

Aspen Prize for Community College Excellence

Round 1 Eligibility Model (2025)

Executive Summary

Round One of the Aspen Prize for Community College Excellence process is designed to select 150+ public institutions that primarily award sub-baccalaureate credentials (out of 976 potential candidate institutions) as eligible to apply for the Round Two selection process.¹ The model was developed by the National Center for Higher Education Management Systems (NCHEMS), in consultation with the Aspen Prize's Data and Metrics Advisory Panel (DMAP), and uses publicly available data from the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS) and the U.S. Census Bureau. For the 160+ community colleges that award bachelor's degrees and therefore report to IPEDS as a four-year institution, Aspen administered a separate collection for these institutions to send data using the same IPEDS definitions for institutions that report as a two-year college.

This document provides details of the analytic model developed to determine the 150+ institutions eligible to apply for the Round Two selection process. Specific calculations for each metric in the model are available in the appendix. The model is based on institutional performance in three general areas: (1) retention, completion, and transfer, (2) improvement in performance over time, and (3) equity, defined as performance outcomes for underrepresented students of color and low-income students. Subject to modifications described in this document, each of these general categories was equally weighted in the baseline model, with each accounting for one-third of the overall score.

Finally, to produce a representative set of institutions with respect to mission, size, and percentage of students of color served, we first select top performers within each quartile related to mission (i.e., percent vocational/technical credentials awarded). Then, the top performers were selected within each quartile of unduplicated annual enrollment from the resulting list. Finally, the model selects the highest performing institutions that are above the median in both unduplicated annual enrollment and percent student of color enrollment that are not already included by the first two analyses. Additionally, to ensure that there was not disproportionate representation of institutions from certain states, no more than half of the institutions in each state were included in the Top 150+.

¹ A list of the DMAP members is available on the Aspen Prize website: <https://highered.aspeninstitute.org/aspen-prize/>.

Summary of Changes to 2023 Aspen Prize Round One Data Model

Text in red indicates a change from the 2023 Round One Data Model

2023 Round One Data Model			2025 Round One Data Model		
Overall Performance	Change over time (improvement)	Equity	Overall Performance	Change over time (improvement)	Equity
First-year retention rate (33%)	Slope of the regression line through each of the five overall performance metrics and five years of data	Three-year graduation and degrees/100 FTE for students of color	First-year retention rate (33%)	Slope of the regression line through five years of data for: - First-year retention rate - Three-year graduation rate Change: Improvement no longer includes any Outcomes Measures data or completers per 100 FTE	Three-year graduation and transfer rate for first-time, full-time students of color
Three-year graduation and transfer rate for first-time, full-time students (16.5%)		Pell graduation rates	Three-year graduation and transfer rate for first-time, full-time students (33%)		Completers per 100 FTE students of color
Completers per 100 FTE students (16.5%)		Median family income of service area	Completers per 100 FTE students (16.5%) with three-year averaged denominator and exclusion of part-time students under age 18 (dual enrollment)		Three-year graduation rate for Pell Grant recipients
Eight-Year completion rates for all full-time students (16.5%)		Percent receiving Pell Grants	Eight-year completion rate for all part-time students (16.5%)		Median family income of service area
Eight-year completion rate for part-time students (16.5%)			Change: Eight-year completion rate for all full-time students removed		Percentage of students receiving Pell Grants

Model Measures

The following metrics were used to determine which colleges are considered eligible to apply for Round Two of the Aspen Prize. Each is derived from publicly available data. The weights given to each metric in the Round One model were developed in consultation with the Data Metrics Advisory Panel (DMAP).

Performance

1. **First-Year Retention Rate.** Defined as the percentage of first-time full- and part-time students in the fall semester who are enrolled the following fall semester. Those who complete a certificate or degree within the first year are also counted as “retained.” An average of the three most recent years was used to account for fluctuations in reported annual data – particularly at smaller colleges. First-Year Retention Rates are assigned a performance weight of 11.1% within the model (Source: NCES, IPEDS Enrollment Survey)
2. **Graduation Rates, 150% of Normal Program Time.** Defined as the percentage of first-time, full-time, degree-seeking students in the fall semester that complete any formal award (certificate or associate degree) within 150% of normal program time or transfer out to another institution within three years. An average of the three most recent years was used to account for fluctuations in reported annual data – particularly at smaller colleges. Graduation rates are assigned a weight of 11.1% within the model (Source: NCES, IPEDS Graduation Rate Survey)
3. **Completers per 100 Full-Time Equivalent Students.** The number of students who earn credentials of one-year or longer in length per 100 full-time equivalent students. Because associate degrees are

typically twice the length in duration of certificates, associate degrees are given twice the weight of other credentials in the calculation.

