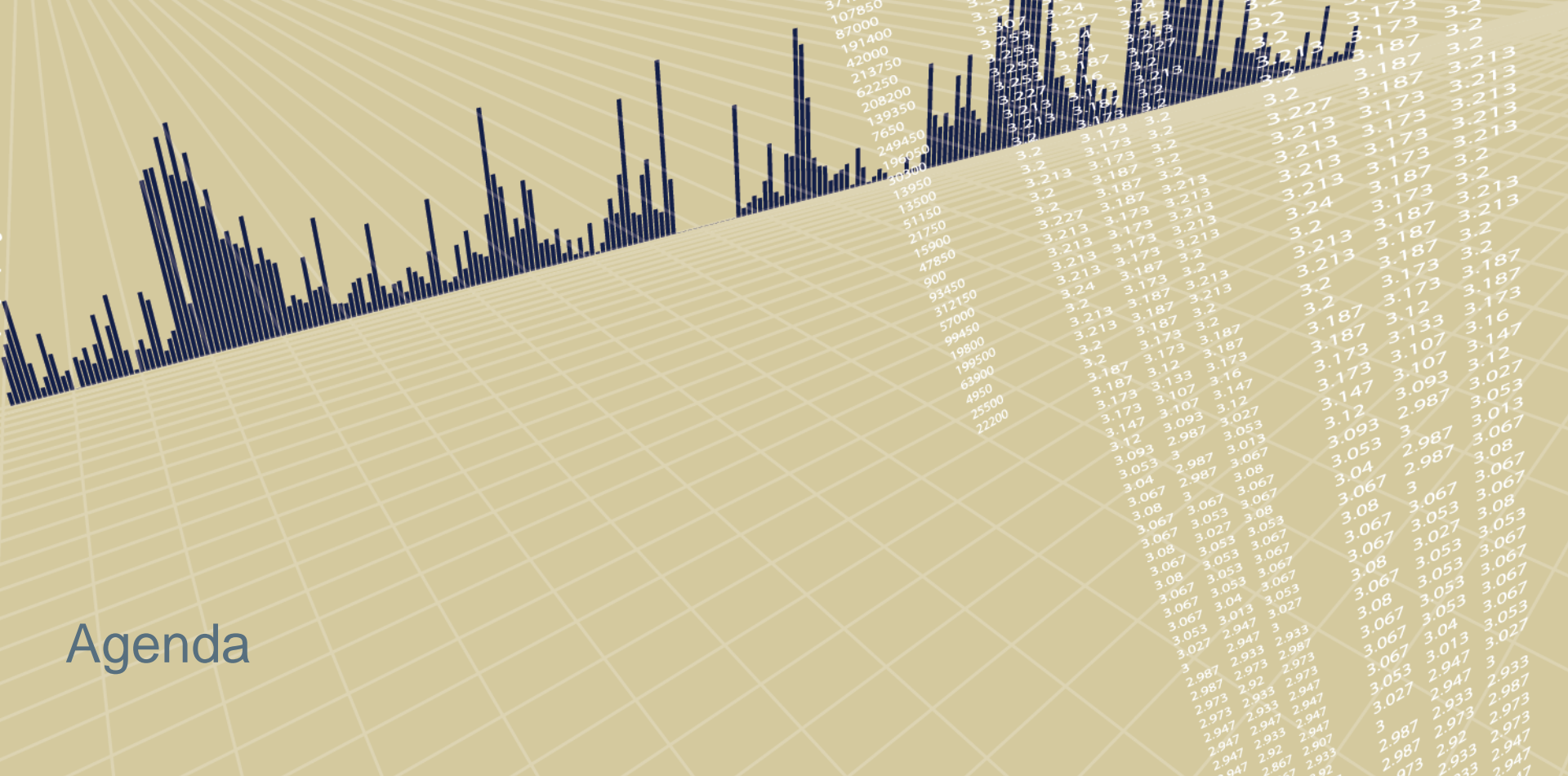


## IPEDS Update Webinar

August 26, 2020



# Agenda

# Agenda

- General updates
- 2020-21 data collection
- Training resources
- IPEDS research & development activities
- IPEDS data releases
- IPEDS data use tools



General updates

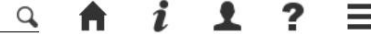
# New look



# IPEDS logo removed from homepage

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Education Data System

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# New look



# As seen on Twitter...



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# Data collection redesign

## IPEDS 2020-21 Data Collection System

IPEDS HELP DESK  
(877) 225-2568 | [ipedshelp@irti.org](mailto:ipedshelp@irti.org)  
OMB NO. 1850-0582 v.27 : Approval Expires 8/31/2022

[Forgot Password](#)

### FALL

**Components** Institutional Characteristics  
Completions  
12-month Enrollment

**Keyholders** Opens Sep 02 (Closes Oct 14)

**Coordinators** Opens Sep 02 (Closes Oct 28)

### WINTER

**Components** Student Financial Aid  
Graduation Rates  
200% Graduation Rates  
Admissions  
Outcome Measures

**Keyholders** Opens Dec 09 (Closes Feb 10)

**Coordinators** Opens Dec 09 (Closes Feb 24)

### SPRING

**Components** Fall Enrollment  
Finance  
Human Resources  
Academic Libraries

**Keyholders** Opens Dec 09 (Closes Apr 07)

**Coordinators** Opens Dec 09 (Closes Apr 21)

### [Reporting Resources](#)

Access resources that will help with successful submission.

### Registration

The 2020-21 data collection cycle opens August 5, 2020. The surveys available for completion as of that date include:

- Registration
- Institution Identification
- Report Mapping (if applicable)
- IC Header

### Data Submission Requirement

The completion of all IPEDS surveys, in a timely and accurate manner, is mandatory for all institutions that participate or are applicants for participation in any Federal financial assistance program authorized by Title IV of the Higher Education Act of 1965, as amended. The completion of the surveys is mandated by 20 USC 1094, Section 487(a)(17).

The collection and reporting of racial/ethnic data are mandatory for all institutions that receive, are applicants for, or expect to be applicants for Federal financial assistance as defined in the Department of Education (ED) regulations implementing Title VI of the Civil Rights Act of 1964 (34 CFR 100.13), or defined in any ED regulations implementing Title IX of the Education Amendments of 1972. The collection of racial/ethnic data in vocational programs is mandated by Section 421(a)(1) of the Carl D. Perkins Vocational Education Act.

The reporting of racial/ethnic and gender data for institutional staff on the Higher Education

# Coronavirus pandemic response

- Deadlines for Spring 2020 data collection were extended by 2 weeks for both Keyholders and Coordinators
  - Keyholders: April 22
  - Coordinators: May 6
- Institutions will be able to 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

# Coronavirus Pandemic: General Reporting Guidance

- Report data to accurately reflect the time period corresponding with the IPEDS survey component, even if such reporting is seemingly inconsistent with prior-year reporting. For example, if a summer term began later than usual due to coronavirus pandemic postponements, continue to report using the timeframes as defined in the IPEDS instructions.
- NCES expects that some data reported during the 2020–21 data collection year will vary from established prior trends due to the impacts of the coronavirus pandemic.
- If an error edit is triggered even when submitting accurate data, please indicate in the corresponding context box or verbally to the Help Desk that the seemingly inconsistent data are accurate and reflect the effects of the coronavirus pandemic.

# Coronavirus Pandemic: Survey-Specific Reporting Guidance

- **C – Distance Education**

- When reporting distance education offerings, do not include remote learning implemented in response to the coronavirus pandemic unless the program anticipates maintaining this modality permanently. Allowing program completion via distance education is not the same as having planned full distance education programs.

- **IC – Distance Education**

- When reporting distance education offerings, do not include remote learning implemented in response to the coronavirus pandemic unless the program anticipates maintaining this modality permanently. Allowing program completion via distance education is not the same as having planned full distance education programs.

- **IC – Student Charges**

- 1. Are all full-time, first-time degree/certificate-seeking students required to live on-campus or in institutionally controlled housing? If your institution typically has this requirement but such requirement is temporarily suspended due to the coronavirus pandemic, please answer Yes.
- 3. Does your institution offer institutionally-controlled housing (either on or off campus)? If your institution typically offers institutionally-controlled housing but has temporarily suspended such offerings due to the coronavirus pandemic, please answer Yes.
- 4. Do you offer board or meal plans to your students? If your institution typically offers board or meal plans but has temporarily suspended such offerings due to the coronavirus pandemic, please answer Yes.

# Coronavirus Pandemic: Survey-Specific Reporting Guidance

- **F** - Coronavirus Aid, Relief, and Economic Security (CARES) Act funds
  - Other federal grants
    - Part E – Scholarships and Fellowships (GASB reporting institutions)
    - Part C – Scholarships and Fellowships (FASB reporting institutions and For-profit institutions)
  - Federal nonoperating grants
    - Part B - Grants – Nonoperating (GASB reporting institutions)
  - Federal grants and contracts
    - Part D (FASB reporting institutions and For-profit institutions)
- **AL** - Expenses
  - Include any library-related expenses that are covered by Coronavirus Aid, Relief, and Economic Security (CARES) Act funds in the appropriate expense sections.

# Coronavirus Pandemic: Survey-Specific Reporting Guidance

- **SFA**

- Part A: Emergency grants funded through the CARES Act are to be counted as federal aid, but not Title IV aid. As such, students who only receive emergency grants funded through the CARES Act should not be included in Group 4.
- Part B: Emergency grants funded through the CARES Act should be included for Group 1 in Part B under “Grant or scholarship aid from the federal government, state/local government, the institution, and other sources known to the institution”.
- Part C: Emergency grants funded through the CARES Act should be included for Group 2 in Part C under “Other federal grants”.
- Part D: Emergency grants funded through the CARES Act should NOT be included for Group 3 in Part D under “Report the total amount of grant or scholarship aid from the federal government, state/local government, or the institution awarded to Group 3 students,” as inclusion of these grants would skew net price calculations.
- Part E: Emergency grants funded through the CARES Act should be NOT included for Group 4 in Part E under “grant or scholarship aid from the following sources: the federal government, state/local government, or the institution,” as inclusion of these grants would skew net price calculations.



