IPEDS Update

October 18, 2021

IES Institute of Education Sciences

Agenda

- General updates
- 2020-21 collection review
- Overview of upcoming (2021-22) collection
- IPEDS R & D
- Looking forward
- Resources
- Data tools

General updates

Reminder

- Reporting noncompliance
  - Regulations permit a fine of up to $59,017 for each violation of any provision of Title IV, or any regulation or agreement implementing that Title
  - Noncompliance includes:
    - Timely reporting
    - Accurate reporting

2020-21 collection review

COVID impacts

Coronavirus pandemic response

- Deadlines for Spring 2020 data collection were extended by 2 weeks for both Keyholders and Coordinators
- Institutions could use the Prior Year Revision system in Fall 2020 to report Spring 2020 data
- Developed coronavirus pandemic help for institutions in completing 2020-21 data reporting (some continues into 2021-22)

12-month Enrollment changes

Expanded Unduplicated Headcount Enrollment Categories

Students enrolled for credit	Degree/certificate-seeking				Non-degree/ non-certificate-seeking	Total, Part-time undergraduate students
	First-time	Transfer-in (non-first-time entering)	Continuing/ Returning	Total degree/certificate-seeking		
Nonresident alien						
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 men						

Expanded Unduplicated Headcount by Distance Education Status

12-month Unduplicated Count - Distance Education Status
July 1, 2019 – June 30, 2020

	Undergraduate Students		Graduate Students
	Degree/certificate-seeking	Non-degree/non-certificate-seeking	
Students ***enrolled exclusively*** in distance education courses			
Students ***enrolled in at least one but not all*** distance education courses			
Students ***not enrolled in any*** distance education courses			
Total (from prior part A screens)			

New FAQs

Dual enrolled high school students

Prior Summer Enrollment

Student Status Changes

Finance changes

IPEDS Finance Changes 2020-21

- New screening question on intercollegiate athletics revenues has been added to General Information. [degree-granting GASB, FASB, and private-for-profit (PFP) institutions]

4. Intercollegiate Athletics

a) If your institution participates in intercollegiate athletics, are the expenses accounted for as auxiliary enterprises or treated as student services?

- ○ Auxiliary enterprises
- ○ Student services
- ○ Does not participate in intercollegiate athletics
- ○ Other (specify in box below)

b) If your institution participates in intercollegiate athletics, indicate the category where these revenues are included (check all that apply):

- ☐ Sales and services of educational activities
- ☐ Sales and services of auxiliary enterprises
- ☐ Does not have intercollegiate athletics revenue
- ☐ Other (specify in box below)

IPEDS Finance Changes 2020-21

- Screening question on pension and Postemployment Benefits Other than Pension (OPEB) has been split into two questions in General Information section. [degree-granting and non-degree-granting GASB institutions]

6. Pension

Does your institution include defined benefit pension liabilities, expenses, and/or deferrals in its General Purpose Financial Statements?

- ○ No
- ○ Yes

7. Postemployment Benefits Other than Pension (OPEB)

Does your institution include postemployment benefits other than pension (OPEB) liabilities, expenses, and/or deferrals in its General Purpose Financial Statements? (No/Yes)

- ○ No
- ○ Yes

IPEDS Finance Changes 2020-21

- New screen and data elements (Part N-GASB, Part I-FASB, and Part G-PFP) have been added to collect numerator and denominator for calculating financial health ratios. [degree-granting GASB, FASB, and PFP institutions]

Part N - Financial Health

	Most recent fiscal year ending before October 2020	
Line No.	Description *(If your institution is a parent institution then the amounts reported should include ALL of your child institutions. Include amounts for the institution's FASB component unit.)*	Current year amount
01	Operating income (Loss) + net nonoperating revenues (expenses)	
02	Operating revenues + nonoperating revenues	
03	Change in net position	
04	Net position	
05	Expendable net assets	
06	Plant-related debt	
07	Total expenses	

Note: This screen is for Part N - GASB.

IPEDS Finance Changes 2020-21

- Part E [GASB] and Part C [FASB and PFP] have been relabeled to become Part E-1 and Part C-1, respectively, and new screens Part E-2 [GASB] and Part C-2 [FASB and PFP] on Sources of Discounts and Allowances have been added. [all institutions]

Part E-2 - Sources of Discounts and Allowances

		Most recent fiscal year ending before October 2020		
		Amount of Source Applied to:		
Line No.	Source of Discounts and Allowances	Tuition and fees discounts & allowances	Auxiliary enterprises discounts & allowances	Total discounts & allowances
12	Pell grants (federal)			
13	Other federal grants (Do NOT include FDSL amounts)			
14	Grants by state government			
15	Grants by local government			
16	Endowments and gifts			
17	Other institutional sources **CV**=[E18-(E12+E13+ ... +E16)]			
18	Total (from Part E1 line 8, 9 and 10)			

Note: This screen is for Part E-2 - GASB.

IPEDS Finance Changes 2020-21

- New data elements in Part H have been added to collect market value for change in value of endowment net assets. [degree-granting GASB and FASB]

Part H - Details of Endowment Net Assets

			Most recent fiscal year ending before October 2020	
	Include not only endowment net assets held by the institution, but any assets held by private foundations affiliated with the institution.			
Line No.	Value of Endowment Net Assets		Market Value	Prior Year Amounts
01	Value of endowment net assets at the beginning of the fiscal year			
02	Value of endowment net assets at the end of the fiscal year			
03	Change in value of endowment net assets **CV**=[H02-H01]			
	03a	New gifts and additions		
	03b	Endowment net investment return		
	03c	Spending distribution for current use		
	03d	Other **CV**=[H03-(H03a+H03b+H03c)]		

Note: "Endowment assets" has been reworded to "endowment net assets"

Academic Libraries changes

IPEDS Academic Libraries Changes 2020-21

- Changed instructions for Total Digital/Electronic Circulation or Usage to include e-serials
- Updated guidance on COUNTER definition

Library Collections/Circulation, Interlibrary Loan Services, and Library Staff

Section I: For all degree-granting institutions with library expenses >0 and/or access to a library collection

NOTE - This section of the survey collects data on selected types of material. It does not cover all materials. Report the total number of each category held at the END of Fiscal Year 2020.

Library Collections	Physical		Digital/Electronic		Total
		Prior Year Amount		Prior Year Amount	
Books					
Databases					
Media					
Serials					
Total					
Library Circulation					

IPEDS Academic Libraries Changes 2020-21 (cont.)

- Added collection of library FTE (details moved from HR survey, higher level numbers still collected on HR)

Does your institution have Library Staff?

- ○ No
- ○ Yes

Library Staff	Number of FTEs
Librarians	
Other Professional Staff	
All Other Paid Staff (Except Student Assistants)	
Student Assistants	
Total	

Overview of current (2021-22) data collection

IPEDS 2021-22 data collection schedule

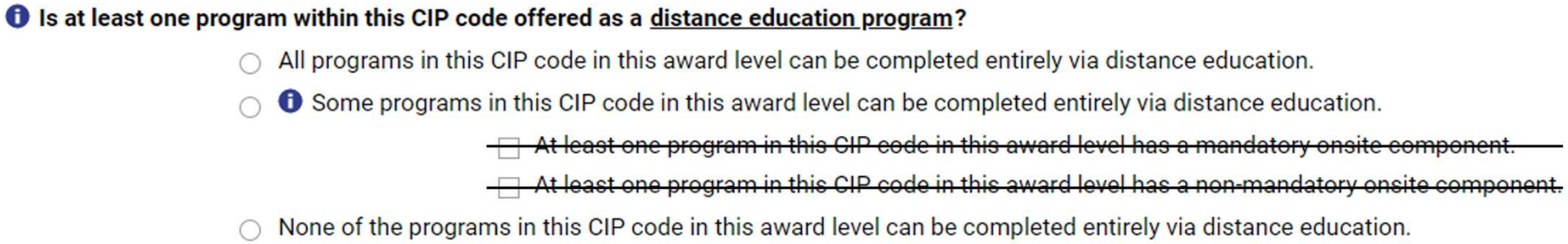
	Opens	Keyholder close	Coordinator close
Registration Registration* Report mapping Institution Identification** IC-Header	August 4, 2021	Register by August 25, 2021	
Fall collection Institutional Characteristics (IC) Completions (C) 12-Month Enrollment (E12)	September 1, 2021	October 13, 2021	October 27, 2021
Winter collection Student Financial Aid (SFA) Graduation Rates (GR) 200% Graduation Rates (GR200) Admissions (ADM) Outcome Measures (OM)	December 8, 2021	February 9, 2022	February 23, 2022
Spring collection Fall Enrollment (EF) Finance (F) Human Resources (HR) Academic Libraries (AL)		April 6, 2022	April 20, 2022

* Registration contact information can be updated starting 08/04/2021 through 07/15/2022
** Institution Identification information can be updated starting 08/04/2021 through 05/31/2022

Completions change

IPEDS Completions Change 2021-22 (Distance Education)

- In 2020-21, the DE question at the bottom of the 'CIP Data' screen was expanded to capture more differentiation.
- Due to confusion and lack of definitions, the added checkbox options will be removed for the 2021-22 collection:



12-month Enrollment changes 2021-22

New FAQ: Ensuring Consistent Reporting Between EF and E12

- Fall enrollment is first reported in the Spring (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 E12.
- Because the fall term is considered a regular term for IPEDS reporting purposes, students enrolled in the fall term and captured in the EF 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 E12 survey.

