Integrated Postsecondary Education Data System (IPEDS) Updates

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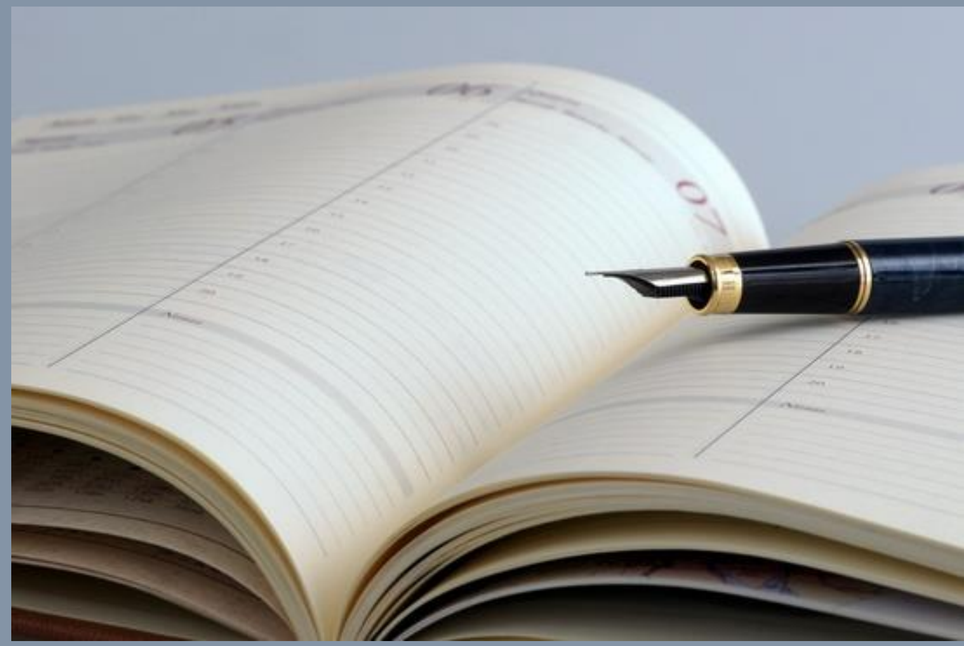
Administrative Data Division
National Center for Education Statistics

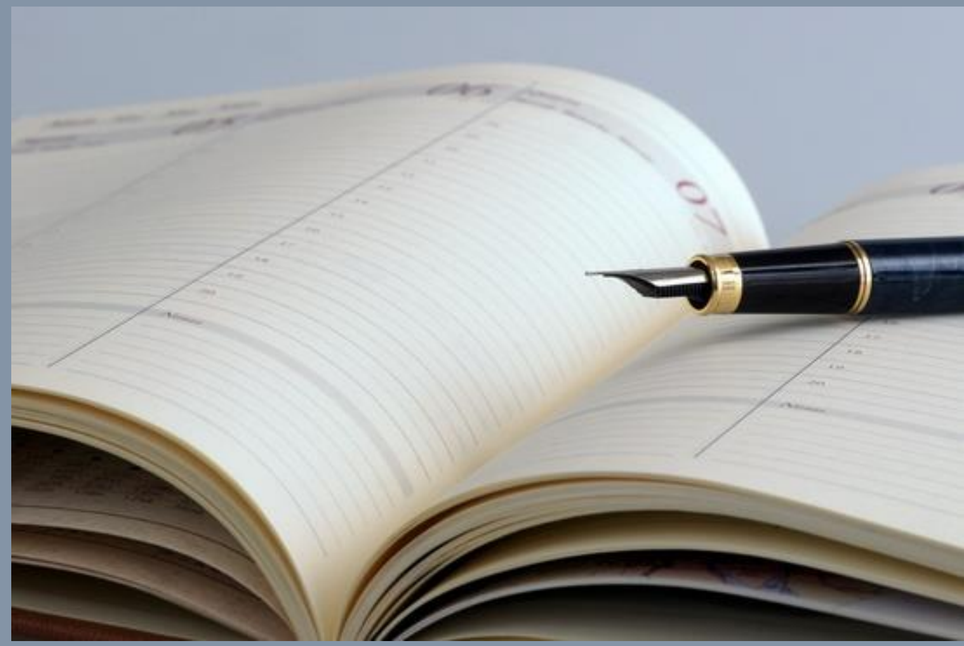
Agenda

- General reminders
- Making changes to IPEDS: Research and development
- Process for making changes: OMB clearance and comment periods
- Changes for 2024-25 and 2025-26
- SPD-15: Changes to race/ethnicity reporting
- Resources



Agenda

- General reminders



Reporting compliance

The Code of Federal Regulations permit a fine of up to $69,733 for each violation of any provision of Title IV, or any regulation or agreement implementing that Title.

Compliance includes reporting that is:

- Timely
- Accurate
- Complete

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

IPEDS 2024-25 Data Collection Schedule

	Opens	Keyholder close	Coordinator close
Registration Registration* Report mapping Institution identification**	August 7, 2024	Register by August 28, 2024	
Institutional Characteristics (IC) Must be completed before other fall surveys become available.		October 16, 2024	October 30, 2024
Fall collection Cost I (CST) Completions (C) 12-Month Enrollment (E12)	September 4, 2024	October 16, 2024	October 30, 2024
Winter collection Cost II (CST) Student Financial Aid (SFA) Graduation Rates (GR) 200% Graduation Rates (GR200) Admissions (ADM) Outcome Measures (OM)	December 4, 2024	February 5, 2025	February 19, 2025
Spring collection Fall Enrollment (EF) Finance (F) Human Resources (HR) Academic Libraries (AL)	December 4, 2024	April 2, 2025	April 16, 2025

* Registration contact information can be updated starting August 7, 2024–July 15, 2025.
** Institution identification information can be updated starting August 7, 2024–May 31, 2025.

Prior Year Revision (PYR) system

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

Fall opens 1 week after the current year collection opens (September 11, 2024).

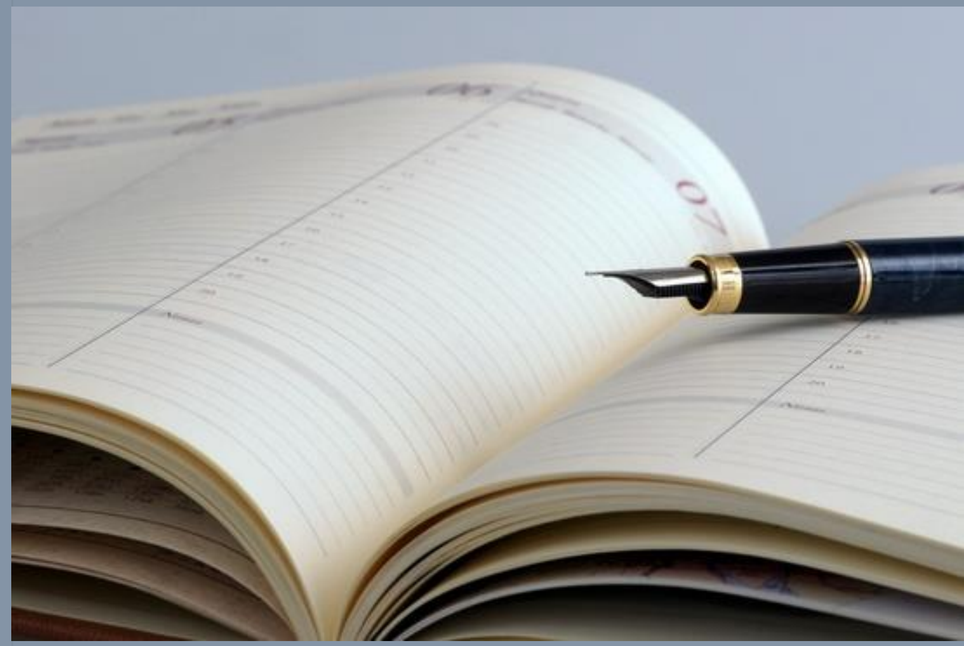
Revisions to cost of attendance data must be made through the current year Cost survey component — ***not*** in PYR.

Other important dates

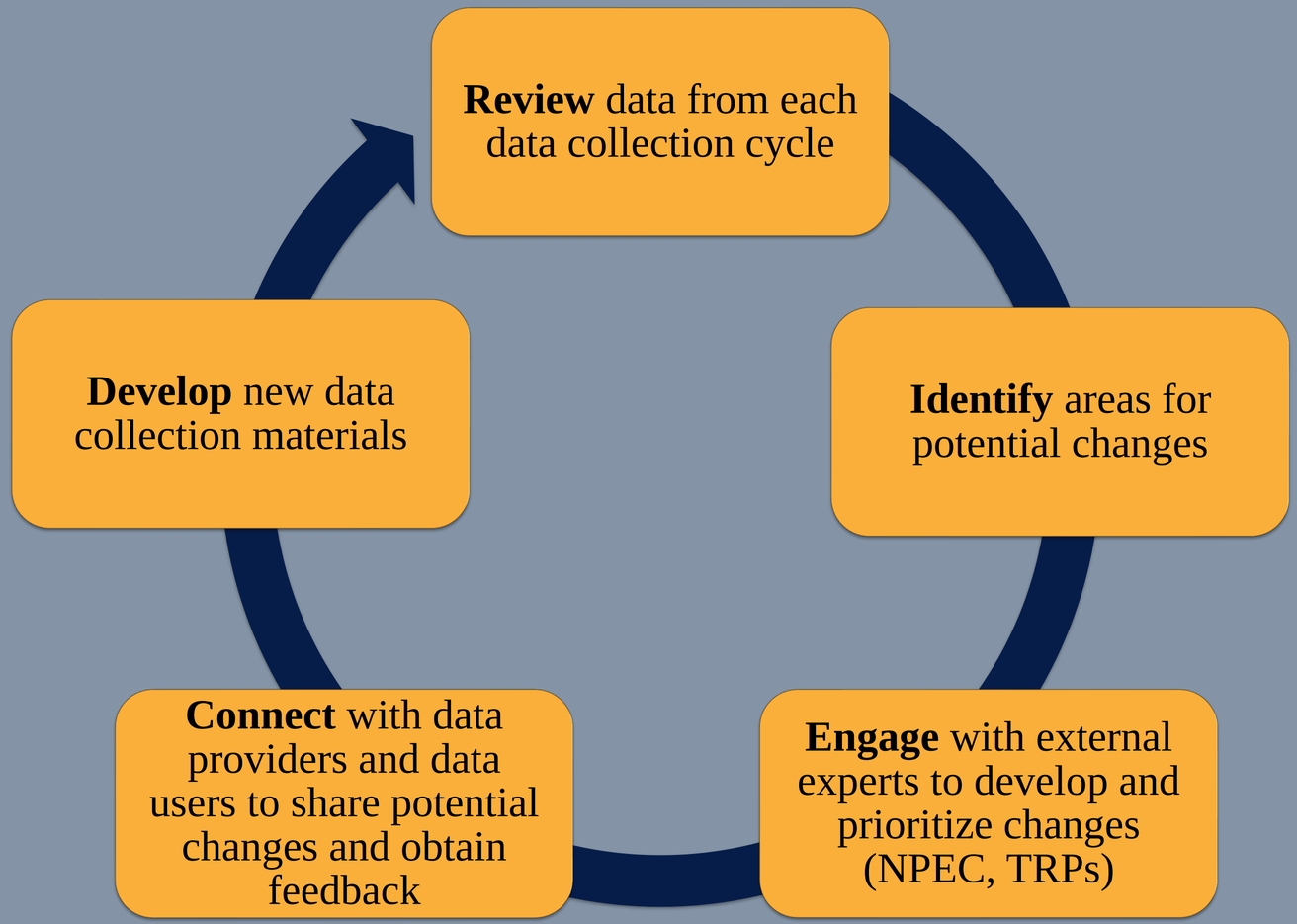
Update registration contact information	Update institution identification information	Upload custom comparison group for Data Feedback Reports
August 7, 2024 – July 15, 2025	August 7, 2024 – May 31, 2025	March 1, 2025 – July 15, 2025

Agenda

- Making changes to IPEDS: Research and development



Making changes to IPEDS



National Postsecondary Education Cooperative

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

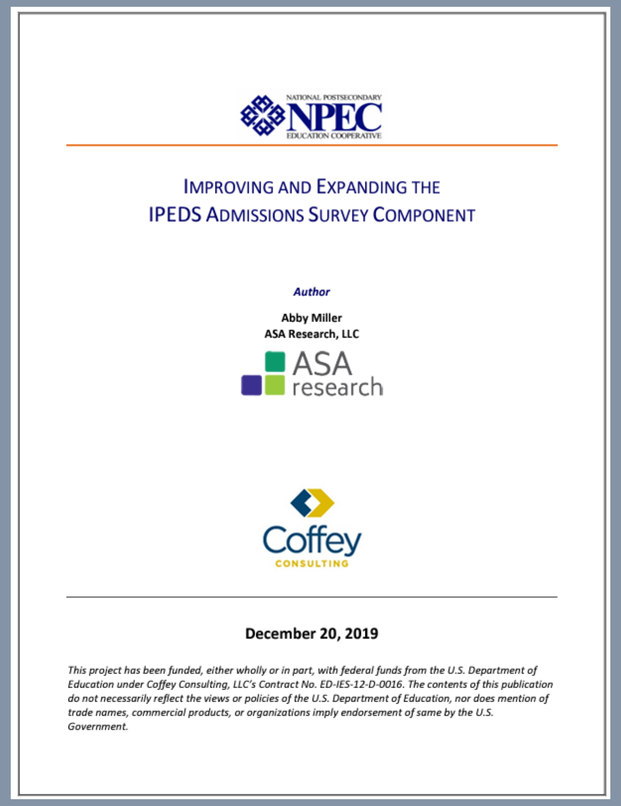
Develop a research and development agenda for IPEDS.