Collection updates

# 2020-21 Data Collection



# Schedule



### IPEDS 2020-21 data collection schedule

	Opens	Keyholder close	Coordinator close
Registration* Report mapping Institution identification** IC-Header	August 5, 2020	Register by August 26, 2020	
Fall collection Institutional Characteristics (IC) Completions (C) 12-Month Enrollment (E12)	September 2, 2020	October 14, 2020	October 28, 2020
Winter collection Student Financial Aid (SFA) Graduation Rates (GR) Graduation Rates 200 (GR200) Admissions (ADM) Outcome Measures (OM)	December 9, 2020	February 10, 2021	February 24, 2021
Spring collection Fall Enrollment (EF) Finance (F) Human Resources (HR) Academic Libraries (AL)	December 9, 2020	April 7, 2021	April 21, 2021
* Registration contact information can be updated starting 08/05/2020 through 07/15/2021			
** Institution identification information can be updated starting 08/05/2020 through 06/01/2021			

**IPEDS prior year data collection schedule (2019-20 collection; for surveys in each cycle see table above)**

Fall collection (2019-20)	September 9, 2020	October 14, 2020	October 28, 2020
Spring collection (2020) Any institution that did not complete Spring 2020 during the original data collection must report during this period. Institutions that report for the first time during this revision period <b>will</b> be considered compliant with reporting requirements.	September 9, 2020	October 14, 2020	October 28, 2020
Winter collection (2019-20)***	December 9, 2020	February 10, 2021	February 24, 2021
Spring collection (2020) This is the regular revision period for Spring data. Institutions that report for the first time during this revision period <b>will not</b> be considered compliant with reporting requirements.	December 9, 2020	April 7, 2021	April 21, 2021
*** All revisions to cost of attendance data and any SFA data must be made on SFA in the current year Data Collection System, where 3 years of data are available for revision.			

**Data Feedback Reports:** If you would like to upload a custom comparison group for your 2020 Data Feedback Report, you can do so 3/1/2021 through 07/15/2021.

# Prior year revisions

- Fall and Winter survey components will be open for revision during their regular data collection period; Spring components will be open for revision during the Fall and Spring data collections
  - For compliance, institutions that do not report in Spring 2020 must report in Fall 2020 using the prior year revision system.
- Revise cost of attendance data on IC or any SFA data through current year SFA, NOT in PYR

Note: Institutions that were unable to report Spring 2020 data in the spring are required to report Spring 2020 data using the Prior Year Revision system in Fall 2020.

# Other important dates

- Update Registration Contact information
  - 8/5/20 – 7/15/21
- Update Institution Identification information
  - 8/5/20 – 6/1/21
- Upload Custom Comparison Group for Data Feedback Reports
  - 3/1/21 – 7/15/21

# Office of Management and Budget (OMB) clearance

# OMB clearance

- The IPEDS 2019–20 through 2021–22 (1850-0582 v.25) data collections are all cleared for collection
- Changes for 2020-21
  - Major changes were available for preview during the 2019-20 data collection.
  - Minor changes are intended for clarification.
  - Guidance on reporting for components that are impacted by the coronavirus pandemic.

Details available at:

<https://surveys.nces.ed.gov/ipeds/public/changes-to-the-current-year>

# Sources of changes

- Technical review panel meetings
  - Subbaccalaureate Certificates
  - Evaluating Distance Education Elements
  - Dual Enrollment
  - Finance
  - Classification of Instructional Programs (CIP)
- Other changes
  - NCES initiated
  - Aligning surveys
  - Responding to feedback from users
  - Library committee



# Changes that impact multiple survey components

# Dual credit → Dual enrollment

- Remove the term dual credit and replace with dual enrollment
  - Dual enrolled students (dual enrollment): Students who enroll in college courses offered by an institution of higher education while enrolled in high school or seeking a recognized equivalent. Student performance is recorded on a college transcript and postsecondary credit is awarded for a passing grade in the course.
    - ❖ Includes: All postsecondary courses, independent of course delivery mode, course location, course instructor, whether secondary credit is also offered, and whether the student enrolls through a formal state/local program or enrolls outside a formal state/local program.
    - ❖ Excludes: Credit-by-exam models such as Advanced Placement and International Baccalaureate in which the student is not enrolled in a postsecondary institution.

# Dual enrollment in Institutional Characteristics

## Part C - Student Services - Special Learning Opportunities

**1. Does your institution accept any of the following? [Check all that apply]**

- Dual enrollment
- Credit for life experiences
- Advanced placement (AP) credits
- None of the above

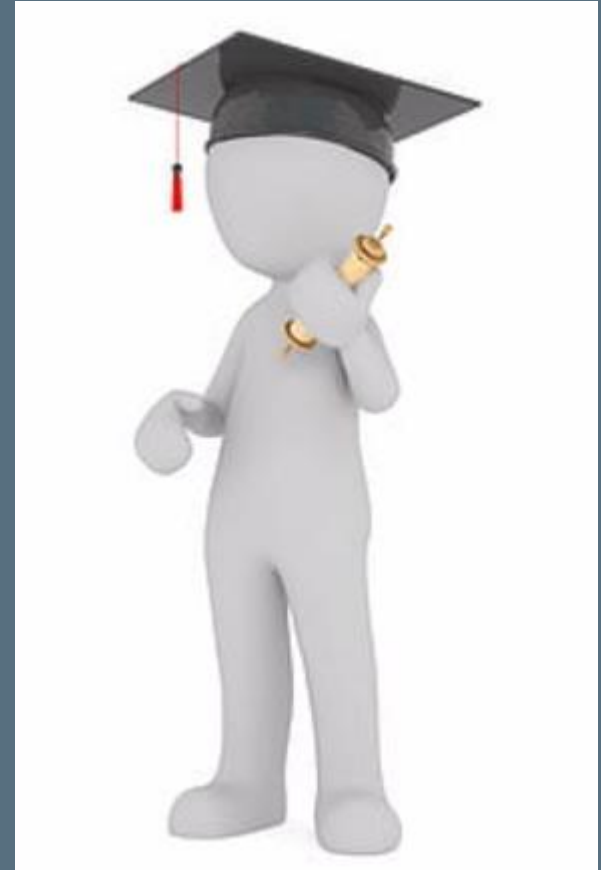


## Changes to Institutional Characteristics – Header & Institutional Characteristics

# Changes to award levels

Award Level		
<b>BELOW THE BACCALAUREATE:</b>		
1a	<input type="checkbox"/>	<u>Postsecondary award, certificate, or diploma of</u> - less than 300 clock hours, or - less than 9 semester or trimester credit hours, or - less than 13 quarter credit hours
1b	<input type="checkbox"/>	<u>Postsecondary award, certificate, or diploma of</u> - 300-899 clock hours, or - 9-29 semester or trimester credit hours, or - 13-44 quarter credit hours
2	<input type="checkbox"/>	<u>Postsecondary award, certificate, or diploma of</u> - at least 900 but less than 1,800 clock hours, or - at least 30 but less than 60 semester or trimester credit hours, or - at least 45 but less than 90 quarter credit hours
3	<input type="checkbox"/>	Associate's degree
4	<input type="checkbox"/>	<u>Postsecondary award, certificate, or diploma of</u> - 1,800 or more clock hours, or - 60 or more semester or trimester credit hours, or - 90 or more quarter credit hours

# Changes to Completions



# Changes to award levels

## Completers by Level

Institutions must report the number of students who earned an award by level. This screen will be shown for each of the following consolidated award levels for which there is a reported completion:

- Postsecondary awards, certificates, or diplomas of:
  - Less than 300 clock hours, or
  - Less than 9 SEMESTER or TRIMESTER credit hours, or
  - Less than 13 QUARTER credit hours
- Postsecondary awards, certificates, or diplomas of:
  - 300-899 clock hours, or
  - 9-29 SEMESTER or TRIMESTER credit hours, or
  - 13-44 QUARTER credit hours
- Postsecondary awards, certificates, or diplomas of:
  - 900 or more clock hours, or
  - 30 or more SEMESTER or TRIMESTER credit hours, or
  - 45 or more QUARTER credit hours
- Associate's degrees
- Bachelor's degrees
- Master's degrees
- Doctor's degrees
- Postbaccalaureate and post-master's certificates

# Refine distance education indicator question

Is at least one program within this CIP code offered as a distance education program?

- All programs in this CIP code in this award level can be completed entirely via distance education.
- Some programs in this CIP code in this award level can be completed entirely via distance education.
  - At least one program in this CIP code in this award level has a mandatory onsite component.
  - At least one program in this CIP code in this award level has a non-mandatory onsite component.
- None of the programs in this CIP code in this award level can be completed entirely via distance education.



# New FAQ

- What certificates should be included?
  - Any certificates that are eligible to be recorded on students' transcripts should be included. All certificates should be recognized by the institution's appropriate governing body.

# Classification of Instructional Programs (CIP)

CIP 2020 Update later!

A large crowd of stylized human figures in blue, black, and grey, arranged in a dense, somewhat irregular pattern. The figures are simple silhouettes with rounded heads and rectangular bodies. The colors are distributed throughout the crowd, with a higher concentration of blue figures in the center and foreground.

# Changes to 12-Month Enrollment

# Additional categories

- Disaggregate reporting of undergraduate students by race/ethnicity and gender into the categories below:
  - Full-time/Part-time, first-time degree/certificate-seeking
  - Full-time/Part-time, transfer-in degree/certificate-seeking
  - Full-time/Part-time, continuing/returning degree/certificate-seeking
  - Full-time/Part-time, non-degree/non-certificate-seeking
- Graduate students will be reported on a separate screen
- Undergraduate/graduate status and attendance level (full-time vs. part-time) of students is determined on the first full term (i.e., semester or quarter) at entry.
  - A student enrolled as an undergraduate in the fall and then as a graduate student in the spring should be reported as an undergraduate student on the 12-month Enrollment survey component.
  - A student enrolled part-time in the fall and then full-time in the spring should be reported as a part-time student on the 12-month survey component.

