**Code Book**

# SPRING SURVEY

## Academic Year

One complete school year that begins with the summer term through the spring term. For example, academic year 2022-23 begins with the summer 2022 term and ends with the spring 2023 term.

## Adjusted Indian Student Count (ISC)

A calculation that translates credit hours AND [continuing education units (CEUs)](#_Continuing_Education_Unit) for [American Indian/Alaskan Native students](#_American_Indian/Alaskan_Native) into an equivalent number of full-time, full-year students. The calculation varies depending on the level of student. The [full-time equivalent](#_Full_Time_Equivalent) for an undergraduate student is 12 student credit hours. This differs from [Indian Student Count](#_Indian_Student_Count) in that it includes CEUs in its calculations.

## Allowable CEUs

A value used in the calculation of [Adjusted Indian Student Count](#_Adjusted_Indian_Student) that is used to convert the number of AI/AN CEUs into an equivalent number of AI/AN students. This value is capped at 10% of an institutions ISC, however. Put another way, this value is the lower of the two values: 10% of the Indian Student Account (not the Adjusted ISC) or the reported [American Indian/Alaskan Native](#_American_Indian/Alaskan_Native) [Continuing Education Units](#_Continuing_Education_Unit).

## ~~Federally Recognized~~ American Indian/Alaskan Native (~~FED~~ AI/AN)

For the purposes of this report only, these students are defined as students who are able to provide federally accepted documentation that are either an enrolled member of a federally recognized Indian tribe, or the biological child of an enrolled member of a federally recognized Indian tribe, living or deceased. A list of federally recognized tribes can be found [here](https://www.federalregister.gov/documents/2021/01/29/2021-01606/indian-entities-recognized-by-and-eligible-to-receive-services-from-the-united-states-bureau-of). Students that are exclusively auditing courses should not be included in these counts.

Aspects to consider:

* While the “1.2b Tribal Affiliations tab” of the Annual Report explicitly states that numbers on this page are specifically limited to students affiliated with federally recognized tribes, should AI/AN enrollment counts also be limited to students that are a part of a federally recognized tribe?
	+ I would say yes considering these numbers are used in calculations for the federally submitted ISC counts. But I am open to hearing other perspectives.
* Should AI/AN students auditing courses be counted in the AI/AN count?
* Do TCUs want to get a count of students not members of federally recognized tribes?

**Average ISC**

A [calculation](https://www.ecfr.gov/current/title-25/chapter-I/subchapter-E/part-41) (Title 25 § 41.5 in the Federal Code) that produces an average number of equivalent Indian students (or ISC) for each term across the previous year. This calculation is based on the number of continuing education units and credit hours for [full-time](#_Full-Time_Students) and [part-time](#_Part-Time_Students) [American Indian/Alaskan Native students](#_American_Indian/Alaskan_Native)**.**

## Continuing Education Unit (CEU)

Non-credit bearing educational programs or courses provided by institutions under the direction of qualified and capable instruction. CEUs do not need to be accredited by any organization nor are there any stipulations related to its content. For ISC calculation purposes, one credit equates to 15 contact hours of participation for institutions on the semester system and 10 contact hours for institutions on the quarter system.

For more information see: [What is a CEU - IACET](https://www.iacet.org/news/iacet-blog/blog-articles/what-is-a-ceu/)

* Community members as well. Not necessarily credit bearing
* Credit bearing required?
* **Eligible continuing education units (CEUs) means non-degree credits that meet the criteria established by the International Association of Continuing Education and Training.**
	+ **IACET Definition: 10 contact hours *of participation in an organized CE/T experience, delivered under responsible sponsorship, capable direction and qualified instruction.***
		- ***IACET also says: The CEU is in the public domain. Use of the CEU is voluntary and no permission or approval is required. Any organization can offer the traditional CEU.***
		- ***There is such a thing as a IACET CEU that is only available from IACET approved/accredited organizations, but the US Gov doesn’t say anywhere that only IACET CEUs are included in the ISC calculation.***
	+ **As far as I can tell, no one says it CEUs have to provide credit and anyone can take it (community members included) long as there’s 15/10 hours of qualified instruction. The definition seems to be intentionally broad from IACET to allow for differences in how institutions want to provide that instruction. In that case I would amend the definition to remove the highlighted portion pulled from IPEDS.**

## Credits

The summed number of credits of the specified student type (i.e., AI/AN or Non-AI/AN, part-time or full-time student) within the indicated term.

* **Enrolled** vs. Achieved
	+ Earned Credits are reportable
	+ Add earned credits variable to annual report

## Degree/Certificate Seeking Students

Students enrolled in courses and are earning credits towards the completion of certificate or degree. High school students also enrolled in postsecondary courses for credit are not considered degree/certificate-seeking.

## Dual-Credit Students

High school students enrolled in TCU course(s) that earn college credit(s) AND ALSO earn high school credit(s) regardless of the location of instruction (i.e., at the high school or at the TCU) and learning modality (i.e., online or in-person).

