



IPEDS Annual Update Tutorial Script 2019-20 Data Collection Cycle



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 2019-20 and 2020-21 data collection years.

Let's begin with a look at the upcoming data collection cycle. The first change is to the fee associated with non-compliance. 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. Non-compliance 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>).

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 28, 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 early September to mid-October for keyholders.

The winter collection is open from mid-December to mid-February 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 mid-December to early April for keyholders.

Survey components will be open for revision during their regular data collection period, except that Fall components will open on 9/11 instead of 9/4. 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 IC or any SFA data through current year SFA, not PYR.

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

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 clicking the link to the right 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 eight survey components with changes that we'll cover in this video, along with some general reporting information: Institutional Characteristics, Completions, 12-Month Enrollment, Academic Libraries, Graduation Rates, 200% Graduation Rates, Outcome Measures, and Finance. Before we begin, it's important to mention that there was a proposed change to the Human Resources component, but it will not go forward in the next reporting cycle. Now, let's get started with the general information changes.

First, NCES would like to reduce the reporting burden for all institutions who report to IPEDS. Therefore, NCES will now ask about duplicative questions regarding finance, human resources, financial aid, and any other areas in which institutions may be reporting the same data to multiple agencies.

Next, there are a couple of terminology changes for this upcoming year. First, "formal award" has been replaced with "recognized postsecondary credential." Next, "contact hour" has been replaced with "clock hour." Finally, instructions have been added to exclude students from reporting who have received experimental Pell grants. This change is to clarify how to treat these students for IPEDS reporting purposes.

Additionally, definitions have been added to the glossary: Cohort year, Cost of attendance, Child institution, Parent institution and Recognized postsecondary credential.

Finally, for the 2020-21 collection year, the term "dual credit" will be replaced with "dual enrollment", and a definition for dual enrollment has been added to the glossary. This definition includes students who enroll in college courses offered by an institution of higher education while enrolled in high school or seeking a recognized equivalent. Student performance is recorded on a college transcript and postsecondary credit is awarded for a passing grade in the course. This includes: all postsecondary courses, independent of course delivery mode, course location, course instructor, whether secondary credit is also offered, and whether the student enrolls through a formal state/local program or enrolls outside a formal state/local program. This definition excludes: credit-by-exam models such as Advanced Placement and International Baccalaureate in which the student is not enrolled in a postsecondary institution.

Now, onto Institutional Characteristics. For the 2019-20 collection year, IC has added an FAQ to explain how to report room and board when an institution provides one but not the other. "If my institution offers room or board, but not both, how should I report this on the Cost of Attendance page? In this case, the "room and board" value must include both the known value and an estimate for the unknown value. Inclusion of both meal cost and housing cost is necessary to generate a total cost of attendance, which is subsequently needed for Net Price calculations. For example, if the institution offers meals but no housing, in the "on-campus room and board" field they would need to enter a total that includes the cost of the meal plan plus an estimate of housing (such as a housing cost that is similar to that of off-campus housing)."

For 2020-21, IC will segment out subbaccalaureate certificates that are less than one year in length on ICH, meaning that category 1 will be split into 1a and 1b. Also, NCES will remove academic year equivalencies

(for example, one academic year equals 900 clock hours of instruction, 30 semester credit hours or its equivalent, or 45 quarter credit hours.)

This is what level one looks like now, and this is what it will look like in the future.

Completions will also segment out subbaccalureate certificates that are less than one year in length, meaning that category 1 will be split into 1a and 1b in 2020-21. This is what the question looks like currently, and this is what it will look like segmented out. Additionally, the question on distance education will be refined to get more differentiation under CIP codes. “Is at least one program within this CIP code offered as a distance education program?” Finally, a new FAQ will be added to include the question, “What certificates should be included?”

For 12-Month Enrollment, in 2020-21 NCES is adding categories to allow for the same level of detail when reporting groups in E12 as those that are in the Fall Enrollment survey, which will allow for better data quality checks on the Outcome Measures survey component. You will now be asked to disaggregate reporting of undergraduate students by race/ethnicity and gender into the following categories:

- Full-time/Part-time, first-time degree/certificate-seeking
- Full-time/Part-time, transfer-in degree/certificate-seeking
- Full-time/Part-time, continuing/returning degree/certificate-seeking
- Full-time/Part-time, non-degree/non-certificate-seeking

The attendance level (full-time vs. part-time) of students is determined on the first full term (i.e., semester or quarter) at entry for first-time and transfer-in students, and graduate students will be reported on a separate screen.

Finally, there will be a new Distance Education screen, which includes the same questions that are in Fall Enrollment. You will be asked to report the number of undergraduate degree/certificate-seeking, undergraduate non-degree/non-certificate-seeking, and graduate students that are:

- 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
- Not enrolled in any distance education courses offered at your institution

For the Academic Libraries component, institutions will now include Digital/Electronic Serials in Digital/Electronic Circulation, which impacts both the instructions and FAQs. Digital/Electronic Serials (or e-serials) are defined as a periodical publication issued in successive parts bearing numerical or chronological designations, is intended to be continued indefinitely, and is published in digital form to be displayed on a computer screen in any medium.