Provide expertise to NCES on related IPEDS research and development (R&D).

Identify topics that will help improve the quality, comparability, and utility of IPEDS data for the postsecondary education community, consumers, and policymakers.

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

Commissioned papers related to 2024-25 & 2025-26 changes



NATIONAL POSTSECONDARY EDUCATION COOPERATIVE

NPEC

IMPROVING AND EXPANDING THE IPEDS ADMISSIONS SURVEY COMPONENT

Author

Abby Miller
ASA Research, LLC

ASA research

Coffey CONSULTING

December 20, 2019

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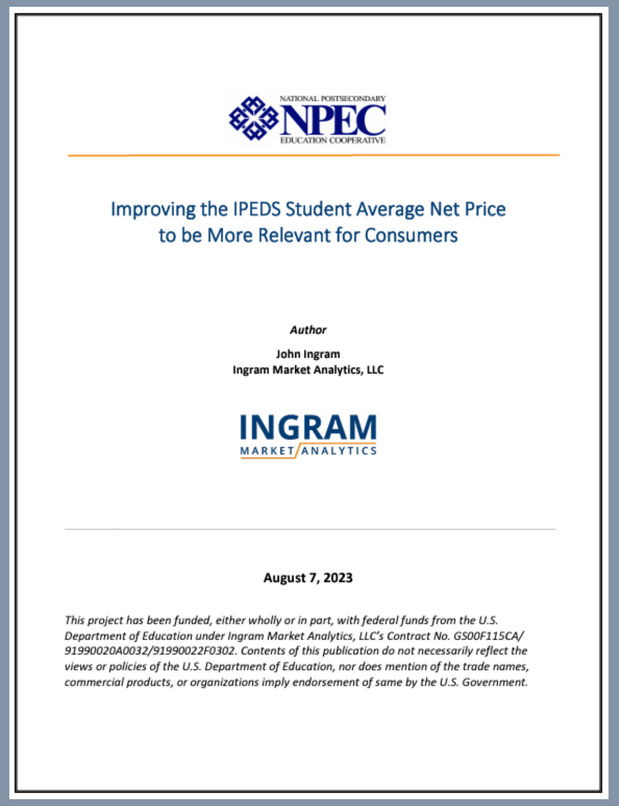

NATIONAL POSTSECONDARY EDUCATION COOPERATIVE

NPEC

Improving the IPEDS Student Average Net Price to be More Relevant for Consumers

Author

John Ingram
Ingram Market Analytics, LLC

INGRAM MARKET/ANALYTICS

August 7, 2023

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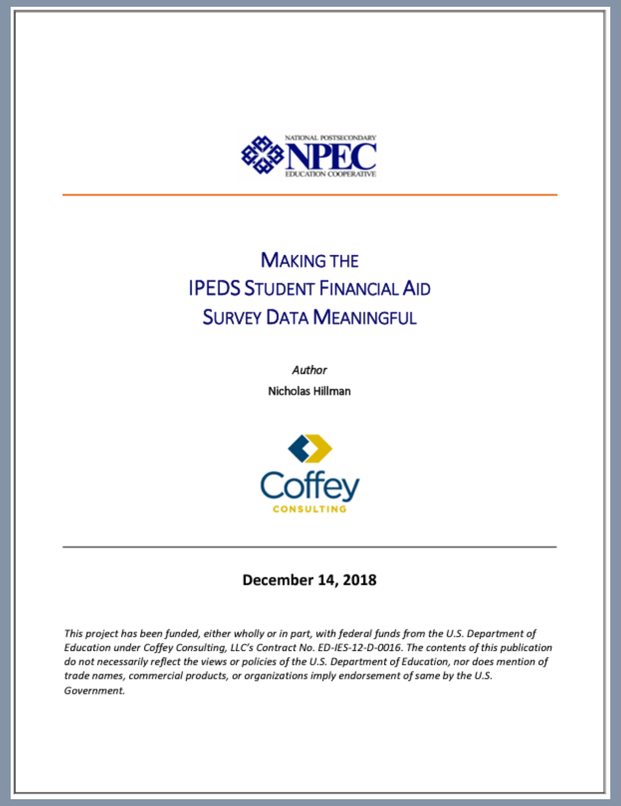

NATIONAL POSTSECONDARY EDUCATION COOPERATIVE

NPEC

MAKING THE IPEDS STUDENT FINANCIAL AID SURVEY DATA MEANINGFUL

Author

Nicholas Hillman

Coffey CONSULTING

December 14, 2018

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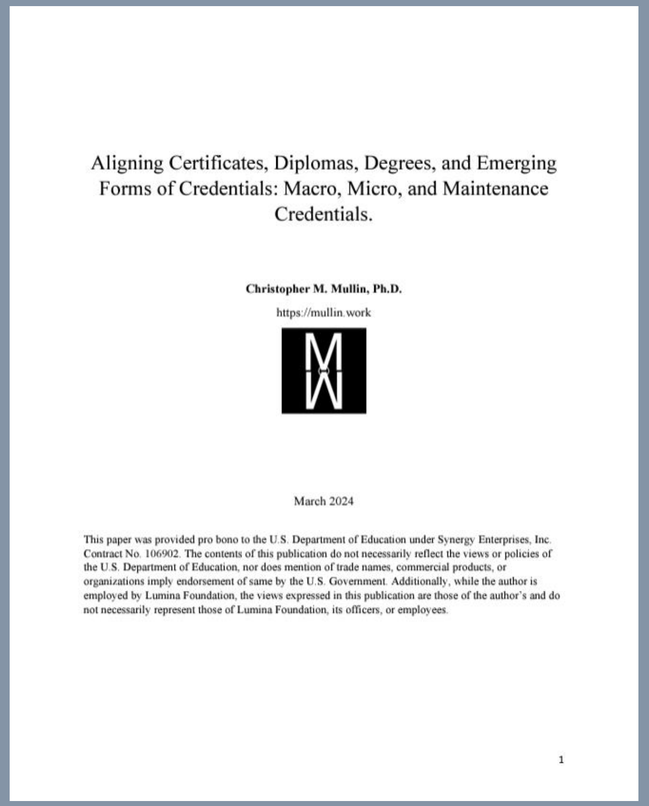
https://nces.ed.gov/ipeds/npec/national-postsecondary-cooperative-education-npec-products

Other recent commissioned papers



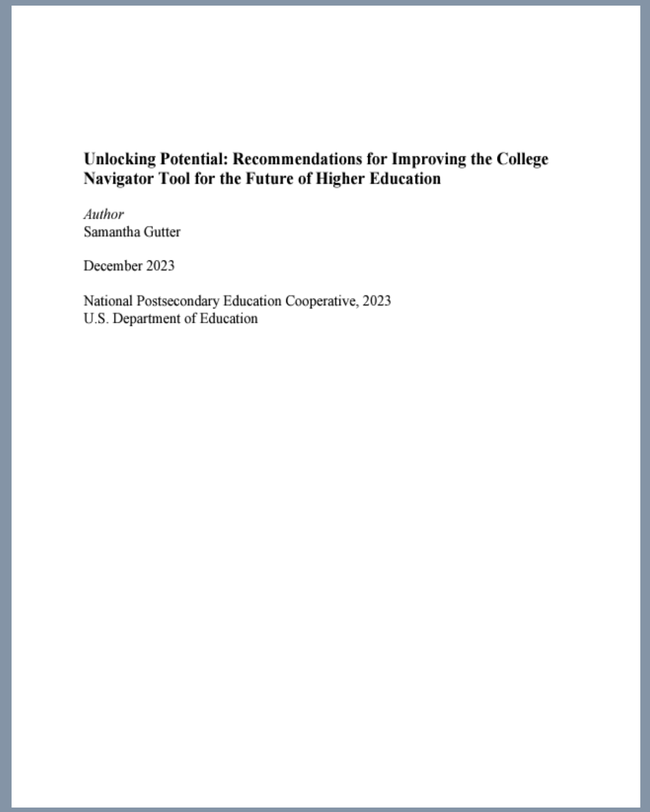
Aligning Certificates, Diplomas, Degrees, and Emerging Forms of Credentials: Macro, Micro, and Maintenance Credentials.

Christopher M. Mullin, Ph.D.

https://mullin.work

March 2024

This paper was provided pro bono to the U.S. Department of Education under Synergy Enterprises, Inc. Contract No. 106902. The contents of this publication do not necessarily reflect the views or policies of the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement of same by the U.S. Government. Additionally, while the author is employed by Lumina Foundation, the views expressed in this publication are those of the author's and do not necessarily represent those of Lumina Foundation, its officers, or employees.



Unlocking Potential: Recommendations for Improving the College Navigator Tool for the Future of Higher Education

Author
Samantha Gutter

December 2023

National Postsecondary Education Cooperative, 2023
U.S. Department of Education

https://nces.ed.gov/ipeds/npec/national-postsecondary-cooperative-education-npec-products

Upcoming commissioned papers

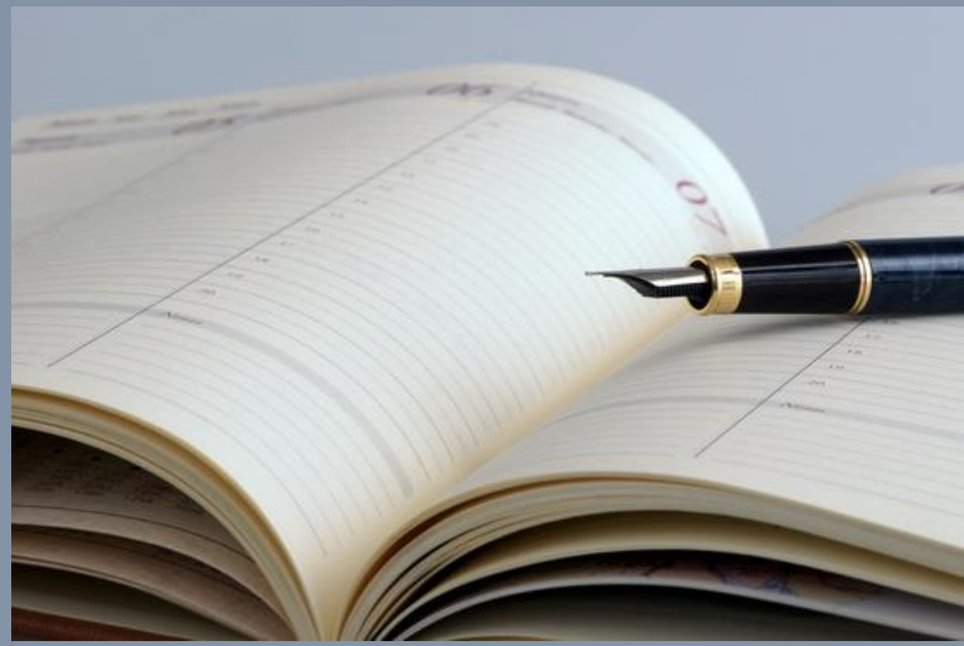
Topic
Implementing race/ethnicity changes
Collecting data for students with disabilities
Collecting data for first generation students
Student outcomes survey

Recent Technical Review Panel meetings

Date	TRP Topic
April 2024	IPEDS Data Tools
October 2023	Beyond First-time Students: Capturing Non-first-time Student Enrollment and Transfer Outcomes in IPEDS
March 2023	Organizing a Working Group for the IPEDS Finance Survey Component
November 2022	Nondegree Credentials

Agenda

- Process for making changes: OMB clearance



Timeline for proposed changes

March 4, 2024

OMB ICR posted to Federal Register

NCES posted proposed changes to the collection through the Federal Register to open the 60-day comment period. Changes available at regulations.gov.