Aspects to consider:

* **Is the definition above good enough or do we want to include that dual credit students are often enrolled in courses of which the TCU and high school have an agreement regarding course content and/or instructor qualification.**
	+ Additionally, a written agreement often exists between the TCU and high school regarding instructor qualifications and/or course content for courses open to dual-credit students. This is in contrast to dual-enrolled students where the courses available to them is not limited to courses
* Early College Programs: Do students enrolled in “Early College” programs count as dual-credit students?
	+ “Early College” programs (as far as I can tell) are curated programs that blend high school and college courses together to fulfill college requirements as well as the first two years of college. The college portion of the program does not result in students earning specific credits, but rather the program as a whole satisfies the college equivalent to the first two years of enrollment.
	+ **Why do institutions care about the number of dual credit students:**
		- Is there follow-through for dual-credit students who continue their education at the TCU
		- Money. Dual Enrolled > Dual Credit for TCUs
		- Based on the two reasons above, makes sense to lump “Early College” students with Dual-Credit Students. Follow-up with respondent from Key Indicator Survey.
* Location of course: Distinction between “high school students who are directly enrolled in college courses at the college.” Vs. “high school students who we offer college courses taught in the high school by high school teachers” (also known as “concurrent enrollment”).
	+ Summary: HS students earning college credit in college courses at the college or HS students earning college credits at the high school with high school instructors.
	+ Important to distinguish location?
	+ Follow up with institutions that quantify students taught at the high school
	+ What about dual credit students who take courses online?
* How to collect this data?:
	+ It has been suggested to include a “Dual Credit” and a “Dual Enrolled” row in the fall, winter, and spring enrollment table numbers in each survey alongside “Degree seeking” and “Non-Degree Seeking” statuses.

* + The alternative is to just include them in the part time student numbers

## Dual-Enrolled Students

High school students enrolled in TCU course(s) that earns the student college credit(s) but does NOT earn high school credit(s). Dual-enrolled students are typically indistinguishable from other part-time/full-time students except that they are also enrolled in a high school.

Aspects to consider:

* **Is the definition above good enough or do we want to include that dual credit students are often enrolled in courses of which the TCU and high school have an agreement regarding course content and/or instructor qualification.**
* **Location/Learning modality info collected in separate tab.**
* **Include language in survey to include definition of institutional policy regarding dual-enrolled students if differs from above.**
* Concurrent Enrollment:Should students enrolled in “concurrent enrollment” courses (college level courses taught in high schools by high school teachers earning college credit) that do not fulfill high school graduation requirements be considered dual-enrolled?
	+ Sounds more like dual-credit, don’t worry about including distinction in definition
* **Survey Item:** How do students apply to be a “Dual Enrolled” student”

## Full Time Equivalent (FTE)

A calculation that translates student credit hours into an equivalent number of full-time students. The calculation varies depending on the level of student. The full-time equivalent for an undergraduate student is 12 student credit hours.

## Full-Time Students

Undergraduate students enrolled in postsecondary education courses with total credit load of at least 12 credit hours per term (dual-enrolled students that meet the credit load criteria can be included). Criteria for full-time graduate students should follow that of the institution. Institutions without a policy for identifying full-time graduate students can utilize the IPEDS criteria of 9 credit hours as the threshold for a full-time graduate student.

Aspects to consider:

* IPEDS has 9 credit hours to qualify as a graduate student, ISC apparently is 12 hours?, and some institutions have 6 credit hours. This is open for discussion.
* **Survey Item: What is your institution’s definition of Full-Time/Part-Time Students (grad and undergrad)**
	+ **Happy with the definition above, just want to make sure that the 12 hour definition covers each TCU**
* Also check federal code of regulations
	+ **Title 34 | Subtitle B | Chapter VI | Part 600 – Institutional eligibility under the higher education act of 1965**
		- **An enrolled student who is carrying a full-time academic workload, as determined by the institution, under a standard applicable to all students enrolled in a particular educational program… For an undergraduate student, an institution's minimum standard must equal or exceed one of the following minimum requirements, based on the type of program:**
			* **For a program that measures progress in credit hours and uses standard terms (semesters, trimesters, or quarters), 12 semester hours or 12 quarter hours per academic term.**
			* **No minimum hours provided for graduate students.**

## Gendered – “Other”

For the purposes of this report only, these students are defined as students who specifically do not identify as male or female (e.g., two spirit, agender, genderfluid, intersex, gender non‐conforming, pangender, androgynous, etc.). It is NOT for students whose gender is missing/not reported.

Aspects to consider:

* Is the group ok with adding a “Missing Gender” column to record enrollment numbers of students whose gender is missing?
* Maybe change “Other” to “Non-Binary”?

## Indian Student Count (ISC)

A [calculation](https://www.ecfr.gov/current/title-25/chapter-I/subchapter-E/part-41) (Title 25 § 41.5 in the Federal Code) that translates credit hours for [full-time](#_Full-Time_Students) and [part-time](#_Part-Time_Students) [American Indian/Alaskan Native students](#_American_Indian/Alaskan_Native) into an equivalent number of full-time students for each term. The calculation varies depending on the level of student. The [full-time equivalent](#_Full_Time_Equivalent) for an undergraduate student is 12 student credit hours. This differs from the [Adjusted Indian Student Count](#_Adjusted_Indian_Student) in that the Adjusted ISC includes CEUs in its calculations.

For more information see: [Title 25 § 41.5 of the Federal Code](https://www.ecfr.gov/current/title-25/chapter-I/subchapter-E/part-41/subpart-A/section-41.5)

## Non-Degree/Non-Credential Seeking Students

A non-degree/non-credential seeking student is a student taking courses (for credit) without working towards a specific degree or certificate. This includes students pursuing diplomas, endorsements, and awards, students lacking a declared major, dual-enrolled students, and students only auditing courses. Dual-credit students and individuals only taking CEUs do not fall under this designation.

Aspects to consider:

* **Survey Item: Students auditing courses? Follow up with institutions that allow individuals who purely audit courses for their input**

## Non-Federally Recognized American Indian/Alaskan Native (AI/AN)

Students who claim tribal affiliation with a non-federally recognized tribe or were not able to provide federally acceptable documentation of tribal affiliation. Students that are exclusively auditing courses should not be included in these counts.

Aspects to consider:

* Are there any restrictions regarding tribal affiliation (i.e., state recognized?) or just any affiliation listed?
* What if any documentation will be required for these non-federally recognized tribes?
* Will students be required to submit other non-federally recognized documentation for tribal affiliation?
* Should AI/AN students auditing courses be counted in the AI/AN count?
* When reporting native student counts for AIMS materials, do institutions prefer this number or the Federal AI/AN number?

