








AIR Webinar
August 2022

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Administrative Data Division
National Center for Education Statistics

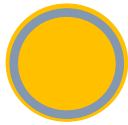


1

AGENDA

-  General Updates
-  IPEDS research and development
-  The clearance process
-  2022-23 changes
-  2023-24 changes
-  Resources

2



General Updates

Reporting noncompliance

3

Reporting noncompliance

The Code of Federal Regulations permit a fine of up to \$62,689 for each violation of any provision of Title IV, or any regulation or agreement implementing that Title

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

Noncompliance includes reporting that is

Timely

Accurate

Complete

4

One Last Chance (OLC) policy: For institutions that have not previously used OLC

Allows institutions one chance to submit data after the deadline

After close date, Help Desk contacts institutions that have not already used OLC

Institutions have 2 additional weeks

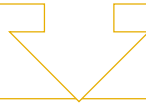
- Help Desk can reopen the survey(s) or work with keyholder to get data clean and locked

5

5

One Last Chance policy

Institutions that have used OLC are not contacted



If institution contacts Help Desk, they are given 24 hours to submit the data

6

6



General Updates

Calendar

7

IPEDS 2022-23 data collection schedule			
	Opens	Keyholder close	Coordinator close
Registration			
Registration*			
Report mapping	August 10, 2022	Register by August 31, 2022	
Institution Identification**			
IC-Header			
Fall collection			
Institutional Characteristics (IC)	September 7, 2022	October 19, 2022	November 2, 2022
Completions (C)			
12-Month Enrollment (E12)			
Winter collection			
Student Financial Aid (SFA)			
Graduation Rates (GR)		February 8, 2023	February 22, 2023
200% Graduation Rates (GR200)			
Admissions (ADM)			
Outcome Measures (OM)	December 7, 2022		
Spring collection			
Fall Enrollment (EF)			
Finance (F)		April 5, 2023	April 19, 2023
Human Resources (HR)			
Academic Libraries (AL)			
* Registration contact information can be updated starting 08/10/2022 through 07/15/2023			
** Institution Identification information can be updated starting 08/10/2022 through 06/01/2023			

8

Prior year revisions

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

Fall opens 1 week after the current year collection opens (September 14, 2022)

Revisions to cost of attendance data and SFA data must be made through the current year SFA, NOT in PYR

9

9

Other important dates

Update Registration
Contact information

8/10/22 – 7/15/23

Update Institution
Identification
information

8/10/22 – 06/01/23

Upload Custom
Comparison Group for
Data Feedback Reports

3/1/23 – 7/15/23

10

IPEDS 2021-22 Data Collection System IPEDS HELP DESK
(877) 325-2526 | ipeds-help@ipeds.org
OMB NO: 1835-0022-029 Approval Expires 8/31/2022

Changes to the 2021-22 IPEDS Data Collection

Changes to the IPEDS Data Collection starting in 2021-22

REMINDER

There are several changes being to the 2022-23 and 2023-24 data collections

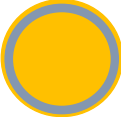
Current year changes can be viewed at:

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

Changes for the 2023-24 data collection can be viewed in the survey materials page at:

<https://surveys.nces.ed.gov/ipeds/public/survey-materials/index>

11



IPEDS R&D

National Postsecondary Education Cooperative (NPEC)

12

National Postsecondary Education Cooperative (NPEC)

Mission: Promote the quality, comparability and utility of postsecondary data and information that support policy development at the federal, state, and institution levels. The NPEC panel will:

develop a research and development agenda for IPEDS;

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

provide expertise to NCES on related IPEDS R&D.

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

13

Commissioned papers related to current proposed changes

Noncredit Enrollment and Related Activities

Updating and Aligning the IPEDS Institutional Characteristics Component

Improving and Expanding the IPEDS Admissions Survey Component

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

14

Upcoming Commissioned papers

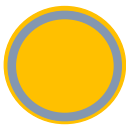
Student Charges/Net Price

Clarifying the Role of NCES/IPEDS in Collecting Data

Integrating Outcome Measures, Graduation Rates, and Retention

Update to the History and Origins of IPEDS data elements

15



IPEDS R&D

IPEDS Technical Review Panel

16

What is the IPEDS Technical Review Panel?

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

17

Technical Review Panel website

- Hosted by RTI:
 - Summaries of meetings
 - Calls for comment
 - Dates for upcoming meetings
- Available through the Technical Review Panel link on the 'Join In' page
- To be considered a technical expert for future TRPs, contact Amy Barmer at abarmer@rti.org

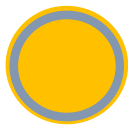
Content-related Questions:
Amy Barmer (abarmer@rti.org)
Logistical Questions & Issues:
Margaret Miller (msearle@rti.org)

18

Recent TRP meetings

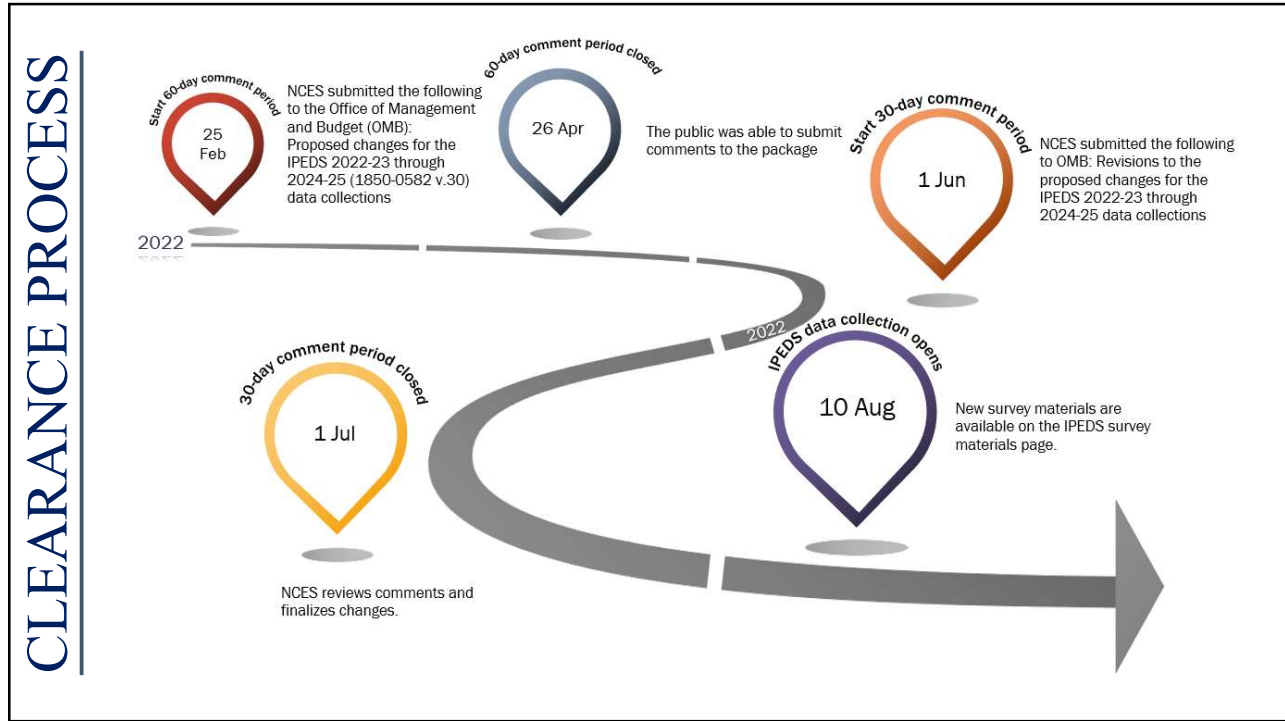
Date	TRP topic
March 2022	Revisiting the Purpose of the Finance Survey Component
October 2021	Incarcerated Students and Second Chance Pell: Data Collection Considerations
June 2021	Meeting the Moment: Modernizing the IPEDS Admissions Survey Component
March 2021	Capturing and Clarifying Dual Enrollment, Part II
October 2020	Capturing Noncredit Enrollment and Activity in the IPEDS Surveys
June 2020	Improving the Student Financial Aid Component
October 2019	Monitoring Emerging Issues in Higher Education

