2021-22 IPEDS Update Webinar Q&A - October 18, 2021

1) Question: We still have debates on which distance education courses count - is it only all 100% online courses or anything that has a distance component?

   Response: A distance education course is one in which all instructional activity is delivered via distance education (e.g., online). If a course requires any instructional activity to be completed in-person, then is it not a distance education course for IPEDS reporting purposes. For example, flipped or hybrid courses in which a student engages in a mix of online instruction and face-to-face instruction is not considered DE for IPEDS reporting purposes. One way to think about it is: "Can the student complete the entire course without attending class in-person or on campus?" If so, then this course likely is a distance education course.

   Please refer to the IPEDS Distance Education resource page for more information, definitions, and examples:
   https://nces.ed.gov/ipeds/use-the-data/distance-education-in-ipeds

2) Question: The language is unclear between progams and courses.

   Response: Please refer to the IPEDS Distance Education resource page for definitions and examples. https://nces.ed.gov/ipeds/use-the-data/distance-education-in-ipeds

3) Question: Are there any extensions for Fall reporting deadlines this year?

   Response: There were no extensions for fall reporting. Always reach out to the Help Desk as soon as possible if you foresee any issues with submitting data on time.

4) Question: We have used an output file from the ACRL survey to import data to the Academic Libraries survey. Will that still be possible with these changes?

   Response: Yes, this should still be possible.

5) Question: If you use a 3rd party vendor (outsourced) for your librarian, you would say no to the library staff question correct? The vendor provides the librarian and support to our students.

   Response: If these positions are supported from the library budget, then they should be counted as library staff. At the very least you should report having library staff in the IC library question.

6) Question: If a student graduates in August, but they were enrolled only in a term which started prior to July 1. Should this student be reported in 12 month Enrollment?

   Response: Students should be reported in the E12 survey component if they are enrolled for credit between the July 1 to June 30 timeframe. If the student is no longer enrolled in credit-bearing courses during this time window (i.e., the subsequent July 1 to June 30

timeframe) then they should not be reported in E12 timeframe that corresponds to the subsequent year. For example, if a student completed all course work in June 2021, that student would be reported during the July 1, 2020 to June 30, 2021 E12 timeframe, but not for the July 1, 2021 to June 30, 2020 timeframe (as the student was not enrolled anytime between this period). We recognize that there may be a slight administrative delay between when the student is no longer enrolled in courses and when the credential is administratively conferred (i.e., course ended in June 2021 and degree was awarded in August 2021).

7) Question: So will you expect to see higher counts in the OM survey then compared to prior years reporting?

   Response: We expect OM counts to be comparable to prior years. OM should capture all certificate/degree-seeking students who enter the reporting institution between July 1 to June 30. This basic premise regarding who is included in the OM cohorts has not changed.

8) Question: I thought that for the 12E survey, we reported students' FT/PT status according to their status during the first full term at our institution. In other words, a PT student the first semester will always be a PT student, regardless of the current load.

   Response: For both EF and E12 reporting purposes, student statuses should be determined at the first full term of entry (typically fall). Students are first reported in the EF survey component (if enrolled in the fall term). The E12 reporting that aligns with the EF reporting happening in the following data collection year (i.e., when the timing of the data aligns). The E12 survey captures all fall enrolled students plus any other students not already captured in the EF survey component but who were enrolled any time between July 1 to June 30. The fall enrollment "snapshot" falls within E12 and is reported first to IPEDS.

   Please refer to General FAQ #8:
   https://surveys.nces.ed.gov/ipeds/public/survey-materials/faq?faqid=11

9) Question: Would Summer 2021 be considered FY2021-2022, or FY2020-2021.

   Response: [Assuming "FY" refers to fiscal year and addressing this as the Finance related question]. The Finance survey component collects financial data for the most recent 12-month fiscal year ending before October 1, 2021. If an institution's fiscal year begins in October 2020 and ends in September, 2021, financial activities for the summer of 2021 would be included in FY 2020-21.