## Non-AI/AN Student

~~Students who do not claim any tribal affiliation.~~

ORIGINAL DEFINITION (if not splitting fed and non-fed classification):

For the purposes of this report only, these students are defined as any student that is **not** an enrolled member or not able to provide documentation enrollment of a federally recognized Indian tribe, or the biological child of an enrolled member of a federally recognized Indian tribe, living or deceased. A list of federally recognized tribes can be found [here](https://www.federalregister.gov/documents/2021/01/29/2021-01606/indian-entities-recognized-by-and-eligible-to-receive-services-from-the-united-states-bureau-of).

This includes Native people who are members of state- but not federally recognized tribes, Native people who belong to but who are not enrolled in federally recognized tribes, those who identify as Native, and Indigenous people from other parts of the world (Canadian First Nations, Māori, Saami, Guarani, Maasai, etc.) are counted as non-AI/AN.

## Part-Time Students

Students enrolled in postsecondary education courses with total credit load **less than** the normal full-time course load (12 credit hours for undergraduates and institutions criterion for graduate students). This includes non-degree seeking students (e.g., dual-enrolled students). Dual-credit students, students only auditing courses, and students only taking CEUs should not be counted as a part-time student.

* At the undergraduate level, part-time enrollment includes students who have a credit load of LESS THAN 12 semester or quarter credits.
* At the postbaccalaureate level, full-time enrollment includes students who typically have a credit load of LESS THAN 9 semester or quarter credits, as well as other students who are considered part-time by their institutions.

Aspects to consider:

* **Will wait to finalize Full-Time Student definition before coming back to this.**
* For better standardization, do we have institutions include dual enrollment students in the enrollment tables? (not the tables where enrollment is collected for just one term, but for the overall numbers.)
	+ According to the Government, only dual enrollment students can count towards ISC (not dual credit). And the individual term tables are not used in calculating ISC
	+ On one hand, this would help more closely match the numbers in the individual term tables (if we’re adding a separate row for dual credit/dual enrollment) but maybe confusing to say report only dual enrollment here but dual credit in the individual term tables.
	+ Here is what the Government says about including dual enrollment/dual credit students:
		- Credit hours earned by Indian students who have not obtained a high school degree or its equivalent may be added if you have established criteria for the admission of such students on the basis of their ability to benefit from the education or training offered.
		- No credit hours earned by an Indian student attending high school and applied towards the student's high school degree or its equivalent may be counted toward computation of ISC; and no credit hours earned by an Indian student not making satisfactory progress toward a degree or certificate may count toward the ISC.
		- ([§41.5.C](https://www.ecfr.gov/current/title-25/chapter-I/subchapter-E/part-41) and D)
	+ PDP does not include dual-enrollment students in there enrollment numbers
* Do we include students only taking CEUs into this number?

## Reported CEUs

The total number of CEUs hours reported by the institution in the AIMS survey table.

Total ISC

A [calculation](https://www.ecfr.gov/current/title-25/chapter-I/subchapter-E/part-41) (Title 25 § 41.5 in the Federal Code) that translates credit hours for [full-time](#_Full-Time_Students) and [part-time](#_Part-Time_Students) [American Indian/Alaskan Native students](#_American_Indian/Alaskan_Native)into an equivalent number of full-time students for an academic year.

Undeclared Student

See [*Non-Degree Seeking Student*](#_Non-Degree/Non-Credential_Seeking_S).

## Unduplicated Headcount

The total number of unique individual [part-time](#_Part-Time_Students:) and [full-time](#_First_Time_Enrollment) degree-seeking students across the [academic year](#_Academic_Year:) (summer to spring). Students may be enrolled in multiple courses or semesters but should only be counted once in this figure/across the entire academic year. This figure should include [dual-enrolled](#_Dual-Enrolled_Students:) students but **NOT** include [dual-credit](#_Dual-Credit_Students:) students nor individuals that are only obtaining [CEUs](#_Continuing_Education_Unit).

Aspects to consider:

* Dual-Credit/Dual-Enrolled Students: Should unduplicated headcount include dual-credit/dual-enrolled students?
	+ Note: Dual-Credit students are not counted towards ISC counts and are not to be included in the other Spring enrollment tables. At the moment
		- Dual-Enrollment students do count towards ISC
	+ Dual enrolled students are not counted in PDP, no mention of dual credit students
* Continuing Education Unit Individuals: Should individuals only obtaining CEUs be included in the unduplicated headcount?
* **Larger Group Question:** Do we even want an annual unduplicated headcount?
	+ **Yes**

# FALL SURVEY

## Academic Program (Program Offerings)

An instructional program culminating in the obtainment of any credential including but not limited to a certificate, award, diploma, and associate, bachelor's, master's, or doctorate degrees.

Institutions should not include any non-credential awarding programs such as an “Undeclared” program, CEU’s, or an endorsement provided by any entity other than the TCU. A non-degree seeking/undeclared category will be included on the program enrollments page to capture these students.

## ~~Books, Course Materials, Supplies, and Equipment (Student Costs)~~

~~The average cost of books and supplies for a typical student for an entire academic year (or program). Does not include unusual costs for special groups of students (e.g., engineering or art majors), unless they constitute the majority of students at an institution.~~

## ~~Cost per Credit Hour (Student Costs)~~

~~Average tuition costs per semester divided by the number of credits per semester.~~

## New to Institution (Fall Enrollment)

New to your institution students are defined as any non-high school student entering your institution for the first time in the corresponding fall term as well as first time entering summer students enrolled in the corresponding fall term. This includes freshmen, transfer students, and **former** dual-credit and dual-enrolled students. Current dual-credit and dual-enrolled students should not be included.