# Additional categories

## 12-month Unduplicated Count by Race/Ethnicity and Gender - Full-time Undergraduate Students

July 1, 2019 – June 30, 2020

### Reporting Reminders:

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students.

### Men

Students enrolled for <u>credit</u>	Degree/certificate-seeking			Total degree/certificate-seeking	Non-degree/non-certificate-seeking	Total, Full-time undergraduate students
	First-time	Transfer-in	Continuing/Returning			
Nonresident alien	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>	
Hispanic/Latino	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>	
American Indian or Alaska Native	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>	
Asian	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>	
Black or African American	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>	
Native Hawaiian or Other Pacific Islander	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>	
White	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>	
Two or more races	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>	
Race and ethnicity unknown	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>	
<b>Total men</b>						

**Note:** Although this screen illustrates 12-month Unduplicated Count for Full-time Undergraduate Students, the same categories apply to 12-month Unduplicated Count for Part-time Undergraduate Students

# Separate screen for graduate students

## 12-month Unduplicated Count by Race/Ethnicity and Gender - Graduate Students

July 1, 2019 – June 30, 2020

### Reporting Reminders:

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Even though Teacher Preparation certificate programs may require a Bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students.

### Graduate Student Reporting Reminder:

- Report **all** postbaccalaureate degree and certificate students as graduate students, **including any doctor's - professional practice students (formerly first-professional)**

### Men

Students <u>enrolled for credit</u>	Graduate students
Nonresident alien	<input type="text"/>
Hispanic/Latino	<input type="text"/>
American Indian or Alaska Native	<input type="text"/>
Asian	<input type="text"/>
Black or African American	<input type="text"/>
Native Hawaiian or Other Pacific Islander	<input type="text"/>
White	<input type="text"/>
Two or more races	<input type="text"/>
Race and ethnicity unknown	<input type="text"/>
<b>Total men</b>	
Total men prior year	

# New distance education screen

- Report number of undergraduate degree/certificate-seeking, undergraduate non-degree/non-certificate-seeking, and graduate students that are:
  - Enrolled exclusively in distance education courses offered at your institution
  - Enrolled in at least one but not all distance education courses offered at your institution
  - Not enrolled in any distance education courses offered at your institution


# New distance education screen

## 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 <i>enrolled exclusively</i> in <u>distance education courses</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Students <i>enrolled in at least one but not all</i> distance education courses	<input type="text"/>	<input type="text"/>	<input type="text"/>
Students <i>not enrolled in any</i> distance education courses			
<b>Total (from prior part A screens)</b>			

You may use the space below to provide context for the data you've reported above.

 These context notes may be posted on the College Navigator website, and should be written to be understood by students and parents.



## New FAQ

- I have a degree-seeking undergraduate student who took a summer session in 2019. However, the start date of the summer session was prior to E12 period start date of July 1 (prior to July 1). Should I include this student in the 2018-19 E12 counts?
  - For students who start in the summer, and if summer is NOT a “full” term, please use the following guidance:
    - If a student starts in the summer of 2019 (prior to July 1), and they do NOT enroll in any additional terms in 2019-20, they are not included in the July 1, 2019 – June 30, 2020 E12 counts (as they would have been included in the prior E12 counts).
    - If a student starts in the summer of 2019 (prior to July 1 or after July 1), the summer term is not a “full term,” and the student continues enrollment beyond summer, the institution should use the next “full” term (e.g., Fall) to determine if the student is full-time or part-time, and the student should be included in the 2019-20 E12 counts.
    - If a student starts in the summer of 2019 (after July 1), and they do NOT enroll in any additional terms in 2019-20, they are still included in the 2019-20 E12 counts, at the enrollment level (i.e., full-time or part-time) in which they were enrolled during the summer.

## New FAQ

- How do I report students who enter my institution as non-degree/non-certificate-seeking students in the fall, but in the following spring term enroll as degree/certificate-seeking students?
  - Count these students as continuing degree/certificate-seeking because these students became degree/certificate-seeking at some point during the E12 period (July 1 – June 30) and had “prior postsecondary experience.”
  - Count these students as first-time degree/certificate-seeking if they were enrolled for credit at your institution in the fall prior to receipt of a high school diploma (dual enrolled students).

## New FAQ

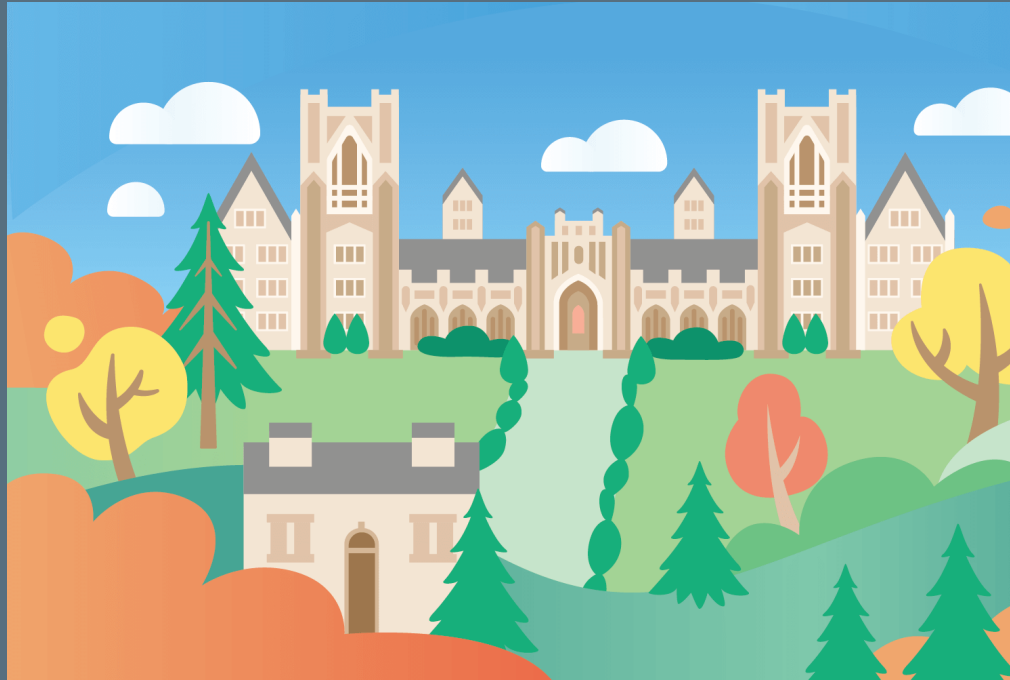
- Where do I report a high school student who is enrolled for credit at my institution (a dual enrolled student)?
  - This student would be reported as non-degree/non-certificate-seeking. Prior to receipt of a high school diploma or recognized equivalent (see glossary definition), a student is non-degree/non-certificate-seeking. After receipt of the high school diploma or recognized equivalent, they can be classified as first-time degree/certificate-seeking, if appropriate.

## New FAQ

- How do I count a high school student who enrolls for credit at my institution in Spring 2019, takes courses for credit during Summer 2019 after graduating high school, and subsequently enrolls in the institution in Fall 2019?
  - This student would be reported as “first-time” degree/certificate-seeking student for the July 1, 2019 – June 30, 2020 12-month Enrollment reporting period.

## Modified FAQ

- How do I report a student who changes enrollment levels during the 12-month period?
  - The enrollment level should be determined at the first “full” term at entry. For example, a student enrolled as an undergraduate in the fall and then as a graduate student in the spring should be reported as an undergraduate student on the 12-month Enrollment survey component.



## Changes to Fall Enrollment

## New FAQ

- Should I report fall-enrolled students as first-time if they were enrolled full-time during the prior summer term?
  - For academic reporters, if fall-enrolled students were first enrolled full-time during the prior summer term that began before June 30 (i.e., the end date for the Outcome Measures (OM) survey cohort year) AND the summer term is considered a full and regular term, do NOT report these students as first-time students on the Fall Enrollment (EF) survey. This will ensure that first-time students are reported in the same academic year in both the EF and OM surveys



## Changes to Admissions



## New FAQ

- How do I treat students who enrolled in the summer prior to fall enrollment?
  - It depends on whether summer is a full and regular term.
    - If fall-enrolled students were first enrolled full-time during the prior summer term that began before June 30 AND the summer term IS considered a full and regular term, do NOT report these students in the ADM survey.
    - If the summer is NOT a full and regular term, the students SHOULD be reported in ADM.

# Changes to Finance



# New screening question to determine where/whether institutions will report intercollegiate athletics revenues (degree-granting 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 (explain in caveat box)

# Splitting of the Screening Question #6 into Screening Question #6 (Pension) and Screening Question #7 (OPEB)

## Old Screening Question #6

### 6. Pension and Postemployment Benefits Other than Pension (OPEB)

Does your institution include defined benefit pension or postemployment benefits other than pension (OPEB) liabilities, expenses, and/or deferrals in its General Purpose Financial Statements?

No

Yes

## New Screening Questions #6 and #7

### 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

# Splitting of Part M into Part M-1 (Pension) and Part M-2 (OPEB)

## Part M

### Part M - Pension and Postemployment Benefits Other than Pension (OPEB) Information

Most recent fiscal year ending before October 2019

Line No.	Description	Current year amount	Prior Year amount
01	Pension expense	<input type="text"/>	
02	Net Pension liability	<input type="text"/>	
03	Deferred inflows related to pension	<input type="text"/>	
04	Deferred outflows related to pension	<input type="text"/>	
05	OPEB expense	<input type="text"/>	
06	Net OPEB liability	<input type="text"/>	
07	Deferred inflows related to OPEB	<input type="text"/>	
08	Deferred outflows related to OPEB	<input type="text"/>	

You may use the space below to provide context for the data you've reported above.



## Parts M-1 and M-2

### Part M-1 - Pension Information

Most recent fiscal year ending before October 2020

Line No.	Description	Current year amount	Prior Year amount
01	Pension expense	<input type="text"/>	
02	Net Pension liability	<input type="text"/>	
03	Deferred inflows related to pension	<input type="text"/>	
04	Deferred outflows related to pension	<input type="text"/>	

You may use the box below to provide additional context for the data you have reported above. Context notes will be posted on the College Navigator website. Therefore, you should write all context notes using proper grammar (e.g., complete sentences with punctuation) and common language that can be easily understood by students and parents (e.g., spell out acronyms).

