Integrated Postsecondary Education Data System (IPEDS) Update

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Agenda

- General Information
- Making Changes to IPEDS
- Changes to the 2023–24 Collection
- Research and Development
- Future Changes
- Resources

General Information

Reporting Noncompliance

The Code of Federal Regulations permit a fine of up to $67,544 for each violation of any provision of Title IV, or any regulation or agreement implementing that Title.

[20 U.S.C. 1094(c)(3)(B) (Section 487(c)(3)(B) of the HEA)]

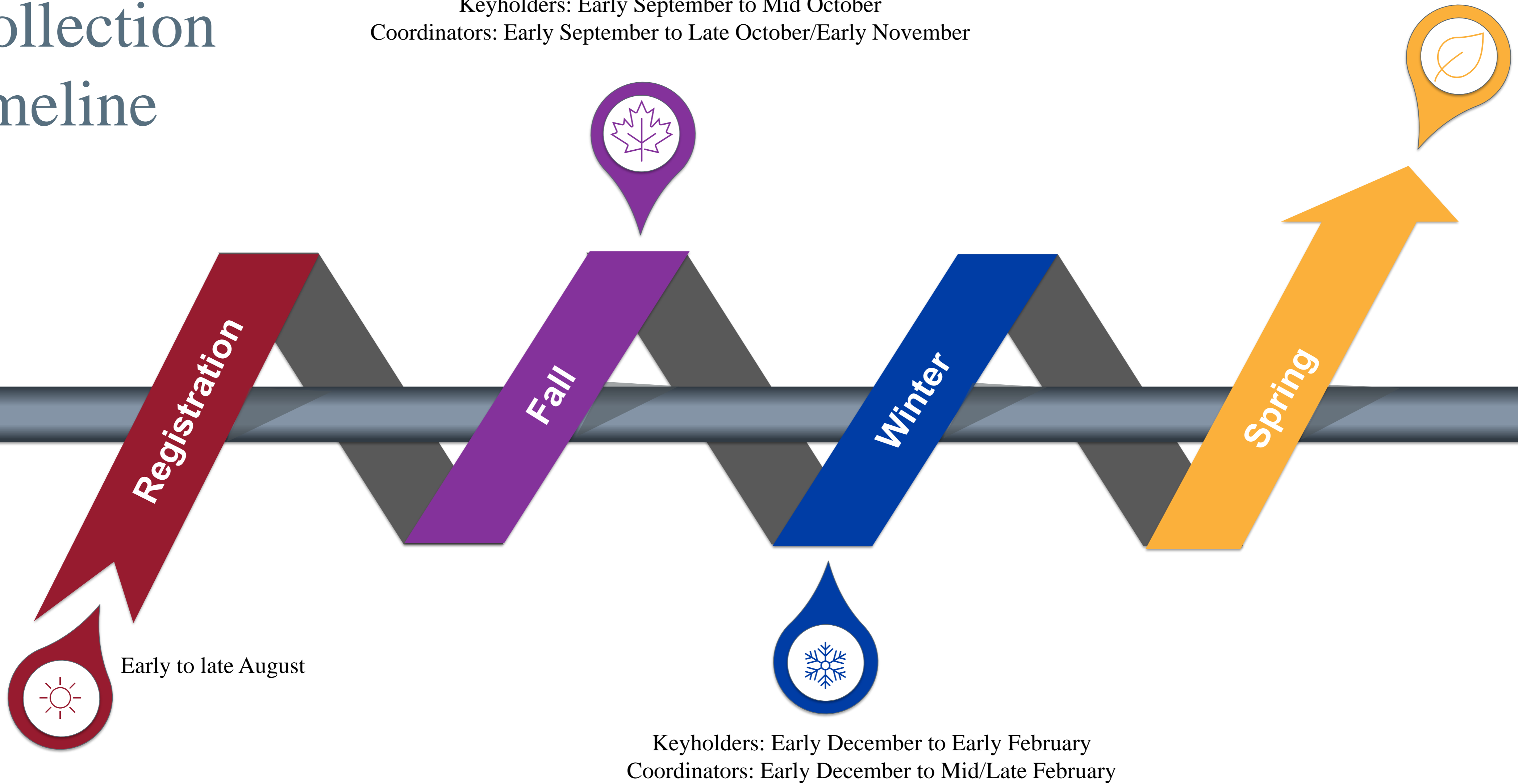Compliance includes reporting that is

Timely

Accurate

Complete

Collection timeline

Keyholders: Early December to Early April
Coordinators: Early December to Mid/Late April

Keyholders: Early September to Mid October
Coordinators: Early September to Late October/Early November

Registration

Fall

Winter

Spring

Early to late August

Keyholders: Early December to Early February
Coordinators: Early December to Mid/Late February

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IPEDS 2023–24 Data Collection Schedule

	Opens	Keyholder close	Coordinator close
Registration			
Registration*			
Report mapping	August 9, 2023		Register by August 30, 2023
Institution identification**			
IC-Header			
Fall collection			
Institutional Characteristics (IC)			
Completions (C)	September 6, 2023	October 18, 2023	November 1, 2023
12-Month Enrollment (E12)			
Winter collection			
Student Financial Aid (SFA)			
Graduation Rates (GR)			
200% Graduation Rates (GR200)		February 7, 2024	February 21, 2024
Admissions (ADM)			
Outcome Measures (OM)	December 6, 2023		
Spring collection			
Fall Enrollment (EF)			
Finance (F)		April 3, 2024	April 17, 2024
Human Resources (HR)			
Academic Libraries (AL)			

* Registration contact information can be updated starting August 9, 2023–July 15, 2024.

** Institution identification information can be updated starting August 9, 2023–May 31, 2024.

https://surveys.nces.ed.gov/ipeds/api/downloads/2023_Flyer_IPEDS_Calendar.pdf

Prior Year Revisions (PYR)

Survey components will be open for revision during their regular data collection period.

Fall opens 1 week after the current year collection opens (September 13, 2023).

Revisions to cost of attendance data and Student Financial Aid (SFA) data must be made through the current year SFA—*not* in PYR.