May 3, 2024

Public comment period ended

This was the last day to comment for the 60-day comment period. The comment period ended at 11:59 p.m.

IES Institute of Education Sciences

May 24, 2024

30-day comment period opened

NCES posts responses to 60-day comments to reginfo.gov, along with any changes based on the comments. This opens the 30-day comment period.

June 24, 2024

Public comment period ended

This is the last day to comment for the 30-day comment period. The comment period ends at 11:59 p.m.

August 7, 2024

2024-25 data collection opens

2024-25 changes are implemented. 2025-26 changes have a preview year.

2025-26 data collection opens

2025-26 changes are implemented.

August 6, 2025

December 2026/January 2027

First data including changes released

The data including changes implemented in 2025-26 are released through the IPEDS data tools.

Staying informed about changes

IPEDS announces open comment periods in This Week in IPEDS https://nces.ed.gov/ipeds/this-week-in-ipeds

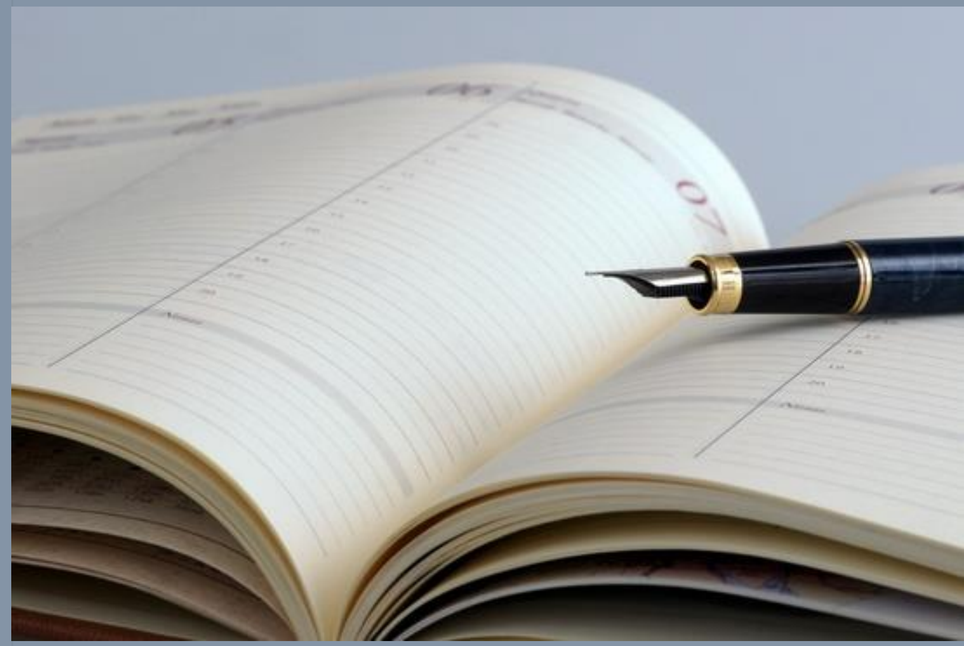
Information Collection Requests (ICR) are announced in the Federal Register https://www.federalregister.gov/documents/2024/03/04/2024-04509/agency-information-collection-activities-comment-request-integrated-postsecondary-education-data

Documents are posted (60-day comment period) https://www.regulations.gov

Documents are posted (30-day comment period) https://www.reginfo.gov/public/

Agenda

- Changes for 2024-25 and 2025-26

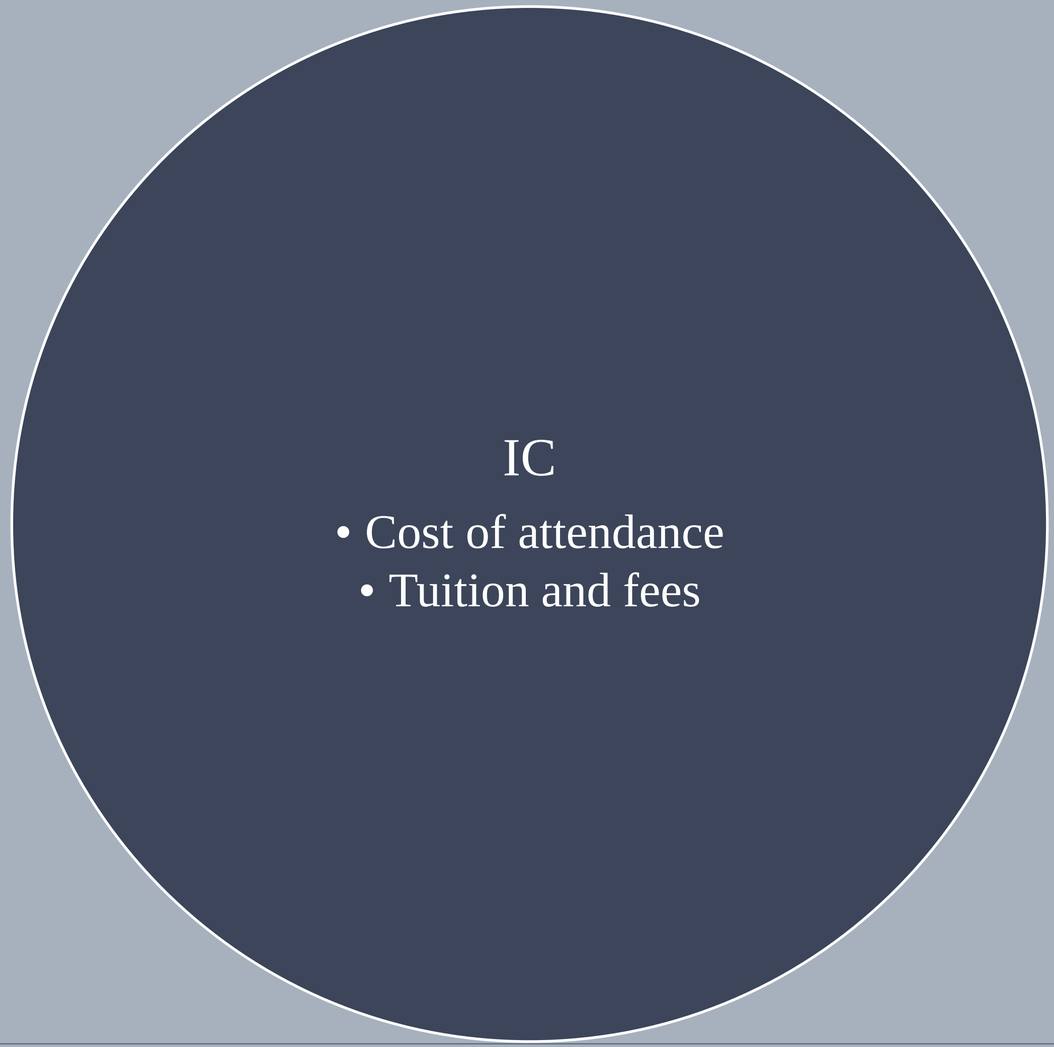


2024-25 changes

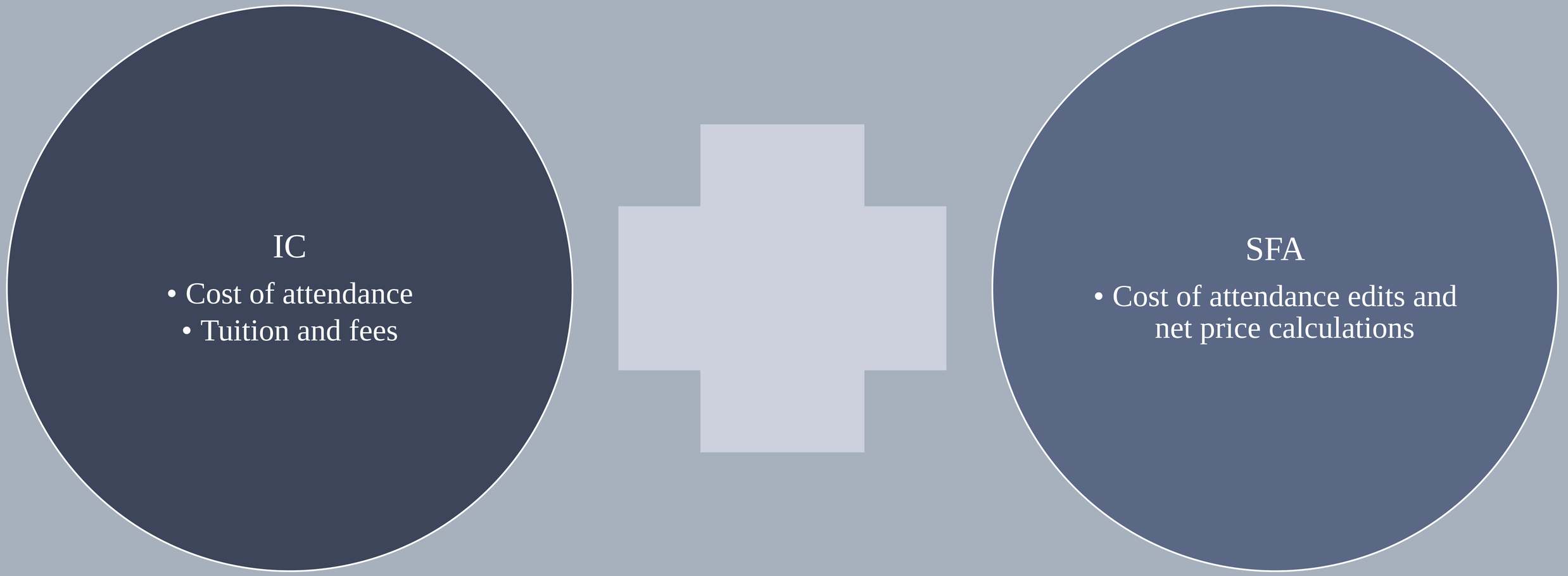
Glossary changes

2024–25		
Additions	**Deletions**	**Edits**
Attendance status		Continuing/returning student (undergraduate)
Cost (CST)		Entering students (undergraduate)
Student aid assets		Non-first-time student (undergraduate)
Student level		Transfer-in student
		Transfer-out student
		Undergraduate student

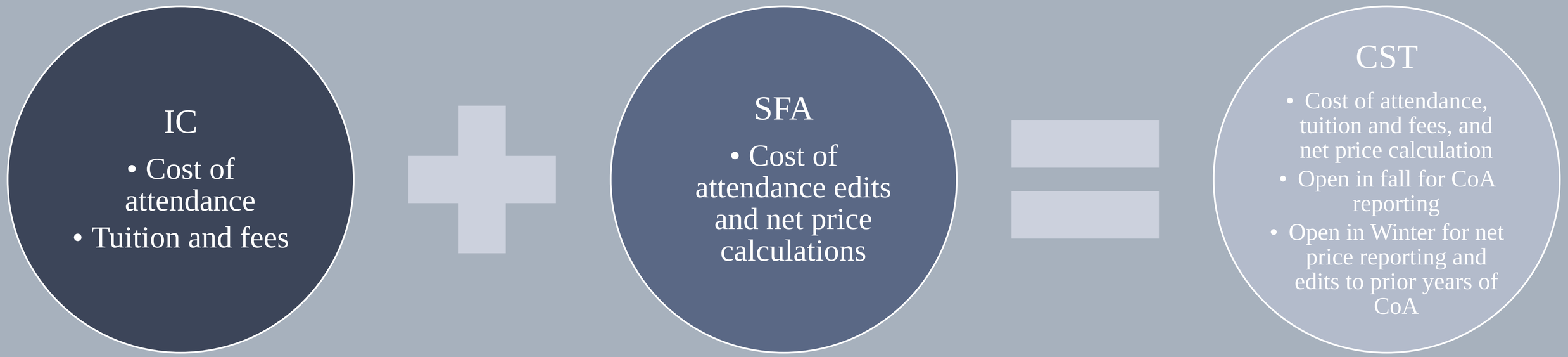
2024-25 CoA, net price, and tuition & fees changes



2024-25 CoA, net price, and tuition & fees changes



2024-25 CoA, net price, and tuition & fees changes



2024-25 CoA revisions

Cost of attendance data are only reported and revised in the current year CST survey component - not in the Prior Year Revision System or the SFA survey component

Fall – institutions report most recent year of CoA and can revise 3 prior years

Winter – institutions can revise CoA*

* The most recent year should have limited changes and institutions will receive an error that they must clear to change the most recent year.