### Part M-2 - Postemployment Benefits Other than Pension (OPEB) Information

Most recent fiscal year ending before October 2020


Line No.	Description	Current year amount	Prior Year amount
05	OPEB expense	<input type="text"/>	
06	Net OPEB liability	<input type="text"/>	
07	Deferred inflows related to OPEB	<input type="text"/>	
08	Deferred outflows related to OPEB	<input type="text"/>	

You may use the box below to provide additional context for the data you have reported above. Context notes will be posted on the College Navigator website. Therefore, you should write all context notes using proper grammar (e.g., complete sentences with punctuation) and common language that can be easily understood by students and parents (e.g., spell out acronyms).

# New screen (Part N-GASB, Part I-FASB, and Part G-PFP) to collect numerator and denominator for calculating financial health ratios (degree-granting institutions)

Most recent fiscal year ending before October 2020		
Line No.	Description <i>(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.)</i>	Current year amount
01	Operating income (Loss) + net nonoperating revenues (expenses)	<input type="text"/>
02	Operating revenues + nonoperating revenues	<input type="text"/>
03	Change in net position	<input type="text"/>
04	Net position	<input type="text"/>
05	Expendable net assets	<input type="text"/>
06	Plant-related debt	<input type="text"/>
07	Total expenses	<input type="text"/>

**Note:** This screen illustrates Part N – GASB institutions

 You may use the box below to provide additional context for the data you have reported above. Context notes will be posted on the College Navigator website. Therefore, you should write all context notes using proper grammar (e.g., complete sentences with punctuation) and common language that can be easily understood by students and parents (e.g., spell out acronyms).

# New screen (Part E2-GASB & Part C2-FASB & PFP) to collect sources of discounts and allowances (all institutions)

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

**Note:** This screen illustrates Part E2 – GASB institutions

# New data elements in Part H to collect market value for change in value of endowment net assets (degree-granting GASB and FASB)

## 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	<u>Market Value</u>	Prior Year Amounts
01	Value of endowment net assets at the beginning of the fiscal year	<input type="text"/>	
02	Value of endowment net assets at the end of the fiscal year	<input type="text"/>	
03	Change in value of endowment net assets <b>CV=[H02-H01]</b>		
03a	New gifts and additions	<input type="text"/>	
03b	Endowment net investment return	<input type="text"/>	
03c	Spending distribution for current use	<input type="text"/>	
03d	Other <b>CV=[H03-(H03a+H03b+H03c)]</b>		





# Changes to Academic Libraries

# Change instructions for Total Digital/Electronic Circulation or Usage

- **Total Digital/Electronic Circulation or Usage** – Report usage of digital/electronic titles whether viewed, downloaded, or streamed. Do not include institutional repository documents.
  - Include usage for e-books and e-media titles only, even if the title was purchased as part of a database. Do not include usage of titles in Demand-Driven Acquisition (DDA) or Patron-Driven Acquisition (PDA) collections until they have been purchased or leased by the library. Do not include transactions of VHS, CDs, or DVDs, as the transactions of these materials are reported under "physical circulation.
  - Most vendors will provide usage statistics in COUNTER reports. As of January 2019, Release 5 became the current Code of Practice (see Project COUNTER Release 5 Code of Practice [[https://www.projectcounter.org/wp-content/uploads/2017/10/Release5\\_20171013-1.pdf](https://www.projectcounter.org/wp-content/uploads/2017/10/Release5_20171013-1.pdf)]). Relevant COUNTER Release 5 reports for e-books are: TR\_B1: Book Requests (Excluding OA\_Gold). As to the COUNTER 5 metric type for e-books, report "unique title requests." For e-media, use IR\_M1: Multimedia Item Requests, report metric type for "total\_item\_requests" is the most relevant.
  - If COUNTER Release 5 reports are unavailable and if COUNTER Release 4 reports are available, IPEDS suggest that libraries report counts from BR1 and MR1. If BR1 and MR1 statistics are not available, BR2 and MR2 statistics can be used. In cases where vendors do not provide COUNTER reports, libraries may report using other means for monitoring digital/electronic circulation/usage (downloads, session views, transaction logs, etc.).

# Adding Staff by FTE to the AL survey

Does your institution have Library Staff?

- No
- Yes

Library Staff	Number of FTEs
Librarians	<input type="text"/>
Other Professional Staff	<input type="text"/>
All Other Paid Staff (Except Student Assistants)	<input type="text"/>
Student Assistants	<input type="text"/>
<b>Total</b>	

# Classification of Instructional Programs (CIP) 2020

## What is the Classification of Instructional Programs (CIP)?

- CIP is a taxonomy of postsecondary instructional programs
- Created by NCES in 1980 is updated every 10 years
- CIP 2020 is sixth edition and focused on adding new programs of study
- Goes into effect with Fall 2020 Completions Data
  - Report data on completions for academic year 2019-2020
  - Completions occurred between July 1, 2019-June 30, 2020

# NCES' Purpose for the CIP

- NCES intended the CIP to be used for IPEDS Reporting
- IPEDS Completion Survey
  - Reports number of degree and certificates awarded per academic year
  - By field of study (6 digit CIP Code)
  - Level of award
- Fall Enrollment Survey
  - Reports number of degrees and certificates awarded in even years for selected CIP Code
  - Level of Award
  - Race/Ethnicity and Gender

# CIP Website

<http://nces.ed.gov/ipeds/cipcode//Default.aspx?y=56>



CIP 2020

- Search Options
- FAQs
- Resources
- Help
- Contact
- CIP Wizard

- Browse all CIP codes
- Search CIP Codes
- View Crosswalk 2010-2020

Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, 2000, 2010 and 2020. Information on the 1985, 1990, 2000 and 2010 CIP can be accessed on the [resources](#) page under the section heading Archive and Historical. On the 2020 CIP Website, you can view both the 2020 CIP and the 2010 CIP. The default option is to view the 2020 CIP, which is the most recent version of the CIP. To view the 2010 CIP on this webpage, look for the Change Year Box, click on the down arrow and select 2010.

## Search

Enter search terms if desired, filter by any of the available options, and click 'Search'. Note: Separate search terms with spaces.

[Advanced Search](#)

Search within:  Title  Definition  Examples

2-digit series:

# CIP Resources



CIP 2020

- 
- 
- 
- 
- 
- 

## Resources

### 2010-2020 CIP Conversion

Information on the selected CIP version is available below.

#### General

- [Introduction](#)
- [Acknowledgements](#)
- [Help Document](#)

#### Online

- [Browse all CIP codes](#)
- [Search CIP codes](#)
- [View Crosswalk 2010-2020](#)
- [View NEW CIP codes](#)
- [View DELETED CIP codes](#)
- [View MOVED CIP codes](#)

#### Download

- [Crosswalk 2010-2020](#)
- [CIPCode 2020](#)
- [CIPCode 2020](#)
- [2020 Guidelines for Using the CIP to SOC Crosswalk](#)
- [CIP 2020 to SOC 2020 Crosswalk](#)



# CIP Wizard Homepage

## Welcome to the CIP Wizard!

View or download a report on how a specified set of CIP codes map to the new version of the CIP. You may select to view a report based on the CIP codes your institution submitted for the last three IPEDS Completion Surveys, or you may create a custom report by uploading, pasting, or selecting codes one-by-one. Please begin by identifying your institution.

Start here...

Begin by identifying your institution by UnitID or name.

Non-institution personnel may select any school to begin.

Enter UnitID:

Go

OR...

Enter four or more characters to begin the search. A list of matching institutions will be shown as you type. Click "Select" to choose an institution and continue.

Institution:

Select	Arkansas State University Mid-South	West Memphis, AR
Select	Arkansas State University-Beebe	Beebe, AR
Select	Arkansas State University-Main Campus	Jonesboro, AR
Select	Arkansas State University-Mountain Home	Mountain Home, AR
Select	Arkansas State University-Newport	Newport, AR
Select	Kansas State University	Manhattan, KS

# CIP Wizard Results

## CIP Wizard > My CIP Code Summary Report

The following report was generated based on the CIP codes your institution submitted for the last three IPEDS Completion Surveys. Please view each tab to see which codes had no substantive changes, moved, were deleted, or are new codes that may be of interest to you. The entire report may be downloaded in Word format. Additionally, the report data may be downloaded in Excel format.

### Summary

Your institution submitted 160 unique CIP Code(s) from CIP 2010 on the last three IPEDS Completion Surveys. The following summary information is available:

156 - No substantive changes  
4 - Moved to a new location  
0 - Deleted

Additionally, 202 new code(s) may be of interest to you based upon the CIP Code(s) your institution submitted for the last three IPEDS Completion Surveys.

### Report/Data Downloads

- [Download/Print Report](#)
- [Download Report Data](#)
- [Save Codes for Upload](#)

No Substantive Changes	Moved	Deleted	Suggested New Codes
------------------------	-------	---------	---------------------

CIP Codes with no substantive changes.

*Note: While these CIP codes have not been moved or deleted, some of them may have had some minor changes to their title or definition. A check mark indicates whether the CIP has had its title or definition changed.*

- Title or Definition Changed
  - (01.0101) Agricultural Business and Management, General.
  - (01.0103) Agricultural Economics.
  - (01.0104) Farm/Farm and Ranch Management.
  - (01.0199) Agricultural Business and Management, Other.
  - (01.0201) Agricultural Mechanization, General.
  - (01.0307) Horse Husbandry/Equine Science and Management.
  - (01.0401) Agricultural and Food Products Processing.
  - (01.0802) Agricultural Communication/Journalism.
  - (01.0899) Agricultural Public Services, Other.
  - (01.0901) Animal Sciences, General.
  - (01.0906) Livestock Management.
  - (01.1001) Food Science.

# CIP Wizard Results: Moved Codes

entire report may be downloaded in Word format. Additionally, the report data may be downloaded in Excel format.