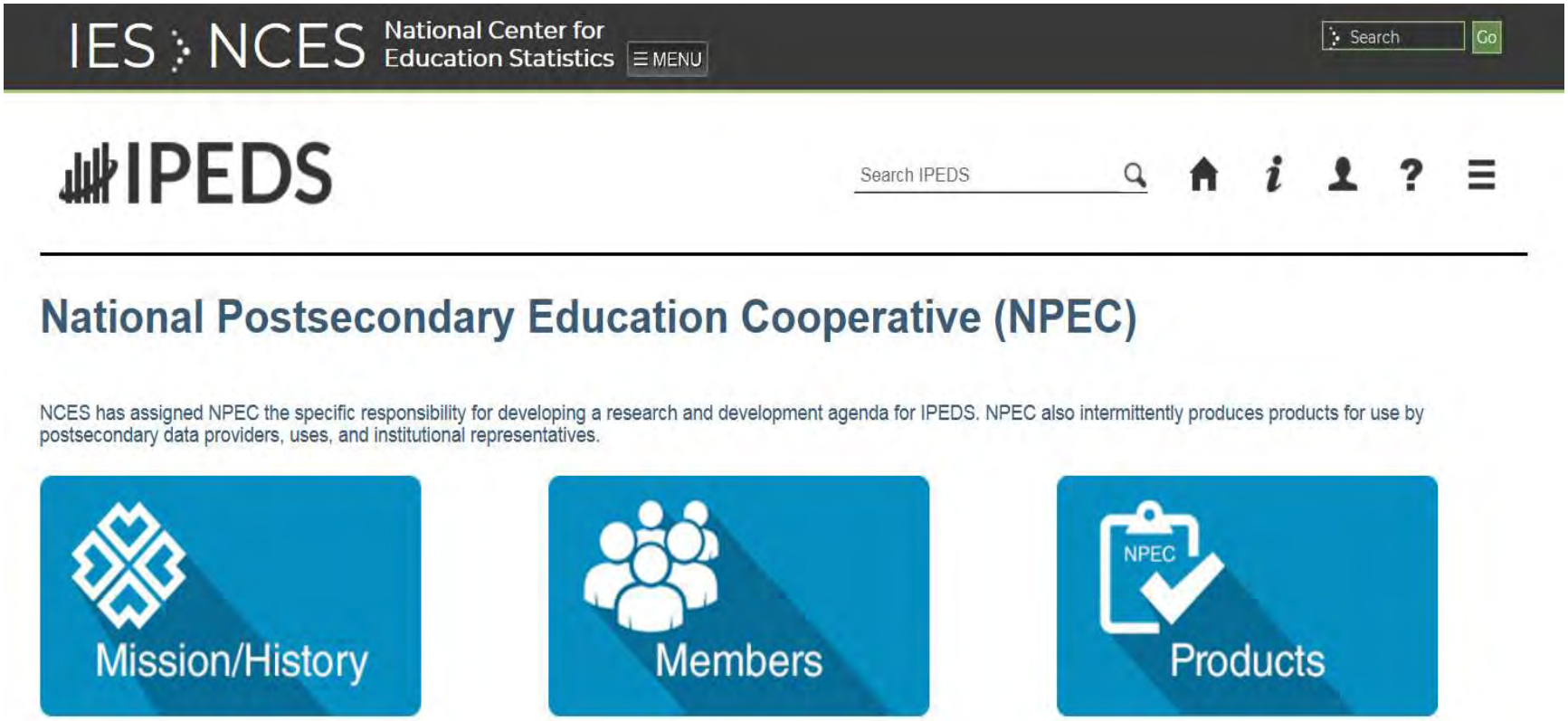
New FAQ: Ensuring Consistent Reporting Between E12 and OM

- While the E12 survey captures unduplicated enrollment counts during the 12-month period of July 1 to June 30, the Outcome Measures (OM) 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 E12 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 E12, the OM survey captures only degree/certificate-seeking students. For this reason, students' statuses for OM reporting purposes are determined in their first full term as a degree/certificate-seeking student.
- Therefore, OM counts should be same or slightly greater than degree/certificate-seeking student counts reported in E12 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 EF and E12 surveys) but then change their enrollment to degree/certificate-seeking in the spring term (and thus need to be captured in the OM survey).

IPEDS R & D

National Postsecondary Education Cooperative (NPEC)

National Postsecondary Education Cooperative (NPEC)



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

Commissioned papers (under ‘Products’)

IPEDS Integrated Postsecondary Education Data System

Search IPEDS

National Postsecondary Education Cooperative (NPEC)

Mission/History
Members
Products

Products

2019

Noncredit Enrollment and Related Activities (PDF, 1.53 MB)

Updating and Aligning the IPEDS Institutional Characteristics Survey Component (PDF, 531 KB)

Examining Current Institutional Outsourcing Practices and the IPEDS Human Resources Survey Component (PDF, 587 KB)

Improving and Expanding the IPEDS Admissions Survey Component (PDF, 1.24 MB)

2018

2017

More information

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IPEDS Technical Review Panel

What is the IPEDS Technical Review Panel?

- RTI International (RTI) invites group of technical experts to discuss and make suggestions related to:
  - Emerging areas of concern
  - Legislation and regulations affecting IPEDS
  - Decreasing time burden of reporting data
  - Maintaining and enhancing federal data for data users
    - ❖Policy makers, data researchers, institutions, public consumers
- Meetings occur three times a year
  - Fall
  - Spring
  - Summer

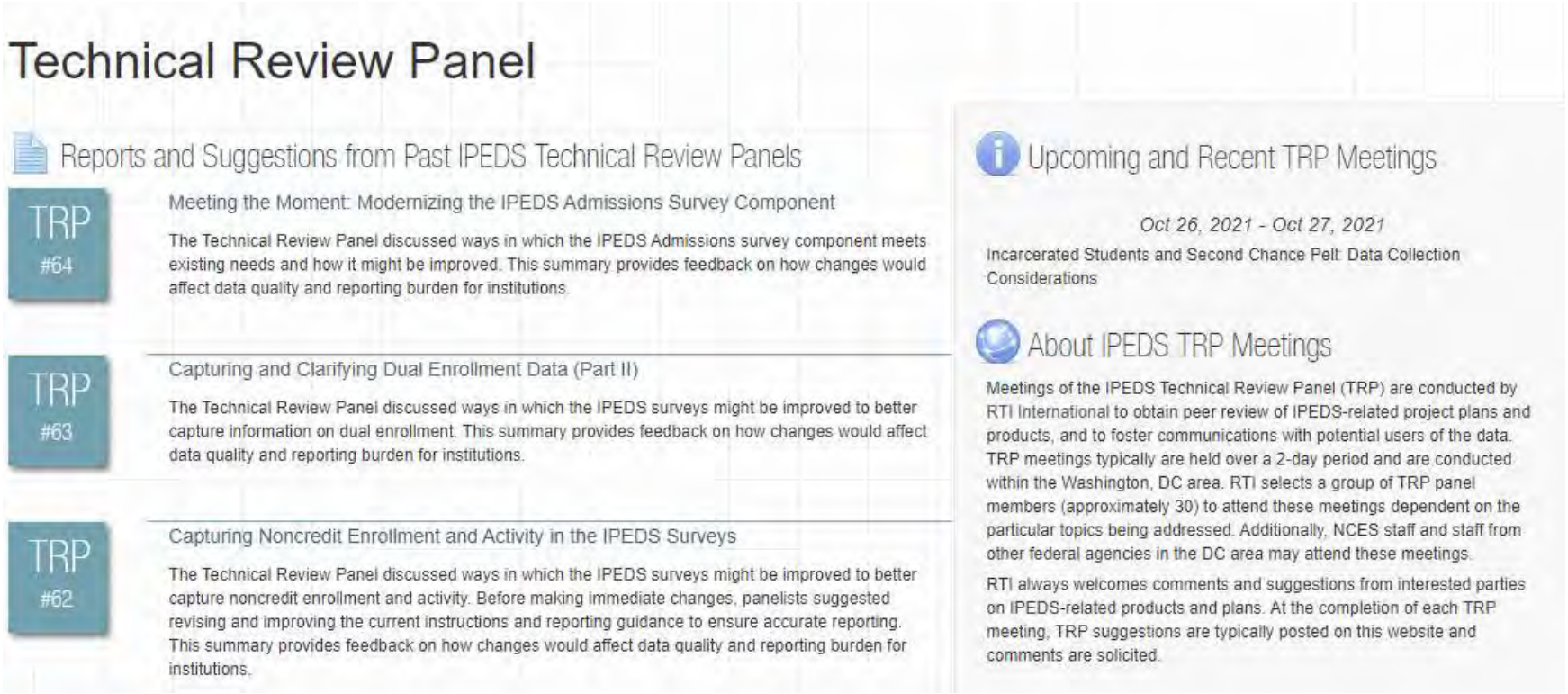
Technical Review Panel website

- Hosted by RTI
  - Summaries of meetings;
  - Calls for comment (30 day); and
  - Dates for upcoming meetings

- Available through the Technical Review Panel link on the 'Join In' page

- To be considered a technical expert for future TRPs, contact Amy Barmer at abarmer@rti.org

Technical Review Panel website



Technical Review Panel

Reports and Suggestions from Past IPEDS Technical Review Panels

TRP #64

Meeting the Moment: Modernizing the IPEDS Admissions Survey Component

The Technical Review Panel discussed ways in which the IPEDS Admissions survey component meets existing needs and how it might be improved. This summary provides feedback on how changes would affect data quality and reporting burden for institutions.