19

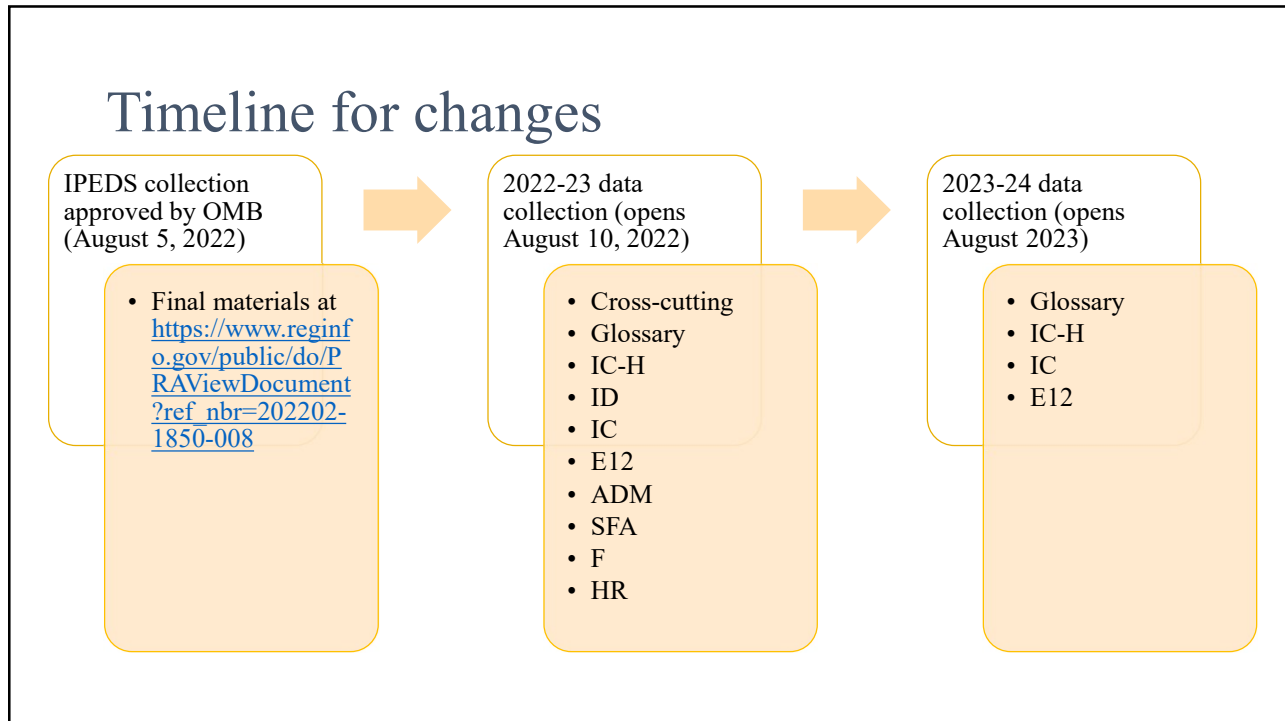


The clearance process

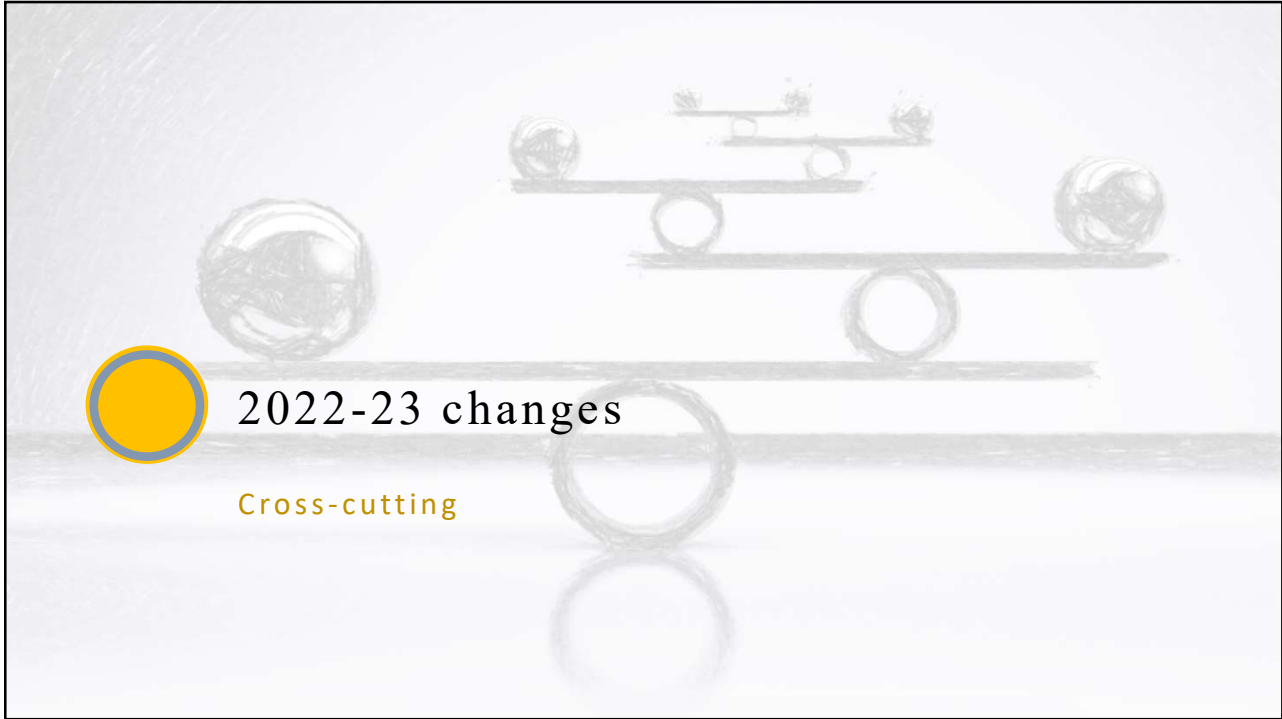
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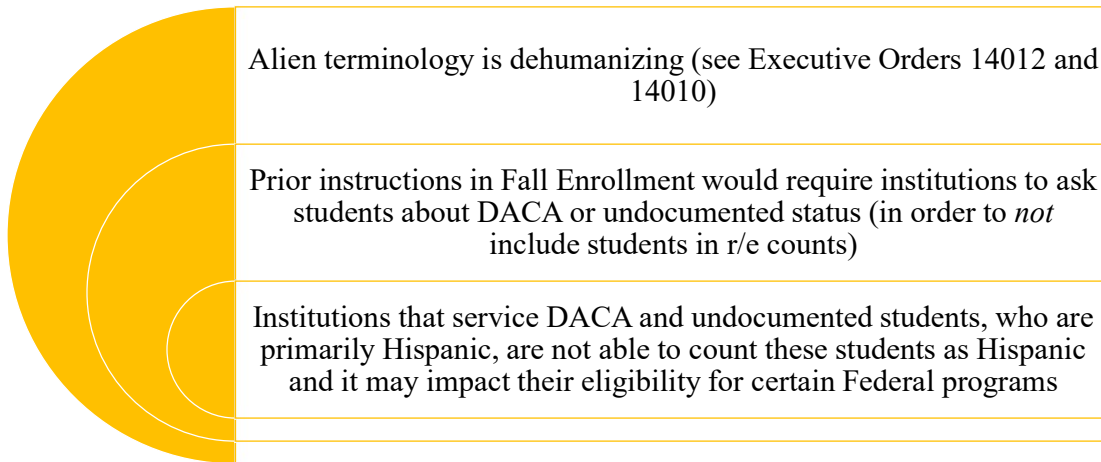
OMB, ED, and IPEDS guidance on collection and reporting race/ethnicity

1997 Office of Management and Budget (OMB) standards for the Classification of Federal Data on Race and Ethnicity	2007 U.S. Department of Education (ED) guidance	2008 IPEDS guidance
<p>FIVE minimum categories for data on race:</p> <ol style="list-style-type: none"> 1. American Indian or Alaska Native, 2. Asian, 3. Black or African American, 4. Native Hawaiian or Other Pacific Islander, and 5. White. <p>TWO categories for data on ethnicity:</p> <ol style="list-style-type: none"> 1. Hispanic or Latino 2. Not Hispanic or Latino 	<p>Educational institutions report aggregated racial and ethnic data in SEVEN categories:</p> <ol style="list-style-type: none"> 1. Hispanic/Latino of any race; and, for individuals who are non-Hispanic/Latino only, 2. American Indian or Alaska Native, 3. Asian, 4. Black or African American, 5. Native Hawaiian or Other Pacific Islander, 6. White, and 7. Two or more races. 	<p>Educational institutions report aggregated racial and ethnic data in NINE categories:</p> <ol style="list-style-type: none"> 1. Hispanic/Latino of any race; and, for individuals who are non-Hispanic/Latino only, 2. American Indian or Alaska Native, 3. Asian, 4. Black or African American, 5. Native Hawaiian or Other Pacific Islander, 6. White, 7. Two or more races, 8. Race/ethnicity unknown, and 9. Nonresident alien

25

25

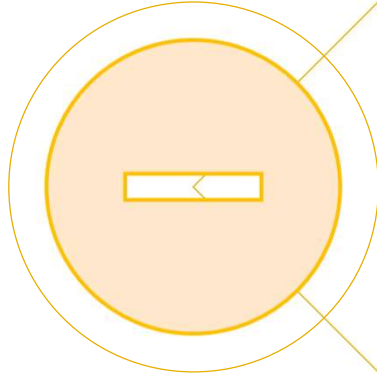
Purpose of the changes



26

26

Race/ethnicity: Changes to terminology



Removed ‘alien’ terminology throughout the IPEDS survey

- Change ‘Nonresident alien’ to ‘U.S. Nonresident’