You will be asked to report usage of e-serial titles whether viewed, downloaded, or streamed. This include usages for e-serial titles only, even if the title was purchased as part of a database. Viewing a document is defined as having the full text of a digital document or electronic resource downloaded. [NISO Z39.7-2013, section 7.7] If available, include the count for open access e-journal usage if the title is accessible through the library’s catalog or discovery system.

Libraries may need to ask vendors for e-serial usage reports; reports may not be delivered automatically or

in easily understood formats by the vendor to the library. Many vendors will provide usage statistics in COUNTER reports. When possible, record usage at the article level. The most relevant COUNTER report is JR1 (defined as the "Number of Successful Full-Text Article Requests by Month and Journal") which includes any use in JR1GOA (defined as the "Number of Successful Gold Open Access Full-Text Article Requests by Month and Journal") and JR1a reports (defined as the "Number of Successful Full-Text Article Requests from an Archive by Month and Journal").

Here are some applicable COUNTER definitions:

- eJournal: "Serial content that is published online"
- Full-Text Article: "The complete text, including all references, figures and tables, of an article, plus links to any supplementary material published with it"
- Gold Open Access: "Access, immediately upon publication and at no charge to the user (but usually supported financially by the author or the author's funding agency), of peer-reviewed, full-text articles that have been accepted for publication in a journal"
- Archive: "Non-current collections of journals, books, articles, or other publications that are preserved because of their continuing value and which are frequently made available by publishers as separate acquisitions."

In cases where vendors do not provide COUNTER reports, libraries may report using other means for monitoring digital/electronic circulation/usage (downloads, session views, transaction logs, etc.), or report zero. An electronic resource management system (ERMS) and/or a usage consolidation service may be helpful for collecting e-serial usage statistics. Do not include usage of titles in Demand-Driven Acquisition (DDA) or Patron-Driven Acquisition (PDA) collections until they have been purchased or leased by the library.

Finally, library staff by FTE will be asked in this component. On screen, you can see how to report library staff by FTE. Detailed instructions on how to compute FTE by each category will be available within the survey component.

For the 2019-20 Graduation Rates, 200% Graduation Rates, and Outcome Measures survey components, there are some glossary clarifications and new or modified FAQs. First we'll review the glossary clarifications. For transfer-in students, the following statement has been added: For systems of coordinated institutions (multi-campus system), students are to be identified as transfer-in students upon entering an institution from another institution within the same coordinated system. For transfer-out students, the following statement has been added: For systems of coordinated institutions (multi-campus system), students are to be identified as transfer-out students when leaving an institution to enroll into another institution within the same coordinated system.

For the Outcome Measures FAQ #30, a modification has been added to the end. For the question: "Are first-time or non-first-time students who transfer-out to another institution included in the non-first-time entering cohort of the transfer-in institution?", the following information has been added to the end of the original answer: For systems of coordinated institutions (multi-campus systems), each reporting entity with an IPEDS UnitID is recognized as an individual reporting institution for Outcome Measures purposes. Only the institution that confers the degree or award can report the students as a completer. Thus, if a student transfers out of the initial institution (institution A) and transfers-in to another institution (institution B)

within a coordinated system, that student is reported as a transfer-out by the initial institution (institution A), regardless of whether or not that student received a degree or award at another institution (institution B) within the coordinated system.

Finally, for GR & GR200, a new FAQ has been created. My institution is part of a coordinated system of institutions. If a student transfers out of my institution and goes to another institution within the coordinated system, can I count that student at my institution as a completer?

No. Your institution may not count that student as completer because that student is considered a transfer-out student. Each reporting entity that has an IPEDS UnitID is recognized as an individual reporting institution for Graduation Rates purposes and can only report completers if that campus confers the award or degree.

Finally, we're onto the Finance component for 2019-20 and 2020-21 changes. The first change is for the 2019-20 IPEDS collection, which entails the revision of the screening question on Pension to add "postemployment benefits other than pension (OPEB)," as you can see on screen. This change applies to degree-granting and non-degree-granting GASB [said GAZ-BEE] institutions. If you indicated "Yes" to the screening question, you will be required to complete Part M on Pension and Other Postemployment Benefits (OPEB) Information, providing data on expenses, liabilities, and/or deferrals related to one or more defined benefit pension plans and/or OPEB plans in which your institution participates.

Now let's review 2020-21 changes available as a preview in the 2019-20 IPEDS collection. There will be a new screening question to determine where/whether institutions will report intercollegiate athletics revenues. This applies to degree-granting GASB institutions as well as private, not-for-profit institutions and public institutions using FASB, and private, for-profit institutions. These questions will identify the sources of revenue for intercollegiate athletics.

There will be a new screen (Part N, Part I, and Part G, respectively) to collect numerator and denominator used to calculate financial health ratios that compose the Composite Financial Index (CFI). This applies to degree-granting GASB institutions and private, not-for-profit institutions and public institutions using FASB, as well as private, for-profit institutions.

Another new screen will be added, but this one is to show how institutions are discounting tuition (Part E2 & Part C2, respectively). This applies to degree-granting and non-degree-granting GASB institutions as well as private, not-for-profit institutions and public institutions using FASB, and private, for-profit institutions.

Finally, there will be new data elements in Part H to collect the market value for the change in value of endowment net assets. This applies to degree-granting GASB institutions as well as private, not-for-profit institutions and public institutions using FASB.

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