TRP #63

Capturing and Clarifying Dual Enrollment Data (Part II)

The Technical Review Panel discussed ways in which the IPEDS surveys might be improved to better capture information on dual enrollment. This summary provides feedback on how changes would affect data quality and reporting burden for institutions.

TRP #62

Capturing Noncredit Enrollment and Activity in the IPEDS Surveys

The Technical Review Panel discussed ways in which the IPEDS surveys might be improved to better capture noncredit enrollment and activity. Before making immediate changes, panelists suggested revising and improving the current instructions and reporting guidance to ensure accurate reporting. This summary provides feedback on how changes would affect data quality and reporting burden for institutions.

Upcoming and Recent TRP Meetings

Oct 26, 2021 - Oct 27, 2021

Incarcerated Students and Second Chance Pell: Data Collection Considerations

About IPEDS TRP Meetings

Meetings of the IPEDS Technical Review Panel (TRP) are conducted by RTI International to obtain peer review of IPEDS-related project plans and products, and to foster communications with potential users of the data. TRP meetings typically are held over a 2-day period and are conducted within the Washington, DC area. RTI selects a group of TRP panel members (approximately 30) to attend these meetings dependent on the particular topics being addressed. Additionally, NCES staff and staff from other federal agencies in the DC area may attend these meetings.

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 typically posted on this website and comments are solicited.

Recent and upcoming TRP meetings

Date	TRP topic
October 2021	Incarcerated Students and Second Chance Pell
June 2021	Admissions
March 2021	Capturing and Clarifying Dual Enrollment, Part II
October 2020	Capturing Noncredit Enrollment and Activity in the IPEDS Surveys
June 2020	Improving the Student Financial Aid Component
October 2019	Monitoring Emerging Issues in Higher Education
June 2019	IPEDS Data Visualizations

Looking forward

Office of Management and Budget (OMB) clearance

OMB clearance

- Current
  - The IPEDS 2019-20 through 2021-22 (1850-0582 v.27) data collections are all cleared for collection
  - There are some minor changes for the 2021-22 data collection (v. 28)
  - View changes at https://surveys.nces.ed.gov/ipeds/public/changes-to-the-current-year
- Upcoming
  - The IPEDS 2022-23 through 2024-25 (1850-0582 v.29) data collections will be submitted to OMB for clearance in early 2022
    - 60-day comment period & response
    - 30-day comment period & response

Changes

Technical review panel meetings
- Dual Enrollment
- Student Financial Aid
- Noncredit
- Admissions

NPEC papers
- Dual Enrollment
- Student Financial Aid
- Noncredit
- Admissions
- Institutional Characteristics

Other changes
- Academic Libraries
- Finance
- Instructions and Definitions

Potential changes: Student Financial Aid

Summary of TRP #61: Improving the Student Financial Aid Component

- Held virtually on June 23 & 24, 2020
- Guiding Documents:
  - 2018 NPEC paper, *Making the IPEDS Student Financial Aid Survey Data Meaningful*
  - 2011 NPEC paper, *Suggestions for Improvements to the Collection and Dissemination of Federal Financial Aid Data*
  - TRP #60: Monitoring Emerging Issues in Higher Education (October 2019)
  - TRP #54: Exploring Topical issues in Higher Education (October 2017)
- Written Summaries:
  - https://nces.ed.gov/npec/products.asp
  - https://edsurveys.rti.org/ipeds_trp/

Motivation for SFA Survey Changes

Purpose	Minimize reporting errors and improve the consistency, reliability, validity, comparability, and utility of the IPEDS SFA data, with an eye towards the long-term goal of reducing reporting burden.
Current Limitations in IPEDS	• **Lack of clarity.** The SFA survey component uses terms and concepts with multiple meanings in the education community. Some are clearly defined in the IPEDS Glossary while others are not defined. • **IPEDS data alignment.** Reporting periods for data items and institution types are not aligned within the SFA survey component and across other IPEDS survey components. This compromises comparability of education costs and outcomes across postsecondary education sectors, institution types, and education programs. • **IPEDS SFA program metric.** Current student groups, financial aid program categories, and levels of SFA data disaggregation are not ideal for answering prevalent consumer information, research, and policy questions.

NPEC and TRP Recommendations

The following recommendations are based on input received from 2011 - 2020:

Separate degree and non-degree-seeking students in Parts A & B	Allow for the calculation of Pell percentages based only on eligible (degree-seeking) students
Align SFA with OM and E12	Align for all undergraduates but get data sharing agreement with DOD and VA for military services and veteran's benefits
Disaggregate graduate students by degree level	Institutions have this data and many report it on the state level
Expand and standardize reporting fields	Include part time, transfer, returning, and graduate students and disaggregate by student socioeconomic characteristics
Collect FAFSA metadata	Data sharing agreement with FSA

NPEC and TRP Recommendations

The following recommendations are based on input received from 2011 - 2020:

Student progression	Purpose and data definition clarification needed. IPEDS collects completion/graduation rate and outcomes data. Link aid dollars to outcomes at 100%, 150%, and 200% of normal completion time?
Federal student loan debt	Data sharing with NSLDS or Student Loan Clearing House
FAFSA verification metadata	Data sharing agreement with FSA
State and local financial aid	Differences in how education institutions, organizations, and agencies define and categorize need-based and non-need-based financial aid programs
Net price survey	Add separate net price survey component to make it more meaningful

Overview of proposed changes

- Clarifying definitions
- Separating degree and non-degree-seeking students in Parts A & B
- Adding additional groups to align with E12 and SFA
- Standardizing fields collected

Separating degree and non-degree-seeking students in Parts A & B

Part A - Establish Your Groups

Part A establishes the number of students in various groups. Note that the numbers on this screen will be carried forward to other parts of the Student Financial Aid component.

In the fields below, report the number of students in each of the following groups.

		Fall 2018	YOUR PRIOR YEAR DATA Fall 2017
01	**Group 1** All undergraduate students		
	01a Of those in Group 1, those who are degree/certificate-seeking		
	01b Of those in Group 1, those who are non-degree/certificate-seeking		
	Group 2		
02	Of those in Group 1, those who are full-time, first-time degree/certificate-seeking		
	02a Of those in Group 2, those who were awarded any Federal Work Study, loans to students, or grant or scholarship aid from the federal government, state/local government, the institution, or other sources known to the institution		
	02b Of those in Group 2, those who were awarded any loans to students or grant or scholarship aid from the federal government, state/local government, or the institution		

Separating degree and non-degree-seeking students in Parts A & B

Part B - Enter Information About Group 1

Group 1 students are **ALL undergraduate** students (including first-time students) enrolled in Fall 2018

In the fields below, report the number of Group 1 students and the total amount of aid awarded to these students for each type of aid.