- Change ‘Resident alien’ to ‘U.S. Resident’

27

Race/ethnicity: Changes to instructions

Previous R/E Instruction	New R/E Instruction for 2022-23
<p>Method of reporting aggregate data - Institutions must report aggregate data to the U.S. Department of Education using the NINE categories below. Racial/ethnic designations are requested only for United States citizens, resident aliens, and other eligible non-citizens.</p> <p>Nonresident alien - A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. NOTE - Nonresidents aliens are to be reported separately, in the boxes provided, rather than included in any of the seven racial/ethnic categories.</p>	<p>Method of reporting aggregate data - Institutions must report aggregate data to the U.S. Department of Education using the NINE categories below. Racial/ethnic designations are requested only for United States citizens, residents, and other eligible non-citizens.</p> <p>Eligible non-citizens includes all students who completed high school or a GED equivalency within the United States (including DACA and undocumented students) and who were not on an F-1 non-immigrant student visa at the time of high school graduation. More information about other eligible (for financial aid purposes) non-citizens is available at https://studentaid.gov/understand-aid/eligibility/requirements/non-us-citizens.</p> <p>U.S. Nonresident – A person who is not a citizen or national of the United States and who is in this country on a student visa or temporary basis and does not have the right to remain indefinitely. Do not include DACA, undocumented, or other eligible noncitizens in this category. NOTE – U.S. Nonresidents are to be reported separately, in the boxes provided, rather than included in any of the seven racial/ethnic categories or in race/ethnicity unknown.</p>