Other Important Dates

Update Registration Contact Information	Update Institution Identification Information	Upload Custom Comparison Group for Data Feedback Reports
August 9, 2023– July 15, 2024	August 9, 2023– May 31, 2024	March 1, 2024– July 15, 2024

Making Changes to IPEDS

Making changes to IPEDS

Cycle diagram:
- **Review** data from each data collection cycle
- **Identify** areas for potential changes
- **Engage** with external experts to develop and prioritize changes
- **Share** potential changes and obtain feedback
- **Develop** new data collection materials

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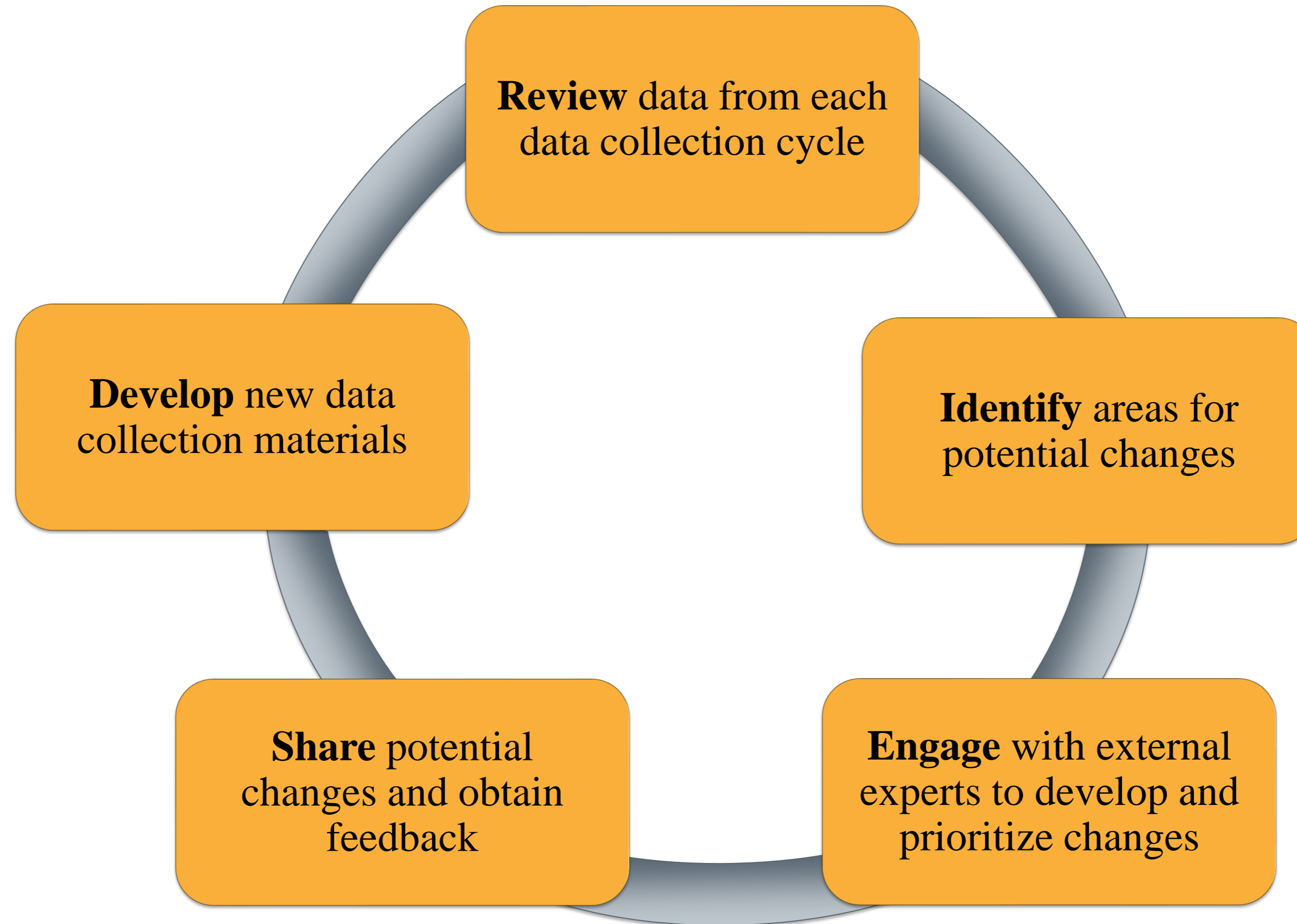
National Postsecondary Education Cooperative (NPEC)

National Postsecondary Education Cooperative (NPEC)

Mission: Promote the quality, comparability, and utility of postsecondary data and information that support policy development at the federal, state, and institution levels.

Objectives:

Develop a research and development agenda for IPEDS	Identify topics that will help improve the quality, comparability, and utility of IPEDS data for the postsecondary education community, consumers, and policymakers	Provide expertise to NCES on related IPEDS R&D

https://nces.ed.gov/ipeds/join-in/npec

Upcoming Commissioned Papers

Improving the IPEDS Student Average Net Price to be More Relevant for Consumers
Understanding and Improving the Usage of the Outcome Measures Survey Component
Improving the College Navigator
Creating a Student Success Survey
Evaluating the Certificate Levels in IPEDS

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Technical Review Panels (TRPs)

RTI International (RTI) invites groups of technical experts to Technical Review Panels to discuss and make suggestions related to the following:

Emerging areas of concern | 1

2 | **Legislation and regulations affecting IPEDS**

Minimizing the time burden of reporting data | 3

4 | **Maintaining and enhancing federal data for data users**
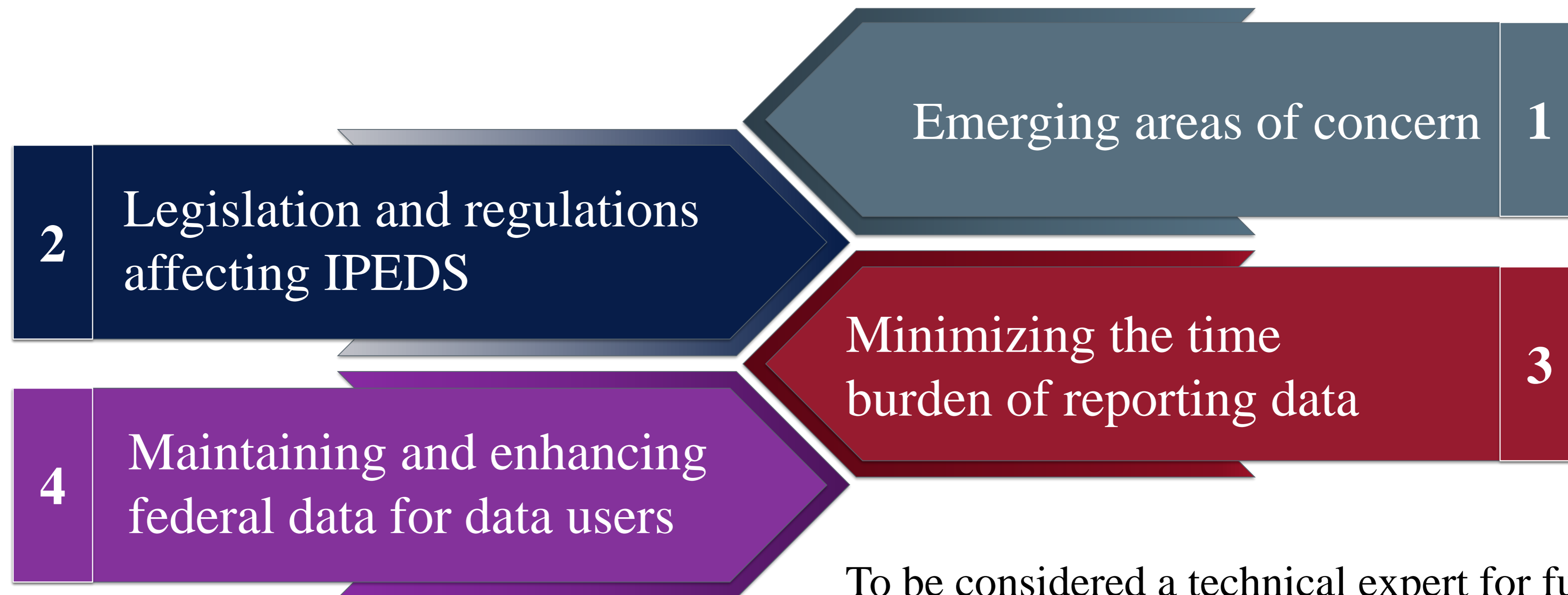
To be considered a technical expert for future TRP meetings, contact Amy Barmer at abarmer@rti.org.