## Summary

Your institution submitted 160 unique CIP Code(s) from CIP 2010 on the last three IPEDS Completion Surveys. The following summary information is available:

- 156 - No substantive changes
- 4 - Moved to a new location
- 0 - Deleted

Additionally, 202 new code(s) may be of interest to you based upon the CIP Code(s) your institution submitted for the last three IPEDS Completion Surveys.

## Report/Data Downloads

- [Download/Print Report](#) ?
- [Download Report Data](#) ?
- [Save Codes for Upload](#) ?

No Substantive Changes   **Moved**   Deleted   Suggested New Codes

The following CIP codes moved to a new location and have a new code number. Please refer to the crosswalk below to see the how the code number in the previous version maps to the new version.

✓ CIP Title or Definition Changed

CIP Code 2010	CIP Title 2010	CIP Code 2020	✓ CIP Title 2020
51.1104	Pre-Veterinary Studies.	01.1302	Pre-Veterinary Studies.
51.2401	Veterinary Medicine.	01.8001	Veterinary Medicine.
51.2501	Veterinary Sciences/Veterinary Clinical Sciences, General.	01.8101	Veterinary Sciences/Veterinary Clinical Sciences, General.
51.2503	Veterinary Physiology.	01.8109	Veterinary Physiology.

# CIP Wizard Results: Suggested Codes

## Summary

Your institution submitted 160 unique CIP Code(s) from CIP 2010 on the last three IPEDS Completion Surveys. The following summary information is available:

156 - No substantive changes  
4 - Moved to a new location  
0 - Deleted

Additionally, 202 new code(s) may be of interest to you based upon the CIP Code(s) your institution submitted for the last three IPEDS Completion Surveys.

## Report/Data Downloads

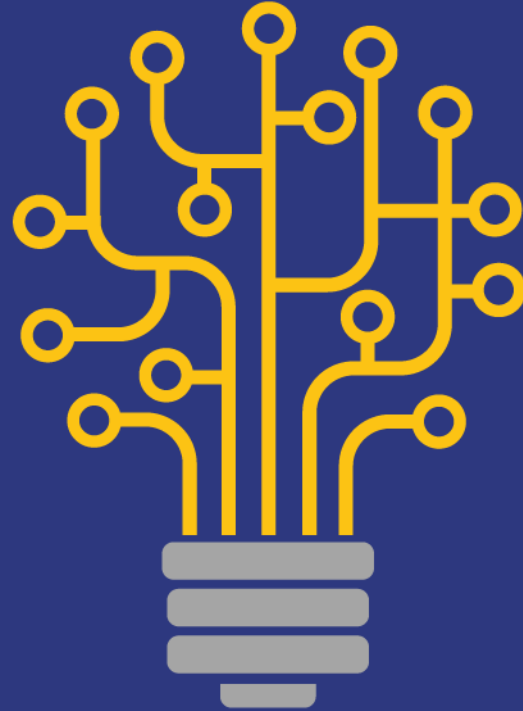
- [Download/Print Report](#)
- [Download Report Data](#)
- [Save Codes for Upload](#)

No Substantive Changes   Moved   Deleted   **Suggested New Codes**

There were 542 new programs added to the CIP. Based upon the CIP Code(s) your institution submitted for the last three IPEDS Completion Surveys, the following new codes may be of interest to you. Please review the new program codes listed below to see if any of them better describe the programs at your institution.

The following new program codes occur within the same '4-digit' series codes as codes selected for this report.

- 01.0207 Irrigation Management Technology/Technician.
- 01.0310 Apiculture.
- 01.0480 Reserved.
- 01.1003 Brewing Science.
- 01.1005 Zymology/Fermentation Science.
- 01.1180 Reserved.
- 03.0209 Energy and Environmental Policy.
- 03.0210 Bioenergy.
- 04.0200 Pre-Architecture Studies.
- 04.0202 Architectural Design.
- 04.0299 Architecture, Other.
- 04.0402 Healthcare Environment Design/Architecture.
- 04.0403 Sustainable Design/Architecture.
- 04.0499 Environmental Design, Other.
- 05.0212 Comparative Group Studies.
- 09.0405 Business and Economic Journalism.
- 09.0406 Cultural Journalism.



# Training Resources

# Training

- Association for Institutional Research (AIR)
  - Holds the subcontract for IPEDS training
  - Provides training in a variety of modalities:
    - Face-to-Face IPEDS Workshops
    - Online IPEDS Keyholder Courses
    - Online IPEDS Video Tutorials
    - NCES Data Institute



<https://www.airweb.org/collaborate-learn/ipeds-training>

# Online Keyholder course content



## **IPEDS Keyholder Essentials: A Beginner's Guide**

- Data providers with less than 9 months of experience
- Basic concepts, knowledge, and skills to complete IPEDS submissions
- Provide resources needed to be successful in the keyholder role
- Tips and tricks on how to complete accurate and timely IPEDS submissions



## **IPEDS Keyholder Efficiencies: Reducing the Reporting Burden**

- Data providers with 10 to 24 months of experience
- Introduces and expands upon concepts for IPEDS Keyholders, including: cleaning data files, leveraging IPEDS data at your institution, reducing the burden of IPEDS reporting with process management and reporting, benchmarking data, and creating benchmarking reports

# 90 on-demand online training videos

Over 7 hours of educational content

Small and consumable format to assist and answer specific questions

9,707 views in 2018-19

01

## SURVEY COMPONENTS

- 50 concept tutorials
- 13 component overview tutorials
- IPEDS definitions, concepts, and issues
- Linked from Data Collection Survey screens

02

## DATA TOOLS

- Provided instruction and demonstration for using tools effectively
- Tutorials discuss the benefits of each tool

03

## IPEDS RELATED

- New Keyholder & Annual IPEDS Update tutorials
- Data Release Stages, IPEDS Community, Net Price Calculator
- Additional tutorials related to IPEDS materials







# IPEDS research and development activities

# 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

## Reports and Suggestions from Past IPEDS Technical Review Panels

TRP  
#59

### IPEDS Data Visualizations

The Technical Review Panel reviewed a series of data visualizations created using IPEDS data and provided feedback for NCES to consider as it continues the development process. This summary provides an overview of the information presented to the panel and the primary themes and takeaways that emerged during the associated discussion.

TRP  
#58

### Exploring Best Practices in Data Visualization

The Technical Review Panel discussed ways in which other organizations effectively use data visualization in order to inform NCES as it considers its approach to implementing and utilizing data visualization tools with IPEDS data. This summary provides an overview of the information presented to the panel and the primary themes and takeaways that emerged during the associated discussion.

TRP  
#57

### IPEDS Financial Metrics

#### TRP #57 Final Action Report

The Technical Review Panel discussed ways in which the IPEDS Finance survey meets existing needs and how it might be improved – both in terms of revising, eliminating, or adding data and developing new metrics. This summary provides feedback on how changes would affect data quality and reporting burden for institutions.

## Upcoming and Recent TRP Meetings

*Oct 22, 2019 - Oct 23, 2019*

Monitoring Emerging Issues in Higher Education

*Jun 23, 2020 - Jun 24, 2020*

Improving the Student Financial Aid Component

*Oct 20, 2020 - Oct 21, 2020*

Capturing Noncredit Enrollment and Activity in the IPEDS Surveys

## 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

[https://edsurveys.rti.org/IPEDS\\_trp](https://edsurveys.rti.org/IPEDS_trp)

# Recent and upcoming TRP meetings

Date	TRP topic
March 2021	Reducing Burden for Small Institutions
October 2020	Capturing noncredit enrollment and activity in IPEDS (virtual)
June 2020	Student Financial Aid (virtual)
October 2019	Monitoring Emerging Issues in Higher Education
June 2019	Exploring Best Practices in Data Visualization (continued)
March 2019	Exploring Best Practices in Data Visualization
October 2018	IPEDS Financial Metrics
June 2018	CIP 2020: A Decennial Update to the Classification of Instructional Programs (CIP)

# National Postsecondary Education Cooperative (NPEC)

IES :: NCES National Center for Education Statistics MENU



## National Postsecondary Education Cooperative (NPEC)

NCES has assigned NPEC the specific responsibility for developing a research and development agenda for IPEDS. NPEC also intermittently produces products for use by postsecondary data providers, users, and institutional representatives.



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

# Commissioned papers (under 'Products')



## 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

Email: [tara.lawley@ed.gov](mailto:tara.lawley@ed.gov)



# IPEDS data releases



**REMINDER**

No more *First Look* reports!

# Publication status (Use the Data → IPEDS Survey Components)

## IPEDS Survey Components

IPEDS data are submitted at the aggregated-level from postsecondary institutions and do not have student-level information. Institutions submit data through 12 interrelated survey components about general higher education topics for 3 [reporting periods](#). Click for more information on [IPEDS methodology](#).

2019-20 Collection	Data Release Date	Links
Fall Surveys	July 8, 2020 (PD)	<a href="#">Tables (PD)</a>   <a href="#">Memo</a>

2018-19 Collection	Data Release Date	Links
Fall Surveys	July 8, 2020 (FD)	<a href="#">Tables (PD)</a>   <a href="#">Memo</a>
Winter Surveys	Nov 26, 2019 (PD)	<a href="#">Tables (PD)</a>   <a href="#">Memo</a>
Spring Surveys	Nov 26, 2019 (PD)	<a href="#">Tables (PD)</a>   <a href="#">Memo</a>

2017-18 Collection	Data Release Date	Links
Fall Surveys	Oct 7, 2019 (FD)	<a href="#">Tables (PD)</a>
Winter Surveys	Oct 23, 2019 (FD)	<a href="#">Tables (PD)</a>
Spring Surveys	Oct 23, 2019 (FD)	<a href="#">Tables (PD)</a>

Note: PD = [Provisional Data](#); FD = [Final Data](#)

# Direct link to tables from survey components

# Direct link to tables from survey components

## IPEDS Data Explorer

IPEDS | Data Tools | Help Desk 1 866-558-0658

Search for tables, charts, publications, or other products related to postsecondary education by keywords and filters.