Each student should be counted as a First Time Entering student only once. Students returning following the completion of their program are **NOT** considered first time. Students returning after any length of deferment are also **NOT** considered first time entering students.

Aspects to consider:

* Include students enrolled in summer courses and then return in the fall?
* Are we interested in differentiating between
	+ **First time student** - first time the student is enrolled at that specific institution as a “college student” (i.e., transfer students and dual-enrolled students)
	+ **First time freshman** - first time student has ever enrolled in an undergraduate program anywhere (IPEDS uses first time freshmen).
	+ **First Time in College** – first time student is enrolled in a college program (i.e., freshman in college or dual-credit/dual-enrollment.
* PDP does collect this data, but limits first time entering to first-time undergraduate students (does not include dual credit/dual enrolled) and transfer students.
	+ Dual-enrolled students that later re-enroll as an undergraduate at the institution are counted as first time entering students.
* The first question is WHY are we collecting this data?
	+ The definition above is based on the assumption that we are collecting this data to better understand the type of student institutions are attracting to help with recruitment efforts (as opposed to retention that is captures in gen student pop data).
		- Based on this assumption, we would absolutely include dual credit/dual enrollment and not exclude transfer students.
* Dual-Credit/Dual-Enrollment: Should first time enrollment for HS students with dual-credit or dual-- enrollment status count the first semester of TCU enrollment before or after high school completion/graduation.
* Should students seeking certificates be included?
* Should part-time students be included?

## Graduate Student (Enrollment)

A student, already possessing a bachelor’s degree, enrolled at an institution and is making progress towards achieving an advanced degree (e.g., masters, doctorate, etc.). This can include students who are no longer taking formal courses but are completing their thesis or dissertation requirements. Students taking graduate level courses, but have not yet been admitted to a specific graduate program, should not be considered a graduate student at this time.

## ~~Graduate Student (Student costs)~~

~~This section is to be completed by TCUs that offers graduate courses. Institutions should list the cost per credit hour for a graduate level course.~~

## ~~In-State (Current Student Costs)~~

~~Students whose permanent residence is within the same state as the institution they are attending. Requirements for permanency will be based upon the definition utilized of each TCU.~~

Aspects to consider:

* **Will remove since no difference between in-state out of state costs**

## Missing/Blank

Missing means that no data for a particular cell is available because the data was not collected, is inaccessible, or for whatever reason not able to be reported. It is not the same as zero, which is an actual value.

## ~~Other Expenses (Student Costs)~~

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

## ~~Out-of-State (Current Student Costs)~~

~~Students whose permanent residence is outside the state of the institution they are attending. Requirements for permanency will be based upon the definition utilized of each TCU.~~

## ~~Food and Housing (Current Student Costs)~~

~~For the purposes of this report, this refers to the average cost associated with food and housing for a~~ [~~full-time~~](#_Full-Time_Students:)[~~AI/AN~~](#_American_Indian/Alaskan_Native) ~~student. This calculation should include the costs for both on-campus and off-campus students and mirror the calculation used in the Institutional Characteristics portion of IPEDS.~~

~~Food costs for on-campus students should reflect the costs for an academic year of food/meal plans. Food costs for off-campus students can be taken from your institution’s cost of attendance budget and should be an estimate of how much students would spend on off-campus food for an academic year.~~

~~Housing costs for on-campus students should reflect the charges for an academic year of room accommodations for a typical student sharing a room with one other student. Housing costs for off-campus students can be taken from your institution’s cost of attendance budget and should be an estimate of how much students would spend on off-campus housing for an academic year.~~

Institutions could include the following considerations:

* A standard food cost that provides the equivalent of three meals each day, regardless of whether a student chooses institutionally owned or operated food services (i.e., board or meal plans). Institutions estimate food costs for purchasing food off campus for a student that does not elect institutionally owned or operated food services.
* Housing costs for students residing in institutionally owned or operated housing with or without dependents must be based on the average or median amount assessed to such residents for housing charges, whichever is greater.
* Housing costs for students living off campus must include rent or other housing costs.
* For dependent students living at home with parents, institutions must include a reasonable standard cost for living expenses that is not zero.

~~IPEDS: The charges for an academic year for rooming accommodations for a typical student sharing a room with one other student and charges assessed students for an academic year for meals.~~

~~Institutions that offer institutionally controlled housing (either on- or off- campus) will be required to answer the questions in this section.~~

~~Report the typical housing charge for the full academic year for a full-time student sharing a room with one other student. Report the food or meal plan charge based on the maximum meal plan available for the full academic year (as indicated on screen) to a full-time student. Report a combined food and housing charge only if food and housing charges cannot be separated.~~

~~In this case, the “food and housing” value must include both the known value and an estimate for the unknown value. Inclusion of both meal cost and housing cost is necessary to generate a total cost of attendance, which is subsequently needed for Net Price calculations. For example, if the institution offers meals but no housing, in the “on-campus food and housing” field they would need to enter a total that includes the cost of the meal plan plus an estimate of housing (such as a housing cost similar to that of off-campus housing).’~~

~~Food:
Charges assessed students for an~~~~academic year~~~~for meals.~~

~~Refer to your instituion’s cost of attendance budgest from your financial aid office to report an estimate of how much students would spend on food~~

~~Housing:~~

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

## ~~Tuition and Fees (Current Student Costs)~~

~~The amount of tuition and required fees covering a full academic year most frequently charged to students. These values represent what a typical student would be charged and may not be the same for all students at an institution. If tuition is charged on a per-credit-hour basis, the average full-time credit hour load for an entire academic year is used to estimate average tuition. Required fees include all fixed sum charges that are required of such a large proportion of all students that the student who does not pay the charges is an exception.~~

## Undergraduate Student (Enrollment)

A student enrolled at an institution for the purpose of obtaining a certificate or an associate or bachelor’s degree upon completion of a program. Dual-enrolled/dual-credit students and non-degree seeking students do not count as undergraduate students.