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TRP website
(https://ipedstrp.rti.org/)

- TRP meeting summaries

- Calls for comments

- Dates for upcoming meetings

- Overview of TRP meetings and RTI contact info

- **NEW:**

  - Sign up for email notifications for news and updates

  - Advanced full-text search for all content on site

  - Mobile-friendly redesign

Recent and upcoming Technical Review Panel meetings

Revisiting the Purpose of the Finance Survey Component

Nondegree Credentials

Organizing a Working Group for the IPEDS Finance Survey Component

Non-first-time students

March 2022

November 2022

March 2023

October 2023

Changes to 2023–24 Collection

Additions/Deletions/Edits to Glossary

Additions/Deletions/Edits to Glossary

2023–24		
Additions	**Deletions**	**Edits**
Noncredit education	Noncredit course	12-month Enrollment
Developmental education	Remedial education	Allowable costs
Noncredit workforce education		Board charges
Noncredit contract training		Board plans
Noncredit customized training		Books and supplies
Comprehensive transition and postsecondary program for students with intellectual disabilities		Other expenses
Dependent care expenses		Room charges

Changes to 2023–24 Collection

Dual Enrollment

Dual Enrollment: Background for 2023–24 Changes

Improving IPEDS Data Collection on High School Students Enrolled in College Courses

https://nces.ed.gov/ipeds/pdf/NPEC/data/NPEC_Paper_IPEDS_High_School_Students_and_College_Courses_2017.pdf
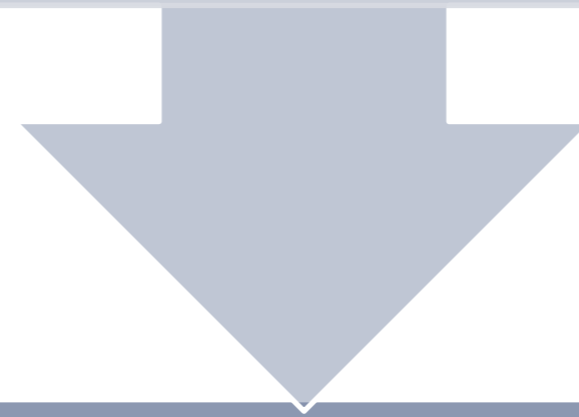
Dual Enrollment TRP #63

https://edsurveys.rti.org/IPEDS_TRP_DOCS/prod/documents/TRP63_Summary.pdf

Dual Enrollment: Now vs. 2023–24 Changes

What data on dual enrollment IPEDS collects now vs. what data it will collect in 2023–24:

Prior to 2023–24 Collection	Changes in 2023–24
Information on dual enrollment offerings and enrollment in dual enrollment programs or courses was not collected separately. Dual enrolled students (i.e., high school students who are enrolled for credit) have been reported as non-degree/non-certificate-seeking in E12 and EF surveys.	Collect an unduplicated count of high school students enrolled in college courses for credit by race/ethnicity and gender in E12 survey.
A question on whether an institution accepts "dual enrollment" in IC survey.	Replace question on whether an institution accepts "dual enrollment" in IC survey with the screening question on whether an institution enrolls high school students in college courses for credit in IC Header survey.

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Dual Enrollment Changes: IC

Dual enrollment option was removed from Question 1.

Part B - Student Services - Special Learning Opportunities

1. Does your institution accept any of the following? [Check all that apply]

- ☐ Dual enrollment
- ☐ Credit for life experiences
- ☐ Advanced placement (AP) credits
- ☐ None of the above

→

Part B - Student Services - Special Learning Opportunities

1. Does your institution accept any of the following? [Check all that apply]

- ☐ Credit for life experiences
- ☐ Advanced placement (AP) credits
- ☐ None of the above

Dual Enrollment Changes: IC Header

New screening question for dual enrollment (i.e., high school students enrolled in postsecondary courses for credit) was added.

Part C - Other Survey Screening Questions – Dual Enrollment

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

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

- ○   Yes
  - ☐ Within a dual enrollment program
  - ☐ Outside a dual enrollment program
- ○   No

Note:

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

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

Dual Enrollment Changes: E12

Part C was added to collect an unduplicated count of dual enrolled students by race/ethnicity and gender.

Part C – Unduplicated Count of Dual Enrolled Students

12-month Unduplicated count of dual enrolled students
July 1, 2022 – June 30, 2023

Reporting Reminders:
- The number of high school students enrolled in college courses for credit was reported in Part A as part of the non-degree/non-certificate-seeking unduplicated enrollment.
  - The number of high school students enrolled in college courses for credit reported in Part C will have some duplication with the non-degree/non-certificate-seeking enrollment students reported in Part A.
  - The number of high school students enrolled in college courses for credit reported in Part C should be less than the number of non-degree/non-certificate-seeking students reported in Part A unless all non-degree/non-certificate-seeking students at your institution are high school students enrolled in college courses for credit.
- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

In Part A, your institution reported the following number of students in the non-degree/non-certificate-seeking unduplicated headcount.	