Informa Fall 2018 **Fall 2018**

		Group 1 **All undergraduate** students (This number is carried forward from Part A, Line 01.)		**Group 1a** **All degree/certificate-seeking undergraduate** students (This number is carried forward from Part A, Line 01a.)		**Group 1b** **All non-degree/certificate-seeking undergraduate** students (This number is carried forward from Part A, Line 01b.)		**Group 1** **All undergraduate** students	
								2018-19	
	Aid Type	Number of Group 1 students who were awarded aid	Percentage of Group 1 students who were awarded aid	Number of Group 1a students who were awarded aid	Percentage of Group 1a students who were awarded aid	Number of Group 1b students who were awarded aid	Percentage of Group 1b students who were awarded aid	Total amount of aid awarded to Group 1 students	Average amount of aid awarded to Group 1 students
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)**								
	02 Pell Grants								
03	Federal student loans								

Aligning with E12 and SFA and standardizing data fields for all categories

SFA Student Categories and Data - Current

- The IPEDS SFA survey component collects student counts and financial aid amounts for four main categories of degree/certificate seeking students:
  - Undergraduates and graduates,
  - Undergraduates,
  - First-time, full-time undergraduates, and
  - First-time, full-time undergraduates paying in-state/in-district tuition and fees

SFA Student Categories and Data - Current

Categories	Undergraduate & Graduates		Undergraduates **(Group 1)**		First-Time, Full-Time Undergraduates **(Group 2)**		First-Time, Full-Time Undergraduates In-state/district tuition **(Group 3 & Group 4)**	
Financial Aid	Counts	Amounts	Counts	Amounts	Counts	Amounts	Counts	Amounts
Federal grant & scholarship aid				√	√	√	√	√
State/local grant & scholarship aid (include fellowships, waivers, & exemptions)				√	√	√	√	√
Institutional grant & scholarship aid (include fellowships, waivers, & exemptions)				√	√	√	√	√
Private grants & scholarships								
Other grant & scholarship aid known to the institution				√				
Federal grants					√			
Federal Pell Grants				√	√	√		
Other Federal Grants					√	√		
Federal Work Study (FWS)					√	√		
Loans to students					√			
Federal loans				√	√	√		
Other loans (includes private & institutional loans)					√	√		
Title IV aid (includes FWS)					√	√	√	√
Post 9/11 GI Benefits	√	√						
DOD Tuition Assistance	√	√						

SFA Student Categories and Data - Current

SFA Survey Component Income Grid and Calculated Values					
Category	Undergraduate & Graduates	Undergraduates **(Group 1)**	First-Time, Full-Time Undergraduates **(Group 2)**	First-Time, Full-Time Undergraduates In-state/district tuition **(Group 3 & Group 4)**	All Other Undergraduates
Total headcount		√ ▮	▮	▮	▮
Total financial aid		▮	▮		▮
Total grant and scholarship aid from federal, state, and institutional sources by FISAP income level				√	
Total Federal Pell Grants		▮	▮		▮
Total federal student loans		▮	▮		▮
Percentage awarded aid		▮	▮		▮
Average financial aid awarded		▮	▮	▮	▮
√ = Data provided by institutions					
▮ = Calculated value(s)					

SFA Student Categories and Data - Proposed

Categories	Undergraduate & Graduates		Undergraduates		**All Full-Time Graduates**		**All Full-Time Undergraduates**		First-Time, Full-Time Undergraduates		First-Time, Full-Time Undergraduates In-state/district tuition	
Financial Aid - **Proposed**	#	$	#	$	#	$	#	$	#	$	#	$
Federal grant & scholarship aid	√	√	√	√	√	√	√	√	√	√	√	√
State/local grant & scholarship aid (include fellowships, waivers, & exemptions)	√	√	√	√	√	√	√	√	√	√	√	√
Institutional grant & scholarship aid (include fellowships, waivers, & exemptions)	√	√	√	√	√	√	√	√	√	√	√	√
Private grants & scholarships	√	√	√	√	√	√	√	√	√	√	√	√
Other grant & scholarship aid known to the institution	√	√	√	√	√	√	√	√	√	√	√	√
Federal grants	√	√	√	√	√	√	√	√	√	√	√	√
Federal Pell Grants	√	√	√	√	√	√	√	√	√	√	√	√
Other Federal Grants	√	√	√	√	√	√	√	√	√	√	√	√
Federal Work Study (FWS)	√	√	√	√	√	√	√	√	√	√	√	√
Loans to students	√	√	√	√	√	√	√	√	√	√	√	√
Federal loans	√	√	√	√	√	√	√	√	√	√	√	√
Other loans (includes private & institutional loans)	√	√	√	√	√	√	√	√	√	√	√	√
Title IV aid (includes FWS)	√	√	√	√	√	√	√	√	√	√	√	√
Post 9/11 GI Benefits	√	√	–	–	–	–	–	–	–	–	–	–
DOD Tuition Assistance	√	√	–	–	–	–	–	–	–	–	–	–

Note: Where # = headcount and $ = financial aid amount awarded/disbursed for degree/certificate seeking students.

SFA Student Categories and Data – Proposed New Calculated Values

Categories	Headcount		Award Amounts	
Undergraduate & graduate students	√	√	√	√
Undergraduate students	√	√	√	√
Graduate students	🖩	🖩	🖩	🖩
All full-time graduates	√	√	√	√
All less-than full-time graduates	🖩	🖩	🖩	🖩
All full-time undergraduates	√	√	√	√
All less-than full-time undergraduates	🖩	🖩	🖩	🖩
First-time, full-time undergraduates	√	√	√	√
Non-first-time, full-time undergraduates	🖩	🖩	🖩	🖩
First-time, full-time undergraduates paying in-state/in-district tuition	√	√	√	√
First-time, full-time undergraduates paying out-of-state tuition	🖩	🖩	🖩	🖩

Note: Where 🖩 = IPEDS calculated values for degree/certificate seeking students in each category.

Potential changes: Noncredit enrollment

Summary of TRP #62: Noncredit Enrollment and Activity

- Held virtually on October 20 & 21, 2020
- Guiding Documents:
  - 2020 NPEC paper, *Noncredit Enrollment and Related Activities*
  - TRP #22: Collecting Data on Noncredit Instructional Activity (held March 2008)
- Written Summaries:
  - https://nces.ed.gov/npec/products.asp
  - https://edsurveys.rti.org/ipeds_trp/

Motivation for TRP #62

Purpose	•Discuss opportunities to improve the utility of IPEDS data by collecting additional data on noncredit enrollment and activity that the postsecondary community and IPEDS stakeholders consider important, while balancing burden for data reporters.
Current Limitations in IPEDS	•**Lack of data.** Information on noncredit enrollment and related activities is not collected in any publicly available national data collection, resulting in significant gaps in what is known about the scope or scale of noncredit activity at the national level. •**IPEDS metrics.** Omitting noncredit activity disproportionately affects some sectors or types of institutions that have significant noncredit enrollment (most often 2-year public institutions) and affects the accuracy and comparability of key IPEDS metrics derived using enrollment and full-time equivalent (FTE) measures (e.g., student-to-faculty ratio, finance ratios).

Noncredit Enrollment and Activity Currently Collected

Institutional Characteristics Surveys (IC and IC-Header)	Enrollment Surveys (EF and E12)

• IPEDS IC and IC-Header surveys collect only a few types of noncredit activity/instruction offered at postsecondary institutions.
  • IC-Header survey captures institutions offering "avocational (leisure) programs" and "adult basic or remedial programs."
  • IC survey captures institutions offering "remedial services.
	• No information on noncredit enrollment is currently collected in IPEDS enrollment surveys (EF, E12).
	• Institutions are instructed to report "all students enrolled for credit."
	• However, students enrolled in some categories of noncredit or zero-credit courses may be reported in IPEDS enrollment surveys as degree-seeking (e.g., remedial and ESL course enrollment if students are enrolled eligible Title-IV programs and receive Title-IV aid).

Primary Recommendations from TRP #62

- Define “noncredit” and related terminology to reflect current trends and ensure consistent reporting, possibly within three primary categories: career/technical, foundational skills/college readiness, and personal/enrichment.
- Enhance the IC survey component to be the first “capture point” for noncredit activity with a series of simple checkboxes, collecting a modest amount of additional detail about noncredit offerings.
- Expand the E12 survey component to collect overall total noncredit enrollment count; instructional clock hours, potentially by the three primary noncredit categories listed above.
- Panelists agreed that a “start small and build upon later” approach would be most appropriate to increase the amount of data collected about noncredit enrollment and activity in IPEDS.
- Changes to student outcome surveys (e.g., Completions, Outcome Measures) to collect information on noncredit activity should be considered in future TRPs dedicated to individual surveys.

Next steps/proposed changes

- Developing noncredit definition and detailed instructions
- Capturing some noncredit information in IC-Header/IC
  - Types of noncredit activity
- Collecting noncredit enrollment in 12 Month Enrollment
  - Clarifying who should be included and not included

Proposed changes: Dual enrollment

TRP #63: Capturing and Clarifying Dual Enrollment Data (Part II)

- Held virtually on March 23 & 24, 2021

- Guiding Documents:
  - 2017 NPEC paper, *Improving IPEDS Data Collection on High School Students Enrolled in College Courses*
  - TRP #55: Capturing and Clarifying Dual Enrollment Data (held March 208)

- Written Summaries:
  - https://nces.ed.gov/npec/products.asp
  - https://edsurveys.rti.org/ipeds_trp/

Overview of TRP # 63: Capturing and Clarifying Dual Enrollment Data (Part II)

Purpose	Continue the TRP discussion that took place in March 2018 (TRP # 55) on practicable ways to collect and clarify dual enrollment data within the IPEDS data collection, while balancing burden for data reporters.
Current Limitations in IPEDS	Currently IPEDS does not collect information on dual enrollment offerings and enrollment in dual enrollment programs or courses separately, except for the single IC survey's question whether an institution accepts "dual enrollment."