2024-25 new Cost (CST) survey component

Reason for new survey component

- Improves the process for developing College Affordability and Transparency Lists with all data in one data file
- Clarifies where to make changes to cost of attendance
- Allows for more timely release of other data collected in the fall
- Simplifies student financial aid reporting

2024-25 new Cost (CST) survey component

CST will also include questions on whether postsecondary institutions request for other financial information not on the FAFSA form and if they collect asset data from students who qualify for having their assets exempt from federal need analysis, as this information is required by the FAFSA Simplification Act.

2024-25 new Cost (CST) survey component

CST will also include questions on whether postsecondary institutions request for other financial information not on the FAFSA form and if they collect asset data from students who qualify for having their assets exempt from federal need analysis, as this information is required by the FAFSA Simplification Act.

9. For the purposes of awarding institutional financial aid, does your institution require asset information from students who qualify for the exemption from asset reporting on the FAFSA form?
○ No
○ Yes
10. For the purposes of awarding institutional financial aid, does your institution require additional financial information separate from the FAFSA form?
○ No
○ Yes (please include a website link to where your institution's website explains what additional financial information is required.
Link:

2024-25 Institutional Characteristics (IC)

No cost of attendance

No tuition & fees

All other IC & IC Header data elements

Moved high school students enrolled for credit screening question to E12

2024-25 Student Financial Aid (SFA)

No cost of attendance or net price calculation

All institutions will respond to the screening question for Section 2 - Participation in U.S. Department of Veterans Affairs Post-9/11 GI Bill or U.S. Department of Defense Military Tuition Assistance Benefit Programs

Clarified that institutions should include private education loans in Other loans to students reported in Section 1, Part C, Lines 7 and 9

2024-25 12-month Enrollment (E12)

Moved the screening question for the high school students enrolled for credit from IC to E12

2024-25 12-month Enrollment (E12) screening question

2. Did your institution enroll high school students in college courses for credit during the 12-month Enrollment (E12) reporting period of July 1, 2023 - June 30, 2024?

*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 Part C of the 12-month Enrollment (E12) survey component.*

- ○ 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.

2024-25 12-month Enrollment (E12)

Moved the screening question for the high school students enrolled for credit from IC to E12

Added FAQ on “transfer-in” and “non-first-time”

2024-25 12-month Enrollment (E12)

Moved the screening question for the high school students enrolled for credit from IC to E12

Added FAQ on “transfer-in” and “non-first-time”

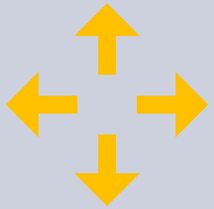
Removed mention of “non-first-time” on survey screens and instructions when discussing “transfer-in” student enrollment status to clarify the distinction between these two terms

2024-25 Outcome Measures (OM)

Clarified instructions about including students who change from non-degree/non-certificate-seeking to degree/certificate-seeking at the IPEDS reporting institution

Added FAQ on “transfer-in” and “non-first-time”

Revised FAQ about “non-first-time” degree/certificate-seeking undergraduate students



Changed the term “Attendance level” to “Cohort status” in the instructions

2024-25 Graduation Rates (GR)

The Gender Unknown or Another Gender than Provided Categories question is removed due to concerns with privacy and ability of institutions to change data submitted numerous years prior

2024-25 Human Resources (HR)

Removed references to new hires for degree-granting institutions with less than 15 full-time staff and non-degree-granting institutions

Added a clarification to Part G4 instructions to report full year salaries, even if the employee did not work a full year (regardless of when hired)

2024-25 Finance (F)

Scholarships and Fellowships Expenses: Clarified for GASB reporting institutions (Part C-1, Line 10) that it is private awards to students where the selection of the student recipient is not made by institution are not included, as opposed to any awards/grants

Replaced all references to the State Student Incentive Grants (SSIG) with Leveraging Educational Assistance Partnerships or LEAP (formerly State Student Incentive Grant or SSIG) to reflect renaming of the program

2024-25 Fall Enrollment (EF)

Added note to the instructions for Part D to indicate that high school students enrolled in college courses for credit *should not* be included in any calculations to determine an institution's entering class

Clarified in Part E - First-time Bachelor's Cohort Retention Rates (Line E4) that students from Fall 2023 cohort who completed their bachelor's degree as of Fall 2024 are to be reported as retained

Removed mention of "non-first-time" on survey screens and instructions when discussing "transfer-in" student enrollment status to clarify the distinction between these two terms

New FAQ to clarify the relationship between 'transfer-in' enrollment status on EF and E12 and the 'non-first-time' cohort on OM

2024-25 Cross-cutting change (EF, E12, ADM, C)

The Section on Gender Unknown or Another Gender than Provided Categories has been revised.

Clarification of reporting period for each survey component

Description of the purpose for the section

Revised response items

2024-25 Gender Unknown or Another Gender than Provided Categories

EF survey screen example:

Part A – Fall Enrollment – Gender Unknown or ~~another gender~~ Another Gender than Provided Categories

~~The 'gender unknown' category is to report students for whom the institution does not know a gender.~~Reporting Reminders:

- The purpose of this supplemental section is to determine whether institutions are able to report the number of students for whom gender is unknown and the number of students for whom gender does not align with the 'Men' and 'Women' categories. Note that these students must still be allocated into the 'Men' and 'Women' categories in all other sections of the survey component.
- 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.
- The 'gender unknown' category is to report students for whom the institution does not know a gender.

Is your institution able to report another gender for the Fall 2024 ~~25 data collection~~ reporting period? If you indicate 'No, my institution ~~does~~is not ~~collect data on~~able to report another gender,' leave the cells in the rows for 'Another gender' blank (i.e., do not report 0). If you indicate 'No, some cells will have a value of less than 5 students,' your institution collects data on another gender, but some cells will 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:

RB	~~Yes~~No, my institution is not able to report another gender (do not report)
RB	No, some cells will have a value of less than 5 students (do not report)
RB	~~No, my institution does not collect data on another gender~~Yes

Graduate students:

RB	~~Yes~~No, my institution is not able to report another gender (do not report)
RB	No, some cells will have a value of less than 5 students (do not report)
RB	~~No, my institution does not collect data on another gender~~Yes

2025-26 changes

2025-26 Institutional Characteristics (IC)

Move Admissions screening question from IC to ADM

Remove Academic Libraries Expenses screening question from IC

2025-26 Student Financial Aid (SFA)

Collect the same student counts and aid amounts for the current categories of undergraduate students (all undergraduates, degree/certificate-seeking undergraduates, non-degree/certificate-seeking undergraduates, and full-time, first-time degree/certificate-seeking undergraduates).

2025-26 Student Financial Aid (SFA)

Collect the same student counts and aid amounts for the current categories of undergraduate students (all undergraduates, degree/certificate-seeking undergraduates, non-degree/certificate-seeking undergraduates, and full-time, first-time degree/certificate-seeking undergraduates).

- Grants or scholarships from the federal government, state/local government, or the institution
- Grant or scholarship aid from other sources known to the institution
- Federal grant and scholarship aid
- Federal Pell Grants
- Other federal grant and scholarship aid
- State/local government grant or scholarship aid (includes fellowships, waivers, and employee exemptions)
- Institutional grant or scholarship aid (includes fellowships, waivers, and employee exemptions)
- Loans to students
- Federal loans to students
- Other loans to students (including private loans)

Do NOT include student loans

Include fellowships, waivers, and employee exemptions

Screen will be the same for all categories and subcategories of students enrolled by an institution.

Academic year reporters use the fall cohort
Program reporters use the 12-month cohort

Aid Type		CURRENT YEAR DATA				YOUR P YEAR D
		[AR: Fall 2024 PR: July 1, 2024 to June 30, 2025]				[AR: Fal PR: July 1 June 30,
		Number of undergraduate students awarded aid	Percentage of undergraduate students awarded aid	Total aid amount awarded to undergraduate students	Average aid amount awarded to undergraduate students	Average ai awarde undergra studer
		Col. 1	Col. 2	Col. 3	Col. 4	Col.
01	Grant or scholarship aid from the federal government, state/local government, the institution, and other sources known to the institution (Do NOT include student loans)	RV	CV	RV	CV	PY (when a
01a	Grants or scholarships from the federal government, state/local government, or the institution (Do NOT include student loans)	RV	CV	RV	CV	PY (when a
01b	Grant or scholarship aid from other sources known to the institution (Do NOT include student loans)	CV	CV	CV	CV	PY (when a
02	Federal grant and scholarship aid	RV	CV	CV	CV	PY (when a
02a	Federal Pell Grants	RV	CV	RV	CV	PY (when a
02b	Other federal grant and scholarship aid	RV	CV	RV	CV	PY (when a
03	State/local government grant or scholarship aid (includes fellowships, waivers, and employee exemptions)	RV	CV	RV	CV	PY (when a
04	Institutional grant or scholarship aid (includes fellowships, waivers, and employee exemptions)	RV	CV	RV	CV	PY (when a
05	Loans to students	RV	CV	CV	CV	PY (when a
05a	Federal loans to students	RV	CV	RV	CV	PY (when a
05b	Other loans to students (including private loans)	RV	CV	RV	CV	PY (when a

2025-26 Student Financial Aid (SFA)

Iraq and Afghanistan Service Grant (IASG) awards should be included in Federal Pell Grant student counts and award amounts reported to IPEDS due to a change mandated under the Fostering Undergraduate Talent by Unlocking Resources (FUTURE) Act.

New FAQ

Should Iraq and Afghanistan Service Grant, or IASG funded under the Children of Fallen Heroes Scholarship Act be reported to IPEDS?

Yes, IASG **should** be reported to IPEDS as federal grants, not scholarships. Beginning with the 2025-26 IPEDS data collection, IASG awarded should be **included** in Federal Pell Grant student counts and award amounts reported to IPEDS. Even though the grants are awarded, in part, based on Federal Pell Grant methodology, the U.S. Department of Education does not consider these amounts to be Federal Pell Grants prior to the 2024-25 award year. As such, IASG awards should be **excluded** from Federal Pell Grant student counts and award amounts reported to IPEDS.

New definition

Post-9/11 GI Bill Benefits

A federal education benefit for veterans, who served on active duty after September 10, 2001, administered by the Department of Veteran's Affairs that provides up to 36 months of education benefits at an approved institution for tuition and fees; books and supplies; and housing. The tuition and fees payment, which is the cost for an in-state student attending a public institution, is made directly to the postsecondary institution whereas payments for books and supplies and housing are sent directly to the student. Some benefits may be transferred to dependents. Do not include Yellow Ribbon Program institutional match.

2025-26 Admissions (ADM)

Move Open Admission question from IC to ADM

2025-26 ADM Open Admission Policy screening question

Part A - Screening Questions 1

1. For the Fall 2025 admission cycle, did your institution have an open admission policy under which virtually all students that completed a high school diploma (or received a GED/other equivalent) were admitted for all or most entering undergraduate-level programs?

Institutions that require only an Ability to Benefit (ATB) or similar test beyond the high school diploma/equivalent, and only reject a very small number of students based on the test, are also considered open admission.

If your institution has one or more programs with admissions requirements, you should select 'no' to this question.

Data reported to the Admissions survey component will vary based on response to this question.