	High school students enrolled in college courses for credit		
	Men	Women	Total
U.S. Nonresident	☐	☐	
Hispanic/Latino	☐	☐	
American Indian or Alaska Native	☐	☐	
Asian	☐	☐	
Black or African American	☐	☐	
Native Hawaiian or Other Pacific Islander	☐	☐	
White	☐	☐	
Two or more races	☐	☐	
Race and ethnicity unknown	☐	☐	
Total			

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Changes to 2023–24 Collection

Cross-Cutting Changes

Cross-Cutting Changes: Clarifying Inclusion of Reporting Incarcerated Students

Congress enacted major changes to the Title IV programs in the Consolidated Appropriations Act, 2021, including provisions relating to incarcerated students:

- Reinstating Pell eligibility for students incarcerated at federal or state penal institutions
- Tying Pell eligibility for incarcerated students to enrollment in eligible prison education programs
- Requiring the Department to publish an annual report evaluating prison education programs and their student outcomes

https://www.congress.gov/bill/116th-congress/house-bill/133/text

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Cross-Cutting Changes: Clarifying Inclusion of Reporting Incarcerated Students

New FAQs in EF, E12, HR, ADM, C, OM, GR, IC, and SFA

Survey Component	FAQ
EF, E12	**Should incarcerated students be included in enrollment reporting?** Include all students enrolled for credit even if enrolled at off-campus locations (e.g., federal or state penal institution). This includes, but is not limited to, students enrolled for credit in a recognized prison education program (PEP). Enrollment statuses for incarcerated students (e.g., full-/part-time, first-time/non-first-time, distance education) should be determined in the same way as all other students enrolled for credit.
HR	**Should staff providing instruction or services for incarcerated students be reported in HR?** Yes. Include all staff who provide instruction or services for incarcerated students and who are paid for these services directly by their institution.
ADM	**Should incarcerated students be included in ADM reporting?** Include all first-time degree/certificate-seeking undergraduate students.

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Cross-Cutting Changes: Clarifying Inclusion of Reporting Incarcerated Students (Cont.)

New FAQs in EF, E12, HR, ADM, C, OM, GR, IC and SFA

Survey Component	FAQ
C	**Should recognized postsecondary credentials awarded to incarcerated students be reported in the Completions survey component?** Yes, all recognized postsecondary credentials awarded by your institution should be reported, including those conferred to incarcerated students.
OM, GR	**Should incarcerated students be in included in OM/GR cohorts?** Yes. Include incarcerated students who meet the cohort inclusion criteria listed in the survey instructions.

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Cross-Cutting Changes: Clarifying Inclusion of Reporting Incarcerated Students (Cont.)

New FAQs in EF, E12, HR, ADM, C, OM, GR, IC and SFA

Survey Component	FAQ
IC	**Should incarcerated students be included in IC reporting?** Include all students enrolled for credit even if enrolled at off-campus locations (e.g., federal or state penal institution). This includes, but is not limited to, students enrolled for credit in a recognized prison education program (PEP).
SFA	**Should incarcerated students be reported to IPEDS in SFA?** Yes. Include all incarcerated students when determining student counts and financial aid amounts reported to IPEDS.

Cross-Cutting Change: Consistency in Reporting Credentials across C, OM, and GR

New FAQ in OM and GR

Should awards in OM/GR be consistent with those reported in the IPEDS Completions survey component?

Yes. Awards must be recognized postsecondary credentials conferred as the result of completion of an academic or occupational/vocational program of study and should be consistent with awards reported in the IPEDS Completions survey component. Refer to the Completions instructions for relevant inclusion and exclusion criteria.

Cross-Cutting Change: Consistency Across C, OM, and GR

Revised definition of "recognized postsecondary credential":

Previous Definition	Revised Definition
A recognized postsecondary credential includes any credential that is received after completion of a program that is eligible for Title IV federal student or that is awarded in recognition of an individual's attainment of measurable technical or industry/occupational skills necessary to obtain employment or advance within an industry/occupation. These technical or industry/occupational skills generally are based on standards developed or endorsed by employers or industry associations.	A recognized postsecondary credential includes any credential that is recognized by the institution's appropriate governing body and received after completion of an academic program or that is awarded in recognition of an individual's attainment of measurable technical or industry/occupational skills necessary to obtain employment or advance within an industry/occupation. These technical or industry/occupational skills generally are based on standards developed or endorsed by employers or industry associations.

Cross-Cutting Change: Consistency Across C, OM, and GR (cont.)

Revised FAQ in C:

Previous FAQ	Revised FAQ
What certificates should be included? Any certificates that are eligible to be recorded on students' transcripts should be included. All certificates should be recognized by the institution's appropriate governing body.	**What certificates should be included?** All certificates that are recognized postsecondary credentials should be included. This typically means any certificates that are eligible to be recorded on students' transcripts.

Cross-Cutting Change: Gender Reporting in Student Surveys

- The 'gender unknown' category is to report students for whom the institution does not know a gender.
- Institutions should not ask students that do not select a binary gender to allocate themselves to a binary gender category; it is up to the institution to allocate unknown students and students that indicate another gender into the binary categories throughout the forms where required. One method commonly used by institutions is to allocate these students to the binary categories required in other parts of the form using the proportion of men to women reported.

Is your institution able to report another gender for the 2023-24 data collection? If you indicate 'No, my institution does not collect data on another gender,' your institution should leave the cells in the rows for 'Another gender' blank (i.e., do not report 0). If you indicate 'No, but some cells will have a value of less than 5 students,' your institution collects data on another gender, but some cells have a value of less than 5 students, do not report the data and leave the cells in the rows for 'Another gender' blank. If you indicate 'Yes', but no students identified as another gender, please enter '0'.

Undergraduate students:

Radio button option	Yes
Radio button option	No, some cells will have a value of less than 5 students (do not report)
Radio button option	No, my institution does not collect data on another gender

Graduate students:

Radio button option	Yes
Radio button option	No, some cells will have a value of less than 5 students (do not report)
Radio button option	No, my institution does not collect data on another gender

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Cross-Cutting Change: Gender Reporting in Student Surveys

Of the total students reported, how many students did you allocate to a binary gender category (Men/Women) because their gender was unknown or another gender than the provided categories?

	Number of students	
	Undergraduate students	Graduate students [Applicable to institutions with graduate students only]
Grand total [Carried forward]	Carried forward	Carried forward
Gender unknown (i.e., gender information is not known or not collected).	Reported value	Reported value
Another gender (i.e., gender information is known but does not fall into either of the mutually exclusive binary categories provided [Men/Women]).	Reported value	Reported value
Total of Gender unknown + Another gender [Calculated value]	Calculated value	Calculated value
Total of Students for whom gender is known and falls into one of the mutually exclusive binary categories provided [Men/Women] [Calculated value]	Calculated value	Calculated value

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

Changes to 2023–24 Collection

Institutional Characteristics (IC)