Limit by: Surveys ▼ Collection Year ▼ Data Year ▼ Source ▼ Remove Filters

### Fall Surveys, 2018-19 Collection

- [12-month unduplicated headcount enrollment at Title IV institutions by student level, sector of institution, race/ethnicity, gender, other selected characteristics](#)  
| Survey: 12-month Enrollment (E12); Data Year: 2017-18 Collection Year: 2018-19 Source: *Tables Library*;
- [Twelve-month full-time-equivalent enrollment at Title IV institutions by student level and institution sector](#)  
| Survey: 12-month Enrollment (E12); Data Year: 2017-18 Collection Year: 2018-19 Source: *Tables Library*;
- [Number and percentage of awards conferred and students receiving awards at Title IV degree-granting institutions by control of institution, level of institution, gender, race/ethnicity, level of award](#)  
| Survey: Completions (C); Data Year: 2017-18 Collection Year: 2018-19 Source: *Tables Library*;
- [Number of awards conferred by Title IV institutions by race/ethnicity, level of award, gender](#)  
| Survey: Completions (C); Data Year: 2017-18 Collection Year: 2018-19 Source: *Tables Library*;
- [Number and percentage distribution of Title IV institutions by control of institution, level of institution, region](#)  
| Survey: Institutional Characteristics (IC); Data Year: 2018-19 Collection Year: 2018-19 Source: *Tables Library*;
- [Number of Title IV institutions, number changing Title IV status, number changing level or control of institution, and net change \(United States and other U.S. jurisdictions\) by sector of institution](#)


# Tables

Twelve-month full-time-equivalent enrollment at Title IV institutions, by student level, level and control of institution: United States, 2018–19

Level and control of Institution	All students	Undergraduate	Graduate
<b>All institutions</b>	<b>16,034,351</b>	<b>13,916,118</b>	<b>2,118,233</b>
4-year			
Public	7,609,487	6,599,188	1,010,299
Private nonprofit	3,549,559	2,634,024	915,535
Private for-profit	760,090	567,691	192,399
2-year			
Public	3,541,194	3,541,194	0
Private nonprofit	49,104	49,104	0
Private for-profit	234,861	234,861	0
Less-than-2-year			
Public	46,674	46,674	0
Private nonprofit	8,893	8,893	0
Private for-profit	234,489	234,489	0

# Memo

## 2019-20 IPEDS Data Collection: Fall Data Release – Provisional Level

 Download the memo (220 KB)

2019-20 Memo ▾

The provisional level data release of the components collected during the fall collection period of the 2019-20 Integrated Postsecondary Education Data System (IPEDS) does not contain substantive changes in file structure or file documentation compared to the previous year. The data are released to the public through the “Use the Data” portal (<https://nces.ed.gov/ipeds/use-the-data>) on the IPEDS website. The [IPEDS Methodology](#), has been reviewed and approved by the NCES Review Staff and is currently posted on the IPEDS website as a resource for data users.

IPEDS is an annual, large-scale, web-based survey that collects institution-level data from postsecondary institutions in the United States (50 states and the District of Columbia) and other U.S. jurisdictions <sup>1</sup>. For more information about the IPEDS Survey, its 12 components, and data release procedures visit <https://nces.ed.gov/ipeds/use-the-data/survey-components>. This memorandum documents the IPEDS universe of reporting institutions and response to the fall collection period of the 2019-20 IPEDS, which was open from September 4, 2019 to October 16, 2019. Note that while the Institutional Characteristics component response status is known for all institutions and is included in this memo, the associated data will not be released until the further changes to the cost of attendance, distance education, and library information is updated via submissions during the winter and spring collection periods of IPEDS.

### *2019-20 IPEDS Universe of Institutions*

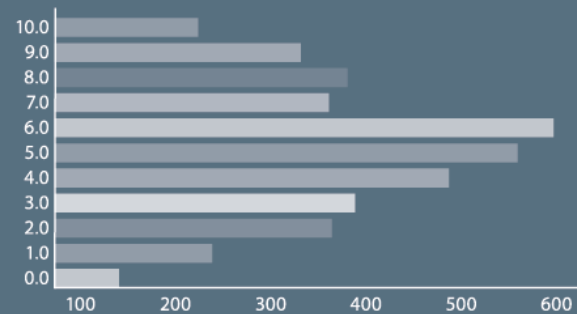
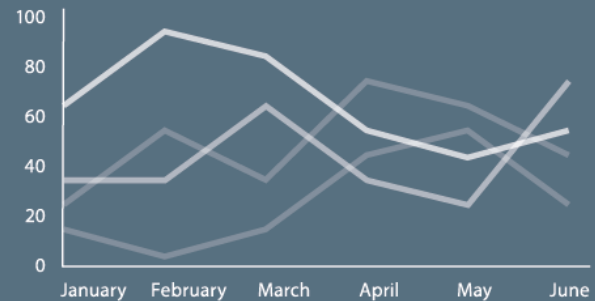
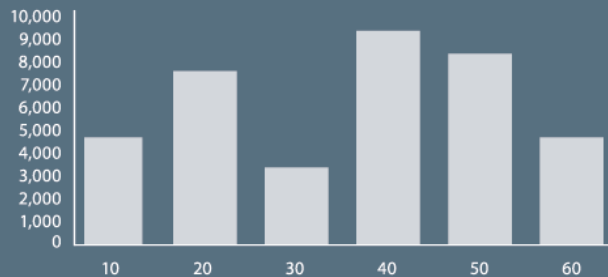
The IPEDS universe is established during the fall collection period. During the 2019-20 collection year, there were 6,216 Title IV institutions and administrative offices <sup>2</sup> in the United States and other jurisdictions of the United States, such as Puerto Rico. For 2019-20, a total of 509 postsecondary institutions were reported exclusively by a parent institution and are not included in the universe counts. The four U.S. service academies that are not Title IV eligible are included in the IPEDS universe because they are federally funded and open to the public. <sup>3</sup>

NCES statistical standards require that the potential for nonresponse bias for all institutions be analyzed for sectors for which the response rate is less than 85 percent. Because response rates were nearly 100 percent for each survey component, no such analysis was necessary.

Table 1 provides an overview of the number of institutions responding to the components that comprise the fall collection period. **This table is updated after each collection period’s data release.** [Appendix A](#) provides a summary of responses for the previous collection year for comparison purposes. [Appendix B](#) shows a table of institutions with Title IV status change <sup>4</sup>. Of the 241 institutions that changed Title IV status in 2019-20, 189 were for-profit institutions. [Download the memo](#) for further details including Table 1 as well as Appendices A and B.

Table 1. Summary of Response by IPEDS Survey Component, 2019-20 Data Collection

IPEDS Survey Component	Number of Institutions			
	Not required to report <sup>1</sup>	Expected to respond	Did not respond / Missing data <sup>2</sup>	Provided data
Fall Collection Period: September 4, 2019 and October 16, 2019				
Institutional Characteristics	0	6,216	0	6,216
Completions <sup>3</sup>	0	6,145	1	6,144
12-Month Enrollment <sup>3</sup>	7	6,138	2	6,136



# IPEDS data use tools

# Normalized Data Base and Tableau update



# Normalized Data Base

- Normalized Database (IPEDS Normal)
  - Easier to use with off-the-shelf product like Tableau
  - Tables have meaningful names
  - Table Columns have meaningful names
  - Reduced table size by breaking each table into multiple tables
  - Provide consistency in common variables names across surveys (and tables)
  - Provide user friendly version of tables

# Normalized Data Base

## Current DB (not normalized)

- EF2018A
- EF2018A\_DIST
- EF2018B
- EF2018C
- EF2018CP
- EF2018D
- EF2019
- EF2019A
- EF2019A\_DIST
- EF2019B
- EF2019C
- EF2019D

## IPEDS Normal

- N\_E2016\_12MonthEnrolByRaceGender
- N\_E2016\_FallEnrolByAgeGender
- N\_E2016\_FallEnrolByDistanceEd
- N\_E2016\_FallEnrolByRaceGender
- N\_E2016\_Flags
- N\_E2017\_12MonthEnrolByRaceGender
- N\_E2017\_FallEnrolByAgeGender
- N\_E2017\_FallEnrolByDistanceEd
- N\_E2017\_FallEnrolByRaceGender
- N\_E2017\_Flags
- N\_E2018\_12MonthEnrolByRaceGender
- N\_E2018\_FallEnrolByAgeGender
- N\_E2018\_FallEnrolByDistanceEd
- N\_E2018\_FallEnrolByRaceGender

## User friendly

- N\_View\_E2015\_12MonthEnrolByRaceGender\_Excel
- N\_View\_E2015\_FallEnrolByAgeGender\_Excel
- N\_View\_E2015\_FallEnrolByDistanceEd\_Excel
- N\_View\_E2015\_FallEnrolByRaceGender\_Excel
- N\_View\_E2015\_Flags\_Excel
- N\_View\_E2016\_12MonthEnrolByRaceGender\_Excel
- N\_View\_E2016\_FallEnrolByAgeGender\_Excel
- N\_View\_E2016\_FallEnrolByDistanceEd\_Excel
- N\_View\_E2016\_FallEnrolByRaceGender\_Excel
- N\_View\_E2016\_Flags\_Excel
- N\_View\_E2017\_12MonthEnrolByRaceGender\_Excel
- N\_View\_E2017\_FallEnrolByAgeGender\_Excel
- N\_View\_E2017\_FallEnrolByDistanceEd\_Excel