10) Question: I would think it would matter if they were enrolled in a course after July 1st or not, not whether the class started before July 1st. If the degree was conferred in August but there was no enrollment in a class as of the July 1st date, wouldn't that be a no, don't report?

    Response: This is correct. See response above.

11) Question: I want to make sure I'm understanding this correctly. If a student is non-degree/cert seeking in Fall 2021, but becomes degree-seeking in Spring 2022, then they would be reported as non-degree in the E12 file. But we would track this student for the OM survey even though they are not included as such on either the fall or E12 file?

Response: This is correct. Because OM tracks the academic outcomes of degree/certificate-seeking students, for the OM survey you should use the student statuses at the time the student becomes degree-seeking. Differences between student statuses between E12 and OM may occur only if the student first begins as non-degree seeking in the fall (reported that way for EF and E12) and then becomes degree-seeking in the spring (reported that way for OM). In this scenario, the E12 and OM student statuses will be different because EF/E12 components capture the students as non-degree-seeking because this is how they entered the institution in the fall term, but OM would need to include these students in the degree/certificate-seeking cohort for tracking purposes. Because student statuses likely are different when the student becomes degree-seeking (e.g., a student is only part-time, non-degree-seeking to test out a class or two in a program of study they might want to pursue vs. the student has decided to fully pursue a degree and enrolls full time), use the student statuses at the time of degree-seeking statutes for the OM reporting.

Please refer to General FAQ #8:
https://surveys.nces.ed.gov/ipeds/public/survey-materials/faq?faqid=11

12) Question: What is the status of adding "nonbinary" as a gender option?

Response: IPEDS currently collects gender using binary "Men" and "Women" categories. However, for the ADM survey, students with unknown gender or who do not identify with the binary categories may be included in the "Total" count but not within the binary gender categories.

This is the current FAQ regarding this issue for enrollment reporting:

Q: My institution has students for which gender does not align with the 'Men' and 'Women' categories in IPEDS (e.g., non-binary, unknown). Since there is no place to report other gender categories on the IPEDS data collection screens, how should we report these individuals?

A: These individuals are still to be reported to IPEDS. It is up to the institution to decide how best to handle reporting individuals whose gender does not align with the 'Men' and 'Women' categories. However, a common method used is to allocate these students based on the known proportion of men to women.

Moving forward, NCES is investigating the potential burden on institutions, as well as potential privacy concerns, if IPEDS were to ask institutions to report additional student breakdowns beyond the binary "Men" and "Women" categories. This issue will be presented in the upcoming OMB clearance package in the "Directed Questions" section.

13) Question: If a librarian is classified as a management employee, is it best to report them as librarian or management?

Response: In the HR survey, the Management Occupations category should include those staff whose job it is to plan, direct, or coordinate policies and programs, and may include some supervision of other workers. In addition, Postsecondary Deans should be classified in this category as well, even though they perform similar activities to the workers that they supervise.

All other supervisors should be categorized within the same category as the workers that they supervise.

14) Question: General question: Are there any plans to expand the collection of gender data to inlude nonbinary or other alternative options? Thanks!

Response: See response above.

15) Question: Arrived late, not sure if this was already addressed. IPEDS only looks at Gender M or F. Students are not required to answer this question. Will IPEDS ever accept Gender as not available as an example?

Response: See response above.

16) Question: Are there any discussions occuring about how Universities with branch campuses can report as individual campuses but not be treated as if they were completely independent campuses in terms of reporting student swirl or transfering between campuses?

Response: NCES is always considering ways for institutions to better report. Changes such as this would require major changes to the structure of both the collection system and the dissemination database, so any changes would take time and consideration. Feel free to reach out to the IPEDS program director, Tara Lawley (Tara.Lawley@ed.gov), if you would like to discuss your specific situation further.