Institutional Characteristics: Overview Instructions
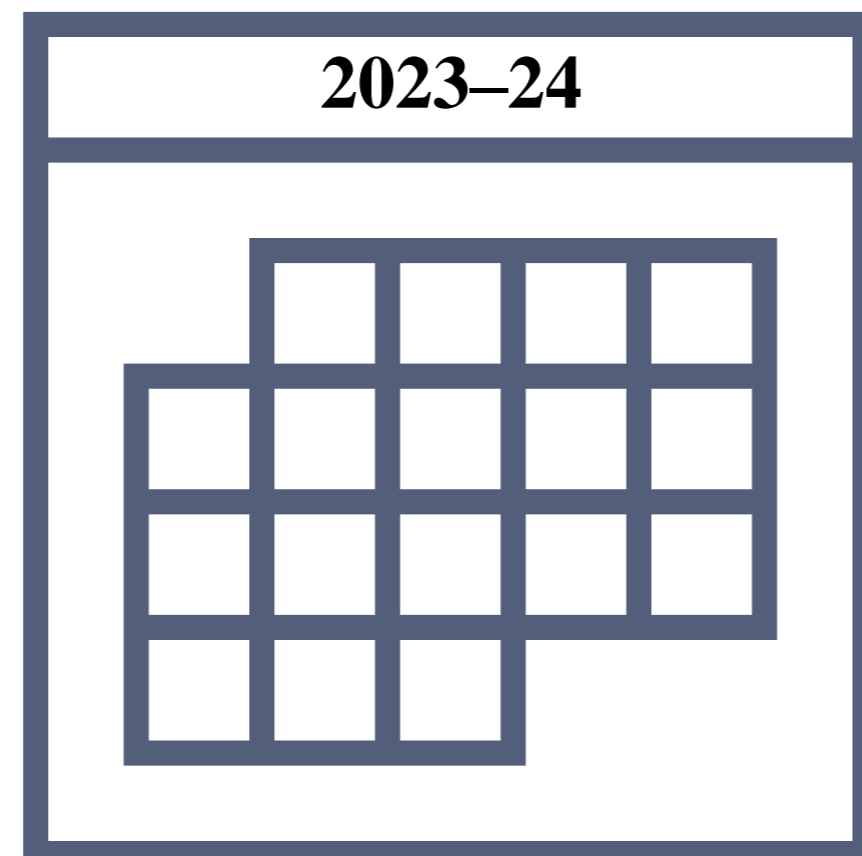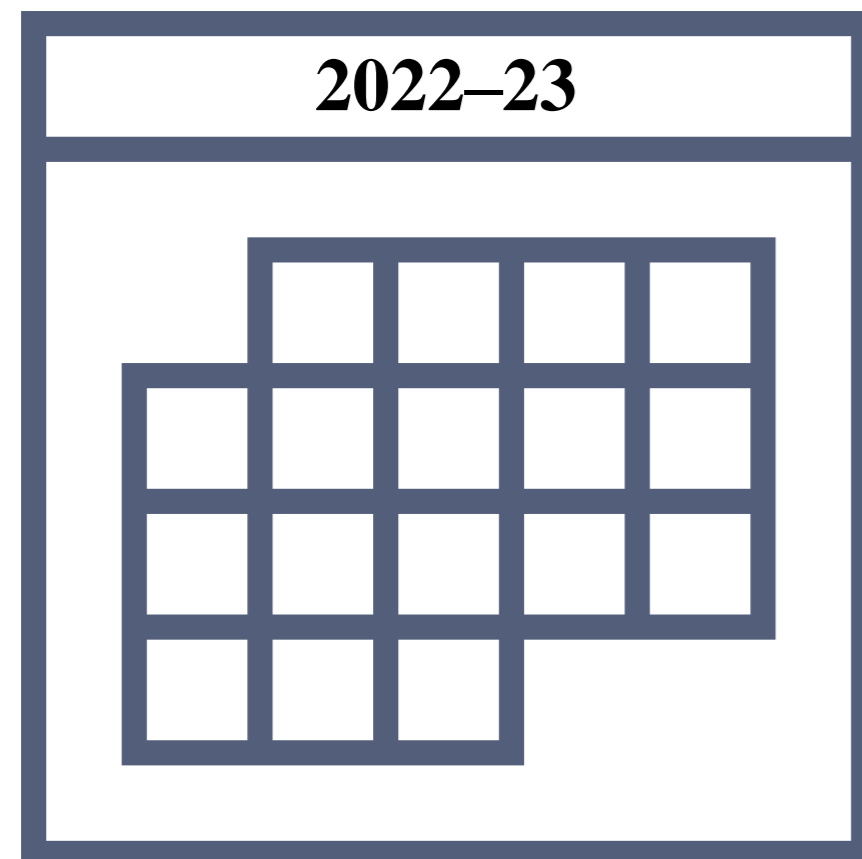
Issue: Confusion about what year to use when answering some IC Survey questions.

Solution: A note added to IC Overview – *Answer questions about services and cost for the current academic year (e.g., 2023–24) unless instructed to report for a different period.*

2022–23

2023–24

Institutional Characteristics: Cost of Attendance

"Room and Board" changed to "Food and Housing"

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IC: New Cost of Attendance FAQs

Q: What costs should be included in books and supplies?

A: Books and supplies typically include books, course materials, supplies, and equipment required of all students in the same course of study. It may include the documented rental or cost of a computer as determined by the institution. See the IPEDS Glossary for additional information. Please work with the financial aid office to make sure costs are assigned to the correct period for IPEDS reporting purposes.

Q: What are living expenses?

A: Living expenses typically include food and housing costs for students attending at least half time, regardless of the student's living arrangements. There are exceptions to this rule. Please work with the financial aid office to report these data items to IPEDS. Note: food and housing are the same as room and board.

Changes to 2023–24 Collection

12-Month Enrollment (E12)

E12: Change in Student's Degree-Seeking Status

Previous FAQ	Revised FAQ
How do I report an undergraduate student who took courses as a non-degree-seeking student and reenrolls as a degree-seeking student at the same reporting institution? This student should be reported as a "continuing/returning" student. IPEDS defines "continuing/returning students" as "A student who is not new to the institution in the fall, but instead is continuing his or her studies at the institution (i.e., not first-time and not transfer-in)."	**How do I report an undergraduate student who took courses as a non-degree-seeking student and reenrolls as a degree-seeking student at the same reporting institution?** Within the current reporting year, if the student enrolled in the fall term as non-degree-seeking and in a later term (e.g., winter, spring) as degree-seeking, the student should be reported as non-degree-seeking, as a student's fall enrollment status should be consistently reported between the Fall Enrollment (EF) and 12-month Enrollment (E12) survey components. If a student enrolled in a prior reporting year as non-degree-seeking and in the current reporting year reenrolls as degree-seeking, the student should be reported as a "continuing/returning" student, as the student is not new to the reporting institution. Note: This does not apply to dual-enrolled high school students if they were reported as non-degree-seeking students in a prior reporting year. After receipt of a high school diploma or recognized equivalent, they can be classified as degree/certificate-seeking, if appropriate.

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E12: Race/Ethnicity for Undocumented and DACA Students

Addition to E12 FAQ

In which racial/ethnic category do I report undocumented and DACA students?

Undocumented and DACA students who completed high school or a GED equivalency within the United States and who were not on an F-1 non-immigrant student visa at the time of high school graduation are considered eligible non-citizens and their race/ethnicity should be reported using the seven race/ethnicity categories provided:

Hispanic or Latino, regardless of race

For Non-Hispanic/Latino individuals:
American Indian or Alaska Native
Asian
Black or African American
Native Hawaiian or Other Pacific Islander
White
Two or more races

If a student's race/ethnicity is unknown, you can include them in the race/ethnicity unknown category. Note: If the institution cannot verify F-1 visa status for undocumented and DACA students at the time of high school graduation, the institution can assume that the status at the time of application was the same as the status at the time of high school graduation.