## Zero/”0”

A value that indicates the institution has a record that none of the corresponding individuals or items were present in the given timeframe. For example, 0 AI/AN males, 0 females, 0 faculty, $0, 0 participants, and 0 services means that there were no AI/AN males, no females, no faculty, no money, no participants, and no services.

# ANNUAL SURVEY

## Ability to Benefit Provision (First Time Student/General Student Pop)

The Ability to Benefit (ATB) provision in the Higher Education Act allows low-income students without a high school diploma or equivalent to be eligible for Title IV Federal student aid. This includes Pell grants and other need-based aid that helps low-income students cover the cost of tuition and living expenses.

## Academic Award (Student Activities)

Internal awards or recognition that are typically given annually to a single student by the institution for their academic accomplishments. These winners are usually nominated by faculty or staff for their outstanding academic performance or exceptional research abilities in a particular field of study. While not mandatory, these awards may be accompanied by a financial scholarship.

Awarded degrees, certificate credentials, GPA based academic achievement lists (e.g., Dean’s list), and externally awarded or general scholarship scholarships should not be included.

## Additional Location (Institutional Profile/Academic Buildings)

A physical facility that is geographically separate from the main campus of an institution and within the same ownership structure of the institution, where instruction takes place and it is possible for students to complete 50% or more of a degree completion program (even if the degree completion program provides less than 50% of the courses leading to the degree).

## Allowable Exclusions

Allowable exclusions from a cohort include students that left the institution for one of the following reasons: death or total and permanent disability, service in the armed forces (including those called to active duty), service with a foreign aid service of the federal government (e.g., the Peace Corps), or service on official church missions.

~~Aspects to consider:~~

* ~~Are there any other student situations that should also be excluded?~~

## American Indian College Fund Scholarship Recipients

Any student who receives a scholarship from the American Indian College Fund. This includes, but is not limited to, recipients of the American Indian College Fund Full Circle Scholarship.

## Anytime Graduation Rate (Retention, Graduation, and Persistence)

The rate of first time ever in college students pursuing any credential (i.e., certificate, associates, bachelors, etc.) who have completed their program in any amount of time.

Institutions should enter the number of all credential seeking students who first enrolled 6 years prior to the current AIMS cycle and going back to the 2018-2019 academic year. For example, for the 2026 AIMS cycle, institutions should enter the number of first time ever in college students who entered the institution anytime between the Summer 2018 (start of 18-19 academic year) and Spring 2021 (end of academic year 6 years before the 2026 AIMS Annual survey).

Students returning to an institution for a second credential or who have previously pursued a higher education credential at another institution should be excluded.

* Anytime graduation rate will be calculated using the following formula for the annual 2026 AIMS report:

|  |  |
| --- | --- |
| *# of graduates who enrolled between Summer 2018 and Spring 2021* | *x 100 = Anytime Grad Rate* |
| *# of first time ever in college students enrolled between Summer 2018 and Spring 2021 - Exclusions* |

## Branch Campus (Institutional Profile/Academic Buildings)

A physical facility that is geographically apart and independent of the main campus of the institution and within the same ownership structure of the institution. Branch campuses typically has all of the four following attributes:

1. It is permanent in nature.
2. Offers courses in educational programs leading to a degree, certificate, or other recognized educational credential.
3. It has its own faculty and administration.
4. It has its own budgetary and hiring authority.

Examples include Dine’ College’s Shiprock campus which is a branch campus of their Main Campus at Tsaile, AZ.

Aspects to Consider:

Cannot find any difference in definition between branch and satellite campus and just suggest combining. Would people prefer "Branch" or "Satellite"?

## Cohort (First Time Students/Retention, Graduation, and Persistence)

Full-time and part-time degree-seeking and certificate-seeking students enrolled for the first time at the institution. Cohorts include new and transfer-in students (former dual-enrolled/dual-credit students are considered “new”).

Include:

* Decide
	+ Limit to fall or year (if fall include prior summer)?
* Transfer in’s
* Former dual-enrolled/dual-credit students
* Not limited to first time freshmen
* “New to the institution” (define if used)

## Completer (Completion)

A student who has completed an education program resulting in the student obtaining a post-secondary credential (i.e. certificate, degree, diploma, endorsement, etc.).

## ~~Core Curriculum Courses (Academic Core)~~

~~Foundational courses within the specified areas (i.e., English Composition I, English Composition II, Communication, etc.) required for all students to complete in order to graduate. Institutions can list multiple courses if students are able to choose from multiple courses to satisfy the requirement.~~

## Construction Funding (Financial Resources)

Funds provided with the specific intention of renovating institutionally controlled buildings or acquiring buildings through new construction or purchase.

~~of buildings to be controlled by the institution. purchases of existing buildings to be controlled by the institution. for use towards construction of new buildings,~~

## Correspondence Learning (Distance Learning)

~~A method of asynchronous teaching/learning in which students are sent lectures, study material, and assignments (either physically through the mail or online) of an entire program to review and complete at their own pace. Interaction between students and instructors is typically limited to feedback on submitted assignments only. Examples include courses from Udemy, Skillshare, Coursera, MasterClass, etc.~~

~~A method of teaching/learning in which students are provided copies of lectures, study material, and assignment of an entire program to review and complete on their own.~~

A course provided by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructors. Interaction between instructors and students in a correspondence course is limited, not regular and substantive, and is primarily initiated by the students.