In the 2025 Aspen Prize data model, two adjustments were made to the FTE calculation that forms the denominator of the completers per 100 FTE metric.

First, to address impacts of the COVID-19 pandemic, which led to large and uneven drops in enrollment for community colleges across the country, the metric has a consistent denominator. The denominator is the average of the last three years of FTE enrollment. The methodology for calculating the numerator, the number of credential completers, was unchanged.

Second, given the rapid increase in the number of high school students enrolled in college courses for credit, adjustments to the denominator needed to be made to ensure that institutions were not penalized for educating large numbers of high school students who may neither expect nor be able to earn a credential. The number of FTE students in the denominator was adjusted to subtract a proportionate number of students that are under 18 years old and attending part-time based on fall enrollment reporting to IPEDS. These students under 18 years old serve as a proxy for high school students who are taking college-level coursework.

Finally, an average of the metric over the three most recent years was used to account for fluctuations in reported annual data – particularly at smaller colleges. Completers per 100 FTES is coupled with Part-Time Outcomes in the model, each receiving half of the 11.1% performance weight assigned (Sources: NCES, IPEDS Completions and Enrollment Surveys)

4. **Part-Time Outcomes.** Defined as the percentage of first-time and non-first-time, part-time degree/certificate seeking students in the fall semester that complete any formal award (certificate or Associate degree) within 8 years. An average of the three most recent years was used to account for fluctuations in reported annual data – particularly at smaller colleges. Part-Time Outcomes are coupled with Completers per 100 FTES in the model, each receiving half of the 11.1% performance weight assigned (Source: NCES, IPEDS Outcome Measures Survey).

Change Over Time

5. **Annual Change in Retention Rates and Graduation Rate**

The most recent five years of data were used for retention rates and graduation rates. For each of these performance metrics, a linear regression line was fit to the annual data and the slope of the regression line was used to determine the overall increase or decrease in performance over time.

Completers per 100 FTE were excluded from the calculation beginning in the 2025 Aspen Prize cycle. This decision was made following significant changes to the denominator of the Completers per 100 FTE metric detailed above. Data from the IPEDS Outcomes Measures surveys were also removed from the change-over-time metric since these data are limited to eight-year cohorts, which lag too far to reliably reward recent improvement.

The slope of the two regression lines were added together to create a final change score for change over time, with each of the two metrics receiving half the overall weight.

The 1/3 weight assigned to “change over time” in the model operates on a sliding scale. If an institution did not improve (with aggregate scores of 0 or less) the entire 1/3 weight gets shifted to the Overall Performance category. The 1/3 weight goes up for those institutions that have positive improvement scores. If an institution has the highest aggregate score in the pool for improvement, it is given the entire 1/3 weight to change over time. A score of half the maximum yields ½ of the 1/3 weight, and so on.

