported on the 2002 Enrollment component, by level of enrollment (undergraduate, graduate, and first-professional) and by gender.

²First-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.).

Edits were also applied to the Institutional Characteristics component of the collection. For example, the types of educational offerings 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 data for consistency. Large changes in the student charges section were flagged for follow-up; for example, the absolute relative percent differences 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.

Inconsistencies noted: Two institutions indicated in the Institutional Characteristics component that they did not award associate’s degrees yet reported a total of 38 associate’s degrees in the Completions component. These two schools are classified in the IPEDS universe as “non-degree-granting” based on their levels of offering reported in the Institutional Characteristics component. These associate’s degrees are not included in tables restricted to institutions classified as “degree-granting.”

Imputation Procedures

Institutional Characteristics—Price of attendance data were subject to imputation for nonresponse—both total (for the entire section) nonresponse and partial (single item) nonresponse. In addition, the imputation base was restricted to institutions satisfying the following conditions:

- institutions must participate in Title IV student financial aid programs;
- institutions must be currently active³ in IPEDS; and
- the institution must not be an administrative unit.

For Part D of the Institutional Characteristics component, 31 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 2002–03 institutional characteristics data were carried forward to the current year. A year-to-year adjustment factor was applied to some variables.

Table A2 provides the prices of attendance and the percentages imputed for full-time, first-time, degree/certificate-seeking students at Title IV institutions, by type of institutional reporting and student expenses.

³Institutions that did not respond were verified as currently active (open for business) prior to imputation through telephone calls and/or e-mail.

Table A2. Average price of attendance and imputed amounts for first-time entering students at Title IV institutions reporting by program, by type of student expense: United States, academic year 2003–04

Student expenses	Average reported amounts	Imputed amounts	
		Minimum	Maximum
Tuition and required fees	\$9,037	\$7,409	\$7,945
Books and supplies	812	150	300
On-campus room and board	5,964	†	†
On-campus other expenses	2,117	†	†
Off-campus (not with family) room and board	6,132	3,329	9,561
Off-campus (not with family) other expenses	2,947	6,961	6,961
Off-campus (with family) other expenses	3,262	3,849	3,849

† Not applicable.

NOTE: Table is restricted to U.S. institutions only. All institutions that reported by academic year responded to these items, thus no imputations were required. Average reported amounts are for all largest programs regardless of program length. Student expenses were imputed for 2 institutions that reported by program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2003.

Completions—The completions data were subject to imputation for nonresponse—both total (institutional) nonresponse and partial (item) nonresponse, yet no institutions qualified for partial imputation. In addition, the imputation base was restricted to institutions satisfying the following conditions:

- institutions must participate in Title IV student financial aid programs;
- institutions must be currently active⁴ in IPEDS;
- the institution must not be an administrative unit;
- the institution must not be a child⁵ institution (a child institution’s data are reported by another institution, referred to as the parent); and
- the institution must not be new to the IPEDS universe.

For the Completions component, 106 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 2001–02 (or 2000–01) completions data, including race/ethnicity and CIP, were carried forward to the current year. The number of awards

⁴Institutions that did not respond were verified as currently active (open for business) prior to imputation through telephone calls and/or e-mail.

⁵A child institution has all of its data reported by the parent institution.

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. For the Carry Forward procedure, some of the imputation groups were collapsed. There were a total of 32 collapsed imputation groups.

- *Nearest Neighbor*—The enrollment data for 2002 (or 2001) were used in defining the distance measure for this method. In particular, the distance between two institutions was defined as the maximum relative difference in enrollment among the levels of study (undergraduate, graduate, first-professional). The nearest neighbor, also referred to as the donor, of the imputee was selected from the responding institutions in the same imputation group as the donor. The donor's completions count was multiplied by the ratio of the imputee's enrollment to the donor's enrollment to adjust for the difference between the two institutions. These adjusted values were used as the imputed values.
- *Group Median*—Within the same imputation group as the imputee, if there were at least three responding institutions offering all the award levels offered by the imputee, then the median values of these institutions were used as the imputed values. Otherwise, the award level was imputed by the median values of all responding institutions in the imputation group.

For total nonrespondents (12), if there were past completions data, then the Carry Forward method was used. Alternately, if there were past enrollment data, the Nearest Neighbor method was used. Otherwise the Group Median method was used. Partial nonresponse was determined by comparison with the existing past data. It was determined that there were no partial nonrespondents.

Table A3 provides the total awards and percentages of awards that were imputed for all Title IV institutions in the United States, by control of institution, level of award, and gender. Note: numbers of students with second majors would have been imputed by the Carry Forward procedure; however, all institutions that reported students with second majors last year also reported students with second majors this year, thus no imputation was necessary.

Data Availability

Statistical data from the IPEDS surveys are available from several sources. The data files may be downloaded using the Dataset Cutting Tool (DCT) at <http://nces.ed.gov/ipeds/data.asp>. The data are also available for analysis through the IPEDS Peer Analysis System (PAS) at <http://nces.ed.gov/ipeds/pas/>. Users may access the Peer Analysis System to compare one institution with a group of institutions on the basis of selected characteristics, or the PAS may be used to create ranking tables and tables with institution-level data. Selected data from the Institutional Characteristics and Completions surveys are also available through the IPEDS COOL web site at <http://nces.ed.gov/ipeds/cool>.