Primary recommendations from TRP # 63

- Add options for dual enrollment courses and/or programs to the list of types of instruction/programs offered by the institution *or* add a new, separate question asking whether an institution offers or participates in dual enrollment courses or programs
- Add a column to E12 to specifically collect dual enrolled students and separate them from other categories (and maybe to EF)
- Further explore the impact of dual enrolled students on the student-faculty ratio
- Add a column in Completions, where appropriate, to collect the number of students who completed a credential entirely via dual enrollment

Next steps

- Add screening questions in IC Header
  - Determine applicability of collecting dual enrolled students in other parts of IPEDS
- Add collection of dual enrolled students in E12
  - Collected as part of 'non-degree/certificate-seeking students in the existing table' (same as current collection)
  - Broken out into a separate table

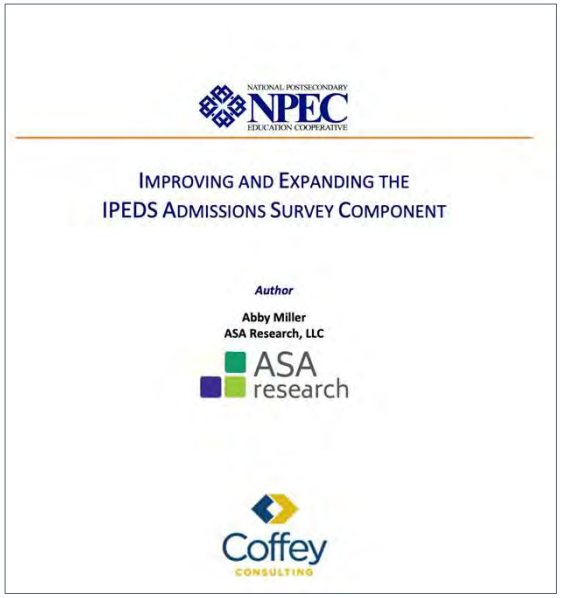
Overview of admissions discussion

TRP #64: Admissions Survey Component

- Held virtually on June 22 & 23, 2021

- Guiding Document:
  - 2020 NPEC paper, *Improving and Expanding the IPEDS Admissions Survey Component*
    https://nces.ed.gov/ipeds/pdf/NPEC/data/NPEC_Paper_IMPROVING_EXPANDING_IPEDS_ADMISSIONS_SURVEY_COMPONENT.pdf

- Written summary:
  - https://edsurveys.rti.org/IPEDS_TRP_DOCS/prod/documents/TRP64_Summary.pdf



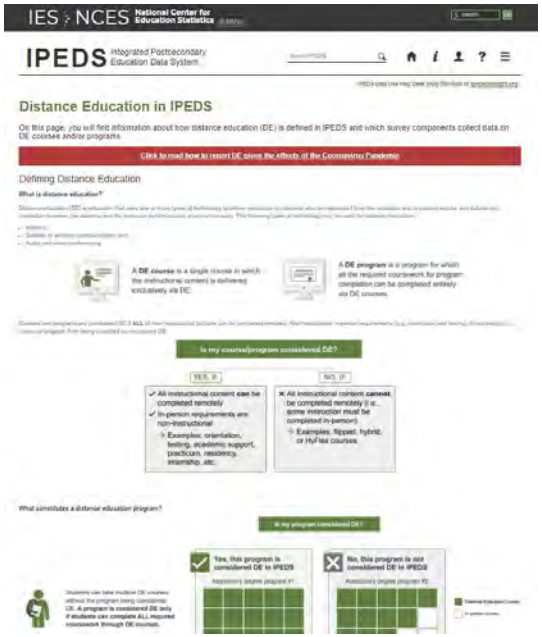
Primary recommendations of TRP #64

- Modify the open admissions definition for clarity
- Add a follow-up question to the IC Header question to better understand what open admissions means at various institutions
- Explore the possibility of collecting data for open admissions institutions
- Capture information on other admissions policies (e.g., early decision or early action)
- Make some clarifications in the list of admissions considerations
- Change/clarify the required/considered/recommended options
- Clarify test-optional institution reporting
- Consider additional groups beyond first-time students and fall entering students
- Add median test scores
- Additional test scores

IPEDS Resources

IPEDS Resources

Resource pages / Brochures



NCES Blog

Twitter

Distance Education Resource Page

IES NCES National Center for Education Statistics ≡ MENU Search Go

IPEDS Integrated Postsecondary Education Data System

Search IPEDS

IPEDS Data Use Help Desk (866) 558-0658 or ipedstools@rti.org

Distance Education in IPEDS

On this page, you will find information about how distance education (DE) is defined in IPEDS and which survey components collect data on DE courses and/or programs.

Click to read how to report DE given the effects of the Coronavirus Pandemic

Defining Distance Education

What is distance education?

Distance education (DE) is education that uses one or more types of technology to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously. The following types of technology may be used for distance instruction:

- Internet;
- Satellite or wireless communication; and
- Audio and video conferencing

A **DE course** is a single course in which the instructional content is delivered exclusively via DE.

A **DE program** is a program for which all the required coursework for program completion can be completed entirely via DE courses.

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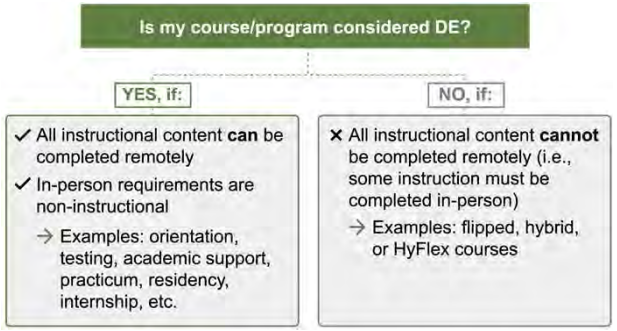
Search Go

Courses and programs are considered DE if **ALL** of their instructional portions can be completed remotely. Non-instructional in-person requirements (e.g., orientation and testing) do not exclude a course or program from being classified as exclusively DE:



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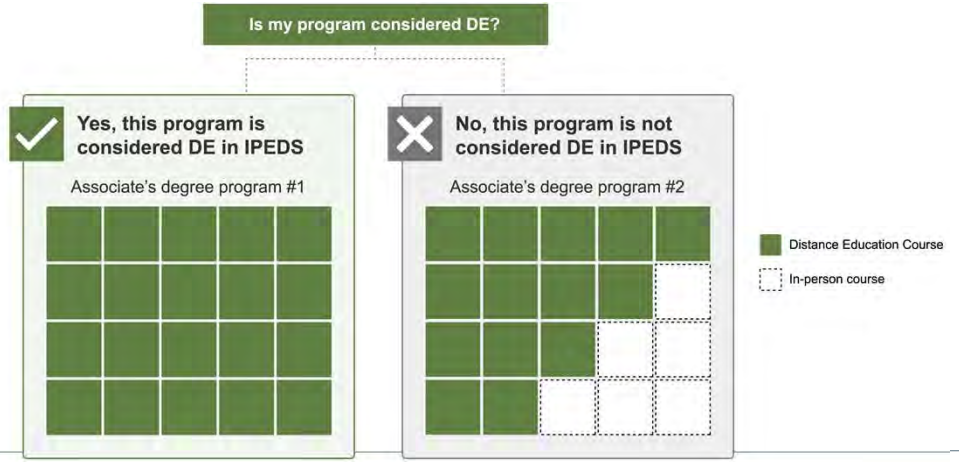
What constitutes a distance education program?

Students can take multiple DE courses without the program being considered DE. **A program is considered DE only if students can complete ALL required coursework through DE courses.**



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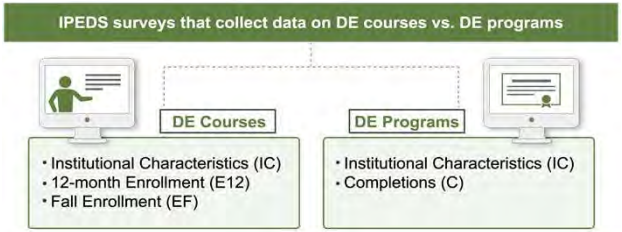
Distance Education in IPEDS

IPEDS collects data on DE in four survey components: Institutional Characteristics (IC), 12-month Enrollment (E12), Fall Enrollment (EF), and Completions (C).

Which survey components collect distance education data at the course and/or the program levels?



How do IPEDS survey components collect distance education information?