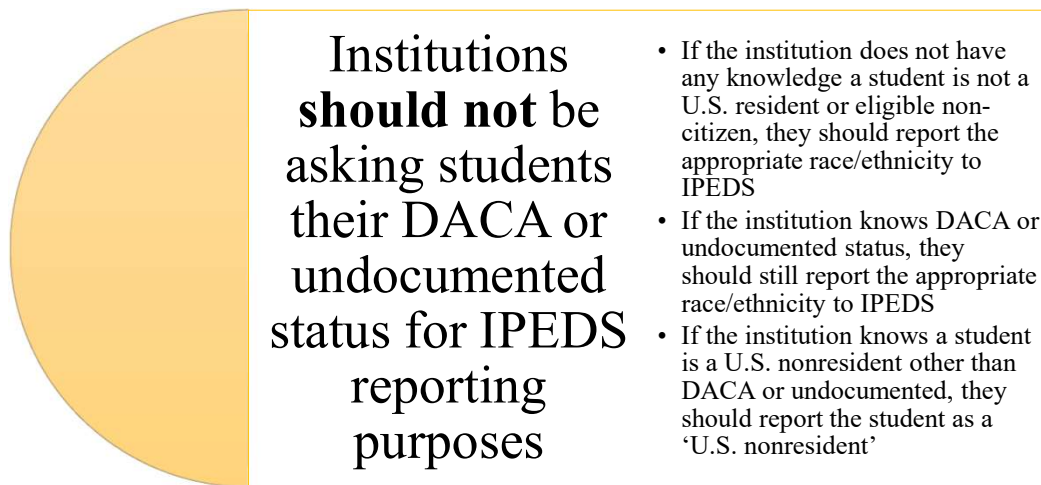
28

Race/ethnicity: Changes to FAQ

Previous FAQ (from Fall Enrollment)	New Guidance for 2022-23 (all student surveys that collect r/e)
<p>In which race/ethnicity category do I report undocumented students?</p> <p>Because the race and ethnicity designations are reported only for U.S. citizens and the "nonresident" category is a legal status for students with specific types of visas, undocumented students would not be reported under any of these statuses. Instead, they should be reported as "Race/ethnicity unknown." Please visit the race/ethnicity FAQ for more information.</p> <p>However, Deferred Action for Childhood Arrivals (DACA) students are a particular group of undocumented students that have been authorized by the Department of Homeland Security to be lawfully present in the U.S. for the duration of their DACA, and as such, this status would allow them to be reported under the "nonresident" category.</p>	<p>In which race/ethnicity category do I report undocumented and DACA students?</p> <p>Undocumented and DACA students who completed high school or a GED equivalency within the United States and who were not on an F-1 non-immigrant student visa at the time of high school graduation are considered eligible non-citizens and their race/ethnicity should be reported using the seven race/ethnicity categories provided:</p> <p>Hispanic or Latino, regardless of race</p> <p>For Non-Hispanic/Latino individuals:</p> <ul style="list-style-type: none"> American Indian or Alaska Native Asian Black or African American Native Hawaiian or Other Pacific Islander White Two or more races <p>If a student's race/ethnicity is unknown, you can include them in the race/ethnicity unknown category.</p>

29

Race/ethnicity: Take away message



Institutions should not be asking students their DACA or undocumented status for IPEDS reporting purposes

- If the institution does not have any knowledge a student is not a U.S. resident or eligible non-citizen, they should report the appropriate race/ethnicity to IPEDS
- If the institution knows DACA or undocumented status, they should still report the appropriate race/ethnicity to IPEDS
- If the institution knows a student is a U.S. nonresident other than DACA or undocumented, they should report the student as a 'U.S. nonresident'

30

30



31

Purpose of the changes

- Start counting students that do not identify with a binary gender
- Allow institutions with these data a place to report these students

32

32

New instruction

Of the total undergraduate* and graduate* reported on previous Part A screens, indicate how many students you had to allocate to a binary gender category (Men/Women) because their gender was unknown or another gender than the provided categories (Men/Women). If your institution cannot currently report 'Another gender', please select 'No' to the question and leave the cells in the 'Another gender' row blank (do not input 0s). If you indicate 'Yes', but no students identified as another gender, please enter '0' in the appropriate row(s).

**as applicable*

33

33

New FAQs

Which students should be included in 'another gender'?

Students who self-identify as having a single binary gender identity (i.e., men or woman) should be reported in the appropriate binary gender category. Students who self-identify as having a gender identity that does not fall into either of the mutually exclusive binary categories provided (i.e., men or women) should be reported in the "another gender" category. Institutions are not limited to the options available for IPEDS reporting purposes and should determine the best way for their institution to collect and aggregate this information.

For some students, it may be challenging to place them in either a binary category or another gender. For example, for students that indicate they are transgender and provide a binary gender, institutions may ask the student whether they identify as transgender or as the binary gender they selected. If they identify as transgender, they would be reported in another gender. If they identify as a binary gender, they should be placed in the appropriate binary gender category.

34

34

New FAQs

Which students should be included in 'gender unknown'?

Institutions should report all students who do not self-report a gender (i.e., missing data) as 'gender unknown'. Students that selected a binary gender or another gender than the binary 'men' and 'women' category should not be included in gender unknown.

Should our institution resurvey students if we previously only collected binary gender categories?

Institutions can resurvey students so that they can report an accurate number of students in the 'another gender' category. Institutions that cannot report the 'another gender' category can indicate they are not able to report these students using the radio buttons at the top of the screen. It is expected that institutions should be able to provide a count of 'gender unknown'.

35

35

New FAQs

Our institution uses the Common App to identify student gender, and the Common App only collected male and female. How should we report gender?

Currently, the Common App only allows students to select male or female. Starting with the 2023-24 application cycle, the Common App will also allow 'Gender X or another legal sex' (more information can be found at <https://www.commonapp.org/blog/common-app-update-gender-identity-questions-college-application>). Institutions can resurvey students or indicate that they cannot currently report 'another gender'.

36

36

Impacted survey components

12-Month Enrollment, Completions, Fall Enrollment, Graduation Rates*

* For GR, no graduate students

- The 'gender unknown' category is to report students for whom the institution does not know a gender.
- 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.

Is your institution able to report **another gender** for the 2022-23 data collection? If you indicate 'No', your institution should leave the cells in the rows for 'Another gender' blank (i.e., do not report 0). If you indicate 'Yes', but no students identified as **another gender**, please enter '0'.

Undergraduate students:

- Yes
- No

Graduate students:

- Yes
- No

Of the total students reported, how many students did you allocate to a binary gender category (Men/Women) because their gender was unknown or another gender than the provided categories?

	Number of students	
	Undergraduate students	Graduate students
Grand total		
Gender unknown (i.e., gender information is not known or not collected).	<input type="text"/>	<input type="text"/>
Another gender (i.e., gender information is known but does not fall into either of the mutually exclusive binary categories provided [Men/Women]).	<input type="text"/>	<input type="text"/>
Total of Gender unknown + Another gender		
Total of Students for whom gender is known and falls into one of the mutually exclusive binary categories provided [Men/Women]		

Impacted survey components

Admissions

2. Provide the number of **first-time, degree/certificate-seeking** undergraduate students who applied, who were admitted, and who enrolled (either full- or part-time) at your institution for Fall 2022. Include **early decision, early action, and students who began studies during the summer prior to Fall 2022**.

