2015 Update
Facts & Figures

DESCRIPTIVE HIGHLIGHTS

Part 1 – The Current Landscape of Higher Education as Characterized by the Carnegie Classifications

Part 2 – Changes in the Landscape from the 2010 to the 2015 Updates
The BASIC Classification - Fewer Large and Many Small Enrollment Institutions

When viewed by broad categories of degree level and focus, the U.S. degree-granting postsecondary institution landscape is characterized by relatively few institutions that enroll many students, and relatively many that enroll few students.

From an enrollment perspective, the two largest basic classification aggregate categories, are Doctoral Universities and Associate’s Colleges, each enrolling almost one-third of all students in degree-granting institutions. However, Associate’s College’s account for just under one-quarter (24%) of institutions and Doctoral Universities less than one in fourteen (7%).

At the other end of the spectrum, Special Focus institutions, two-year and four-year combined, account for nearly one-third of all institutions (32%) but only 5% of all enrollments.

Further details on the classifications and their categories can be found in the definitions section of the Classification web site, http://carnegieclassifications.iu.edu/definitions.php.
UNDERGRADUATE INSTRUCTIONAL PROGRAM

Arts & Sciences v. Professional/Vocational/Technical Focus

The Undergraduate Instructional Program classification describes both two-year and four-year institutions that have undergraduate programs, according to the proportion of 2013-14 degrees conferred in majors that lead to specific professional, technical and career trajectories and those in disciplinary domains of the Arts & Sciences. For Associate’s colleges, we distinguish career and technical fields that require only an associate’s degree, and all others that generally require further education for related employment, which are labeled as a “transfer” focus. These distinctions are then categorized along a continuum. For Associate’s Colleges, we use three categories, and for four-year colleges and Universities, we use a continuum of five categories.

Associate’s colleges are relatively uniformly distributed in number among the three focuses. However enrollments are skewed toward the “Transfer” focus end of the continuum, where you find many of the large, public community colleges. (Note that special focus two-year and baccalaureate/associates colleges are included in separate categories not shown in these tables).

Four-Year Colleges & Universities are skewed, in number of institutions, toward to the Professions focus, where at the extreme profession end you find many small “special focus” institutions. Enrollments in the four-year sector, are approximately normally distributed across this spectrum, with a skew toward the professions focus.

### Associate’s Colleges - Undergraduate Instructional Program Focus

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Fall 2014 Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>High Transfer</td>
<td>377</td>
</tr>
<tr>
<td>Mixed Transfer/Vocational &amp; Technical</td>
<td>342</td>
</tr>
<tr>
<td>High Vocational &amp; Technical</td>
<td>394</td>
</tr>
<tr>
<td>Grand Total</td>
<td>1,113</td>
</tr>
</tbody>
</table>

### Four-Year Colleges & Universities - Instructional Program Focus

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Fall 2014 Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Arts &amp; Sciences Focus</td>
<td>195</td>
</tr>
<tr>
<td>Arts &amp; Sciences Plus Professions</td>
<td>218</td>
</tr>
<tr>
<td>Balanced Arts &amp; Sciences/Professions</td>
<td>545</td>
</tr>
<tr>
<td>Professions Plus Arts &amp; Sciences</td>
<td>590</td>
</tr>
<tr>
<td>Professions Focus</td>
<td>829</td>
</tr>
<tr>
<td>Grand Total</td>
<td>2,377</td>
</tr>
</tbody>
</table>

Further details on the classifications and their categories can be found in the definitions section of the Classification web site, [http://carnegieclassifications.iu.edu/definitions.php](http://carnegieclassifications.iu.edu/definitions.php).
GRADUATE INSTRUCTIONAL PROGRAM

Institutions offering graduate degrees—master’s, professional doctoral, and research/scholarship doctoral—are also arrayed based on the disciplinary focus of their programs. Two additional distinctions are made. First, we distinguish between institutions that offer only master’s degrees and professional doctoral degrees (such as the Doctor of Medicine, Doctor of Divinity, and others that provide “the knowledge and skills for the recognition, credential, or license required for professional practice”*) and research/scholarship doctoral degrees (“A Ph.D. or other doctor’s degree that requires advanced work beyond the master’s level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement.”**). We also pull out within each broad category, institutions that offer degrees in only one broad disciplinary area (most commonly Health, Business, or Education).