Equity

6. **Graduation Rate for Underrepresented Students of Color.** Defined as the percentage of first-time, full-time, degree-seeking students of color in the fall semester that complete any formal award (certificate or associate degree) within three years. Students of color are defined using the race codes within the IPEDS data set, as Hispanic, African-American, and Native American. This approach was used rather than the “gaps” between white students and students of color because a small gap could yield a high score for the metric even if the actual graduation rate was low for all students. An average of the three most recent years was used to capture fluctuation over time.
7. **Completers per 100 Full-Time Equivalent Students for Underrepresented Students of Color.** Defined as the number of students of color who earn credentials of one-year in length or higher per 100 full-time equivalent Hispanic, African American, and Native American students. Since associate degrees are typically twice the length in duration of certificates, associate degrees were given twice the weight of other credentials in the calculation. An average of the three most recent years was used to capture fluctuation over time. (Sources: NCES, IPEDS Completions and Enrollment Surveys)
8. **Graduation Rate for Low-Income Students.** Defined as the percentage of first-time, full-time, degree/certificate-seeking undergraduate students in the fall semester who received a Pell Grant that complete any formal award (certificate or associate degree) within 150% of normal program time.
9. **Low-Income Service Area or the Share of Students Receiving a Pell Grant.** Defined as either the median family income of the institution’s Public Use Microdata Area (PUMA) or the share of all undergraduate students receiving a Pell Grant in the latest available award year. Since community colleges tend to draw large percentages of their students from the areas in which they are located, it is reasonable to assume a high correlation between the income levels of students and the income levels of the residents in the college’s local area. The PUMA areas defined by the Census Bureau contain roughly 100,000 to 150,000 residents. They are, in most cases, a better unit of analysis than county because they more accurately represent the demographic characteristics of the communities the institutions serve. A more standard proxy for income is to use percent Pell Grant recipients, but NCHEMS and the DMAP members recognized that the percentage of students receiving a Pell Grant may not always be the best approximation of the actual financial need of community college students. Many community college students who are eligible for Pell Grants never apply or are ineligible for Pell Grants due to immigration status; use of Pell Grants may therefore under-represent the percentage of low-income students attending community colleges. However, the opposite may also hold true: Institutions located within more affluent areas, such as those in densely populated cities, may nonetheless serve a high proportion of low-income students as demonstrated by a high share of Pell recipients. A combination of service area income and percent Pell was thus used to provide the most accurate representation of the income characteristics of the college’s service population. Two index scores are created: one based on median family income and one based on percentage of students receiving Pell Grants. Whichever index score is higher is the one the model selects. For example, if an institution’s share of Pell recipients suggested that a higher proportion of low-income students are served than the median income of the service area would otherwise imply, percent Pell was used. (Sources: NCES, IPEDS Student Financial Aid Survey, U.S. Census Bureau, 2021e American Community Survey)

As for the Graduation Rate for Students of Color and Completers per 100 FTE Students of Color metrics for students of color, a “sliding scale” was applied to the equity measures. Institutions with high percentages of students of color (50th percentile or higher) received the full weight applied to the two equity measures. For those institutions with lower percentages of full-time students of color, more weight shifts to the equity metrics for low-income students.

The Model Dashboard

Below is the actual “dashboard” of the model. The final weights for each measure are shown.

Category	Measure	Weighting Value
Performance	First-Year Retention Rate	11.1%
	Graduation Rate (150% of normal program time), Full-Time Outcomes (8 years)	11.1%
	Completers per 100 FTE Students, Part-Time Outcomes (8 years)	11.1%
Change Over Time	First-Year Retention, Graduation Rates (150% of normal program time), and Completers per 100 FTE Students	33.3%
Equity: Rates for Students of Color*	Graduation Rate (150% of normal program time)	8.3%
	Completers per 100 FTE Students	8.3%
Equity: Rates for Low-Income Students	Graduation Rate of Pell Recipients (150% of normal program time) and either Median Family Income of Service Area or Percent Pell (Equal Weights 8.325%)	16.7%
Total (Must Equal 100%)		100.0%

*Students of Color include African-Americans, Hispanics, and Native Americans. Full equity weights are applied to institutions with the highest percent of students of color enrolled (top 25%). Otherwise, more weight is placed on the rates for low income students and varies with the percent students of color enrolled.

Data and Measures Used to Ensure Adequate Institutional Representation

The following data/metrics were examined to ensure that the selection process did not disproportionately advantage specific types of colleges – e.g., small rural colleges, colleges with primarily technical missions, or colleges with largely full-time student bodies.