Remember that this question applies only to first-time, degree/certificate-seeking undergraduates. Do not include any other students in these totals. Report admitted students who enrolled in the summer **ONLY** if they remained enrolled into the fall.

Only include levels that you indicated were offered in the IC Header. If you made an error in the IC Header, please remember to fix the error next year.

NCES has added a column for Institutions to report 'Another gender' starting with the 2022-23 data collection.

- The 'gender unknown' category will be calculated based on the reported total minus the total of (men + women + another gender).
- 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.

Is your institution able to report another gender for the 2022-23 data collection? If you indicate 'No', your institution should leave the column for 'Another gender' blank (i.e., do not report 0). If you indicate 'Yes', but no students identified as another gender, please enter '0'.

- Yes
- No

	Men	Women	Another gender	Total
Number of applicants	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Number of admissions	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Number (of admitted) that enrolled full-time	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Number (of admitted) that enrolled part-time	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total enrolled full-time and part-time				
Percent of admissions enrolled full-time and part-time				



39

Institutional Characteristics (IC), Identification (ID), Header (IC-H): Summary of changes

Changes in 2022–23

- **Identification and IC Header**
 - Moved Mission Statement from IC to IC-Header
 - Collecting Unique Entity Identifiers (UEI) in place of DUNS numbers (retired in April 2022)
 - Clarified that opportunities in Part A Q1 are for credit (determine applicability of IPEDS reporting)
 - Added Part C Q4 with Noncredit education checkboxes in IC-Header
- **Institutional Characteristics**
 - Added special learning opportunities:
 - ❖ Marine ROTC (under Navy ROTC)
 - ❖ Undergraduate research
 - ❖ Comprehensive transition and postsecondary program for students with intellectual disabilities
 - Added option to report whether the institution participates in a Promise program
 - Asking academic reporters to check all tuition rates charged by the institution (if applicable)
 - ❖ In-district
 - ❖ In-state
 - ❖ Out-of-state
 - Removed remedial option from Part B Q4

40

IC-H: Noncredit education

- Added stand-alone question for noncredit education offerings

4. Which of the following categories of noncredit education are offered by your institution? [Check all that apply]

Note: Categories below may not be mutually exclusive.

- Workforce Education
- Contract Training/Customized Training
- Remedial Education
- Recreational/Avocational/Leisure/Personal Enrichment
- Adult Basic Education
- Adult High School Diploma or Equivalent
- English as a Second Language
- Continuing Professional Education
- None of the above

41

IC: Tuition rates

2. Does your institution charge different tuition for in-district, in-state, or out-of-state students?

*If you answer **Yes** to this question, you will be expected to report tuition amounts for in-district, in-state, and out-of-state students.*

*Please only select **Yes** if you really charge different tuition rates, or you will be reporting the same numbers 3 times.*

- No
- Yes please check all tuition rates charged by your institution
 - In-district
 - In-state
 - Out-of-state

42

12 Month Enrollment (E12): Graduate Students

Past	Changes in 2022–23
An unduplicated count of graduate students by race/ethnicity and gender was collected in E12	Collecting an unduplicated count of graduate students by attendance status (i.e., full-time and part-time), race/ethnicity, and gender

43

E12: Graduate Students

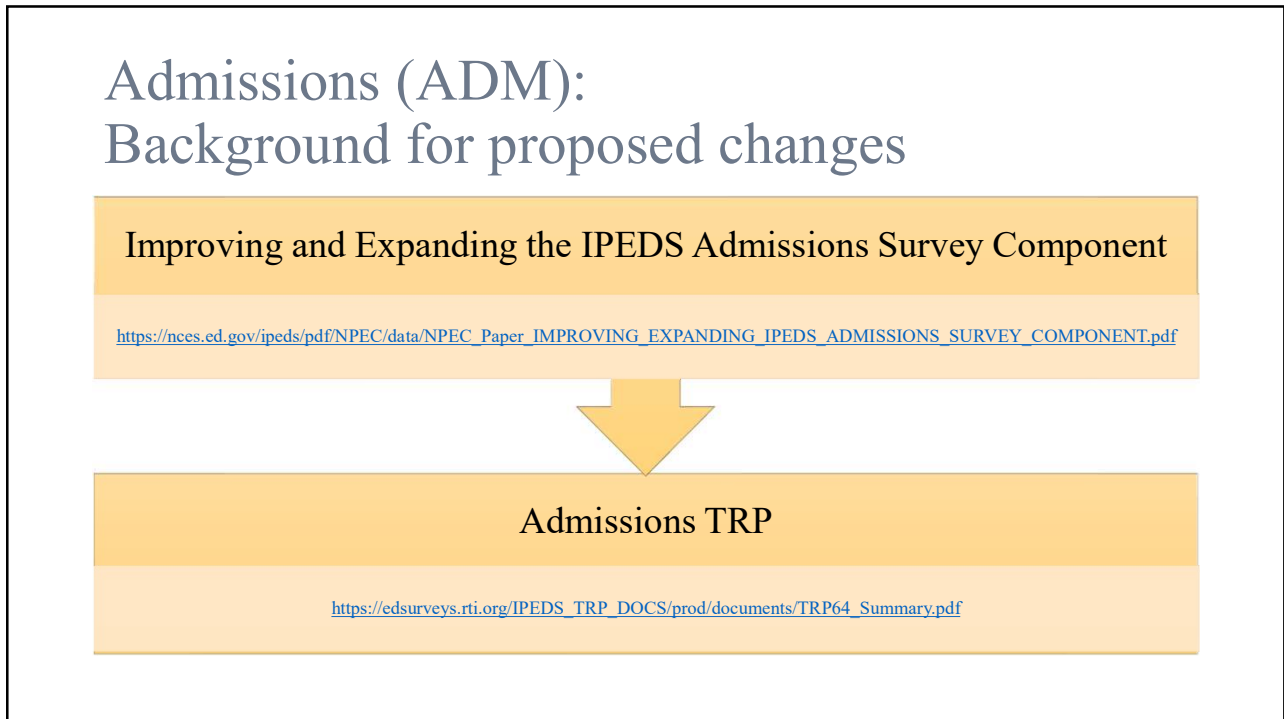
- Disaggregate by full-time and part-time attendance status (one screen for men and women, respectively)

Students enrolled for credit	Total full-time	Total part-time	Total graduate students
Nonresident	<input type="text"/>	<input type="text"/>	
Hispanic/Latino	<input type="text"/>	<input type="text"/>	
American Indian or Alaska Native	<input type="text"/>	<input type="text"/>	
Asian	<input type="text"/>	<input type="text"/>	
Black or African American	<input type="text"/>	<input type="text"/>	
Native Hawaiian or Other Pacific Islander	<input type="text"/>	<input type="text"/>	
White	<input type="text"/>	<input type="text"/>	
Two or more races	<input type="text"/>	<input type="text"/>	
Race and ethnicity unknown	<input type="text"/>	<input type="text"/>	