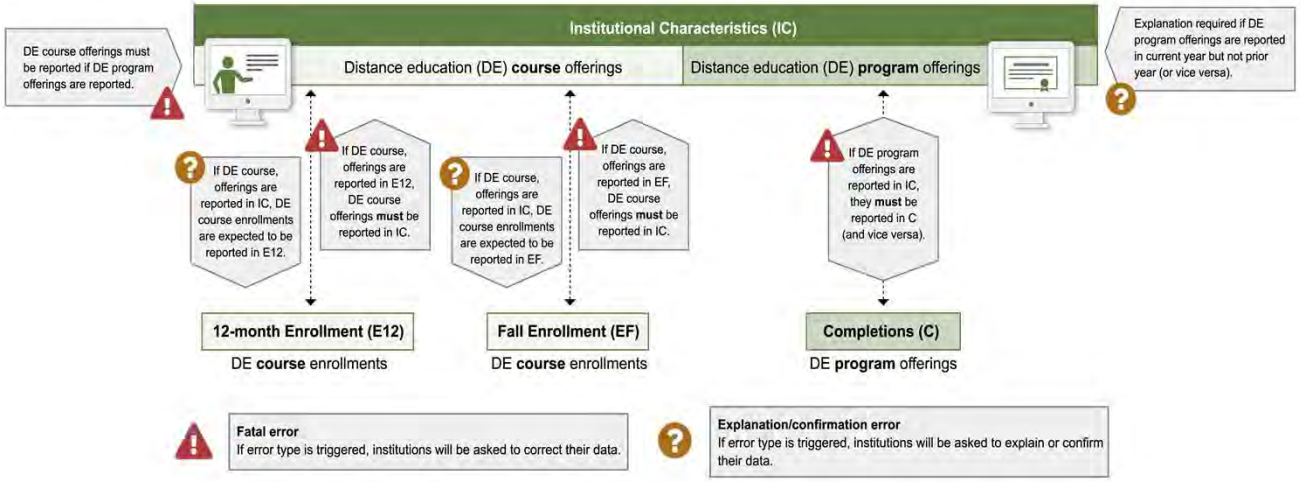
Overview of DE data collection in IPEDS

Survey component	Collection period	Data coverage period	DE courses	DE programs	Response type(s)	Data collected	Notes/ Guidance	Common reporting errors
Institutional Characteristics (IC) Click to view IC survey sample	Fall	Current academic year	Yes	Yes	Multiple choice/checkbox	Captures whether institutions offer DE courses and/or programs for undergraduate and graduate students and whether all programs are offered exclusively via DE	Click to view IC notes	Click to view IC common reporting errors
12-month Enrollment (E12) Click to view E12 survey sample	Fall	July 1-June 30 (prior year)	Yes	No	Student counts	Captures the number of students enrolled in DE courses over 12-month period	Click to view E12 notes	Click to view E12 common reporting errors
Fall Enrollment (EF) Click to view EF survey sample	Spring	Institutions' official fall reporting periods	Yes	No	Student counts	Captures the number of students enrolled in DE courses in the fall term and, of the students enrolled exclusively via DE, the number located in various geographic categories	Click to view EF notes	Click to view EF common reporting errors
Completions (C) Click to view C survey sample	Fall	July 1-June 30 (prior year)	No	Yes	Multiple choice/checkbox	Captures whether all, some, or none of the programs within each CIP code and award level can be completed entirely via DE, and whether certain DE programs have onsite components	Click to view C notes	Click to view C common reporting errors

How is distance education reporting integrated across IPEDS surveys?

IC data are the foundation of the entire IPEDS system. If DE course offerings are reported in IC, DE course enrollments should be reported in E12 and EF. Similarly, if DE program offerings are reported in IC, they should also be reported in C. Data submitters will receive error messages asking them to correct or explain their submission if DE data seem inconsistent between surveys or differ substantially with prior-year reporting.

Click on the graphic to view more detail on connections between surveys.



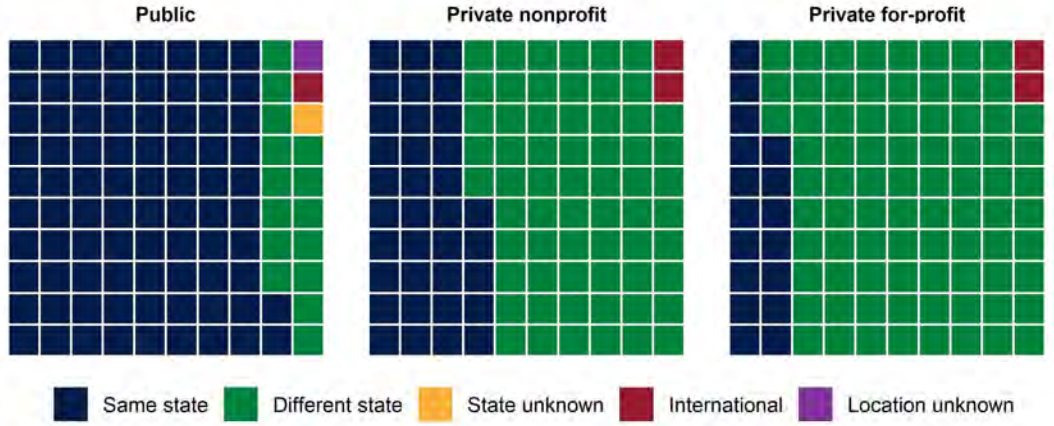
How are distance education data used?

- Data on DE courses and programs provide researchers and policymakers with more accurate information about higher education opportunities. Stakeholders and researchers can reference data on DE courses and programs through the Digest of Education Statistics and the IPEDS Trend Generator.
- Data collected on DE course and program offerings also allow institutions to compare their DE activities with those of their peers through an IPEDS Data Feedback Report.
- Perhaps most importantly, College Navigator provides valuable consumer information to students and parents by featuring information on DE enrollment and DE program offerings.

NCES Blog Post - Distance Education

- Published Feb. 2021
- Reflects pre-pandemic IPEDS data on:
  - Number of colleges offering distance education courses and programs
  - Number of students enrolled in distance education courses
  - Distance education course enrollment by college control
  - Distance education course enrollment by college control and student location

Figure 4. Percentage distribution of college enrollment for students enrolled in only distance education (DE) courses, by control of college and location of students: Fall 2018



NOTE: One square represents 1 percent. "State unknown" is reported by the institution when a student's home state of residence cannot be determined; "Location unknown" is imputed by IPEDS to classify students when the institution does not report any residence status. Figure includes U.S. degree-granting institutions that participate in Title IV federal financial aid programs.

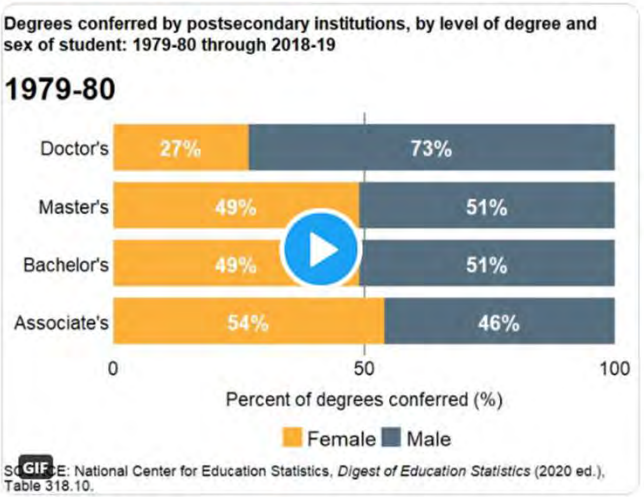
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS) Fall Enrollment component, Spring 2019.

IPEDS Twitter Highlight - Higher Education Day

IPEDS
@ipeds_nces

Happy #HigherEducationDay! DYK? Since 2005–06, the majority of associate's, bachelor's, master's, & doctor's degrees conferred by U.S. #postsec institutions have been awarded to female students.

How have the #HigherEdStats changed since 1869–70? nces.ed.gov/programs/diges...

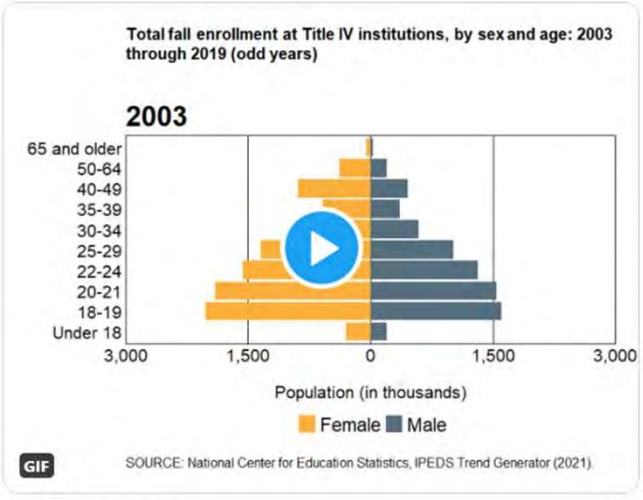


10:46 AM · Jun 6, 2021

IPEDS
@ipeds_nces

Between fall 2003 & fall 2019, the number of students under age 18 enrolled in U.S. colleges (e.g., dual enrolled HS students) nearly tripled.