- ○ Yes, all undergraduate-level programs at the institution are open admission.
- ○ No, all or nearly all undergraduate-level programs at the institution have admission requirements.
  (i.e., all or nearly all entering students are evaluated against admission criteria to be granted admission to the institution)
- ○ No, only one or a few undergraduate-level programs at the institution have admission requirements.
  (i.e., all or nearly all programs are open admission; only students applying to a limited number of programs are evaluated against admission criteria to be granted admission to the institution)

2025-26 Admissions (ADM)

Move Open Admission question from IC

Open admission institutions that require an Ability to Benefit test will be asked to indicate which test(s) they use

2025-26 ADM Ability to Benefit (ATB) screening question

2. Does your institution use an Ability to Benefit (ATB) or similar test beyond the high school diploma/equivalent? **[Open Admission institutions only]**

RB	Yes, please indicate test(s) used.		
	CB	Wonderlic Basic Skills Test (WBST)	
	CB	Combined English Language Skills Assessment (CELSA)	
	CB	ACCUPLACER	
	CB	Assessment and Learning in Knowledge Spaces (ALEKS)	
	CB	Texas Success Initiative (TSI) Assessment	
	CB	Other	
RB	No		

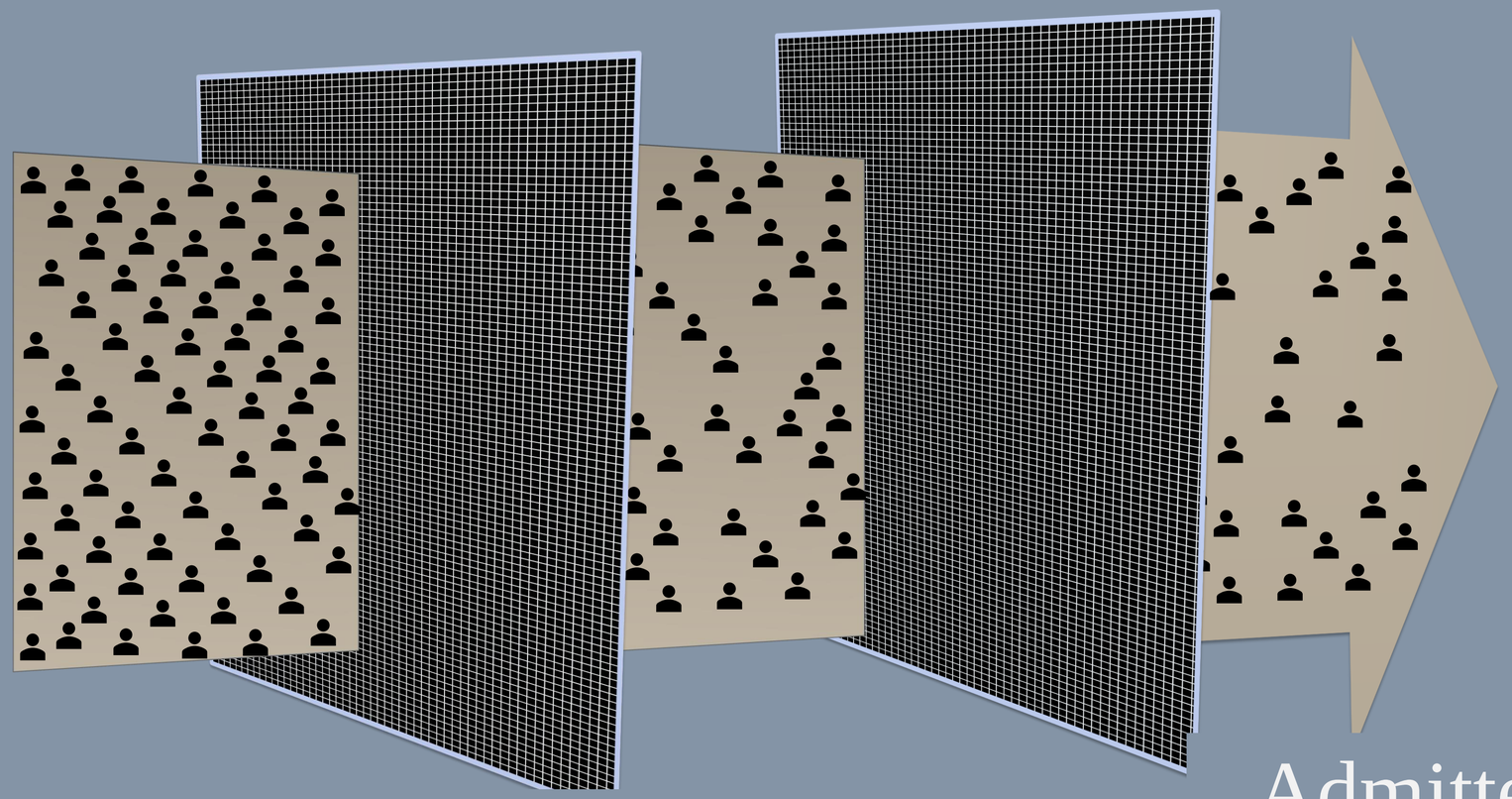
2025-26 Admissions (ADM)

Move Open Admission question from IC

Open admission institutions that require an Ability to Benefit test will be asked to indicate which test(s) they use

Transfer-in students

Proposed changes - Applicants, admits, and enrolled (transfer-in students)



Applicants

Admitted students

Admitted students that enrolled

2025-26 ADM first-time and transfer-in students screening questions

Transfer-in students

3. For which entering degree/certificate-seeking undergraduate student type(s) does your institution have admissions requirements? **[Institutions that are not open admission]**

	CB	First-time students
	CB	Transfer-in students

4. If your institution has admission requirements for both first-time students and transfer-in students, are these requirements the same? **[Institutions that are not open admission; if applicable based on Question #3]**

RB	Yes
RB	No

5. Did your institution enroll **first-time** degree/certificate-seeking undergraduate students in Fall 2025? If no, you will not report admissions data for first-time students. **[Institutions that are not open admission; if applicable based on Question #3]**

RB	Yes
RB	No

6. Did your institution enroll **transfer-in** degree/certificate-seeking undergraduate students in Fall 2025? If no, you will not report admissions data for transfer-in students. **[Institutions that are not open admission; if applicable based on Question #3]**

RB	Yes				
	CB	Students may transfer credits earned from coursework completed at another postsecondary institution (e.g., college, university).			
	CB	Students must complete a minimum number of credit or clock hours to enter as a transfer-in student.			
		Report the minimum number of credit or clock hours	RV	RB	Credit hours
				RB	Clock hours
RB	No				

2025-26 Admissions (ADM)

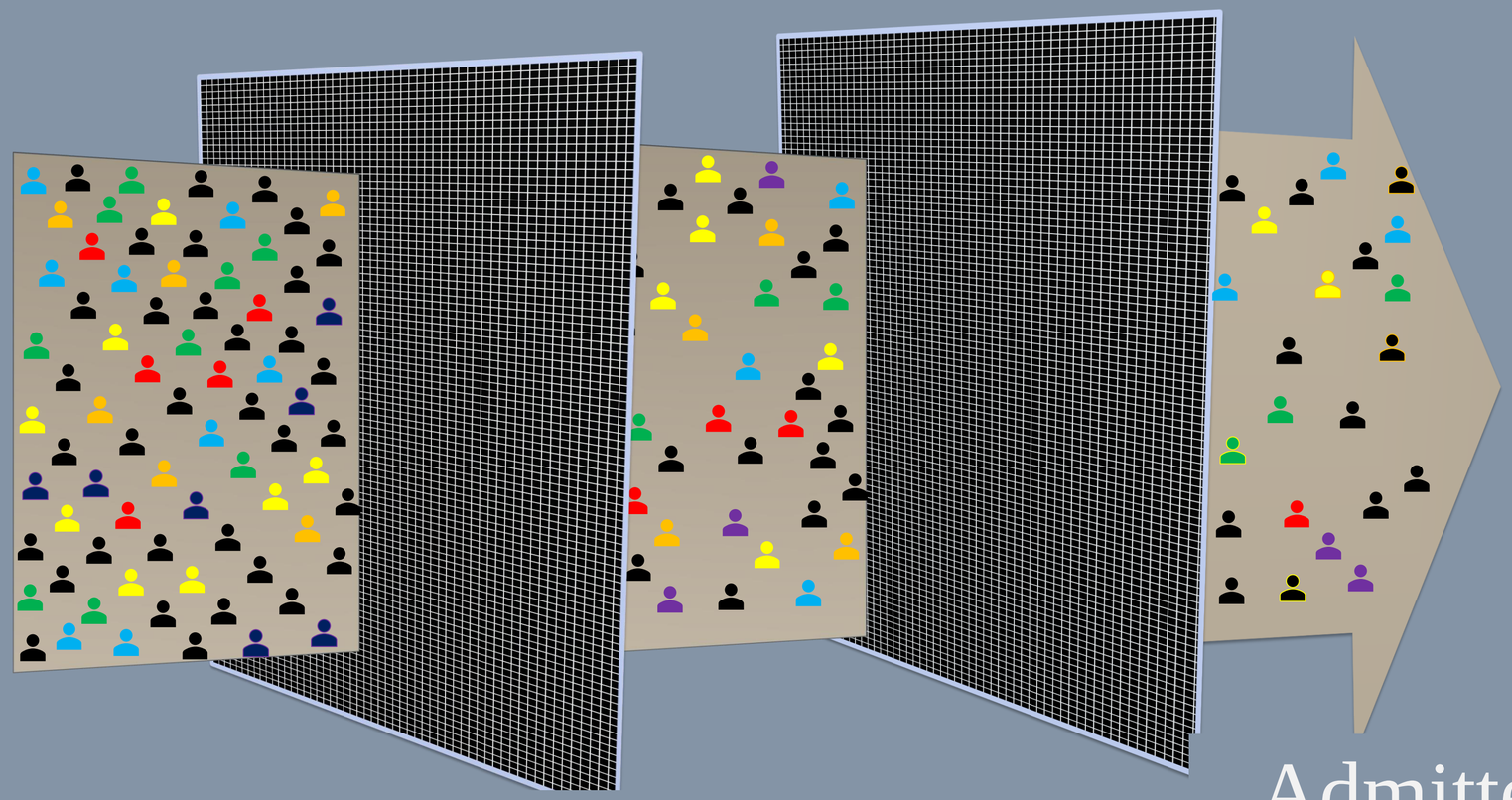
Move Open Admission question from IC

Open admission institutions that require an Ability to Benefit test will be asked to indicate which test(s) they use

Transfer-in students

Disaggregating applicants, admissions, and enrolled students by race/ethnicity for both first-time and transfer-in students

Proposed changes - Applicants, admits, and enrolled (first-time and transfer-in students) – Disaggregated by gender and race/ethnicity



Applicants

Admitted students

Admitted students that enrolled

2025-26 ADM race/ethnicity disaggregation

Disaggregating applicants, admissions, and enrolled students by race/ethnicity for both first-time and transfer-in students

Screen below will show for each applicable student type (based on responses to screening questions).

- First-time students [institutions that indicate they have admission criteria for first-time students and enrolled first-time students during reporting period]
- Transfer students [institutions that indicate they have admission criteria for transfer-in students and enrolled transfer-in students during reporting period]

Women (Include 'another gender' and 'gender unknown' students allocated to this category)

	Applicable student type [First-time students, Transfer-in students]					
	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
U.S. Nonresident	RV	RV	RV	RV	CV	CV
Hispanic/Latino	RV	RV	RV	RV	CV	CV
American Indian or Alaska Native	RV	RV	RV	RV	CV	CV
Asian	RV	RV	RV	RV	CV	CV
Black or African American	RV	RV	RV	RV	CV	CV
Native Hawaiian or Other Pacific Islander	RV	RV	RV	RV	CV	CV
White	RV	RV	RV	RV	CV	CV
Two or More Races	RV	RV	RV	RV	CV	CV
Race and Ethnicity Unknown	RV	RV	RV	RV	CV	CV
Total women	CV	CV	CV	CV	CV	CV
Total women prior year	PY	PY	PY	PY	PY	PY

2025-26 Admissions (ADM)

Move Open Admission question from IC

Open admission institutions that require an Ability to Benefit test will be asked to indicate which test(s) they use

Transfer-in students

Disaggregating applicants, admissions, and enrolled students by race/ethnicity for both first-time and transfer-in students

Data collection related to waitlist, early decision, and early action policies

Proposed changes – Waitlists (first-time students only)

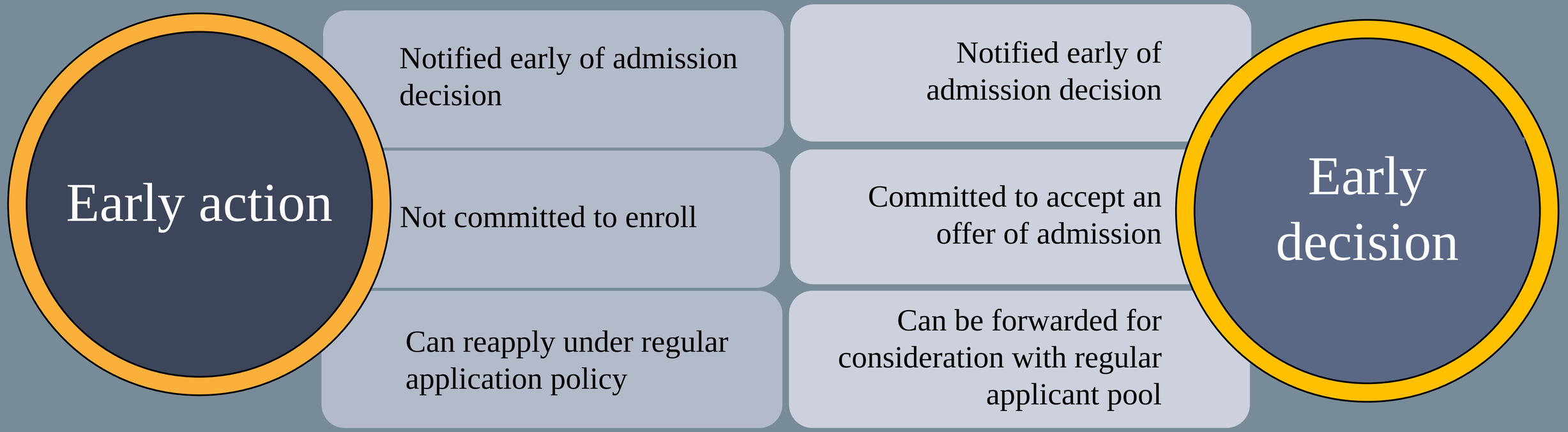
Did your institution maintain a waitlist for first-time students?