17) Question: When will IPEDS start to recognize other categories outside of just Male and Female? Transgender, etc.

Response: See response above.

18) Question: all non-degree/Non-certificate-seeking would be clearer.

Response: [Not able to respond based on lack of context for this question]

19) Question: Will all the changes previously mentioned also take effect in the 2022-2023 academic year?

Response: More minor changes will take place in the 2022-23 data collection, but major changes will not take effect until the 2023-24 data collection. Some changes collected in 2023-24 will collect data about the 2022-23 academic year. The collection year for changes will be spelled out in the clearance package.

20) Question: So basically, everything and everyone?

Response: [Not able to respond based on lack of context for this question]

21) Question: When will the "clearance pkg" come out, and who does it go out to? (How can I be sure to find it?)

Response: The package will come out in early 2022. The exact dates depend on variable NCES and OMB review timelines. We announce the package in This Week in IPEDS, and there is a notice in the Federal Register that will provide the link to the documents and comments.

22) Question: Would that include dual credit?

Response: [Not able to respond based on lack of context for this question]

23) Question: Are you considering collecting test data for the admissions component if we are test optional? In the past, test optional schools were dinged in the US NWR methodology b/c we did not have SAT data in IPEDS. It would be great to have the option to submit the data along with the percentage of students for whom we have data.

Response: ACT/SAT score reporting should occur for all students for whom a test score is used in the admissions decision. If an institution is "test optional" and uses test scores in the admissions decisions for the subset of first-time enrollees who opted to submit ACT/SAT test scores, the institution should include those students in ACT/SAT test score reporting (even the scores reported do not reflect the entire first-time entering class).

For the 2021–22 data collection year, there is a new FAQ that is related to this.

Q: How should I report admissions considerations if my institution has a "test-optional" admission policy?

A: If your institution has a test-optional admission policy (i.e., applicants for admission may decide whether to submit standardized test scores and they may be admitted with or without submitting such scores), select the "Considered but not required" option for the "SAT/ACT" consideration in Section 1 (Admissions Considerations).

Because the institution considers ACT/SAT test scores for those who opt to submit them, those students admitted under the test-optional policy (and submitted scores) should be included in score reporting (i.e., there will be a range and distribution of scores for the subset of those who opted to submit scores). NCES plans to further clarify "test-optional"

and "test-blind" score reporting on the ADM survey component during the 2022–23 data collection year.

24) Question: OK but the definition of course and program is not clear.

Response: If this is regarding distance education enrollment reporting, please refer to the IPEDS Distance Education resource page for definitions and examples. https://nces.ed.gov/ipeds/use-the-data/distance-education-in-ipeds

25) Question: Is it course section by course section or any section in a full course of study?

Response: [Difficult to respond based on lack of context for this question]

26) Question: Is IPEDS aware that there are differing definitions out there for the phrase "Dual Enrollment"? (I ask because I don't see any mention of this in the FAQ / definition) To my community college it usually means people enrolled in more than one college, where "Dual Credit" is the term for those in High School also enrolling for College Credit. This can cause some confusion.

Response: For IPEDS reporting purposes, a "dual enrolled" student is one who is currently enrolled in high school (secondary school) and enrolled in for-credit college-level course(s) at a postsecondary institution (i.e., IPEDS reporting institution). A "dual enrolled" student does not yet hold a high school diploma or recognized equivalent.

27) Question: Do we expect there to be differences between outcomes and 12 month also based on concurrently enrolled students, and how they are/are not counted?

Response: [Assuming concurrently enrolled students refer to dual enrolled students]. Currently dual enrolled students are captured in E12 as non-degree/non-certificate-seeking students. These students are not reported in OM as OM only captures academic outcomes for degree/certificate-seeking students.

28) Question: What is the direct link to the webpage with the distance education webpage?

Response: The Distance Education resource page can be found here: https://nces.ed.gov/ipeds/use-the-data/distance-education-in-ipeds