# Normalized Data Base

Example of current Database table: E2018

	UNITID	EFALevel	LINE	SECTION	LSTUDY	XEFTOTLT	EFTOTLT	XEFTOTLM	EFTOTLM	XEFTOTLW	EFTOTLW	XEFAIANT	EFAIANT	XEFAIANM	EFAIANM
1	106342	1	29	3	4	R	662	R	372	R	290	R	18	R	9
2	106342														
3	106342	XEFAIANM	EFAIANM	XEFAIANW	EFAIANW	XEFASIAT	EFASIAT	XEFASIAM	EFASIAM	XEFASIAW	EFASIAW	XEFBKAAT	EFBKAAT	XEFBKAAM	EFBKAAM
4	106342	R	4	R	11	R	16	R	8	R	8	R	5417	R	2120
5	106342	R													
6	106342	R	XEFBKAAW	EFBKAAW	XEFHISPT	EFHISPT	XEFHISPM	EFHISPM	XEFHISPW	EFHISPW	XEFNHPT	EFNHPT	XEFNHPIW	EFNHPIW	EFNHPIW
7	106342	R	R	3297	R	49	R	25	R	24	R	8	R	4	R
8	106342	R	R	2782	R	46	R	25	R	21	R	8	R	4	R
9	106342	R	R	2714	R	44	R	24	R	20	R	8	R	4	R
10	106342	R	R	777	R	11	R	6	R	5	R	1	R	0	R
11	106342	R	R	1937	R	33	R	18	R	15	R	7	R	4	R
12	106342	R	R	68	R	2	R	1	R	1	R	0	R	0	R
13	106342	R	R	515	R	3	R	0	R	3	R	0	R	0	R
14	106342	R	R	70	R	1	R	1	R	0	R	0	R	0	R
15	106342	R	R	1867	R	32	R	17	R	15	R	7	R	4	R
16	106342	R	R	2988	R	44	R	22	R	22	R	7	R	3	R
17	106342	R	R	2639	R	41	R	22	R	19	R	7	R	3	R
		R	R	2572	R	39	R	21	R	18	R	7	R	3	R
		R	R	775	R	11	R	6	R	5	R	1	R	0	R
		R	R	1797	R	28	R	15	R	13	R	6	R	3	R
		R	R	67	R	2	R	1	R	1	R	0	R	0	R
		R	R	349	R	3	R	0	R	3	R	0	R	0	R
		R	R	61	R	1	R	1	R	0	R	0	R	0	R
		R	R	0	R	1	R	0	R	2	R	258	R	116	

# Normalized Data Base

Normalized version: N\_E2018\_FallEnrolByRaceGender

	UNITID	StudentLevel	FTPT	DegreeSeeking	EnteringStatus	Race	Gender	StudentCount
1	100654	1	1	1	1	1	M	2
2	100654	1	1	1	3	1	M	15
3	100654	1	2	1	3	1	M	1
4	100654	2	1	3	4	1	M	2
5	100654	1	1	1	1	1	W	16
6	100654	1	1	1	2	1	W	1
7	100654	1	1	1	3	1	W	22
8	100654	1	1	2	4	1	W	1
9	100654	1	2	1	3	1	W	2
10	100654	2	1	3	4	1	W	2
11	100654	2	2	3	4	1	W	1
12	100654	1	1	1	1	2	M	2
13	100654	1	1	1	3	2	M	1
14	100654	2	2	3	4	2	M	1
15	100654	1	1	1	1	2	W	1
16	100654	1	1	1	3	2	W	6
17	100654	1	1	2	4	2	W	1
18	100654	1	2	1	3	2	W	1
19	100654	2	1	3	4	2	W	1

# Normalized Data Base

Normalized version (User friendly format):  
N\_View\_E2018\_FallEnrolByRaceGender\_Excel

	UNITID	StudentLevel	FTPT	DegreeSeeking	EnteringStatus	Race	Gender	StudentCount
1	100654	Undergraduate	Full-time	Yes	First-time	Two or more	Men	2
2	100654	Undergraduate	Full-time	Yes	Continuing	Two or more	Men	15
3	100654	Undergraduate	Part-time	Yes	Continuing	Two or more	Men	1
4	100654	Graduate	Full-time	N/A	N/A	Two or more	Men	2
5	100654	Undergraduate	Full-time	Yes	First-time	Two or more	Women	16
6	100654	Undergraduate	Full-time	Yes	Transfer-in	Two or more	Women	1
7	100654	Undergraduate	Full-time	Yes	Continuing	Two or more	Women	22
8	100654	Undergraduate	Full-time	No	N/A	Two or more	Women	1
9	100654	Undergraduate	Part-time	Yes	Continuing	Two or more	Women	2
10	100654	Graduate	Full-time	N/A	N/A	Two or more	Women	2
11	100654	Graduate	Part-time	N/A	N/A	Two or more	Women	1
12	100654	Undergraduate	Full-time	Yes	First-time	American Indian or Alaska Native	Men	2
13	100654	Undergraduate	Full-time	Yes	Continuing	American Indian or Alaska Native	Men	1
14	100654	Graduate	Part-time	N/A	N/A	American Indian or Alaska Native	Men	1
15	100654	Undergraduate	Full-time	Yes	First-time	American Indian or Alaska Native	Women	1
16	100654	Undergraduate	Full-time	Yes	Continuing	American Indian or Alaska Native	Women	6
17	100654	Undergraduate	Full-time	No	N/A	American Indian or Alaska Native	Women	1
18	100654	Undergraduate	Part-time	Yes	Continuing	American Indian or Alaska Native	Women	1
19	100654	Graduate	Full-time	N/A	N/A	American Indian or Alaska Native	Women	1
20	100654	Graduate	Part-time	N/A	N/A	American Indian or Alaska Native	Women	1
21	100654	Undergraduate	Full-time	Yes	First-time	Asian	Men	1

# Tableau table example

Table 11. Number of awards conferred at Title IV institutions, by race/ethnicity, level of award, and gender: United States, 2016–17

Level of award and gender	All students	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races	Race/ethnicity unknown	Nonresident alien
<b>Total awards</b>	<b>4,956,075</b>	32,794	289,294	569,764	716,842	12,411	2,690,299	137,738	211,138	295,795
Men	2,068,642	13,024	126,895	197,863	277,367	5,228	1,141,093	55,099	89,917	162,156
Women	2,887,433	19,770	162,399	371,901	439,475	7,183	1,549,206	82,639	121,221	133,639
Less-than-1-year	493,572	5,070	21,296	79,337	92,103	1,437	257,069	11,965	19,595	5,700
Men	230,631	2,441	8,347	33,327	40,408	670	128,083	5,261	9,296	2,798
Women	262,941	2,629	12,949	46,010	51,695	767	128,986	6,704	10,299	2,902
At-least-1- but less-than-2-years	421,596	5,192	17,562	70,126	97,371	1,491	199,969	10,732	14,869	4,284
Men	156,392	2,220	6,899	22,070	34,185	550	78,553	3,924	6,120	1,871
Women	265,204	2,972	10,663	48,056	63,186	941	121,416	6,808	8,749	2,413
Associate's degrees	1,005,744	8,931	50,735	125,124	201,762	3,070	530,776	28,532	35,905	20,909
Men	394,150	3,236	22,189	41,435	75,426	1,323	214,666	11,218	15,294	9,363
Women	611,594	5,695	28,546	83,689	126,336	1,747	316,110	17,314	20,611	11,546
At-least-2- but less-than-4-years	30,855	239	1,248	3,629	5,627	166	17,252	1,070	1,334	290
Men	18,407	114	744	2,264	3,874	94	9,652	706	822	137
Women	12,448	125	504	1,365	1,753	72	7,600	364	512	153
Bachelor's degrees	1,956,114	9,198	133,939	188,266	242,099	4,365	1,147,938	63,892	75,035	91,382
Men	836,021	3,574	60,839	67,544	95,196	1,886	499,799	25,971	32,687	48,525
Women	1,120,093	5,624	73,100	120,722	146,903	2,479	648,139	37,921	42,348	42,857
Postbaccalaureate certificates	42,107	220	2,183	4,748	2,956	78	23,388	949	3,322	4,263
Men	15,643	68	868	1,467	1,028	33	8,273	323	1,301	2,282
Women	26,464	152	1,315	3,281	1,928	45	15,115	626	2,021	1,981

Degree granting

Degree-granting

Non-degree-granting

Control

Public

Private nonprofit

Private for-profit

Institution level

4-year

2-year

Less-than-2-year

States and other jurisdictions\*

(Multiple values) ▾

\* Other jurisdictions appear at the end of the state list

# Data Explorer

# IPEDS Data Explorer

- Allows users to search for IPEDS web table reports and data tables that appeared in *First Look* publications
- Links to tables that can be created using the Trend Generator function
- Later releases will include tables and charts using IPEDS data from the Digest of Education Statistics and the Condition of Education
- IPEDS Brochures, Methodology Reports, previous *First Look* Reports will be added



# Summary Tables

# Summary Tables

- Customize a summary table for a select subgroup of institutions
- 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

Final Release Data ([Change](#))

1. Select Institutions	2. Select Templates	3. Output
<b>My Comparison Institution</b>	- None Selected <a href="#">i</a>	<a href="#">ADD</a>
<b>Select Institutions</b>	- You have selected 13 institution(s)	<a href="#">VIEW / MODIFY</a>
<b>Select Variables</b>	- You have selected 3 variable(s), 3 can be used in this report. <a href="#">i</a>	<a href="#">VIEW / MODIFY</a>

### › Institutional Characteristics and Student Charges

Directory information

Price Trends

### › Admissions and Test Scores (excludes open enrollment institutions)

Admissions

Admission trends

SAT test scores

ACT test scores

### › Enrollments

Total enrollment, selected years

Enrollment by student level

Enrollment of first-time undergraduates by geographic origin

Enrollment by level of student and race/ethnicity, Fall 2010 through Fall 2018

Undergraduate enrollment by degree/certificate-seeking status and race/ethnicity, Fall 2010 through Fall 2018