Note: This same additional guidance is also included in equivalent EF FAQ.

E12: Distance Education Status

Addition to E12 Instructions

Part A: Unduplicated Count by Distance Education Status

On this screen, report all students reported on previous Part A screens who, during the July 1–June 30 reporting period:

- Enrolled exclusively in distance education courses offered at your institution.
- Enrolled in at least one but not all distance education courses offered at your institution: Students who are enrolled in at least one course that is considered a distance education course but are not enrolled exclusively in distance education courses. Note: Students reported in the prior-year Fall Enrollment (EF) survey component as "enrolled in at least one but not all distance education courses" must also be reported in this same category for the current-year 12-month Enrollment (E12) survey component, as there was at least some portion of the 12-month reporting period in which the student enrolled in both distance education and non-distance education courses.
- Not enrolled in any distance education courses offered at your institution: This number represents the students who are not enrolled in any distance education courses at your institution. It will be calculated by subtracting the (students enrolled exclusively in distance education courses + students enrolled in at least one but not all distance education courses) from the total enrolled students from previous Part A screens, which is the totals for degree/certificate-seeking undergraduate (first-time + transfer-in (non-first-time entering) + continuing), non-degree/non-certificate-seeking undergraduate students and graduate students.

E12: Instructional Activity and Full-Time Equivalent Enrollment

- Minor revisions were made to the text and organization of E12 instructions.
- <u>No changes were made to methodology or reporting guidelines</u> for instructional activity and FTE enrollment.
- For example, numbered section headers were added to better organize and break up the dense text:
    - Step 1: Institution Reports Total Instructional Activity
    - Step 2: Data Collection System Calculates FTE Enrollment
    - Step 3: Institution Confirms and Accepts Data Collection System FTE Enrollment Calculation – OR – Institution Provides "Institution Reported FTE"

Changes to 2023–24 Collection

Outcome Measures (OM)

OM: Replace FAQ About Degree/Certificate-Seeking Status

Previous FAQ	Revised FAQ
If I am a program or hybrid reporter, how do I report students who begin at my institution as non-degree/certificate-seeking students, but the following year they become degree/certificate-seeking? For program or hybrid reporters, if during the OM coverage cohort year (July 1, 2014 – June 30, 2015) these students become degree/certificate-seeking students, include these students in the OM cohorts. If the students become degree/certificate-seeking after June 30, 2015, they should not be included in the 2014–15 cohort. Instead, include these students in the next OM cohort year for the next IPEDS collection cycle.	**How do I report students who begin at my institution as non-degree/certificate-seeking students but later become degree/certificate-seeking?** Students' statuses for OM reporting purposes are determined in their first full term as a degree/certificate-seeking student. For example: • A student who began as non-degree/certificate-seeking in fall 2015 and became degree/certificate-seeking in spring 2016 would be included in the 2015–16 OM cohort as a non-first-time entering student. • A student who began as non-degree/certificate-seeking between July 1, 2015, and June 30, 2016, and became degree/certificate-seeking after July 1, 2016, would not be included in the 2015–16 OM cohort. This student should be reported in the OM cohort year in which they became degree/certificate-seeking as a non-first-time entering student. Note: These instructions do not apply to dual-enrolled students who should be reported as first-time entering students upon receipt of their high school diploma and becoming degree/certificate-seeking students.

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Changes to 2023–24 Collection

Student Financial Aid (SFA)

SFA: 2023–24 Changes

- Included FAFSA Simplification Act changes to COA screens carried forward from the IC Survey

- Implemented minor edits related to deletion of groups terminology for clarity

- Added non-degree/non-certificate seeking undergraduate summary data to the Comparison Chart

SFA: Removal of "Groups" Terminology

All undergraduate students

All full-time, first-time undergraduate students

All full-time, first-time undergraduate students paying the lower of in-state/in-district tuition rate and who were awarded any grant/scholarship aid from the federal government, state/local government, or the institution

All full-time, first-time undergraduate students paying the lower of in-state/in-district tuition rate and who were awarded any Title IV federal student aid

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SFA: New Reported Values

	Aid Category	2023–24			
		All degree/certificate-seeking undergraduate students			
		Number of students awarded aid (Col. 1–Col. 5)	Percentage of students receiving aid	Total amount of aid awarded Col. 3–Col. 7)	Average amount of aid awarded
		Col. 9	Col. 10	Col. 11	Col. 12
01	Grant or scholarship aid from the federal government, state/local government, the institution, and other sources known to the institution (Do NOT include federal student loans)	Reported value	Calculated value	Reported value	Calculated value
02	Federal Pell Grants	Reported value	Calculated value	Reported value	Calculated value
03	Federal loans to students	Reported value	Calculated value	Reported value	Calculated value

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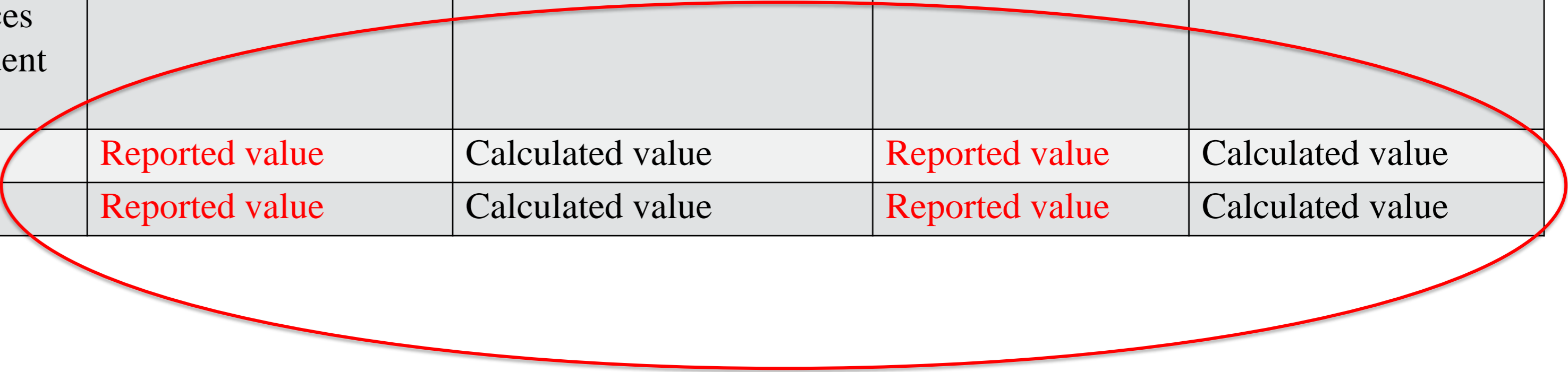
SFA: New NCES Calculated Values