~~If a course is part correspondence and part residential training, it is considered a correspondence education course. A correspondence education course is not distance education.~~

## Course Location (Institutional Profile/Academic Buildings)

A physical facility that is geographically separate from the main campus of an institution and within the same ownership and administration structure of the institution, where instruction takes place and where it is not possible for students to complete 50% or more of a degree completion program.

## Course Sharing (Distance Learning)

The total number of students enrolled in credit-bearing courses offered by your institution that are accessible to both TCU students and students from other institutions through formal agreements. A course is considered offered by an institution if it is listed with that institution’s student information system. These courses can be delivered in any format (online or in-person) and taught by faculty from any participating institution.

## Data Sources (Responsible Parties)

List the staff members responsible for providing the data for a specific indicator. This is for the college’s reference.

## ~~Degree Site (Institutional Site Classification)~~

~~A physical facility that is geographically separate from the main campus of an institution and within the same ownership structure of the institution, where instruction contributing to the completion of a degree takes place.~~

## ~~Distance BY TCU (Distance Learning)~~

~~Distance learning where all instruction is provided BY the TCU to students meeting together at an off-site location.~~

~~An instructor located on an institution’s main campus providing instruction to students seated in a classroom at an institution’s degree site would be an example of Distance BY TCU.~~

## ~~Distance TO TCU (Distance Learning)~~

~~Distance learning where all instruction is provided TO on-site TCU students by an off-site instructor.~~

## Distance Education

Education where instruction is provided to students who are separated from the instructor(s) and support regular and substantive interaction between the students and the instructor(s), either synchronously or asynchronously.

## Employment Specific Community Education (Community Education)

Educational programming designed to provide training or certification for a specific job or position.

## Federal Financial Aid Eligibility (First Time Student/General Student Pop)

A specific student designation as determined by the FAFSA.

## First Generation Students (First Time Student/General Student Pop)

Students with at no parent/guardian possessing a baccalaureate or equivalent four-year degree from a US institution.

Aspects to consider:

* The above is just the most common definition. Some universities don’t consider students first generation if any of their parents earned an associates degree or a degree from outside the US.
* Current AIMS definition: Indicate the number of students who are first generation and not first generation. Use your institution’s definition of first generation. The total number of students for this section should equal the total number of first-time entering students.

## First Time Entering (First Time Students/Retention, Graduation, and Persistence)

Full-time and part-time certificate and degree seeking non-high school students attending a higher education institution for the first time ever at the undergraduate level. This excludes transfer students and current dual-credit/dual-enrolled students. But do include former dual-credit/dual-enrolled students who otherwise meet the criteria.

Each student should be counted as a First Time Entering student only once. Students returning following the completion of their program are **NOT** considered first time. Students returning after any length of deferment are also **NOT** considered first time entering students.

Aspects to consider:

* This definition differs from the fall survey as we are proposing creating a separate dual-enrolled/dual-credit student tab and transfer student tab.
* Should we limit the definition of First Time Entering from either tab to Full-Time degree seeking only (which is what we do for overall retention rate calculation)?
	+ Current definition for first time entering from AIMS Manual for both “first time entering” and “Retention, graduation, and persistence” tabs: “Full- and part-time certificate- and degree-seeking students”
* The specifics on whether this includes full-time/part-time students, transfer students, and/or degree/credential seeking students only, needs to be consistent across terms for adjusted cohort, cohort, graduation rate, and first time entering

## First Year Experience (Student Activities)

Institutional programs offered to first year students to assist in their transition from high-school to college. Differs from a bridge program in that the first year program is offered to first year college students while a bridge program is typically offered to late stage high school students.

## Gainfully Employed (Completions)

From AIMS Manual: For completers who were gainfully employed after completion, please indicate how many of those who completed with a credential were employed in their field after completion.

From Online Resources: The student receives consistent and steady work as well as payment either full-time, part-time, or self-employed. Actively seeking employment or school attendance does not qualify as gainful employment.

Aspects to consider:

* There is no legal definition of gainful employment in relation to higher education. Several other organizations that attempt to measure gainful employment after higher education include a stipulation that the employment must be self-sufficient (i.e., the compensation must be enough for the individual to purchase necessities without external assistance).

## GPA Based Academic Achievement List (Student Activities)

An internal academic award or distinction that recognizes students’ academic achievement by surpassing a specific grade point threshold within a given academic term. This is often called a “Dean’s List” or “President’s List.”

The reported number should be an unduplicated number representing the number of students who met the lowest GPA threshold of an institution’s GPA based academic achievement list in any term within the specified academic year. For example, if an institution has a “Honor Roll” for students with a 3.5 GPA or higher as well as a President’s list of students with a GPA of 3.75 or higher, students from the Honor Roll AND President’s list should be included in the reported number.

The GPA thresholds are set by the individual institution.

## Graduation Rate (Retention, Graduation, and Persistence)

The rate of full-time degree-seeking students who graduated within 150% time (i.e., within 3 years for an associate degree and within 6 years for a bachelor's degree). The basic calculation for this rate is the total number of completers within 150% of normal time divided by the [cohort](#_Adjusted_Cohort). Specific calculations and examples for 2-year, 2+2 programs, and 4-year graduation rates can be found below.