- **Institution Size.** Total annual unduplicated student headcount. (Source: NCES, IPEDS Enrollment Survey)
- **Percent Part-Time.** The percentage of part-time enrollment in the fall semester. (Source: NCES, IPEDS Enrollment Survey)
- **Percent Non-Traditional Enrollment.** The percentage of students enrolled in the fall semester aged 25 and older. (Source: NCES, IPEDS Enrollment Survey)
- **Percent Students of Color.** Percentage of students enrolled in the academic year that are African American, Hispanic, or Native American. (Source: NCES, IPEDS Enrollment Survey)
- **Geographic Location.** The options provided in IPEDS are city, suburb, town, and rural. (Source: NCES, IPEDS Institutional Characteristics Survey)
- **Vocational/Technical Mission.** Defined by the percentage of credentials and degrees awarded in technical fields. Previous research has shown that “technical” colleges tend to have much higher retention and completion rates because of the nature of the student body (mostly full-time), the terminal nature of many of the awards (i.e. students are less likely to transfer prior to degree completion), and the more direct path to completion (i.e. students are more likely to be enrolled to acquire specific skills and credentials for direct job placement). Adjustments in this category resulted in increased representation of other types of colleges. (Source: NCES, IPEDS Completions Survey)
- **Number of Degree Programs.** The number of 2-digit CIP categories for which the college awards undergraduate credentials. This category was used to ensure representation of colleges that ranged from relatively few programs to a comprehensive array of programs.

In addition, state representation was considered by analyzing the proportion of each state’s community colleges represented in the Top 152. This was examined to ensure that policies, demographics and other characteristics unique to each state did not have a disproportionately large impact on the inclusion of institutions in the eligible list.

When the proposed model resulted in representation of over 50 percent of institutions in any one quartile on the metrics above, NCHEMS and the DMAP Committee considered whether a potential bias existed in the model and whether to adjust the model to account for that bias. And, when the proposed model resulted in more than half of a state’s institutions being represented in the eligible pool, the DMAP Committee considered making an adjustment.

Model Adjustments

Once the final model was created, three adjustments were applied in order to produce a representative set of high-performing institutions with respect to mission and size. First, the top 60 overall performers were selected within each quartile of “percent vocational/technical credentials awarded”, generating an initial list of 240 institutions. Second, the top 30 performing institutions were selected within each quartile of “unduplicated annual enrollment.” These two steps generated a list of 120 high-performing institutions. A third step was added to ensure that large, student of color serving institutions were appropriately represented in the model. Of the remaining colleges (after steps one and two), the 30 overall best performing institutions within the top two quartiles of percent students of color and size (unduplicated annual headcount) were selected. In addition, based on demonstrated exceptional performance in the 2023 Prize cycle completion, learning, equity, and labor market outcomes, all 2023 Prize finalists were considered eligible to apply for the 2025 Aspen Prize.

In the end, the best performing 152 institutions – with respect to the measures and the weights applied above – were colleges that represented the full range of diversity and richness in the sector, from vocational to technical mission, small to large in size, and commitment to high levels of access and success for low-income and minority students. With general agreement among DMAP members, a final adjustment was made to allow no more than half of the institutions in each state to appear in the final list of 152 eligible institutions. In this case, the institutions were ranked by state on the above metrics and the bottom half of the state’s colleges were excluded. This adjustment impacted institutions in Florida, Mississippi, South Dakota, and Wisconsin.

Characteristics of the 152 Eligible Institutions

The table below displays the characteristics of the final 152 institutions that are eligible for the round two selection process. The final list of 152 institutions is available at <https://highered.aspeninstitute.org/aspen-prize/>.

U.S. Quartile	Size: Annual Headcount	Percent Part-Time	Percent Non-Traditional Age	Percent Minority	Median Family Income of Service Area	Percent Voc Tech Awards	Number of CIP-2 Programs with Credentials	Associates Degrees as % of All Awards
Lowest	39.5%	37.5%	32.5%	38.0%	3.0%	16.0%	30.0%	41.5%
Next Lowest	33.0%	26.5%	35.0%	24.0%	5.5%	17.5%	32.0%	29.0%
Medium	15.5%	21.0%	17.5%	23.5%	17.5%	22.0%	24.5%	19.5%
Highest	12.0%	15.0%	15.0%	14.5%	74.0%	44.5%	13.5%	10.0%

The detailed calculations for each of the measures in the model are included in the appendix below.