Enrollment trends by level and degree/certificate-seeking status of student

Enrollment trends by race/ethnicity and gender

# Enrollment by level of student and race/ethnicity, Fall 2010 through Fall 2018

Excel



2018 ▼ Expand by: Level of students ▼

Institution	Level of students	Total	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races	Race/ethnicity unknown	Nonresident alien
Delaware State University	Gender	1,008	12	53	2,931	273	6	356	224	164	189
	Attendance Status	1,778	0	10	207	24	2	69	22	3	41
	Attendance Status and Gender	1,886	12	63	3,138	297	8	425	246	167	230
University of Delaware	Undergraduate	19,956	25	1,050	1,157	1,659	14	14,011	636	395	1,009
	Graduate	4,164	4	184	223	165	5	2,169	81	41	1,292
	Total	24,120	29	1,234	1,380	1,824	19	16,180	717	436	2,301
University of the District of Columbia	Undergraduate	3,867	11	73	2,299	497	9	195	103	318	362
	Graduate	377	1	15	187	30	0	57	17	31	39
	Total	4,244	12	88	2,486	527	9	252	120	349	401
University of Illinois at Urbana-Champaign	Undergraduate	33,915	18	6,312	2,011	4,011	29	14,857	1,113	303	5,261
	Graduate	15,787	8	1,299	603	871	7	6,213	287	660	5,839
	Total	49,702	26	7,611	2,614	4,882	36	21,070	1,400	963	11,100

# Summary Tables – Trend example

Enrollment trends by level and degree/certificate-seeking status of student

Excel



Modify years ▼ Expand by: Total ▼

Institution name	Level and degree/certificate-seeking status of student	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005	2004
Delaware State University	Undergraduate	4,208	4,050	3,993	3,943	4,012	3,892	3,877	3,744	3,372	3,222	3,159	3,374	3,303	3,440	3,074
	Degree/certificate-seeking, first-time	1,047	951	962	897	894	922	1,036	1,086	906	757	730	806	828	940	747
	Degree/certificate-seeking, transfer-in	222	198	225	209	207	216	215	233	225	219	194	200	181	-	-
	Degree/certificate-seeking, continuing	2,566	2,529	2,505	2,580	2,553	2,581	2,385	2,425	2,241	2,246	2,235	2,368	2,294	-	-
	Nondegree-seeking	373	372	301	257	358	173	241	-	-	-	-	-	-	-	-
	Graduate	378	302	335	345	385	444	447	410	385	387	375	382	387	282	196
University of Delaware	Undergraduate	19,956	19,750	19,215	19,100	18,951	18,487	18,202	17,872	17,507	17,504	17,052	16,937	16,934	17,548	17,843
	Degree/certificate-seeking, first-time	4,705	4,671	4,381	4,487	4,521	4,224	4,226	4,254	3,746	4,223	3,862	3,936	3,586	3,845	3,780
	Degree/certificate-seeking, transfer-in	498	426	411	379	442	484	495	508	486	482	436	489	663	-	-
	Degree/certificate-seeking, continuing	13,857	13,851	13,718	13,487	13,259	13,021	12,763	12,330	12,429	11,816	11,777	11,558	11,600	-	-
	Nondegree-seeking	896	802	705	747	729	758	718	780	846	983	977	954	1,085	1,196	1,295
	Graduate	4,164	4,024	3,794	3,752	3,729	3,679	3,654	3,617	3,670	3,634	3,448	3,405	3,446	3,434	3,395
	Undergraduate	3,867	3,859	3,950	4,485	4,491	4,712	4,857	4,658	5,311	4,770	5,121	5,137	5,300	5,169	4,966
Degree/certificate-seeking, first-time	617	526	482	539	521	562	607	566	1,024	897	1,006	802	1,425	1,135	1,058	

# Summary Tables – Trend example expand by gender

Enrollment trends by level and degree/certificate-seeking status of student

Excel



Modify years ▼ Expand by: Gender ▼

Institution name	Level and degree/certificate-seeking status of student		2018	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005	2004
Delaware State University	Undergraduate	Men	1,441	1,399	1,445	1,449	1,493	1,463	1,437	-	1,280	1,287	1,266	1,377	1,380	1,457	1,282
	Undergraduate	Women	2,767	2,651	2,548	2,494	2,519	2,429	2,440	-	2,092	1,935	1,893	1,997	1,923	1,983	1,792
	Undergraduate	Total	4,208	4,050	3,993	3,943	4,012	3,892	3,877	-	3,372	3,222	3,159	3,374	3,303	3,440	3,074
	Degree/certificate-seeking, first-time	Men	343	310	341	290	299	344	378	-	337	288	270	306	362	402	316
	Degree/certificate-seeking, first-time	Women	704	641	621	607	595	578	658	-	569	469	460	500	466	538	431
	Degree/certificate-seeking, first-time	Total	1,047	951	962	897	894	922	1,036	-	906	757	730	806	828	940	747
	Degree/certificate-seeking, transfer-in	Men	96	77	83	84	97	92	95	-	103	93	85	87	89	-	-
	Degree/certificate-seeking, transfer-in	Women	126	121	142	125	110	124	120	-	122	126	109	113	92	-	-
	Degree/certificate-seeking, transfer-in	Total	222	198	225	209	207	216	215	-	225	219	194	200	181	-	-
	Degree/certificate-seeking, continuing	Men	861	896	908	967	962	964	888	-	840	906	911	984	929	-	-
	Degree/certificate-seeking, continuing	Women	1,705	1,633	1,597	1,613	1,591	1,617	1,497	-	1,401	1,340	1,324	1,384	1,365	-	-
	Degree/certificate-seeking, continuing	Total	2,566	2,529	2,505	2,580	2,553	2,581	2,385	-	2,241	2,246	2,235	2,368	2,294	-	-
	Nondegree-seeking	Men	141	116	113	108	135	63	76	-	-	-	-	-	-	-	-
	Nondegree-seeking	Women	232	256	188	149	223	110	165	-	-	-	-	-	-	-	-
	Nondegree-seeking	Total	373	372	301	257	358	173	241	-	-	-	-	-	-	-	-

# Summary Tables – Future enhancements

- Produce both aggregate summaries for a subgroup of institutions and individual institution level data
- Add visualizations
- Reverse flow of summary table functionality
  - First display a specific report for a default group of institutions i.e. degree-granting
  - Allow users to drill down to select the institutions they want

# Data Trends – Trend Generator



# Data Trends – Trend Generator

- The IPEDS Trend Generator is a fast and simple way to view IPEDS data over time
- Now includes Admissions Data
- Data trends currently under review
  - Distance Education
  - Expenses per full-time equivalent enrollment
- Data trends currently being built
  - Undergraduate enrollment by age category

# Data Trends - Admissions

**SUBJECT:**

[+ Expand all](#)

➤ **Postsecondary Institutions**

▼ **Admissions**

How many individuals applied to postsecondary institutions in the fall

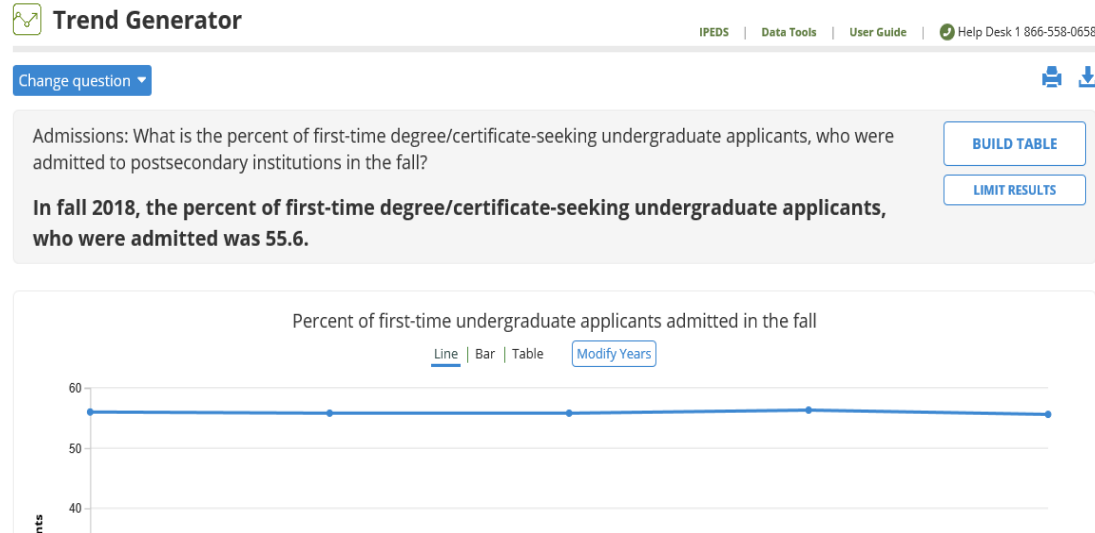
What is the percent of first-time degree/certificate-seeking undergraduate applicants, who were admitted to postsecondary institutions in the fall?

What is the percent of first-time degree/certificate-seeking undergraduate admitted students, who enrolled in postsecondary institutions in the fall?

➤ **Student Enrollment**

➤ **Degrees and Certificates Awarded**

# Data Trends - Admissions



# Data Trends – Admissions – Build Table – Control of institution by gender

[Go Back](#) ✕

Select variables from the row/column options below to build a text table and create new trends for table values over time.

Column  [Modify categories](#) ▼

Row  [Modify categories](#) ▼

Click on a column title, row title, or cell to trend value(s) over time (except for totals)

**Percent of first-time undergraduate applicants admitted in the fall, by gender and control of institution: 2018**

[Swap](#)

	Control of institution		
Gender	Public	Private not-for-profit	Private for-profit
Total	59.9%	49.5%	70.1%
Male	57.5%	47.3%	73.1%
Female	61.8%	51.2%	72.1%

Notes: This table presents data items collected from Title IV institutions that do not have an open admissions policy in the United States.  
The total may include individuals who did not provide gender data.  
U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Admissions component final data (fall 2014 - 2017) and provisional data (fall 2018).

# Data Trends – Admissions – Trend cells, columns, or rows (trend column public)

[Go Back](#) ✕

Percent of first-time undergraduate applicants admitted in the fall by Gender, Control of institution (Public)

Line | Bar | Table | [Modify Years](#)

↕ Swap

Fall	Total	Male	Female
2018	59.9%	57.5%	61.8%
2017	60.7%	58.4%	62.5%
2016	60.2%	57.9%	62%
2015	60%	57.9%	61.8%
2014	60%	58%	61.5%

Notes: This table presents data items collected from Title IV institutions that do not have an open admissions policy in the United States.  
J.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Admissions component final data (fall 2014 - 2017) and provisional data (fall 2018).

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