No. No further questions.

Yes

Check if waitlist is ranked

Proposed changes – Early admission programs (first-time students only)



Proposed changes – Early Decision (first-time students only)

Did your institution permit first-time students to apply and be notified of an admission decision in advance of the regular notification date if the student commits to attending if accepted (Early Decision)?

No. No further questions.

Yes

applicants received for Early Decision

applicants admitted for Early Decision

admitted students that enrolled

Proposed changes – Early Action (first-time students only)

Did your institution permit first-time students to apply and be notified of an admission decision in advance of the regular notification date that did not require the student to commit to attending if accepted (Early Action)?

No. No further questions.

Yes

applicants received for Early Action

applicants admitted for Early Action

admitted students that enrolled

2025-26 ADM waitlist, early decision, and early action screens

Data collection related to waitlist, early decision, and early action policies

Part E - Waitlist, Early Decision, and Early Action

Waitlist

For Fall 2025, did your institution maintain a waitlist for first-time students? A waitlist is a list of applicants who met admission requirements but were only to be admitted if space became available.

- ○ Yes. If so, check below if your waitlist is ranked.
  - ☐ Waitlist is ranked. Indicate the number of applicants placed on the listed and admitted.
    - Number of applicants placed on waiting list
    - Number of applicants from waiting list admitted
- ○ No

Early Decision

For Fall 2025, did your institution permit first-time students to apply and be notified of an admission decision in advance of the regular notification date if the student commits to attending if accepted (Early Decision)?

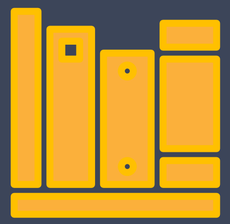
- ○ Yes
  - Number of applicants received for Early Decision
  - Number of applicants admitted for Early Decision
  - Number of applicants admitted for Early Decision that subsequently enrolled
- ○ No

Early Action

For Fall 2025, did your institution permit first-time students to apply and be notified of an admission decision in advance of the regular notification date that did not require the student to commit to attending if accepted (Early Action)?

- ○ Yes
  - Number of applicants received for Early Action
  - Number of applicants admitted for Early Action
  - Number of applicants admitted for Early Action that subsequently enrolled
- ○ No

2025-26 Academic Libraries (AL)



NCES proposed to retire the AL survey component starting with the 2025-26 data collection.

Race/ethnicity reporting

OMB Race/ethnicity changes (Statistical Policy Directive (SPD) - 15)

OMB Race/ethnicity changes (Statistical Policy Directive (SPD) - 15)

Department developing guidance along with NCES

OMB wants compliance very soon (requiring in all new packages)

Tentative plan for IPEDS (**NOT final guidance**)

Implement all new r/e categories in 2027-28

Changes to r/e categories

No more 2-part question

Must be offered the option of selecting 1+ racial and ethnic designations

7 minimum r/e categories

Changes to r/e categories

No more 2-part question

Must be offered the option of selecting 1+ racial and ethnic designations

7 minimum r/e categories

- **American Indian or Alaska Native**
- **Black or African American**
- **Asian**
- **Hispanic or Latino**
- **Middle Eastern or North African**
- **Native Hawaiian or Pacific Islander**
- **White**

If the individual…
self identifies as only one race/ethnicity
self identifies as more than one race/ethnicity
refuses to respond
is a U.S nonresident
Report them to IPEDS in their reported race/ethnicity category
Report them to IPEDS in Two or more races category
Report them to IPEDS in Race/ethnicity unknown category
Report them to IPEDS in U.S. nonresident category

Outstanding questions

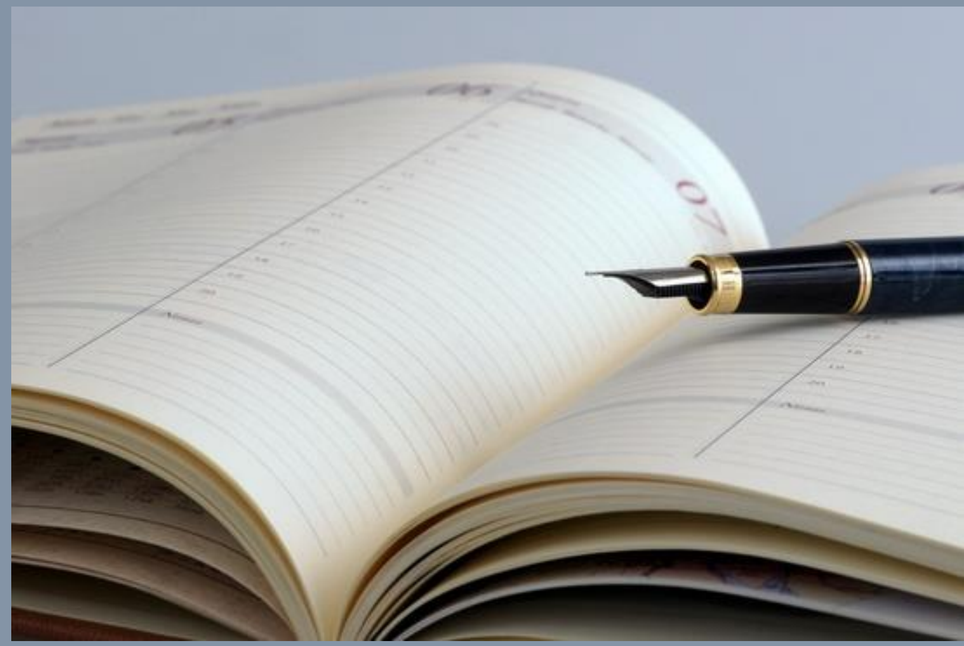
Are institutions required to resurvey students?

Will IPEDS be allowed to keep the ‘U.S. nonresident’ and ‘Race/ethnicity unknown’ categories?

How will we communicate changes to data providers and data users?

Agenda

Resources



Updating the IPEDS data tools

Recent and Planned Updates

Improvements to data tools to enhance user experience and improve performance

Implemented health monitoring that resulted in adding indices to several tables, in particular Completions and Human resources

Added dynamic titles for reports

Made enhancements to the display of footnotes

Links in the data tools can be sent without saving sessions (e.g., a Summary table with selections made creates can be shared with URL instead of session)

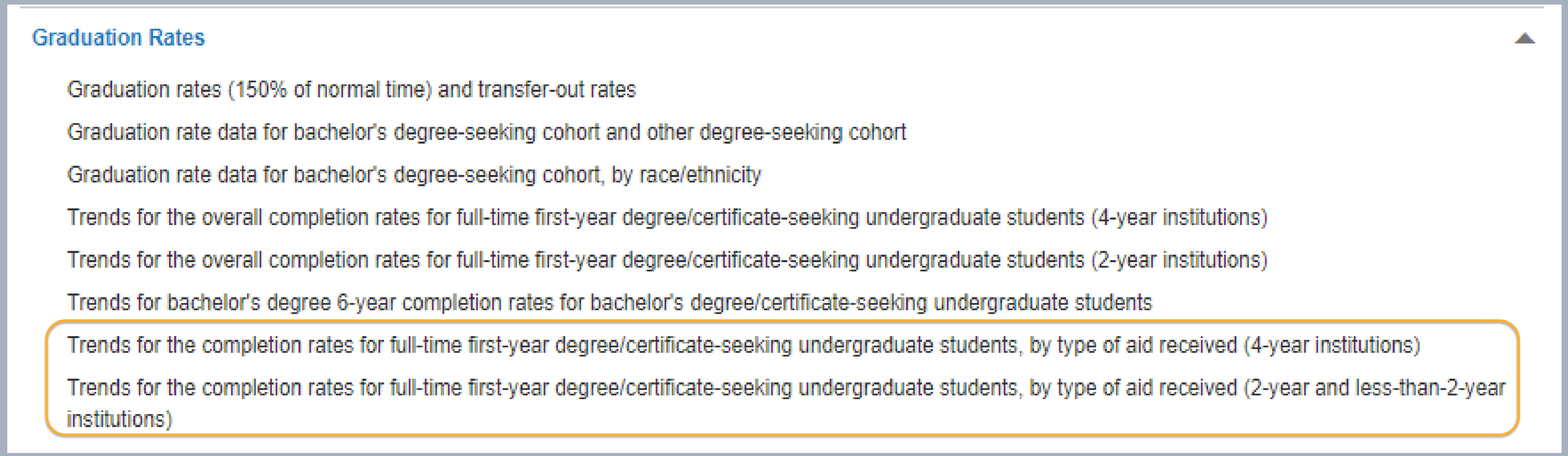
Allows tables to run reports faster

Implemented the payload session management that allows sharing session and user behaviors

Allows for the retention of qualifying variable selection

The retention reports and filters used is included in shared URL

New Summary tables questions by subject



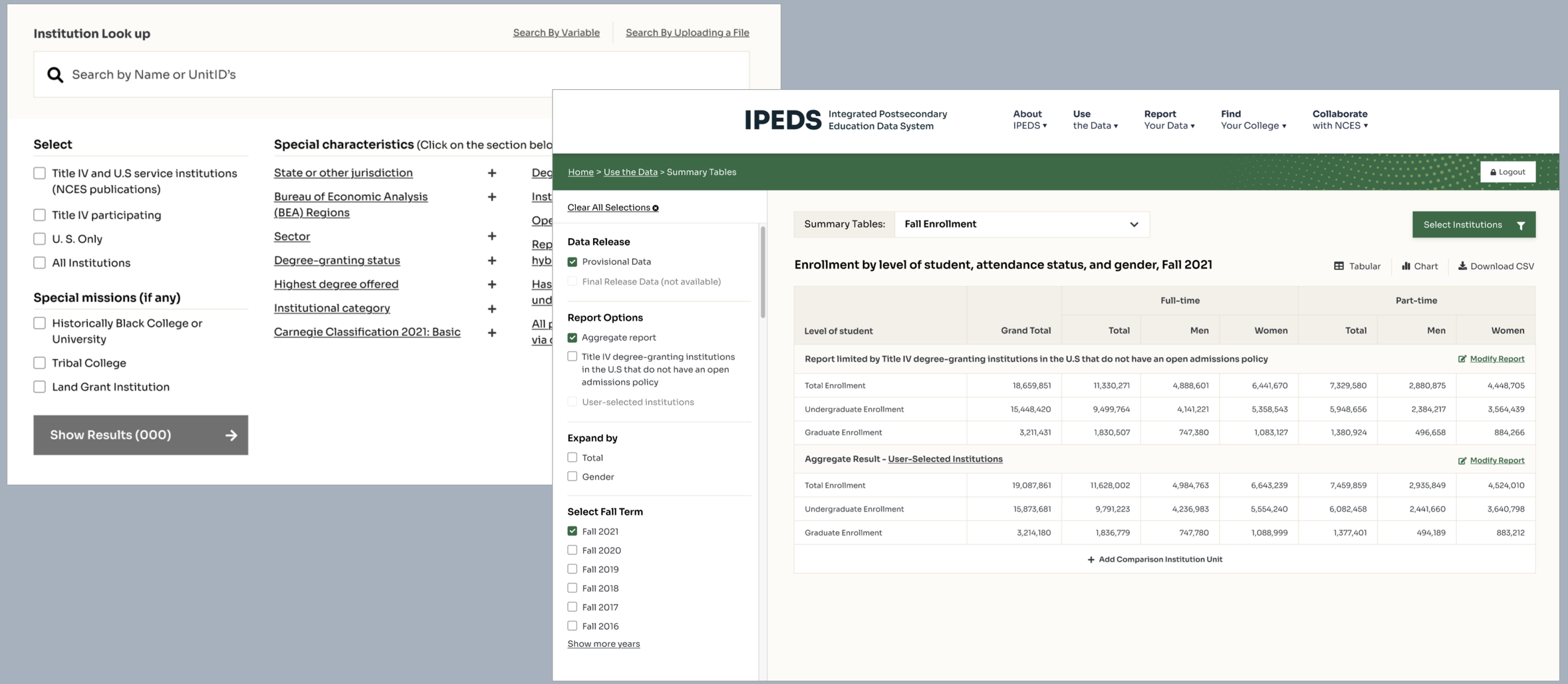
Summary Tables Redesign

Price Trends [Report Templates | Modify Options]