* Percentage 2-year/2+2 Programs:
	+ Institutional graduation rates for 2-year degrees/programs and 2+2 programs will be calculated using the following formula on the 2024 annual report:

|  |  |
| --- | --- |
| *# of graduates from the Fall 2021 cohort* at any institution | *x 100 = 2 yr Grad Rate (any institution)* |
| *Fall 2021 Cohort – Exclusions* |

|  |  |
| --- | --- |
| *# of graduates from the Fall 2021 cohort* | *x 100 = 2 yr Grad Rate (within institution)* |
| *Fall 2021 Cohort – Transfer Outs - Exclusions* |

* Percentage 4-year:
	+ Institutional graduation rates for 4-year degrees/programs will be calculated using the following formula on the 2024 annual report:

|  |  |
| --- | --- |
| *# of graduates from the Fall 2018 cohort* at any institution | *x 100 = 2 yr Grad Rate (any institution)* |
| *Fall 2018 Cohort – Exclusions* |

|  |  |
| --- | --- |
| *# of graduates from the Fall 2018 cohort* | *x 100 = 2 yr Grad Rate (within institution)* |
| *Fall 2018 Cohort – Transfer Outs - Exclusions* |

* **Move this info to user manual:**
	+ Four-year institutions are required to input information for their 2-year degrees programs and two-year institutions are required to report information for their 4-year degree programs if offered.
	+ Institutions offering a 2+2 degree (where students enrolled in a bachelor’s degree program are required to have previously obtained an associate’s degree) should calculate the number of students that graduated within three years of entering the 4-year degree program under the 4-year degree column. This is because students entering a bachelor’s degree program with an associate’s degree are expected to obtain a 4-year degree within 2-years of enrollment with 3 years being 150% time.
	+ Two graduation rates will be provided.
		- One rate will indicate the number of students who enrolled at the institution but graduated from any institution. This rate reflects the institution’s contribution to a student completing their degree program.
		- A second rate will exclude students who transferred out of the institution from the equation. This rate reflects the institution’s ability to graduate who remain at the institution.

Aspects to consider:

* The specifics on whether this includes full-time/part-time students, transfer students, and/or degree/credential seeking students only, needs to be consistent across terms for adjusted cohort, cohort, graduation rate, and first time entering
* Should we be using adjusted cohort (removes exclusions)?
	+ Currently first year retention is using the adjusted cohort, but no other calculations are specified for the graduation/persistence/retention rates.
* I wasn’t sure if there were 2yr/4yr certificates?
* Should institutions report graduation rates for 2-year and 4-year degrees provided at the institution as opposed to the institutions 2-year or 4-year categorization.
	+ E.g., should an institution categorized as a 4-year institution be required to report graduation rates for its AA degrees and 2 year certificates?
* Should we consider other metrics of progress towards degree completion vs. graduation within 150% of completion time?
* Should transfer students be Included or excluded in the cohort?
	+ Would there be a cut off?
		- That is, should students who transfer in as a sophomore be included but not students who transfer in as a senior?

## Head Start Program (First Time Students/General Student Population)

A federal program that promotes school readiness of children from birth to age five for low-income families.

## High School Bridge Program (Student Activities Page)

Short-term programs that help high-school students adjust to the academic and social expectations of college.

## Hybrid Learning (Distance Learning)

Courses where students can consume 30 to 80 percent of course content online with some face-to-face interaction. This includes courses where students can synchronously attend courses online or in-person (i.e., Hyflex) and courses that blend course components that are specifically designated as in-person or remote.

## In Need (First Time Students/General Population)

Refers to students in need of financial assistance who do not meet the other eligibility criteria (e.g., not a US citizen, not enrolled in an eligible degree program, etc.). Students are considered “in need” of financial assistance when their expected family contribution (EFC) is lower than the cost of attendance.

## In-State (First Time Students/General Student Population)

Students whose permanent residence is within the same state as the institution they are attending. Requirements for permanency will be based upon the definition utilized of each TCU.

## Independent Research (Student Activities)

Academic research outside of assigned coursework. This can include individual student research or research done in partnership with institutional researcher.

## Instructional Site (Institutional Profile/Academic Buildings)

~~An off-campus site at which the institution offers one or more courses for credit~~

A physical facility that is geographically separate from the main campus of an institution and within the same ownership structure and administrative structure of the institution’s main campus, where instruction contributing to the completion of a degree takes place.

## International Learning Experience (Student Activities)

A program or course that provides students with opportunities to study abroad, engage with diverse cultures, and gain a global perspective. The goal of these programs is to help students develop intercultural competencies, language skills, and a deeper understanding of global issues.

## Main Campus (Institutional Profile)

The primary physical facility that is within the same ownership structure of the institution and, to the extent applicable, at which the institution offers educational programs.

## Merit Based Scholarships (Student Activities)

Any financial support received based upon a student’s achievement. This can be awarded for a variety of reasons including academic achievement, leadership involvement, and community work. Athletic performance based scholarships should not be included here, but under the “Athletic Scholarship” line instead.

## Need-Based (Student Activities)

Any financial support received where the student’s eligibility for those funds were based on the student’s (or their family’s) financial situation as defined by the awarding body.

## Non-Beneficiary Funding (Financial Resources)

Financial support provided to the institution of which is not the intended beneficiary of the funds. This type of funding is often used to support specific initiatives or projects, such as research or community development.

## Not First-Generation Students (First Time Students/General Student Population)

Students with at least one parent with a baccalaureate or equivalent four-year degree from a US institution. See [First Generation Students](#_First_Generation_Students)

## Online (Distance Learning)

Online courses are those in which at least 80 percent of course content is delivered online and that supports regular and substantive interaction between instructor, content, and students.

Aspects to Consider:

* Does it matter if online is synchronous vs. asynchronous?

## ~~On/Near Reservation (Institutional Profile/First Time Entering/General Student Population)~~

~~This does not need to be the TCU’s chartering tribe’s reservation (if located on one). This means~~ **~~any~~** ~~reservation.~~

## Operational Funding (Financial Resources)

Funds used for the administration of services including functional expenses such as staff/instructor salaries, utilities, maintenance, and other related tasks that directly affect the operations of the institution.