	Aid Category	2023–24			
		All non-degree/certificate-seeking undergraduates			
		Number of students awarded aid (Col. 1–Col. 5)	Percentage of students receiving aid	Total amount of aid awarded Col. 3–Col. 7)	Average amount of aid awarded
		Col. 9	Col. 10	Col. 11	Col. 12
01	Grant or scholarship aid from the federal government, state/local government, the institution, and other sources known to the institution (Do NOT include federal student loans)	Calculated value	Calculated value	Calculated value	Calculated value
02	Federal Pell Grants	Calculated value	Calculated value	Calculated value	Calculated value
03	Federal loans to students	Calculated value	Calculated value	Calculated value	Calculated value

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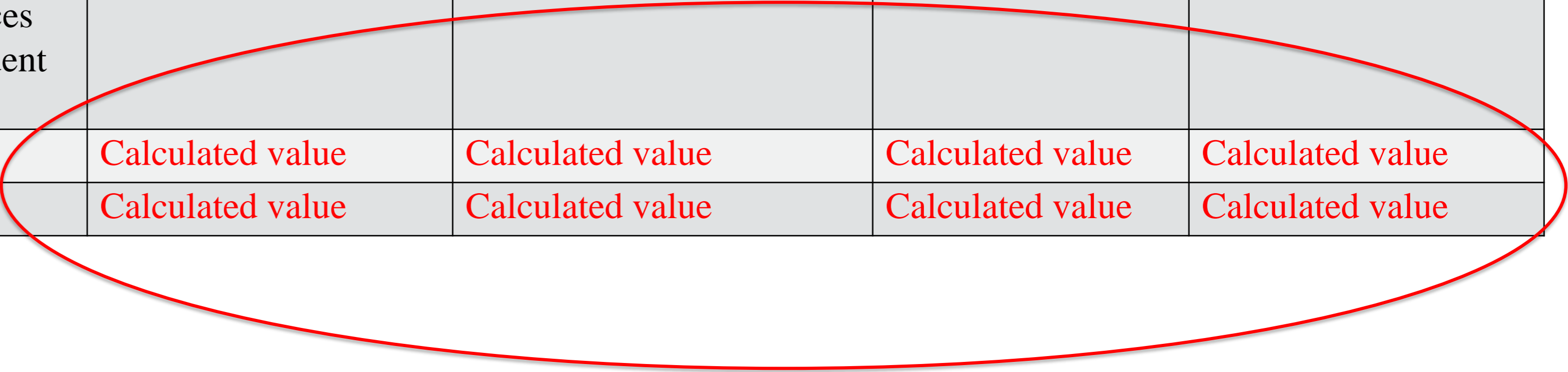
Changes to 2023–24 Collection

Finance (F)

F: Clarifying Guidance for Instruction and Academic Support

Expense Category	Current Instructions	Revised Instructions
Instruction	Expenses of the colleges, schools, departments, and other instructional divisions of the institution and expenses for departmental research and public service that are not separately budgeted should be included in this classification. Include expenses for both credit and noncredit activities. Exclude expenses for academic administration where the primary function is administration (e.g., academic deans); such expenses should be reported on line 05. The instruction category includes academic instruction, occupational and vocational instruction, community education, preparatory and adult basic education, and remedial and tutorial instruction conducted by the teaching faculty for the institution's students.	Expenses of the colleges, schools, departments, and other instructional divisions of the institution and expenses for departmental research and public service that are not separately budgeted should be included in this classification. Include expenses for both credit and noncredit activities. Exclude expenses for academic administration where the primary function is administration (e.g., academic deans); such expenses should be reported on line 05. The instruction category includes academic instruction, occupational and vocational instruction, community education, preparatory, developmental and adult basic education, and remedial and tutorial instruction conducted by the teaching faculty for the institution's students.
Academic Support	Include expenses for museums, libraries, galleries, audio/visual services, ancillary support, academic administration, academic personnel development, and course and curriculum development.	Include expenses for museums, libraries, galleries, audio/visual services, ancillary support, academic administration, formally organized and/or separately budgeted academic personnel development, and course and curriculum development.

Changes to 2023–24 Collection

Fall Enrollment (EF)

EF: Change in Student's Degree-Seeking Status

Previous FAQ	Revised FAQ
How do I report an undergraduate student who took courses as a non-degree-seeking student and reenrolls as a degree-seeking student at the same reporting institution? This student should be reported as a "continuing/returning" student. IPEDS defines "continuing/returning students" as "A student who is not new to the institution in the fall, but instead is continuing his or her studies at the institution (i.e., not first-time and not transfer-in)."	**How do I report an undergraduate student who took courses as a non-degree-seeking student and reenrolls as a degree-seeking student at the same reporting institution?** If a student enrolled in a prior reporting year as non-degree-seeking and in the current reporting year reenrolls as degree-seeking, the student should be reported as a "continuing/returning" student, as the student is not new to the reporting institution. Note: This does not apply to dual-enrolled high school students if they were reported as non-degree-seeking students in a prior reporting year. After receipt of a high school diploma or recognized equivalent, they can be classified as degree/certificate-seeking, if appropriate.

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EF: Retention Rate for First-Time Bachelor's Degree–Seeking Students

Addition to EF Instructions
(excerpts where additions have been made)

Part E: Retention Rates for First-Time Bachelor's Degree–Seeking Student Cohort

Retention rates examine the percentage of first-time bachelor's degree (or equivalent) seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year or have completed their bachelor's program in that time.

- **Total students retained = students from the Fall 2022 cohort who are still enrolled as of Fall 2023 + students from Fall 2022 cohort who completed their bachelor's program as of Fall 2023.**

(Students from the Fall 2022 cohort still enrolled as of Fall 2023 + Students from Fall 2022 cohort who completed their bachelor's program as of Fall 2023)/(Adjusted Fall 2022 cohort) *100

Note: The number of first-time students seeking a bachelor's degree (or equivalent) who attain a bachelor's degree (or equivalent) by their second fall term is expected to be zero or very small. In exceptional cases when a first-time student does satisfy all degree requirements including full credit completion (e.g., typically 120 credit hours) and is awarded a bachelor's degree (or equivalent) by their second fall term, they are to be considered "retained" for EF reporting purposes.

Changes to 2023–24 collection can be viewed:

https://surveys.nces.ed.gov/ipeds/public/changes-to-the-current-year
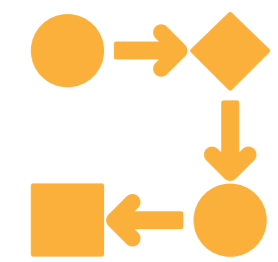
Clearance Process

Clearance Process: 2024–25 Full OMB Package

NCES reviews and responds to comments from 60-day open comment period; makes any necessary changes.

NCES reviews and responds to comments from 30-day open comment period; makes any necessary changes.