Appendix

Measures Used for Selection/Eligibility

Measures	Definitions/Calculations	Sources
First-Year Retention Rate (3 years combined)	Percent of fall first-time (full-time and part-time students combined) returning the following fall semester. The measure combines the most recent three years of data (Fall 2019, Fall 2020, and Fall 2021). Calculation: ((Still enrolled or completed Fall 2019, 2020, and 2021) / (total first-time cohort fall 2018, 2019, and 2020))*100. For the change over time analysis, the most recent five years of data are used and rates are calculated in the same way for each individual year (Fall 2017, Fall 2018, Fall 2019, Fall 2020, and Fall 2021). For the change over time analysis, the most recent five years of data are used and rates are calculated in the same way for each individual year (2017, 2018, 2019, 2020, and 2021). Index scores are based on the institutional average. Calculation: (institution rate)/(average rate of all Aspen institutions)*100.	NCES, IPEDS 2017, 2018, 2019, 2020, and 2021 Fall Enrollment Surveys - Files ef2017d_rv, ef2018d_rv, ef2019d_rv, and ef2020d_rv Final Release Data Files, ef2021d Provisional Data File.
Graduation Rate (3 years combined)	Percent of fall first-time full-time degree/certificate-seeking undergraduates completing any formal award within 150% of normal program time or transferring out to another institution within 3 years. The measure combines the most recent three years available (2019, 2020, 2021). Calculation: (Completers of any formal award within 150% of normal program time + transfer-outs by summer 2019, 2020 and 2021) / (fall 2016, 2017, and 2018 cohorts of first-time full-time undergraduates seeking any formal award)*100. For institutions offering Bachelor's programs, IPEDS cohort years are fall 2013, 2014, and 2015. For the change over time analysis, the most recent five years of data are used and rates are calculated in the same way for each individual year (2017, 2018, 2019, 2020, and 2021). Index scores based on the institutional average. Calculation: (institution rate)/(average rate of all Aspen institutions)*100.	NCES, IPEDS 2017, 2018, 2019, 2020, and 2021 Graduation Rate Surveys - Files gr2017_rv, gr2018_rv, gr2019_rv, and gr2020_rv Final Release Data Files, gr2021 Provisional Release Data File.

<p>Undergraduate Completers per 100 FTE Undergraduate Students (3 years combined)</p>	<p>Undergraduate completers of certificates of at least one year, Associate Degrees, and Bachelor's Degrees per 100 full-time equivalent undergraduates. The measure combines the most recent three academic years of data (2018-19, 2019-20, and 2020-21). Calculation: (undergraduate completers of awards of at least one year in length in 2018-19, 2019-20, and 2020-21) / (credit hour generated annual undergraduate FTE enrollment 2018-19, 2019-20, 2020-21))*100. Note that Associates and Bachelor's degrees are awarded double weight in the calculation. Index scores are based on the institutional average. Calculation: (institution rate)/(average rate of all Aspen institutions)*100. For the 2025 Aspen Prize Cycle, the three individual years for this metric were calculated using the average FTE of the three academic years instead of the actual figure for each year to help mitigate the impact of the Covid pandemic on institution enrollments. Calculation: (undergraduate completers of awards of at least one year in length) / (average annual credit hour generated undergraduate FTE enrollment across 2018-19, 2019-20, and 2020-21).</p>	<p>NCES, IPEDS Academic Year 2018-19, 2019-20, and 2020-21, Completions and Enrollment Surveys - Completions Files c2019_c_rv, c2020_c_rv Final Release Data Files, c2021_c Provisional Release Data File. Enrollment Files efia2019_rv, efia2020_rv Final Release Data Files, efia2021 Provisional Release Data File.</p>
<p>Part-Time Outcomes (3 years combined)</p>	<p>Percent of first-time and non-first-time, part-time degree/certificate-seeking undergraduates completing any formal award within 8 years. The measure combines the most recent three years available (2019, 2020, and 2021). Calculation: (Completers of any formal award within 8 years by summer 2019, 2020, and 2021) / (2011-12, 2012-13, and 2013-14 full-year cohorts of first-time and non-first-time, part-time undergraduates seeking any formal award)*100. For the change over time analysis, the most recent five years of data are used and rates are calculated in the same way for each individual year (2017, 2018, 2019, 2020, and 2021). Index scores are based on the institutional average. Calculation: (institution rate)/(average rate of all Aspen institutions)*100.</p>	<p>NCES, IPEDS 2017, 2018, 2019, 2020, and 2021 Outcome Measures Surveys - Files om2017_rv, om2018_rv, om2019_rv, and om2020_rv Final Release Data Files, om2021 Provisional Release Data File.</p>