Table A3. Total awards and percentages of awards imputed for Title IV institutions, by control of institution, level of award, and gender: United States, academic year 2002–03

Level of award and gender	Total			Public			Private not-for-profit			Private for-profit		
	Degrees/ certificates	Imputed Number	Percent	Degrees/ certificates	Imputed Number	Percent	Degrees/ certificates	Imputed Number	Percent	Degrees/ certificates	Imputed Number	Percent
Less than 1 year	342,532	54	#	200,165	0	0.0	18,699	18	0.1	123,668	36	#
Men	138,345	2	#	98,941	0	0.0	7,956	0	0.0	31,448	2	#
Women	204,187	52	#	101,224	0	0.0	10,743	18	0.2	92,220	34	#
At least 1 but less than 2 years	275,695	522	0.2	143,937	0	0.0	13,055	31	0.2	118,703	491	0.4
Men	102,701	46	#	58,581	0	0.0	4,665	9	0.2	39,455	37	0.1
Women	172,994	476	0.3	85,356	0	0.0	8,390	22	0.3	79,248	454	0.6
Associate's degrees	632,950	16	#	497,134	0	0.0	46,260	0	0.0	89,556	16	#
Men	253,076	1	#	187,255	0	0.0	18,728	0	0.0	47,093	1	#
Women	379,874	15	#	309,879	0	0.0	27,532	0	0.0	42,463	15	#
At least 2 but less than 4 years	28,664	33	0.1	12,118	0	0.0	5,212	0	0.0	11,334	33	0.3
Men	13,425	2	#	6,508	0	0.0	1,461	0	0.0	5,456	2	#
Women	15,239	31	0.2	5,610	0	0.0	3,751	0	0.0	5,878	31	0.5
Bachelor's degrees	1,348,503	20	#	875,420	0	0.0	441,928	20	#	31,155	0	0.0
Men	573,079	8	#	373,958	0	0.0	182,572	8	#	16,549	0	0.0
Women	775,424	12	#	501,462	0	0.0	259,356	12	#	14,606	0	0.0
Postbaccalaureate certificates	16,131	0	0.0	4,875	0	0.0	10,733	0	0.0	523	0	0.0
Men	5,609	0	0.0	1,678	0	0.0	3,797	0	0.0	134	0	0.0
Women	10,522	0	0.0	3,197	0	0.0	6,936	0	0.0	389	0	0.0
Master's degrees	512,645	16	#	265,695	0	0.0	231,963	16	#	14,987	0	0.0
Men	211,381	8	#	107,938	0	0.0	96,763	8	#	6,680	0	0.0
Women	301,264	8	#	157,757	0	0.0	135,200	8	#	8,307	0	0.0
Post-master's certificates	11,327	0	0.0	6,568	0	0.0	4,751	0	0.0	8	0	0.0
Men	3,799	0	0.0	2,123	0	0.0	1,675	0	0.0	1	0	0.0
Women	7,528	0	0.0	4,445	0	0.0	3,076	0	0.0	7	0	0.0
Doctor's degrees	46,024	0	0.0	28,069	0	0.0	17,113	0	0.0	842	0	0.0
Men	24,341	0	0.0	15,281	0	0.0	8,786	0	0.0	274	0	0.0
Women	21,683	0	0.0	12,788	0	0.0	8,327	0	0.0	568	0	0.0
First-professional degrees ¹	80,810	0	0.0	33,549	0	0.0	47,029	0	0.0	232	0	0.0
Men	41,834	0	0.0	16,828	0	0.0	24,888	0	0.0	118	0	0.0
Women	38,976	0	0.0	16,721	0	0.0	22,141	0	0.0	114	0	0.0
First-professional certificates	597	0	0.0	177	0	0.0	420	0	0.0	0	0	†
Men	329	0	0.0	112	0	0.0	217	0	0.0	0	0	†
Women	268	0	0.0	65	0	0.0	203	0	0.0	0	0	†

†Not applicable.

#Rounds to zero.

¹First-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.).

NOTE: Table is restricted to U.S. institutions only. For institutions in other jurisdictions, 1,414 of 49,060, or 2.9 percent, of awards were imputed.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2003.

Appendix B: Glossary of IPEDS Terms

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.

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).

coordinator: The person who ensures that all data have been entered correctly by each institution under their jurisdiction. Coordinators can be designated for any group of institutions.

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

donor institution: 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.)

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.

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

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

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.

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).

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 need.

postsecondary education: 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.

postsecondary institution: An institution that has as its sole purpose, or one of its primary missions, the provision of postsecondary education.

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.

race/ethnicity: 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:

- White, non-Hispanic
- Black, non-Hispanic
- Hispanic

- Asian/Pacific Islander
- American Indian/Alaska Native

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

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-year and higher (4 year), at least 2- but less than 4-year (2 year), and less than 2-year. For example: public 4-year institutions.

student charges: Average amount for tuition and fees, room or 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: The 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. 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 for security purposes.