Explore our Trend Generator #DataTool to compare other student age groups over time: nces.ed.gov/ipeds/TrendGen... #HigherEducationDay

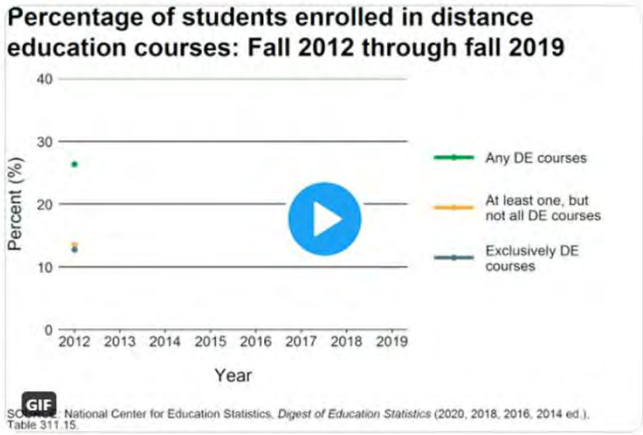


1:46 PM · Jun 6, 2021

IPEDS
@ipeds_nces

Students have had to adjust to different #HigherEd realities during the #coronavirus pandemic.

But even before 2020, the % of all college students enrolled in any #DistanceEd courses steadily ↑ over time, reaching 37% in fall 2019. nces.ed.gov/programs/diges... #HigherEducationDay



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IES Institute of Education Sciences

Upcoming resource pages

Web Resources Currently Under Development

Web Resource #1
Timing of IPEDS Data Collection, Coverage, and Release Cycle

The purpose of this resource is to provide detailed information on important timing considerations in IPEDS including data collection period, data coverage period, and data release cycle for each of the 12 IPEDS survey components.

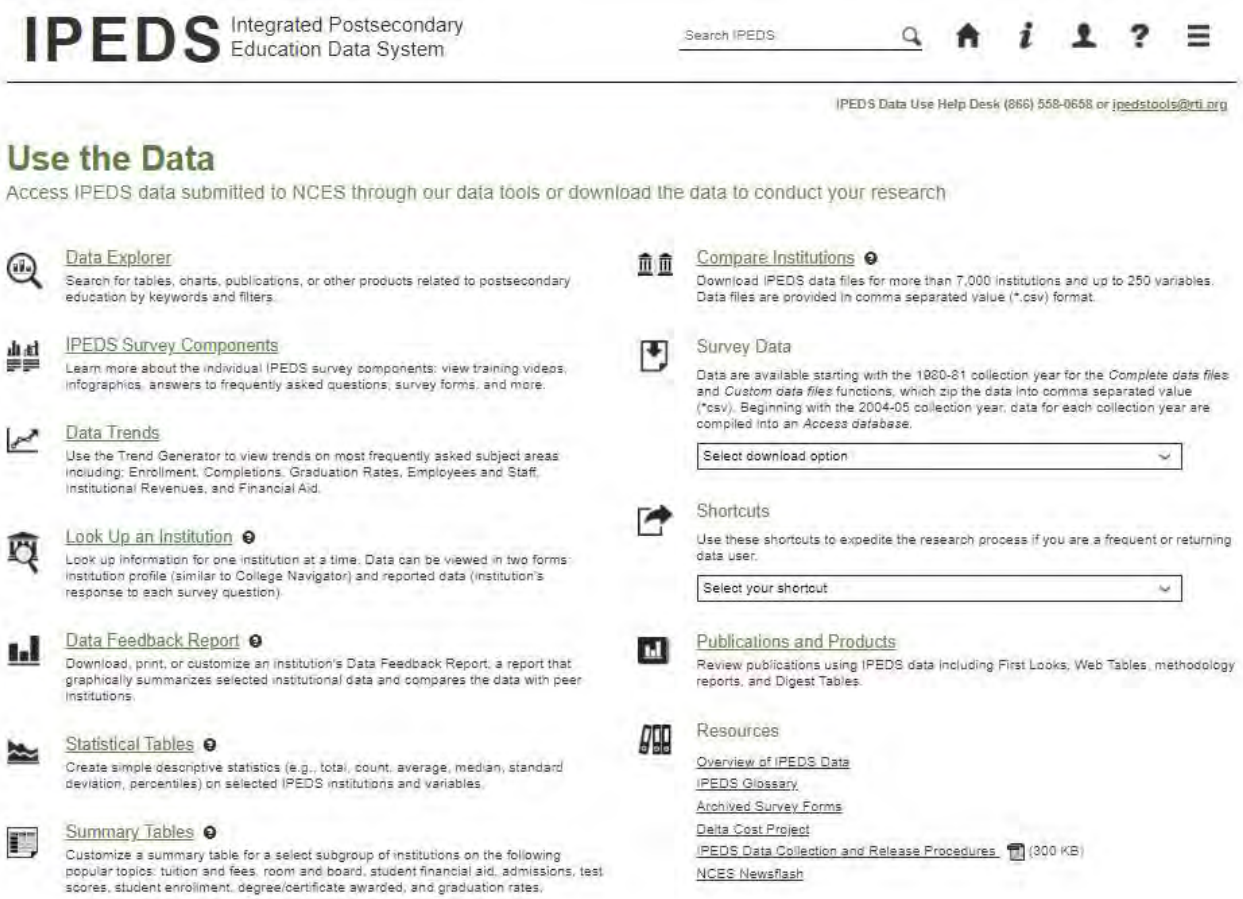
- Interactive and collapsible web table with survey-specific information
- Guidance for data users
  - IPEDS data tools
  - IPEDS data files

Web Resources Currently Under Development (cont.)

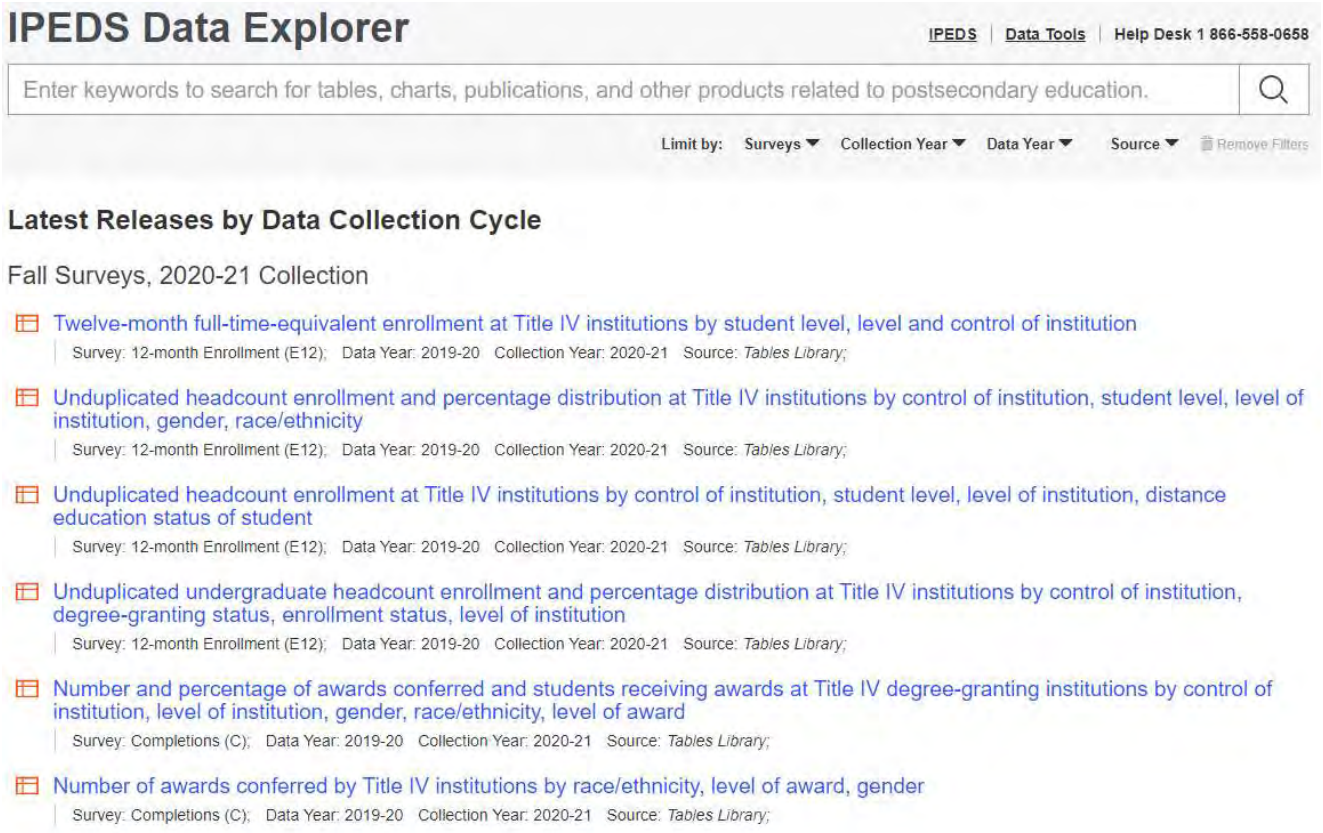
Web Resource #2
Student Cohorts and Subgroups in IPEDS

The purpose of this resource is to provide detailed information on student cohorts and subgroups collected across each of the 12 IPEDS survey components and highlight consistency of cohorts across survey components.