<p>Change Over Time (Most recent 5 years): Retention Rates and Graduation Rates.</p>	<p>A Weight Index is calculated for each metric based on the slope of the regression line through the most recent five years of data. The regression slopes across both metrics are aggregated to get a final Weight Index, weighting for each metric consistent with performance weighting used within the model (retention = 1 and graduation rates = 1, and completers per 100 FTES and part-time outcomes each = 1/2 for a total weight of 3). A weight index of 0 is assigned an index score of 100. The maximum observed weight index is assigned an index score equal to the average of the three best index scores across retention and graduation rates (total, minority, and pell rates) and the minimum observed weight index is assigned a final index score equal to the average of the three lowest index scores across retention and graduation rates (total, minority, and pell rates). Index scores for weight indexes falling between 0 and the maximum are scaled linearly against the maximum, and index scores for weight indexes falling between 0 and the minimum are scaled linearly against the minimum.</p>	<p>See above sources for Retention Rates and Graduation Rates.</p>
<p>Students of Color Graduation Rate (3 years combined)</p>	<p>Same graduation rate calculation described above for the combination of Blacks, Hispanics, and Native Americans for 2019, 2020, and 2021. Index scores based on the institutional average. Calculation: (institution rate)/(average rate of all Aspen institutions)*100.</p>	<p>NCES, IPEDS 2019, 2020, and 2021 Graduation Rate Surveys - Files gr2019_rv, gr2020_rv Final Release Files, and gr2021 Provisional Data File.</p>
<p>Completers per 100 FTE Students of Color (3 Years combined).</p>	<p>Same calculation described above for the combination of Black, Hispanic, and Native American students for the combination of academic years 2018-19, 2019-20, and 2020-21. Note that FTE by race is not available from IPEDS. FTE by race is calculated by applying the Fall full-time to part-time ratio (combine Fall 2018, Fall 2019, and Fall 2020) to the academic year</p>	<p>NCES, IPEDS Completions and Enrollment Surveys - Completions Files c2019_c_rv, c2020_c_rv Final Release Data Files,</p>

	unduplicated headcount (combine academic years 2018-19, 2019-20, and 2020-21) to get estimated full-time and part-time enrollment, then calculating estimated FTE as full-time + 1/3 part-time. Calculation: $(\text{Fall full-time}) / (\text{Fall full-time} + \text{Fall part-time}) * (\text{Academic Year Unduplicated Headcount}) + 1/3 * (\text{Fall part-time}) / (\text{Fall full-time} + \text{Fall part-time}) * (\text{Academic Year Unduplicated Headcount})$.	c2021_c Provisional Release Data File. Enrollment Files efia2019_rv, efia2020_rv Final Release Data Files, efia2021 Provisional Release Data File.
Pell Graduation Rate	Graduation rates for Pell Grant recipients, 150% of normal time to complete any award for 2019, 2020, and 2021 (fall cohorts 2013, 2014, and 2015 for IPEDS 4-year institutions, fall cohorts 2016, 2017, and 2018 for IPEDS less-than-4-year institutions). Calculation: $(\text{Completers of any formal award within 150\% of normal program time for 2019, 2020, and 2021}) / (\text{fall 2016, 2017, and 2018 cohorts of first-time full-time undergraduates receiving pell grants})$. Index scores based on the institutional average. Calculation: $(\text{institution rate}) / (\text{average rate of all Aspen institutions}) * 100$.	NCES IPEDS Graduation Rate Survey, File GR2019_PELL_SSL_rv , GR2020_PELL_SSL_rv Final Release Data Files, GR2021_PELL_SSL Provisional Release Data File.