44



45



46

ADM: Summary of changes

Past	Changes in
<ul style="list-style-type: none"> Four categories of for Admissions considerations <ul style="list-style-type: none"> ➢ Considered but not Required ➢ Required ➢ Recommended ➢ Neither required nor recommended 	<ul style="list-style-type: none"> Three categories of for Admissions considerations <ul style="list-style-type: none"> ➢ Required to be considered for admission ➢ Not required for admission, but considered if submitted (For test scores this is test optional) ➢ Not considered for admission, even if submitted (For test scores this is test blind) New admissions considerations <ul style="list-style-type: none"> ➢ Work experience ➢ Personal statement or essay ➢ Legacy status Changed TOEFL (Test of English as a Foreign Language) to English Proficiency Test Added '50th percentile (median)' Added 'Another gender' and 'Total' to selection process screen

47

ADM: Updated categories used for admissions considerations

Old options	Considered but not Required	Required	Recommended	Neither required nor recommended	Admission Considerations	Required to be considered for admission	Not required for admission, but considered if submitted	Not considered for admission, even if submitted
New options	Required to be considered for admission				Secondary school GPA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Not required for admission, but considered if submitted				Secondary school rank	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Not considered for admission, even if submitted				Secondary school record	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
					Completion of college-preparatory program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
				Recommendations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
				Formal demonstration of competencies (e.g., portfolios, certificates of mastery, assessment instruments)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
				Work experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
				Personal statement or essay	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
				Legacy status	N/A	<input type="radio"/>	<input type="radio"/>	
				Admission test scores Select options based on whether scores are required for admissions, not placement once admitted.		<input type="radio"/>	<input type="radio"/>	
				SAI / ACT		<input type="radio"/>	<input type="radio"/>	
				Other Test (ATB, Wonderlic, WISC-III, etc.) Note: If this is the only requirement other than a diploma or equivalent, and few students are not admitted due to this test, your institution is open enrollment. Please contact the Help Desk to correct your response to this question.		<input type="radio"/>	<input type="radio"/>	
				English Proficiency Test (for applicable students)		<input type="radio"/>	<input type="radio"/>	

48

ADM: Additional options for admissions considerations

Work experience

Personal statement
or essay

Legacy status

Admission Considerations	Required to be considered for admission	Not required for admission, but considered if submitted	Not considered for admission, even if submitted
Secondary school GPA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary school rank	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary school record	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completion of college-preparatory program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommendations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formal demonstration of competencies (e.g., portfolios, certificates of mastery, assessment instruments)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal statement or essay	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legacy status	N/A	<input type="radio"/>	<input type="radio"/>
Admission test scores Select options based on whether scores are required for admissions, not placement once admitted.	Required to be considered for admission	Not required for admission, but considered if submitted (Test Optional)	Not considered for admission, even if submitted (Test Blind)
SAI / ACT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Test (ATB, Wonderlic, WISC-III, etc.) Note: If this is the only requirement other than a diploma or equivalent, and few students are not admitted due to this test, your institution is open enrollment. Please contact the Help Desk to correct your response to this question.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English Proficiency Test (for applicable students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

49

ADM: Changed TOEFL to English Proficiency Test

- English Proficiency Test: A test of English language abilities required for admission from incoming international students that are not from an English proficiency exempt country (as defined by the institution). Examples include **but are not limited to:** the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), The Cambridge Certificate of Advanced English (CAE), and Duolingo.

Admission Considerations	Required to be considered for admission	Not required for admission, but considered if submitted	Not considered for admission, even if submitted
Secondary school GPA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary school rank	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary school record	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completion of college-preparatory program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommendations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formal demonstration of competencies (e.g., portfolios, certificates of mastery, assessment instruments)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal statement or essay	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legacy status	N/A	<input type="radio"/>	<input type="radio"/>
Admission test scores Select options based on whether scores are required for admissions, not placement once admitted.	Required to be considered for admission	Not required for admission, but considered if submitted (Test Optional)	Not considered for admission, even if submitted (Test Blind)
SAI / ACT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Test (ATB, Wonderlic, WISC-III, etc.) Note: If this is the only requirement other than a diploma or equivalent, and few students are not admitted due to this test, your institution is open enrollment. Please contact the Help Desk to correct your response to this question.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English Proficiency Test (for applicable students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

50

ADM: Test scores

3. Provide data for Fall 2022. Include new students admitted the summer prior to Fall 2022.

If you report less than 5 students for any of the scores, do not report percentiles.

Number of enrolled students for whom an SAT score was used in the admissions decision	<input type="text"/>
Percent of enrolled students for whom an SAT score was used in the admissions decision	<input type="text"/>
Number of enrolled students for whom an ACT score was used in the admissions decision	<input type="text"/>
Percent of enrolled students for whom an ACT score was used in the admissions decision	<input type="text"/>

	25th Percentile	50th Percentile (median)	75th Percentile
SAT Evidence-Based Reading and Writing	<input type="text"/>	<input type="text"/>	<input type="text"/>
SAT Math	<input type="text"/>	<input type="text"/>	<input type="text"/>
ACT Composite	<input type="text"/>	<input type="text"/>	<input type="text"/>
ACT English	<input type="text"/>	<input type="text"/>	<input type="text"/>
ACT Math	<input type="text"/>	<input type="text"/>	<input type="text"/>

51

ADM: 'Another gender' and 'Total' for selection process

2. Provide the number of first-time, degree/certificate-seeking undergraduate students who applied, who were admitted, and who enrolled (either full- or part-time) at your institution for Fall 2022. Include early decision, early action, and students who began studies during the summer prior to Fall 2022.

Remember that this question applies only to first-time, degree/certificate-seeking undergraduates. Do not include any other students in these totals. Report admitted students who enrolled in the summer ONLY IF they remained enrolled into the fall.

Only include levels that you indicated were offered in the IC Header. If you made an error in the IC Header, please remember to fix the error next year.

NCES has added a column for Institutions to report 'Another gender' starting with the 2022-23 data collection.

- The 'gender unknown' category will be calculated based on the reported total minus the total of (men + women + another gender).
- 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.

Is your institution able to report another gender for the 2022-23 data collection? If you indicate 'No', your institution should leave the cells in the column for 'Another gender' blank (i.e., do not report 0). If you indicate 'Yes', but no students identified as another gender, please enter '0'.