## ~~Out-of-State (First Time Entering/General Student Population)~~

~~Students whose permanent residence is outside the state of the institution they are attending. Requirements for permanency will be based upon the definition utilized of each TCU.~~

## Persistence Rate (Retention, Graduation, and Persistence)

The rate of credential-seeking (diploma, certificate, degree, etc.) students at an institution (not limited to first year students nor full-time students) that returned for/graduated in the spring term from the previous fall term.

This differs from [retention rate](#_Retention_Rate) in that persistence rate examines the rate of students returning from the previous term (i.e., fall term to spring term) compared to retention which measures rate of students returning from the previous academic year.

Institutional persistence rate will be calculated using the following formula for the 2024 annual report:

|  |  |
| --- | --- |
| *Spring 2024 Returnees + Fall 2023 graduates* | *x 100 = Institutional Persistence Rate* |
| *Fall 2023 student enrollment - Exclusions* |

## Person(s) Responsible for this Report (Responsible Parties)

A list the principle individuals responsible for the compilation and reporting of the AIHEC AIMS report. These are the staff AIHEC will contact with questions about data.

## Remedial/Developmental Courses (Remedial-Dev Courses)

Coursework developed specifically to assist students considered underprepared for college level courses. These courses typically contain a number prefix less than 100 and do not count toward degree requirements.

## Retention Rate (Retention, Graduation, and Persistence)

The rate of fall term credential-seeking (i.e., diploma, certificate, degree, other) students at an institution who returned or graduated (in the previous spring) compared to the total number of students enrolled from the previous fall (i.e., adjusted cohort). Institutional retention rate is not limited to first time entering students nor full-time students.

This differs from [persistence rate](#_Persistence_Rate) in that retention rate examines the rate of students returning from the previous academic year compared to persistence which measures rate of students returning from the previous term (i.e., fall term to spring term).

Institutional retention rate will be calculated using the following formulas for the 2024 annual report:

|  |  |
| --- | --- |
| *Fall 2024 Returnees + Fall 2023 to Summer 2024 graduates* | *x 100 = Institutional Retention Rate* |
| *Fall 2023 student enrollment - Exclusions* |

|  |  |
| --- | --- |
| *Fall 2024 Returnees + Transfer Outs + Fall 2023 to Summer 2024 graduates* | *x 100 = Academic Continuation Rate* |
| *Fall 2023 student enrollment – Exclusions* |

The rate of full-time degree-seeking students who graduated within 150% time (i.e., within 3 years for an associate degree and within 6 years for a bachelor's degree). The basic calculation for this rate is the total number of completers within 150% of normal time divided by the [cohort](#_Adjusted_Cohort). Specific calculations and examples for 2-year, 2+2 programs, and 4-year graduation rates can be found below.

Aspects to consider:

* + Should graduates who return to the institution the following fall pursing another degree be considered a “Returning Student?”

**Move this info to user manual:**

* Two graduation rates will be provided.
	+ One rate will indicate the number of students who enrolled at the institution in the fall and were retained the following fall semester.
	+ A second rate will include students who transferred out in the numerator and will be used to indicate the number of students that continued pursing their education at the TCU or at another institution.

## ~~Satellite Site (Institutional Site Classification)~~

~~A small specialized or restricted class facility~~

## School-to-Work (Financial Resources)

Students receiving financial aid from the School-to-Work Opportunities Act (SWOA) which is a fund supplied by the Secretaries of education and labor to the states for dissemination.

## Secondary (Community Education)

Programming targeting students between 7th and 12th grade.

## Service Learning Program (Student Activities)

An educational approach where a student learns theories in the classroom and at the same time volunteers with an agency (usually a non-profit or social service group) and engages in reflection activities to deepen their understanding of what is being taught.

## Stop Out (Retention, Graduation, and Persistence)

A period of time where a student temporarily withdraws from school or delays progress towards pursuing their education.

Stop-outs are different from dropouts, which are definitive withdrawals. Stop-out students have not maintained continuous enrollment for a period, but do return and re-enroll.

## Student Aid Index – SAI (First Time Students/General Student Population)

A calculated average number using information on the FAFSA that represents a student's family's financial strength and ability to pay for college.

## Students with Impairments (Students with Impairments)

Aspects to Consider:

* Students with Disabilities is a federally defined term related to needing to provide accommodations

## Successful Course Completion (Retention, Graduation, and Persistence)

Courses completed with a passing grade of A, B, C, CR (credit), or P (pass).

## Tribal Archives (Academic Buildings)

\*I am unclear how this was previously used\*

## Tribe Affiliations of Student Enrolled at Tribal College

The tribal affiliations of [part-time](#_Part-Time_Students:) or [full-time](#_Full-Time_Students:) [AI/AN students](#_American_Indian/Alaskan_Native) enrolled at a Tribal College. These affiliations should be limited to federally recognized tribes (list of federally recognized tribes [here](https://www.federalregister.gov/documents/2021/01/29/2021-01606/indian-entities-recognized-by-and-eligible-to-receive-services-from-the-united-states-bureau-of)) and students included in enrollment counts of their claimed tribe.

Aspects to consider:

* Should students that are exclusively auditing courses be included on the tribal affiliation page (assuming they are a part of a federally recognized tribe)?
* Would institutions like a third column or subsection within the tribal affiliations column where they could put in tribal affiliations with non-federally recognized tribes?
	+ What requirements if any would we need to specify for membership within these tribes and which tribes are able to be included (state recognized?).

## Tutoring (Student Activities)

Supplemental instruction provided by the institution outside of the scheduled class. Tutoring can occur one-on-one or in a small group.

Aspects to consider:

* Do we need to require that the tutoring services be provided by the institution?

## Veteran (First Time Student/General Student Population)

A person who served in the active military, naval, or air service, and who was discharged or released therefrom under conditions other than dishonorable.