Using these distinctions, two-thirds (68%) of institutions offering any graduate programs are those that offer only master’s and professional doctoral degrees, but they account for just over one-quarter (28%) of graduate degrees conferred in 2013-14. Conversely, the remaining one third of institutions that confer Ph.D.s and other “research/scholarship” doctoral degrees account for nearly three-quarters (72%) of all graduate degrees conferred in 2013-14.

*The quoted text is from the IPEDS Glossary definitions of the various types of doctoral degree designations provided for institutions to report their degree conferrals (U.S. Department of Education, National Center for Education Statistics, https://nces.ed.gov/ipeds/glossary/?charindex=D). Note that there is a third type of doctoral degree (“Other”) which, for the Graduate Instructional Program classification is included with the Master’s and Professional Doctoral Degrees counts.

Further details on the classifications and their categories can be found in the definitions section of the Classification web site, http://carnegieclassifications.iu.edu/definitions.php.
ENROLLMENT PROFILE – Mix of Undergraduate and Graduate Students

The Enrollment profile classification arrays institutions according to the mix of undergraduate and graduate students. Among exclusively undergraduate institutions, it further distinguishes among those that only award Associate’s degrees from those that award Bachelor’s degrees and higher (some of which also confer Associate’s degrees).

The exclusively undergraduate two-year institutions, which include Community Colleges and Special Focus career and technical colleges, represent one-third of both the number of institutions and aggregate student enrollment. Among four-year colleges and universities, a proportionately higher number of institutions are exclusively undergraduate and relatively few are majority or exclusively graduate. Also, among the four-year institutions, the highest enrollments are found among those that are “high undergraduate,” that is, where undergraduate comprise 76% to 90% of the total student body.

<table>
<thead>
<tr>
<th>Student Level Mix</th>
<th>Institutions</th>
<th>Fall 2014 Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Exclusively undergraduate two-year</td>
<td>1,579</td>
<td>34%</td>
</tr>
<tr>
<td>Exclusively undergraduate four-year</td>
<td>968</td>
<td>21%</td>
</tr>
<tr>
<td>Very high undergraduate</td>
<td>528</td>
<td>11%</td>
</tr>
<tr>
<td>High undergraduate</td>
<td>660</td>
<td>14%</td>
</tr>
<tr>
<td>Majority undergraduate</td>
<td>434</td>
<td>9%</td>
</tr>
<tr>
<td>Majority graduate</td>
<td>198</td>
<td>4%</td>
</tr>
<tr>
<td>Exclusively graduate</td>
<td>297</td>
<td>6%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>4,664</td>
<td></td>
</tr>
</tbody>
</table>

Further details on the classifications and their categories can be found in the definitions section of the Classification web site, [http://carnegieclassifications.iu.edu/definitions.php](http://carnegieclassifications.iu.edu/definitions.php).
UNDERGRADUATE PROFILE – Course Load, Transfer, and Selectivity

Three factors are represented in the Undergraduate Profile classification. Two- and four-year institutions are portrayed according to the proportional mix of full- and part-time students (course load). Four-year institutions are further characterized by the proportion of students who enter as transfers, and broad categories of selectivity (inclusive, selective, and more selective).

Within the two-year sector, the majority of institutions enroll large proportions of part-time students, although over 40% of the institutions have medium or high proportions of full-time students. But the medium and especially higher full-time institutions are relatively small in size (including many of the special focus, two-year institutions). The vast majority of enrollments are within institutions enrolling more part-time students.

The situation is reversed at four-year institutions, where the vast majority of institutions and students serve primarily full-time students.

Four-year institutions are almost evenly split between those that serve low and high volumes of transfer students, although enrollments are higher among the high transfer-in institutions.

Although the majority of institutions have more inclusive admissions policies, enrollments are very evenly divided across the three levels of selectivity.

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SIZE & SETTING – Course Load, Transfer, and Selectivity

This classification considers the combination of two factors that differentiate institutions that include an undergraduate student population (exclusively graduate program institutions are not classified). Size, that is, the number of enrolled students, is separately calibrated into five categories for two-year colleges and into four categories for four-year colleges and universities. Four-year colleges and universities in each size category are further differentiated according to the proportion of students who live in institutionally-owned, -operated, or -affiliated housing.

