



# IPEDS Update 2021-22 Collection Cycle Tutorial Script

On behalf of the Association for Institutional Research (AIR) and the National Center for Education Statistics (NCES), welcome to this tutorial on updates to the IPEDS data collection. This annual update will discuss the reporting calendar and data collection changes for the 2021-22 data collection year.

Let's begin with a look at the upcoming data collection cycle. The first change is to the fee associated with noncompliance. Non-compliance includes not reporting sections of or full surveys, as well as inaccurate reporting. NCES is required to provide a list of noncompliant institutions to the Office of Federal Student Aid. Noncompliance can result in warnings and costly fines, or even loss of Title IV funding. More information about fines can be found on the Statutory Requirements page (<https://surveys.nces.ed.gov/ipeds/ViewIPEDSStatutoryRequirement.aspx>). It is important to note that compliance refers not only to timely reporting of data, but also accuracy of the data.

The data collection calendar is very similar to previous years. Registration opens in early August and must be completed before any Fall survey components can be locked. If a keyholder has not registered by August 25, a letter will be sent to the CEO requesting appointment of a new keyholder. Institutional Characteristics, Completions, and 12-month Enrollment are all part of the Fall collection window, which is open from September 1 to October 13 for keyholders.

The winter collection is open from December 8 to February 9 for keyholders and includes Student Financial Aid, Graduation Rates, 200% Graduation Rates, Admissions, and Outcome Measures.

The spring collection window includes Fall Enrollment, Finance, Human Resources, and Academic Libraries and is open from December 8 to April 6 for keyholders.

Survey components will be open for revision during their regular data collection period. For example, revisions to the Completions component can be made during the Fall data collection period. Make sure to revise cost of attendance data in Institutional Characteristics or any student financial aid data through current year Student Financial Aid, not via Prior Year Revision.

Additional important dates include the windows for updating registrations contact information (August 4, 2021 thru July 15, 2022), updating institution identification information (August 4, 2021 thru May 31, 2022), and uploading custom comparison group for Data Feedback Reports (March 1, 2022 thru July 15, 2022).

Descriptions of changes and screenshots of survey component items are available for review in the Data Collection System. Whenever possible, major changes to IPEDS submissions are available for preview

one year before they are implemented. For example, the Outcome Measures component, which was first collected in 2015-16, was available for preview during the 2014-15 data collection.

There are some minor changes that will be implemented in the 2021-22 data collection that will be communicated at the start of the data collection. These are changes that are intended for clarification. There are no major changes for the 2021-22 data collection.

Changes to IPEDS come from a variety of sources, including Technical Review Panels (or TRPs) and public comment to NCES. TRPs bring approximately 30 experts together to foster collaboration and discussion around topics related to IPEDS data submission and use. You can learn more about TRPs by going to the link on the bottom of your screen. RTI always welcomes comments and suggestions from interested parties on IPEDS-related products and plans. At the completion of each TRP meeting, TRP suggestions are posted on their website and comments are solicited.

There are three survey components with changes that we'll cover in this video: Completions, 12-month Enrollment, and Student Financial Aid.

Now on to changes to Completions survey.

For the 2020-2021 collection year, NCES expanded the distance education question at the bottom of the CIP screen to capture more differentiation. Previously, the bottom of each CIP screen asked whether any programs within the CIP were offered as distance education with a yes or no option. This revised question in 2020-2021 addressed multiple programs within a CIP code/award level. It also collected information on whether distance education programs have onsite components. However, the IPEDS Help Desk reported receiving many calls of confusion about the structure of the checkbox additions and thus NCES is removing those added checkboxes for the upcoming cycle.

Next, we will discuss changes to the 12-month Enrollment survey.

There are two new FAQs to ensure consistent reporting between the 12-month Enrollment survey and other IPEDS surveys. The first FAQ will help ensure consistent reporting between the Fall Enrollment survey and the 12-month Enrollment survey.

Fall enrollment is first reported in the Spring of the current collection year. In the next data collection year, the entire prior 12-month period (July 1 to June 30) of unduplicated headcount enrollment is reported in the 12-month Enrollment survey. Because the fall term is considered a regular term for IPEDS reporting purposes, students enrolled in the fall term and captured in the Fall Enrollment survey should retain their same enrollment statuses (e.g., part-time or full-time, first-time or non-first-time, degree/certificate-seeking or non-degree/non-certificate seeking, undergraduate or graduate) in the 12-month Enrollment survey.

The second FAQ added will ensure consistent reporting between the 12-month Enrollment survey and the Outcome Measures survey. While the 12-month Enrollment survey captures unduplicated enrollment counts during the 12-month period of July 1 to June 30, the Outcome Measures survey captures the 4-, 6-, and 8-year academic outcomes for the cohort of degree/certificate-seeking students during the same 12-month period. Like the 12-month Enrollment survey, students' statuses (i.e., first-time/non-first-time, Pell/Non-Pell, full-time/part-time) are determined by students' first full term (i.e., fall or spring).

Unlike the 12-month Enrollment survey, the Outcome Measures survey captures only degree/certificate-seeking students. For this reason, students' statuses for Outcome Measures reporting purposes are determined in their first full term as a degree/certificate-seeking student.

Therefore, Outcome Measures counts should be same or slightly greater than degree/certificate-seeking student counts reported in 12-month Enrollment survey because there is the potential for some students to enroll as non-degree/non-certificate-seeking in the fall term (and reported as such for Fall Enrollment and 12-month Enrollment surveys) but then change their enrollment to degree/certificate-seeking in the spring term (and thus need to be captured in the Outcome Measures survey).

The guidance NCES provides goes into more detail. More detailed information on these new FAQs, along with examples, can be found in your survey materials.

Let's next review potential changes to the Student Financial Aid survey.

Under consideration by NCES, based on TRP 61 and the 2018 NPEC background paper, are some of the recommendations that were made to expand and standardize reporting fields to include part-time students, transfer students, returning students, and graduate students. NCES will share more information about these potential changes with data providers through the Office of Management and Budget (OMB) clearance process in early 2022.

As an initial step NCES plans to clarify concepts, terms, and definitions that may be misunderstood by data reporters and data users. There will be 3 new tutorials for 2021-22 cycle to be posted to the AIR website this fall that cover the concepts, terms, and definitions that cause confusion when reporting data to the Integrated Postsecondary Education Data System. These include the distinction between price, cost and charge as well as clarifying enrollment level and attendance status. Additionally, more guidance will be provided on when to report summer financial aid awards. Some specific terms that will be clarified include tuition and fees, average cost of attendance, allowable costs, average institutional net price, student charges, and what is considered a part-time student. These clarifications should help NCES minimize IPEDS reporting errors and increase the consistency, comparability, reliability, and validity of IPEDS student financial aid data.

This tutorial discussed the reporting calendar and data collection changes for the 2021-22 data collection year. For more information, visit the IPEDS website or contact the IPEDS Help Desk.