- Interactive and collapsible web table with survey-specific information
- Guidance for consistency across surveys
- Guidance for data users
  - Where to find key subgroups of interest



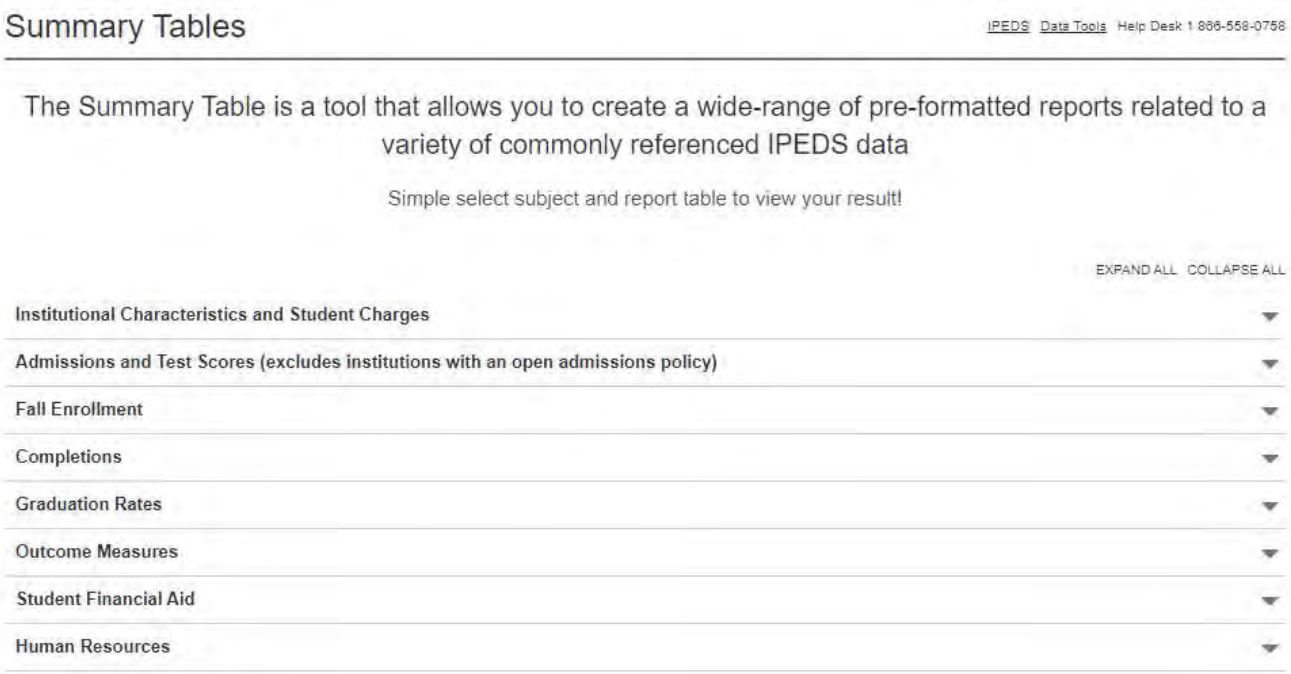
IPEDS Data Tools



Data Explorer

IPEDS Data Explorer

- Allows users to search for IPEDS web table reports and data tables that appeared in *First Look* publications and formerly the IPEDS Tables Library
- Links to tables that use IPEDS Data from the Digest of Education Statistics
- Links to tables that can be created using the Trend Generator function
- IPEDS Brochures, Methodology Reports and, previous *First Look* Reports may be added



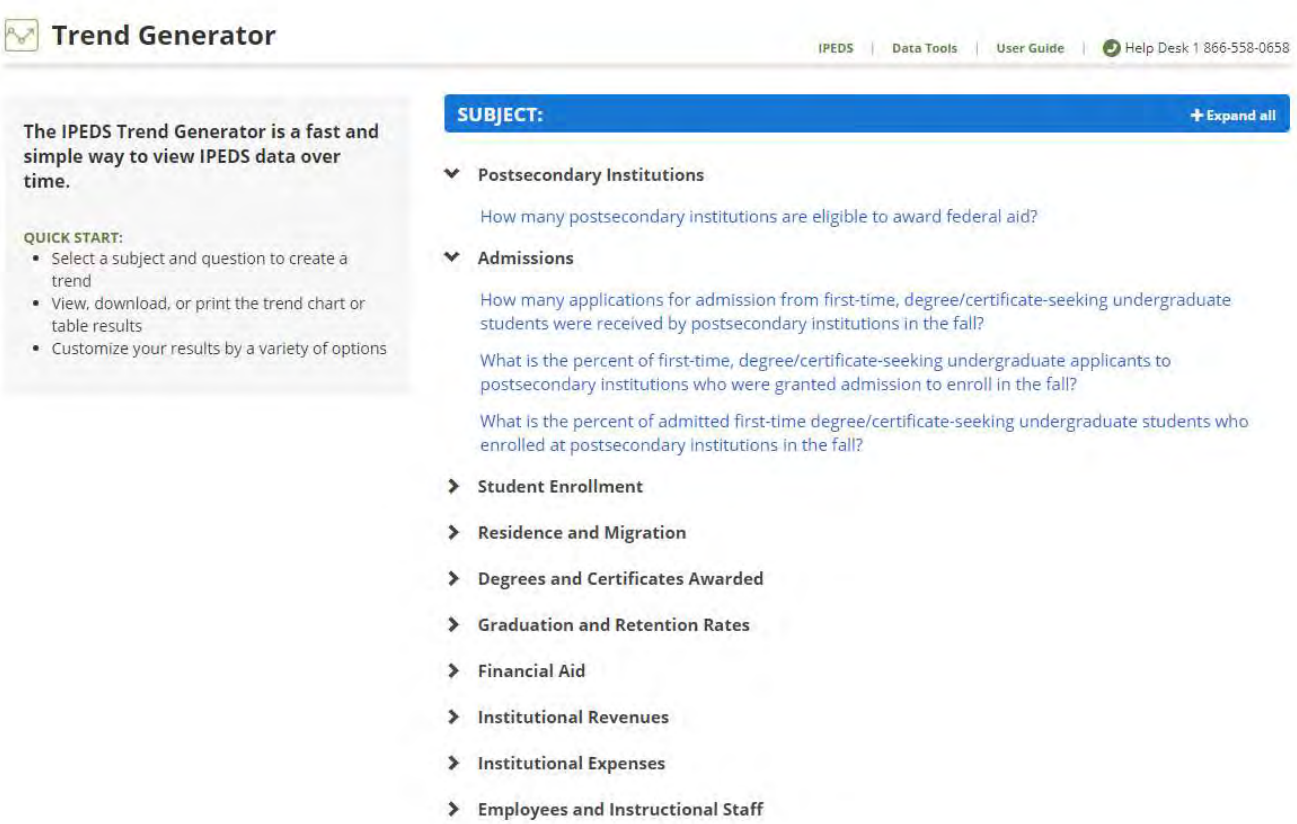
Summary Tables

Summary Tables

- Create a wide-range of pre-formatted reports for a subgroup of institutions
- Includes both aggregate and institution level reports
- Allows comparison between national default groups, user created subgroups and a focus institution
- Select data without drilling down the IPEDS variable tree
- Create race/gender tables using a standard format
- Download reports into excel pivot table formats
- Create trends by institution

Summary Tables – Future enhancements

- Add visualizations
- Add more tables



Trend Generator

Data Trends - Trend Generator

- The IPEDS Trend Generator is a fast and simple way to view IPEDS data over time
- New Data trends
  - Distance Education
  - Fall Enrollment by age
  - Expenses per full-time equivalent enrollment
  - Full-time instructional staff by faculty status
  - Average salaries of full-time nonmedical instructional staff
  - 12-month full-time equivalent enrollment
  - Residence and migration

Data Trends – Trend Generator

- Other U.S. jurisdictions can now be included in trends.
- Trends for a two-dimensional table can be downloaded, but not displayed
- Some variables that were only available as row/column variables are now available as filter/limiting variables for selected questions.

Questions?

Tara.Lawley@ed.gov

https://nces.ed.gov/ipeds/staff-page

ipedshelp@rti.org