Index Scores Used in the Model to Normalize the Measures

Measures with Index Scores	Calculation
First-Year Retention Rate	$(\text{Institutional Value}) / (\text{Aspen Colleges Average}) * 100$
Graduation Rate (150% of normal program time)	$(\text{Institutional Value}) / (\text{Aspen Colleges Average}) * 100$
Completers per 100 FTE Students	$(\text{Institutional Value}) / (\text{Aspen Colleges Average}) * 100$
Part-Time Outcomes (8 years)	$(\text{Institutional Value}) / (\text{Aspen Colleges Average}) * 100$
Change Over Time	See Definition/Calculation Above
Minority Graduation Rate (150% of normal program time)	$(\text{Institutional Value}) / (\text{Aspen Colleges Average}) * 100$
Minority Completers per 100 FTE Students	$(\text{Institutional Value}) / (\text{Aspen Colleges Average}) * 100$
Pell Graduation Rate (150% of normal program time)	$(\text{Institutional Value}) / (\text{Aspen Colleges Average}) * 100$

Measures Used to Gauge Institutional Representation

Measures	Definitions/Calculations	Sources
Carnegie Classification	2021 Basic Carnegie Classification (IPEDS variable c21basic). See the Table below for detailed reference.	NCES IPEDS Institutional Characteristics Survey - File hd2021, Final Release.
Size: Annual Unduplicated Headcount	Total unduplicated headcount enrollment, 2020-21.	NCES IPEDS Enrollment Survey - File effy2021, Provisional Release
Percent Part-Time	Percentage of all students enrolled part-time in fall 2020.	NCES IPEDS Enrollment Survey - File ef2020a_rv, Final Release
Percent Non-Traditional Age (25 and Older)	Percentage of undergraduates enrolled in the fall of 2021 who are 25 years of age and older (calculated on known age counts - exclude unknown age from denominator).	NCES IPEDS Enrollment Survey - File ef2021b, Provisional Release - Reporting Mandatory in Odd Years Only
Percent Minority	Percentage of undergraduates enrolled in AY 2020-21 who are Black Non-Hispanic, Hispanic, or Native American/Alaska Native.	NCES IPEDS Enrollment Survey - File effy2021, Provisional Release
Location	College is located in a city, suburb, town, or rural area (IPEDS variable locale - Degree of urbanization (Urban-centric locale)).	NCES IPEDS Institutional Characteristics Survey - File hd2021, Final Release
Pell Graduation Rate	Graduation rate for Pell Grant recipients, 2021, 150% of normal time to complete any award - cohort years 2015 (IPEDS 4-year institutions) and 2018 (IPEDS less-than-4-year institutions).	NCES IPEDS Graduation Rate Survey, File GR2021_PELL_SSL, Provisional Release
Percent Technical Awards	Percent of undergraduate credentials awarded in 2019-20 in fields other than arts, sciences, and business. See table below for specific fields included (shaded rows).	NCES IPEDS Completions Survey; File c2021_a, Provisional Release
Number of CIP-2 Programs with Credentials	Number of undergraduate CIP-2 categories with awards in 2020-21 (Any CIP-2 with awards given at only one or multiple award levels counts as 1 program).	NCES IPEDS Completions Survey; File c2021_a, Provisional Release

Basic Carnegie Classification (2021 Classification)

-2	Not applicable, not in Carnegie universe (not accredited or nondegree-granting)	Included if IPEDS pbach2 < 25.0
1	Associate's Colleges: High Transfer-High Traditional	Included
2	Associate's Colleges: High Transfer-Mixed Traditional/Nontraditional	Included
3	Associate's Colleges: High Transfer-High Nontraditional	Included
4	Associate's Colleges: Mixed Transfer/Career & Technical-High Traditional	Included
5	Associate's Colleges: Mixed Transfer/Career & Technical-Mixed Traditional	Included
6	Associate's Colleges: Mixed Transfer/Career & Technical-High Nontraditional	Included
7	Associate's Colleges: High Career & Technical-High Traditional	Included
8	Associate's Colleges: High Career & Technical-Mixed Traditional/Nontraditional	Included
9	Associate's Colleges: High Career & Technical-High Nontraditional	Included
10	Special Focus Two-Year: Health Professions	Included with exceptions
11	Special Focus Two-Year: Technical Professions	Included with exceptions
12	Special Focus Two-Year: Arts & Design	Included with exceptions
13	Special Focus Two-Year: Other Fields	Included with exceptions
14	Baccalaureate/Associate's Colleges: Associate's Dominant	Included with exceptions
15	Doctoral Universities: Very High Research Activity	Excluded
16	Doctoral Universities: High Research Activity	Excluded
17	Doctoral/Professional Universities	Excluded
18	Master's Colleges & Universities: Larger Programs	Excluded
19	Master's Colleges & Universities: Medium Programs	Excluded
20	Master's Colleges & Universities: Small Programs	Excluded
21	Baccalaureate Colleges: Arts & Sciences Focus	Excluded
22	Baccalaureate Colleges: Diverse Fields	Excluded
23	Baccalaureate/Associate's Colleges: Mixed Baccalaureate/Associate's	Included if IPEDS pbach2 < 25.0
24	Special Focus Four-Year: Faith-Related Institutions	Excluded
25	Special Focus Four-Year: Medical Schools & Centers	Excluded
26	Special Focus Four-Year: Other Health Professions Schools	Excluded
27	Special Focus Four-Year: Research Institutions	Excluded
28	Special Focus Four-Year: Engineering and Other Technology-Related Schools	Excluded
29	Special Focus Four-Year: Business & Management Schools	Excluded
30	Special Focus Four-Year: Arts, Music & Design Schools	Excluded
31	Special Focus Four-Year: Law Schools	Excluded
32	Special Focus Four-Year: Other Special Focus Institutions	Excluded
33	Tribal Colleges	Included if IPEDS pbach2 < 25.0