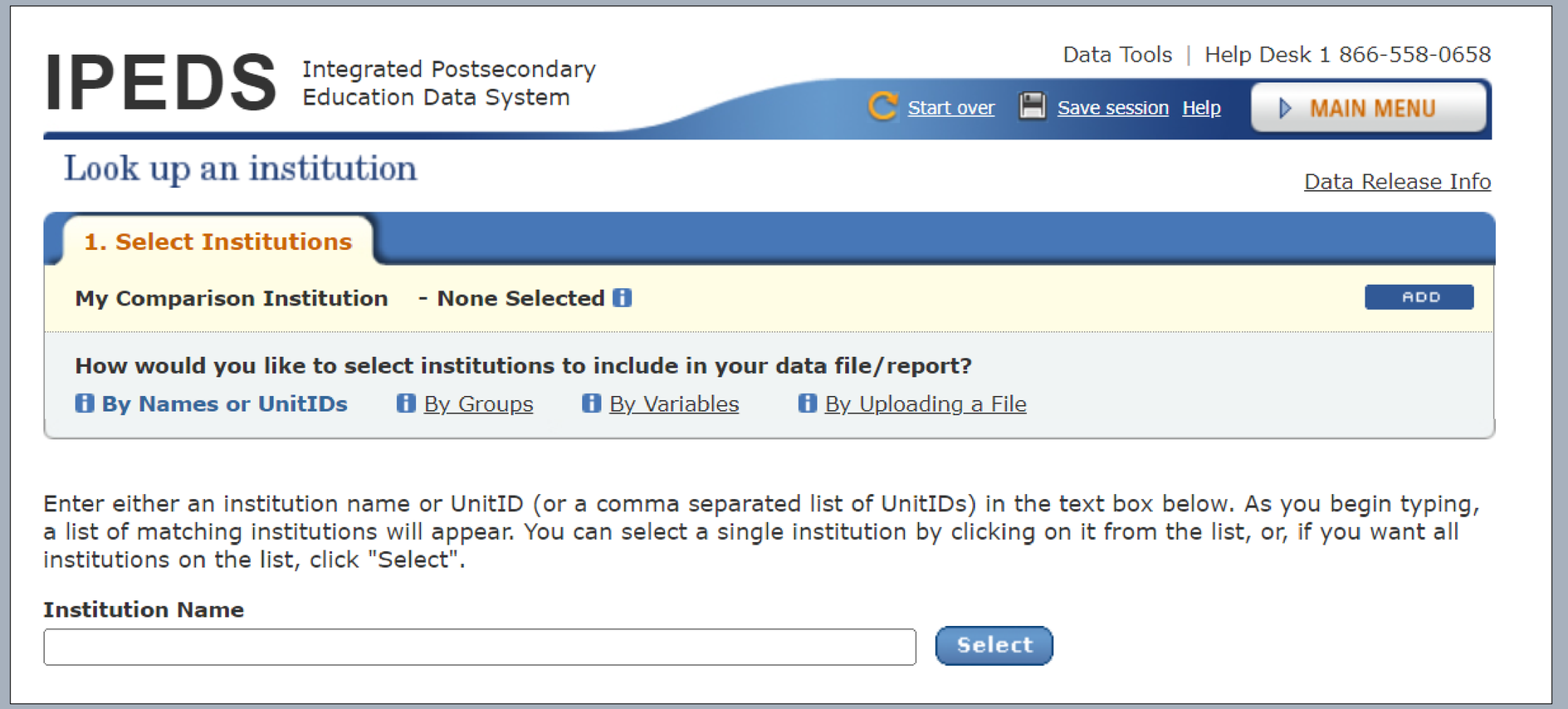
214777 - Pennsylvania State University-Main Campus

	2016	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005	2004	2003	2002
On-campus in-district (total)	35758	35068	34598	33592	31854	31002	29684	28520	26742	25208	23242	22034	20488	18986	17310
In-district tuition and fees	17900	17514	17502	16992	16444	15984	15250	14416	13706	12844	12164	11508	10856	9706	8382
On-campus room and board	11230	10926	10548	10116	9702	9432	9054	8820	8262	7740	7416	7092	6246	5958	5670
On-campus other expenses	4788	4788	4788	4788	4140	4050	3924	3924	3510	3456	2574	2394	2394	2394	2394
Books and supplies	1840	1840	1760	1696	1568	1536	1456	1360	1264	1168	1088	1040	992	928	864
On-campus in-state (total)	35758	35068	34598	33592	31854	31002	29684	28520	26742	25208	23242	22034	20488	18986	17310
On-campus out-of-state (total)	50240	48900	47548	46166	44156	43084	41548	40050	37976	36076	33790	32270	30416	28608	26538
Off-campus															

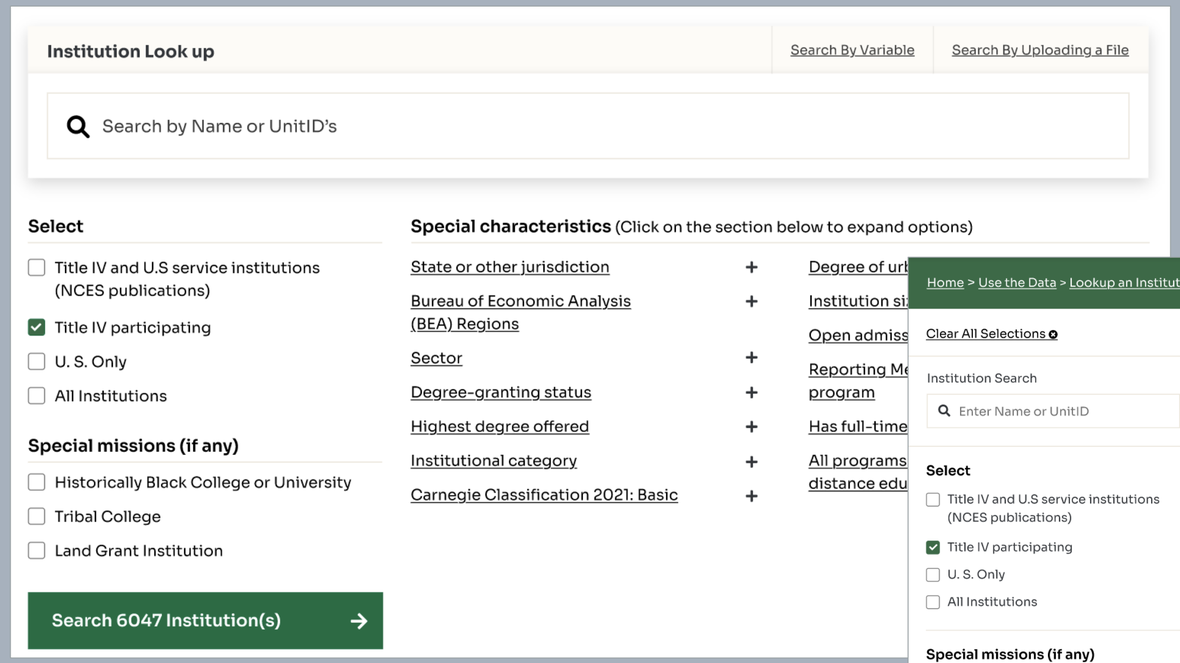
Summary Tables Redesign

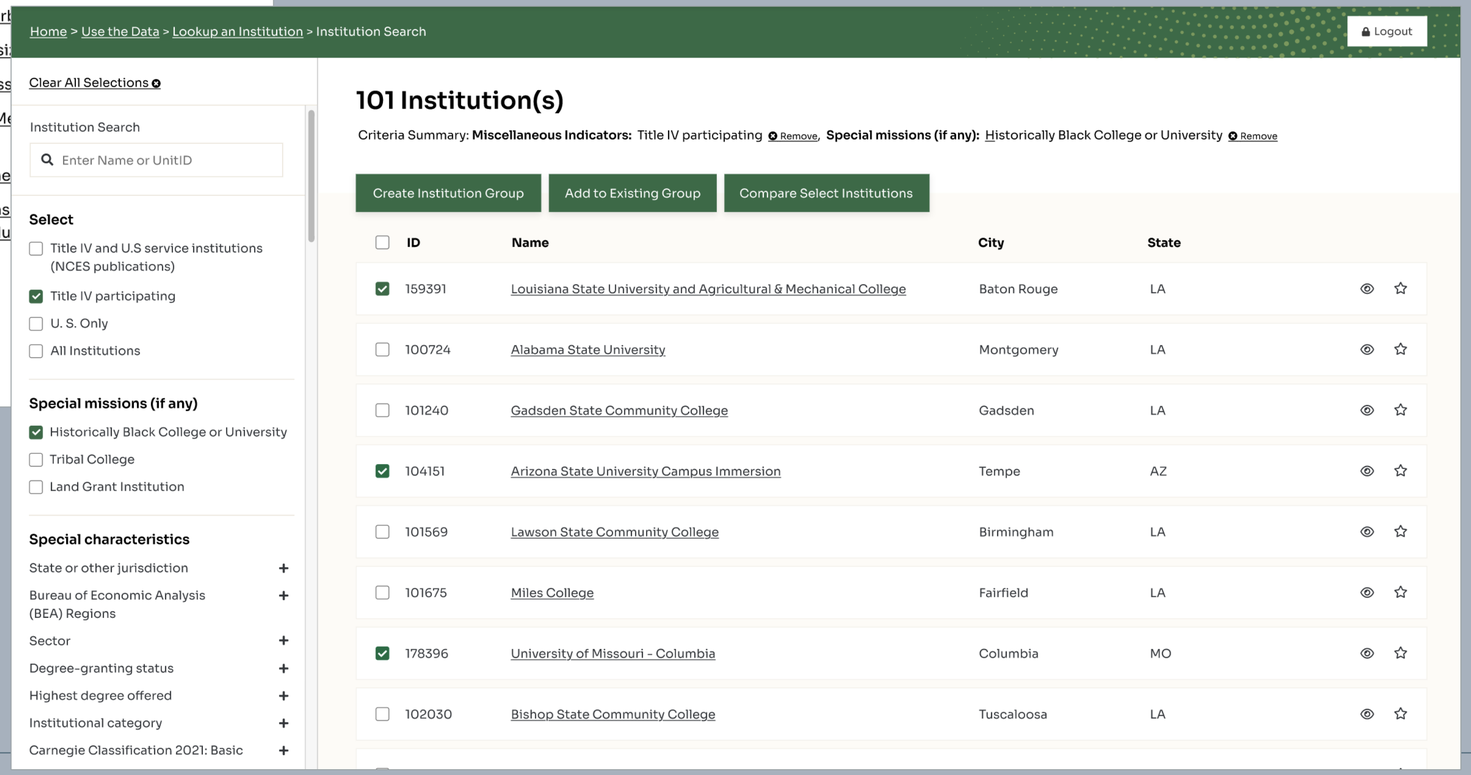


Institution Selection Redesign



Institution Selection Redesign

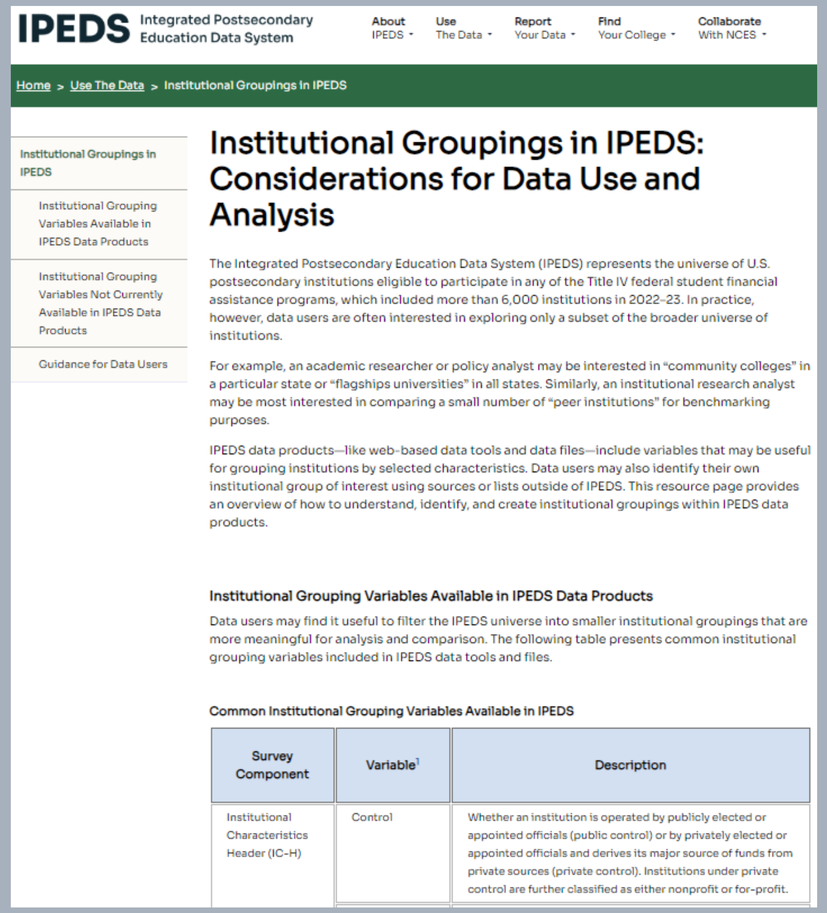




Other Resources

IPEDS resource pages/brochures and NCES blog posts

Resource Pages/Brochures



IPEDS Integrated Postsecondary Education Data System

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

Home > Use The Data > Institutional Groupings in IPEDS

Institutional Groupings in IPEDS

- Institutional Grouping Variables Available in IPEDS Data Products
- Institutional Grouping Variables Not Currently Available in IPEDS Data Products
- Guidance for Data Users