With respect to size, the more numerous, smaller institutions enroll a relatively small proportion of students, while the fewer large institutions enroll the majority. Within the two-year sector, the 16% of institutions in the largest two categories enroll 60% of all students. Within the four-year sector, the largest two categories represent 29% of institutions and 83% of enrolled students.

About one-half of all four-year institutions, enrolling a corresponding proportion of students, are “primarily nonresidential” having fewer than 25% of students living on campus or having more than 50% part-time students. Although accounting for over one-quarter of all four-year institutions, the “highly residential group” (>50% on campus and >80% full-time), enroll about one in six students who attend four-year institutions.

Further details on the classifications and their categories can be found in the definitions section of the Classification web site, http://carnegieclassifications.iu.edu/definitions.php.
Overall Changes in Institutions Included in the Classifications

The Carnegie Classifications includes all U.S. degree-granting, Title IV eligible postsecondary institutions. The total number of institutions included in the 2015 classification, 4,664, is only 30 larger than the number appearing in the 2010 Update, less than a one percent increase. However, this difference belies the fact that nearly 10% of the institutions changed, the majority of which are in the For Profit sector. Within that sector, the changes were evenly divided between two- and four-year institutions.

However, the 10% change is also misleading, because a portion of those changes reflect reconfigurations of existing institutions, such as many that changed their structure. This is most notable among for profit universities include campuses distributed across the U.S. For example, in 2010 the University of Phoenix was represented as 74 different entities typically labeled according to the city in which they were based. For 2015, the University of Phoenix includes 38 state-level institutions. Strayer University, on the other hand, went from one institution in 2010 to 18 state-level entities. Conversely, the public, two-year Ivy Tech Community College in Indiana, reported in 2010 as 14 regional entities and, in 2015, as one statewide institution. As another example, Georgia recently implemented a series of mergers among it’s public institutions. Whereas the 2010 update included 69 Georgia public universities, the 2015 update includes only 55.

| Degree-Granting, Title IV Eligible Institutions in the 2010 and 2015 Classifications by Sector |
|---|---|---|---|---|---|---|
| | In the 2015 Update | | | In the 2010 Update | | |
| | Present Not in Total | Present Not in Total | |
| Public | | | | |
| Two-Year | 1,620 24 | 1,644 | 1,620 85 | 1,705 |
| Four-Year | 917 11 | 928 | 917 67 | 984 |
| Private, Non-Profit | | | | |
| Two-Year | 703 13 | 716 | 703 18 | 721 |
| Four-Year | 1,637 93 | 1,730 | 1,637 89 | 1,726 |
| Private, For Profit | | | | |
| Two-Year | 68 15 | 83 | 68 13 | 81 |
| Four-Year | 1,569 78 | 1,647 | 1,569 76 | 1,645 |
| Grand Total | 4,224 440 | 4,664 | 4,224 410 | 4,634 |

Further details on the classifications and their categories can be found in the definitions section of the Classification web site, [http://carnegieclassifications.iu.edu/definitions.php](http://carnegieclassifications.iu.edu/definitions.php).
2015 Carnegie Classifications Update

Movement among the Broad Basic Classification Categories

The following table depicts the changes in classification among the 4,224 institutions included in both the 2010 and 2015 Classification updates (grouped according to the broad categories in the 2015 update). Some of these changes are related to slight modifications in the methodology that resulted in an increase in Special Focus institutions.