Yes
 No

	Men	Women	Another gender	Total
Number of applicants	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Number of admissions	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Number (of admitted) that enrolled full-time	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Number (of admitted) that enrolled part-time	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total enrolled full-time and part-time				
Percent of admissions enrolled full-time and part-time				

52

Student Financial Aid (SFA): Background for proposed changes

The “All undergraduates” group in SFA survey component is legislatively mandated for collection by the Higher Education Act of 1965 (HEA), as amended.

Degree/certificate-seeking students

Non-degree/non-certificate-seeking students

NCES calculates multiple percentages using this number as a denominator

Percentages are useful for understanding the percentage of all undergraduates that receive different types of Federal Student Aid at institutions. The percentages are:

shown to institutions in the collection;

included in the IPEDS data tools; and

shown on College Navigator.

53

Background for proposed changes

Learn more

Website available that includes more information on calculating how many undergraduates receive financial aid:

<https://nces.ed.gov/ipeds/use-the-data/survey-components/12/how-percentage-financial-aid-calculated-enrollment-sfa>

54

SFA: Summary of changes

Past	Changes in
<ul style="list-style-type: none"> Count of all undergraduates 	<ul style="list-style-type: none"> Count of all undergraduates Disaggregation of degree/certificate-seeking and non-degree/certificate-seeking undergraduate student counts and related aid amounts (as applicable)

55

Additions and updates based on changes to federal student aid policy (What to Include)

Added bullets for:	Title IV Aid
	Federal Work Study
	Institutional loans to students
Removed references to:	Academic Competitiveness Grants (ACG)
	National Science and Mathematics Access to Retain Talent (National SMART) Grants
New guidance:	Income Share Agreements (ISAs) are considered to be private loans.

56



57

Human Resources: Reporting period for New Hires

Past	Changes in 2022-23
Hired full-time between November 1, 20XX–October 31, 20XY	Hired full-time between November 1, 20XX–October 31, 20XY and on the payroll as of November 1, 20XY

58

Finance: Intercollegiate Athletics screening question

4. Intercollegiate Athletics Does your institution participate in intercollegiate athletics?

- No
- Yes - answer part a and b below
 - a) Are the intercollegiate athletics expenses accounted for as? [check all that apply]
 - Auxiliary enterprises
 - Student services
 - Other (specify in box below)

b) Does your institution have intercollegiate athletics revenue?

- No
- Yes - select category(s) where these revenues are included [check all that apply]
 - Sales and services of educational activities
 - Sales and services of auxiliary enterprises
 - Other (specify in box below)

59



60

IC & IC-H: 2023-24 Changes

2023-24

- IC Header: Added screening question to capture dual enrollment (i.e., high school students enrolled in postsecondary courses for credit)
- IC: Removed dual enrollment option from Question 1 (Does your institution accept any of the following?)

61

IC-H: 2023-24 Changes

- New screening question for dual enrollment

4. Does your institution enroll high school students in college courses for credit?

- 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.

62

E12: Background for changes on dual enrollment

Improving IPEDS Data Collection on High School Students Enrolled in College Courses

https://nces.ed.gov/ipeds/pdf/NPEC/data/NPEC_Paper_IPEDS_High_School_Students_and_College_Courses_2017.pdf



Dual Enrollment TRP #63

https://edsurveys.rti.org/IPEDS_TRP_DOCS/prod/documents/TRP63_Summary.pdf

63

E12: Changes

What data on dual enrollment IPEDS collects now vs. will collect in 2023–24

Current Collection	Changes in 2023–24
<p>Information on dual enrollment offerings and enrollment in dual enrollment programs or courses is not collected separately. Dual enrolled students (i.e., high school students who are enrolled for credit) are reported as non-degree/non-certificate-seeking in E12 and EF surveys.</p>	<p>Collect an unduplicated count of high school students enrolled in college courses for credit (dual enrolled students) by race/ethnicity and gender in E12 survey.</p>
<p>A question on whether an institution accepts “dual enrollment” in IC survey.</p>	<p>Replace question on whether an institution accepts “dual enrollment” in IC survey with the screening question on whether an institution enrolls high school students in college courses for credit in IC Header survey.</p>

64

E12: Changes

- Collect an unduplicated count of dual enrolled students by race/ethnicity and gender

12-month Unduplicated count of dual enrolled students

July 1, 2021 – June 30, 2022

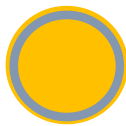
Reporting Reminders:

- The number of dual enrolled students was reported in Part A as part of the non-degree/non-certificate-seeking unduplicated enrollment.
- The number of dual enrolled students reported in Part C will have some duplication with the non-degree/non-certificate-seeking enrollment students reported in Part A.
- The number of dual enrolled students reported in Part C should be less than the number of non-degree/non-certificate-seeking students reported in Part A unless all non-degree/non-certificate-seeking students at your institution are dual enrolled students.
- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

In Part A, your institution reported the following number of students in the non-degree/non-certificate-seeking unduplicated headcount.

	High school students enrolled in college courses for credit (Dual enrolled)	
	Men	Women
Nonresident	<input type="text"/>	<input type="text"/>
Hispanic/Latino	<input type="text"/>	<input type="text"/>
American Indian or Alaska Native	<input type="text"/>	<input type="text"/>
Asian	<input type="text"/>	<input type="text"/>
Black or African American	<input type="text"/>	<input type="text"/>
Native Hawaiian or Other Pacific Islander	<input type="text"/>	<input type="text"/>
White	<input type="text"/>	<input type="text"/>
Two or more races	<input type="text"/>	<input type="text"/>
Race and ethnicity unknown	<input type="text"/>	<input type="text"/>
Total		
Total prior year		

65



Resources

IPEDS Resource Pages, Blogs, & Twitter

66

IPEDS Resources

Resource Pages / Brochures

The screenshot shows the IPEDS website page with a search bar and navigation icons. The main heading is "Timing of IPEDS Data Collection, Coverage, and Release Cycle". Below this is an overview of the data collection and release cycle, followed by a table titled "IPEDS Survey Components by Collection Period".

Postsecondary	FA (Federal Aid)	Winter (Traditional)	Spring (Traditional)
<ul style="list-style-type: none"> National Occupational Header (NOH) National Occupational Header (NOH) Outcomes (O) Outcome Measures (OM) Outcome Measures (OM) 	<ul style="list-style-type: none"> Outcomes (O) Outcome Measures (OM) Outcome Measures (OM) Outcome Measures (OM) 	<ul style="list-style-type: none"> Outcomes (O) Outcome Measures (OM) Outcome Measures (OM) Outcome Measures (OM) 	<ul style="list-style-type: none"> Outcomes (O) Outcome Measures (OM) Outcome Measures (OM) Outcome Measures (OM)

NCES Blog

The screenshot shows a blog post with the title "Timing is Everything: Understanding the IPEDS Data Collection and Release Cycle". The text explains that for more than 3 decades, the Integrated Postsecondary Education Data System (IPEDS) has collected data from all postsecondary institutions participating in Title IV federal student aid programs. It details the seasonal collection periods (Fall, Winter, and Spring) and the "collection year" versus "data year".