Institutional Groupings in IPEDS: Considerations for Data Use and Analysis

The Integrated Postsecondary Education Data System (IPEDS) represents the universe of U.S. postsecondary institutions eligible to participate in any of the Title IV federal student financial assistance programs, which included more than 6,000 institutions in 2022-23. In practice, however, data users are often interested in exploring only a subset of the broader universe of institutions.

For example, an academic researcher or policy analyst may be interested in "community colleges" in a particular state or "flagships universities" in all states. Similarly, an institutional research analyst may be most interested in comparing a small number of "peer institutions" for benchmarking purposes.

IPEDS data products—like web-based data tools and data files—include variables that may be useful for grouping institutions by selected characteristics. Data users may also identify their own institutional group of interest using sources or lists outside of IPEDS. This resource page provides an overview of how to understand, identify, and create institutional groupings within IPEDS data products.

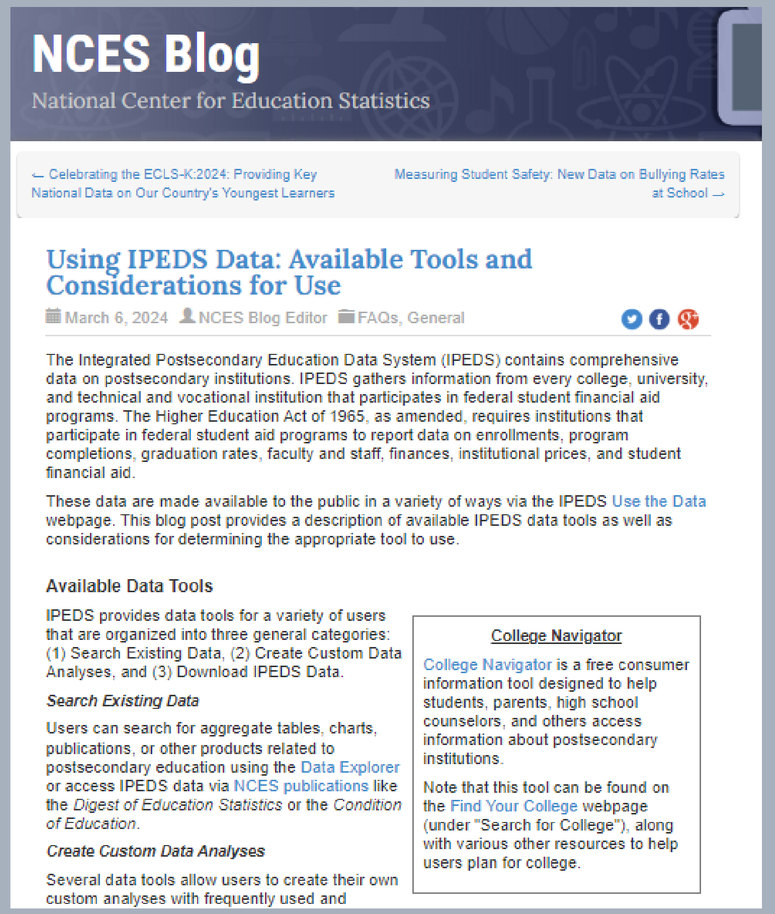
Institutional Grouping Variables Available in IPEDS Data Products

Data users may find it useful to filter the IPEDS universe into smaller institutional groupings that are more meaningful for analysis and comparison. The following table presents common institutional grouping variables included in IPEDS data tools and files.

Common Institutional Grouping Variables Available in IPEDS

Survey Component	Variable[1]	Description
Institutional Characteristics Header (IC-H)	Control	Whether an institution is operated by publicly elected or appointed officials (public control) or by privately elected or appointed officials and derives its major source of funds from private sources (private control). Institutions under private control are further classified as either nonprofit or for-profit.

NCES Blog



NCES Blog

National Center for Education Statistics

← Celebrating the ECLS-K:2024: Providing Key National Data on Our Country's Youngest Learners

Measuring Student Safety: New Data on Bullying Rates at School →

Using IPEDS Data: Available Tools and Considerations for Use

March 6, 2024 NCES Blog Editor FAQs, General

The Integrated Postsecondary Education Data System (IPEDS) contains comprehensive data on postsecondary institutions. IPEDS gathers information from every college, university, and technical and vocational institution that participates in federal student financial aid programs. The Higher Education Act of 1965, as amended, requires institutions that participate in federal student aid programs to report data on enrollments, program completions, graduation rates, faculty and staff, finances, institutional prices, and student financial aid.

These data are made available to the public in a variety of ways via the IPEDS Use the Data webpage. This blog post provides a description of available IPEDS data tools as well as considerations for determining the appropriate tool to use.

Available Data Tools

IPEDS provides data tools for a variety of users that are organized into three general categories: (1) Search Existing Data, (2) Create Custom Data Analyses, and (3) Download IPEDS Data.

Search Existing Data

Users can search for aggregate tables, charts, publications, or other products related to postsecondary education using the Data Explorer or access IPEDS data via NCES publications like the *Digest of Education Statistics* or the *Condition of Education*.

Create Custom Data Analyses

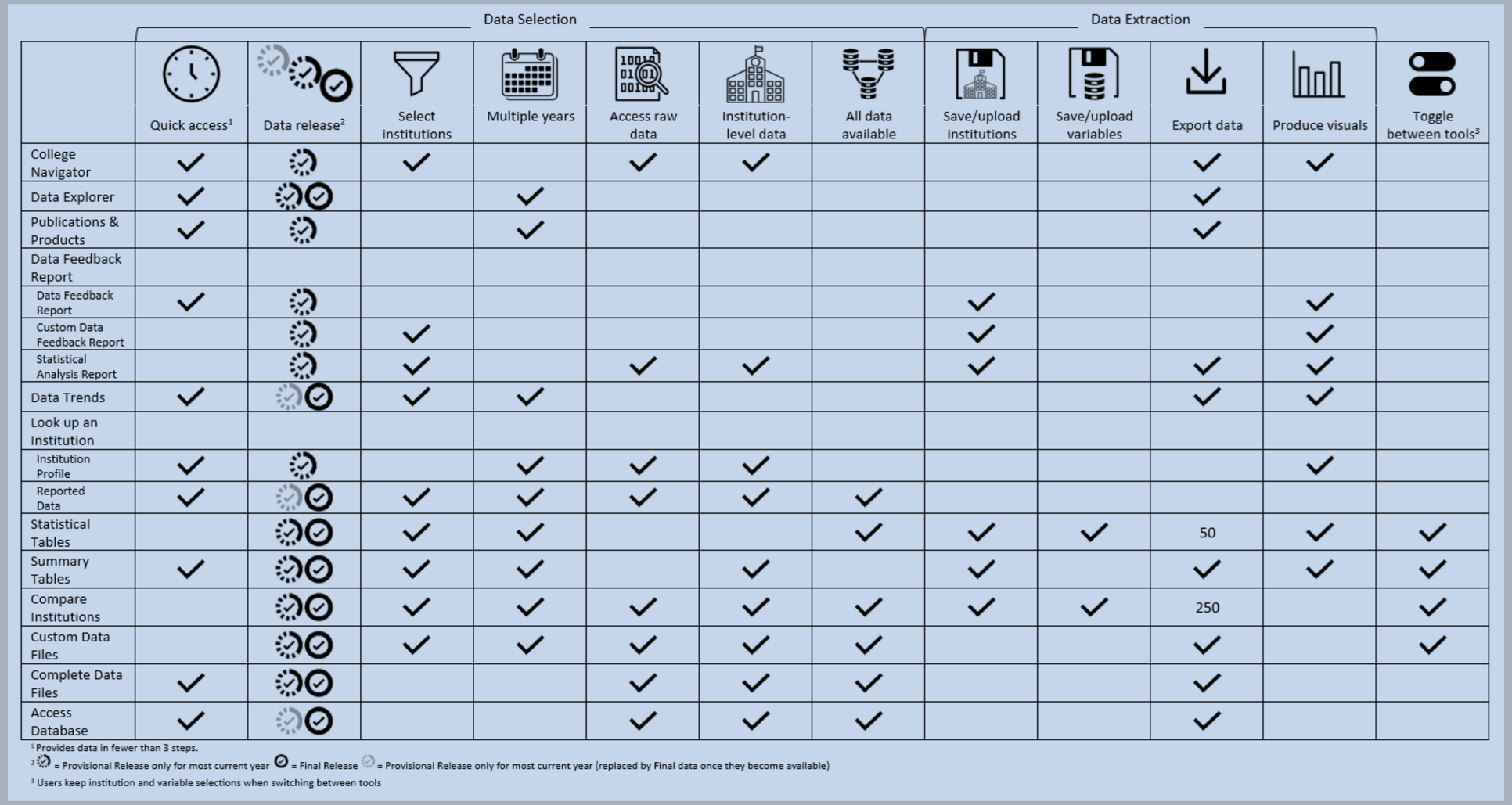
Several data tools allow users to create their own custom analyses with frequently used and

College Navigator

College Navigator is a free consumer information tool designed to help students, parents, high school counselors, and others access information about postsecondary institutions.

Note that this tool can be found on the Find Your College webpage (under "Search for College"), along with various other resources to help users plan for college.

IPEDS data tools and functionality



	Data Selection							Data Extraction				
	Quick access[1]	Data release[2]	Select institutions	Multiple years	Access raw data	Institution-level data	All data available	Save/upload institutions	Save/upload variables	Export data	Produce visuals	Toggle between tools[3]
College Navigator	✓	◔	✓		✓	✓				✓	✓	
Data Explorer	✓	◔✓		✓						✓		
Publications & Products	✓	◔		✓						✓		
Data Feedback Report												
Data Feedback Report	✓	◔						✓			✓	
Custom Data Feedback Report		◔	✓					✓			✓	
Statistical Analysis Report		◔	✓		✓	✓		✓		✓	✓	
Data Trends	✓	◔✓	✓	✓						✓	✓	
Look up an Institution												
Institution Profile	✓	◔		✓	✓	✓					✓	
Reported Data	✓	◔✓	✓	✓	✓	✓	✓					
Statistical Tables		◔✓	✓	✓			✓	✓	✓	50	✓	✓
Summary Tables	✓	◔✓	✓	✓		✓		✓		✓	✓	✓
Compare Institutions		◔✓	✓	✓	✓	✓	✓	✓	✓	250		✓
Custom Data Files		◔✓	✓	✓	✓	✓	✓			✓		✓
Complete Data Files	✓	◔✓			✓	✓	✓			✓		
Access Database	✓	◔✓			✓	✓	✓			✓		

[1] Provides data in fewer than 3 steps.

[2] ◔ = Provisional Release only for most current year ✓ = Final Release ◔ = Provisional Release only for most current year (replaced by Final data once they become available)

[3] Users keep institution and variable selections when switching between tools

https://nces.ed.gov/blogs/nces/post/using-ipeds-data-available-tools-and-considerations-for-use

Thanks!

IPEDS Data Collection Help Desk
(877) 225-2568
ipedshelp@rti.org

IPEDS Tools Help Desk
(866) 558-0658
ipedstools@rti.org

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