CIP 2020: List By Program Area (2-Digit CIP)

CIP-2	CIP-2 Description	2-Year Degree Groupings
01	AGRICULTURAL/ANIMAL/PLANT/VETERINARY SCIENCE AND RELATED FIELDS.	Arts and Sciences
03	NATURAL RESOURCES AND CONSERVATION.	Technical
04	ARCHITECTURE AND RELATED SERVICES.	Technical
05	AREA, ETHNIC, CULTURAL, GENDER, AND GROUP STUDIES.	Arts and Sciences
09	COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS.	Service
10	COMMUNICATIONS TECHNOLOGIES/TECHNICIANS AND SUPPORT SERVICES.	Technical
11	COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES.	Arts and Sciences
12	CULINARY, ENTERTAINMENT, AND PERSONAL SERVICES.	Service
13	EDUCATION.	Service
14	ENGINEERING.	Technical
15	ENGINEERING/ENGINEERING-RELATED TECHNOLOGIES/TECHNICIANS.	Technical
16	FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS.	Arts and Sciences
19	FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES.	Service
22	LEGAL PROFESSIONS AND STUDIES.	Service
23	ENGLISH LANGUAGE AND LITERATURE/LETTERS.	Arts and Sciences
24	LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES.	Arts and Sciences
25	LIBRARY SCIENCE.	Arts and Sciences
26	BIOLOGICAL AND BIOMEDICAL SCIENCES.	Arts and Sciences
27	MATHEMATICS AND STATISTICS.	Arts and Sciences
29	MILITARY TECHNOLOGIES AND APPLIED SCIENCES.	Technical
30	MULTI/INTERDISCIPLINARY STUDIES.	Arts and Sciences
31	PARKS, RECREATION, LEISURE, FITNESS, AND KINESIOLOGY.	Service
38	PHILOSOPHY AND RELIGIOUS STUDIES.	Arts and Sciences
39	THEOLOGY AND RELIGIOUS VOCATIONS.	Arts and Sciences
40	PHYSICAL SCIENCES.	Arts and Sciences
41	SCIENCE TECHNOLOGIES/TECHNICIANS.	Technical
42	PSYCHOLOGY.	Arts and Sciences
43	HOMELAND SECURITY, LAW ENFORCEMENT, FIREFIGHTING AND RELATED PROFESSIONS.	Service
44	PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFESSIONS.	Service
45	SOCIAL SCIENCES.	Arts and Sciences
46	CONSTRUCTION TRADES.	Trade
47	MECHANIC AND REPAIR TECHNOLOGIES/TECHNICIANS.	Trade
48	PRECISION PRODUCTION.	Trade
49	TRANSPORTATION AND MATERIALS MOVING.	Trade
50	VISUAL AND PERFORMING ARTS.	Arts and Sciences
51	HEALTH PROFESSIONS AND RELATED PROGRAMS.	Health Sciences
52	BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES.	Business
54	HISTORY.	Arts and Sciences