Changes in Broad Basic Classification Category Among Institutions in both the 2010 and 2015 Classifications

<table>
<thead>
<tr>
<th>2015 ↓</th>
<th>2010→</th>
<th>Doctoral</th>
<th>Masters</th>
<th>Baccalaureate</th>
<th>Bacc/Assoc</th>
<th>Associate’s</th>
<th>Special Focus: Four Year</th>
<th>Tribal Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral</td>
<td></td>
<td>286</td>
<td>39</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masters</td>
<td></td>
<td>8</td>
<td>587</td>
<td>94</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Baccalaureate</td>
<td></td>
<td>36</td>
<td></td>
<td>501</td>
<td>16</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baccalaureate/Associates</td>
<td></td>
<td>8</td>
<td>13</td>
<td>173</td>
<td>152</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associates and Special Focus: Two-Year</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>1393</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Focus: Four-Year</td>
<td></td>
<td>1</td>
<td>14</td>
<td>22</td>
<td>23</td>
<td>45</td>
<td>757</td>
<td></td>
</tr>
<tr>
<td>Tribal Colleges</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>32</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>295</td>
<td>684</td>
<td>634</td>
<td>221</td>
<td>1599</td>
<td>759</td>
<td>32</td>
</tr>
</tbody>
</table>

Changes in Broad Basic Classification Category Among Institutions in both the 2010 and 2015 Classifications

- Doctoral: 97% in 2015, 6% in 2010, 1% in 2010.
- Masters: 3% in 2015, 86% in 2010, 15% in 2010, 2% in 2010, 0.3% in 2010, 0.1% in 2010.
- Baccalaureate: 5% in 2015, 79% in 2010, 7% in 2010, 0.3% in 2010.
- Baccalaureate/Associates: 1% in 2015, 2% in 2010, 78% in 2010, 10% in 2010.
- Associates and Special Focus: Two-Year: 2% in 2015, 87% in 2010, 0.1% in 2010.
- Special Focus: Four-Year: 0.3% in 2015, 2% in 2010, 3% in 2010, 10% in 2010, 3% in 2010, 100% in 2010.
- Tribal Colleges: 100% in 2015.

Further details on the classifications and their categories can be found in the definitions section of the Classification website, [http://carnegieclassifications.iu.edu/definitions.php](http://carnegieclassifications.iu.edu/definitions.php).
### Changes among Doctoral Research Universities

The final table depicts the movement of institutions into and out of the doctoral granting categories between 2010 and 2015. Of the 108 institutions that were in the “Research Universities (very high research activity)” category in 2010, 100 of them remained in the corresponding category of the 2015 classifications, “Doctoral Universities – Highest Research Activity” and eight moved into the “Higher Research” category. Fifteen institutions that were in the “High” 2010 category moved into the “Highest” 2015 category, for a net gain of 7 institutions. Seventy-eight other “High” 2010 institutions remained in the corresponding category for 2015 with five institutions moving into the third, “Moderate Research Activity” category. One institution (The Polytechnic Institute of New York) was subsumed into another “Highest Research” university, New York University.

Sixty-four of the 90 “Doctoral/Research Universities remained in the corresponding category for 2015, with 16 others moving into the “Higher” category, eight moving into the master’s realm, and one into special focus. The remaining institution is a University of Phoenix institution, previously reported as the “Online Campus” and now as the “Arizona” campus. Because of the change in reporting status, this University of Phoenix campus is technically a different institution, which also reflects that it now represents the online campus as well as the physical campuses in the state of Arizona. Several previously Master’s level institutions appear in the Doctoral categories in 2015, including 36 in the “Moderate” and three in the “Higher” levels. Finally four 2010 Baccalaureate institutions passed the threshold for entering into the Doctoral realm. Three of these are campuses of the Argosy University system.

<table>
<thead>
<tr>
<th>2015 Classification</th>
<th>2010 Doctorate-Granting Universities</th>
<th>Other 2010</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010 Doctorate-Granting Universities</td>
<td>Other 2010</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>Research: Very High</td>
<td>Research: High</td>
<td>Doctoral/Research</td>
</tr>
<tr>
<td>Doctoral: Highest Research</td>
<td>100</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Doctoral: Higher Research</td>
<td>8</td>
<td>78</td>
<td>16</td>
</tr>
<tr>
<td>Doctoral: Moderate Research</td>
<td>5</td>
<td>64</td>
<td>36</td>
</tr>
<tr>
<td>Master's (any size category)</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Focus: Four-Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changed Institutional Status</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>108</td>
<td>99</td>
<td>90</td>
</tr>
</tbody>
</table>

Further details on the classifications and their categories can be found in the definitions section of the Classification web site, [http://carnegieclassifications.iu.edu/definitions.php](http://carnegieclassifications.iu.edu/definitions.php).