Data collection opens.

Early 2024

Early spring 2024

Late spring 2024

Early summer 2024

August 2024

NCES submits proposed changes for the IPEDS upcoming data collections to the Office of Management and Budget for the next 3 years.

NCES submits any revisions to the proposed changes.

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Future Changes

Race/ethnicity

Race/Ethnicity

U.S. Office of Management and Budget Interagency Technical Working Group on Race and Ethnicity Standards

https://spd15revision.gov/content/spd15revision/en.html

adding a response category for Middle Eastern and North African that is separate and distinct from the "White" category

collecting race and ethnicity together with a single question

updating SPD 15's terminology, definitions, and question wording

Goal: to ensure that the standards better reflect the diversity of the American people. The initial proposals include the following:

Resources related to race/ethnicity

- How to get involved
  - https://spd15revision.gov/content/spd15revision/en/get-involved.html

- Initial Proposals For Updating OMB's Race and Ethnicity Statistical Standards
  - https://www.federalregister.gov/documents/2023/01/27/2023-01635/initial-proposals-for-updating-ombs-race-and-ethnicity-statistical-standards

- Town Hall Slide Deck
  - https://www2.census.gov/about/ombraceethnicityitwg/omb-town-halls-presentation.pdf

Resources

IPEDS Website

IPEDS Website

IPEDS Integrated Postsecondary Education Data System

About IPEDS ▾   Use The Data ▾   Report Your Data ▾   Find Your College ▾   Collaborate With NCES ▾

Your primary source for information on U.S. colleges, universities, and technical and vocational institutions.

IPEDS is a system of 12 interrelated survey components conducted annually that gathers data from every college, university, and technical and vocational institution that participates in the federal student financial aid programs. The data collections occur in fall, winter, and spring.

RECENT UPDATES

Latest Data Release
The latest release on October 25, 2022 included provisional data from the following surveys: Admissions (ADM), Graduation Rates (GR), Graduation Rates 200% (GR200), Outcome Measures (OM), Student Financial Aid (SFA) .

View All Collection Release Dates

https://nces.ed.gov/ipeds/

Survey Components Page

https://nces.ed.gov/ipeds/use-the-data/survey-components
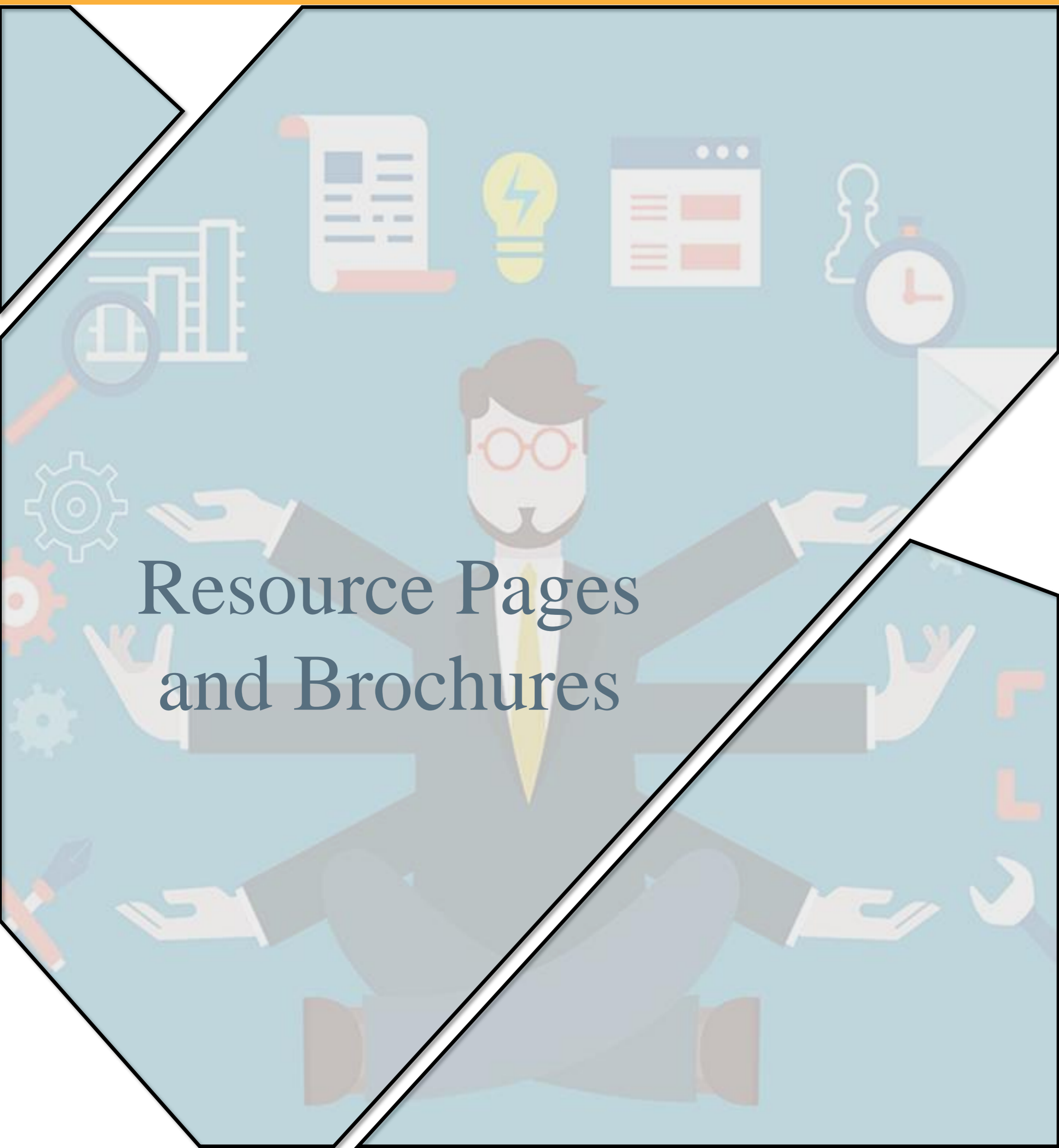
Resource Pages and Brochures

NCES Blog

https://nces.ed.gov/blogs/nces/
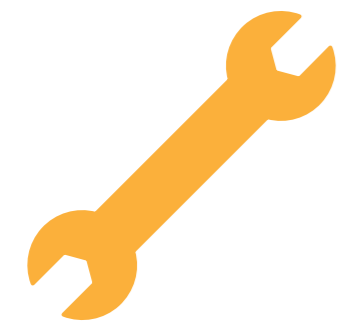
Resources

Using IPEDS Data

IPEDS Data Tools

IPEDS Tools

Beginner	Intermediate	Advanced
• Search for a college or College Navigator • Data Explorer • Data trends or Trend Generator • Look up an institution	• Data Feedback Report • Statistical tables • Summary tables • Compare institutions	• Raw data file downloads

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Thanks!