The collection year refers to the time period the IPEDS survey data are collected.
The data year refers to the time period reflected in the IPEDS survey data.

Twitter

The screenshot shows the Twitter profile for @ipeds_nces. The bio states: "IPEDS is the primary federal source for information on U.S. colleges, universities, and technical & vocational institutions." It lists the U.S. Department of Education as the affiliation and provides the website nces.ed.gov/ipeds. The profile shows 75 following and 3,379 followers. A recent tweet is visible, dated March 2, 2022, regarding a request for updates to the IPEDS data collection for 2022-23 through 2024-25.

67

Recent and upcoming resource pages & blog posts

Resource Page	Status	Accompanying NCES Blog Post(s)	Status
Timing of IPEDS Data Collection, Coverage, and Release Cycle	Published	Timing of IPEDS Data Collection, Coverage, and Release Cycle	Published
Measuring Student Success in IPEDS: Graduation Rates (GR), Graduation Rates 200 (GR200), and Outcome Measures (OM)	Published	Introducing a New Resource Page for the IPEDS Outcome Measures (OM) Survey Component	Published
		Measuring "Traditional" and "Non-Traditional" Student Success in IPEDS: Data Insights from the IPEDS Outcome Measures (OM) Survey Component	Published
Student Cohorts and Subgroups in IPEDS	Published	Knock, Knock! Who's There? Understanding Who's Counted in IPEDS	Pending (September 2022)

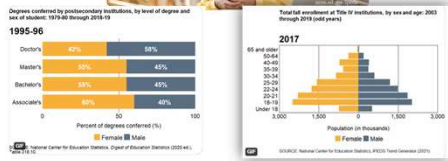
68

Twitter

Celebrated Higher Education Day with Special GIF Series

IPEDS @ipeds_nces · Jun 2
 DYK? For more than 3 decades, **#IPEDS** has collected data on U.S. colleges & universities.

This **#HigherEducationDay**, we'll open our data "vault" & showcase key trends in degree awarded, enrollment, & **#FinancialAid** over time. Check back on 6/6 for **#HigherEdStats** & **NEW #DataViz!**



Published 161 Tweets, Earning 200K+ Impressions

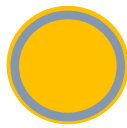
IPEDS @ipeds_nces · Aug 30
NEW DATA: In 2019-20, 12-month full-time-equivalent enrollment at U.S. Title IV **#postsec** institutions was 15,369,221.

How did **#enrollment** compare to prior years? Find & compare fully edited & impated **#higherEdStats** from our fall 2020 collection here: nces.ed.gov/ipeds/datasearch/



IPEDS @ipeds_nces · Mar 23
ICYMI: We've released **NEW** charting features in our Summary Tables **#DataViz!**

Select "Chart" to check out the **#DataViz** & explore two **NEW** tables presenting **#higherEdStats** from our Completions survey: nces.ed.gov/ipeds/summary/... **#DataViz**



Resources

Data Tools

IPEDS Integrated Postsecondary Education Data System

Search IPEDS

IPEDS Data Use Help Desk (866) 558-0658 or ipedstools@ed.gov

Use the Data

Access IPEDS data submitted to NCES through our data tools or download the data to conduct your research

- Data Explorer**
Search for tables, charts, publications, or other products related to postsecondary education by keywords and filters.
- Compare Institutions**
Download IPEDS data files for more than 7,000 institutions and up to 250 variables. Data files are provided in comma separated value (.csv) format.
- Survey Data**
Data are available starting with the 1980-81 collection year for the Complete data files and Custom data files functions, which zip the data into comma separated value (.csv). Beginning with the 2004-05 collection year, data for each collection year are compiled into an Access database.
Select download option
- Shortcuts**
Use these shortcuts to expedite the research process if you are a frequent or returning data user.
Select your shortcut
- Publications and Products**
Review publications using IPEDS data including First Looks, Web Tables, methodology reports, and Digest Tables.
- Resources**
 - [Overview of IPEDS Data](#)
 - [IPEDS Glossary](#)
 - [Archived Survey Forms](#)
 - [Data Cost Project](#)
 - [IPEDS Data Collection and Release Procedures](#) (300 KB)
 - [NCES Newsflash](#)
- IPEDS Survey Components**
Learn more about the individual IPEDS survey components: view training videos, infographics, answers to frequently asked questions, survey forms, and more.
- Data Trends**
Use the Trend Generator to view trends on most frequently asked subject areas including: Enrollment, Completions, Graduation Rates, Employees and Staff, Institutional Revenues, and Financial Aid.
- Look Up an Institution**
Look up information for one institution at a time. Data can be viewed in two forms: institution profile (similar to College Navigator) and reported data (institution's response to each survey question).
- Data Feedback Report**
Download, print, or customize an institution's Data Feedback Report, a report that graphically summarizes selected institutional data and compares the data with peer institutions.
- Statistical Tables**
Create simple descriptive statistics (e.g. total count, average, median, standard deviation, percentiles) on selected IPEDS institutions and variables.
- Summary Tables**
Customize a summary table for a select subgroup of institutions on the following popular topics: tuition and fees, room and board, student financial aid, admissions, test scores, student enrollment, degree/certificate awarded, and graduation rates.

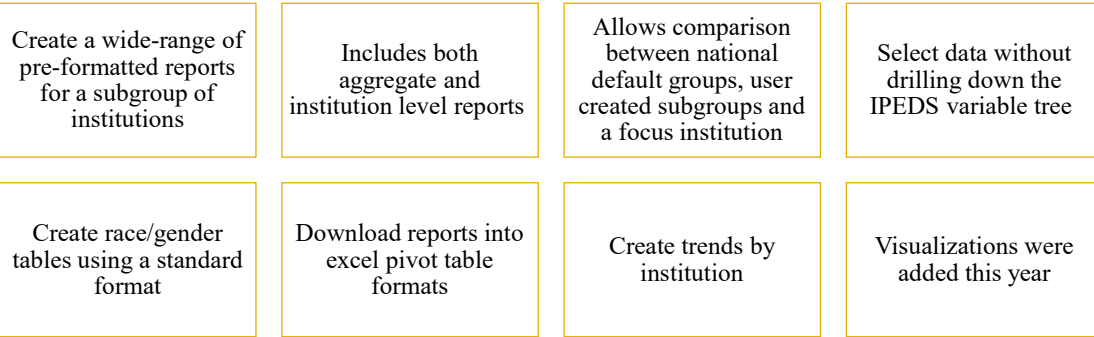
71

IPEDS Data Explorer

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

72

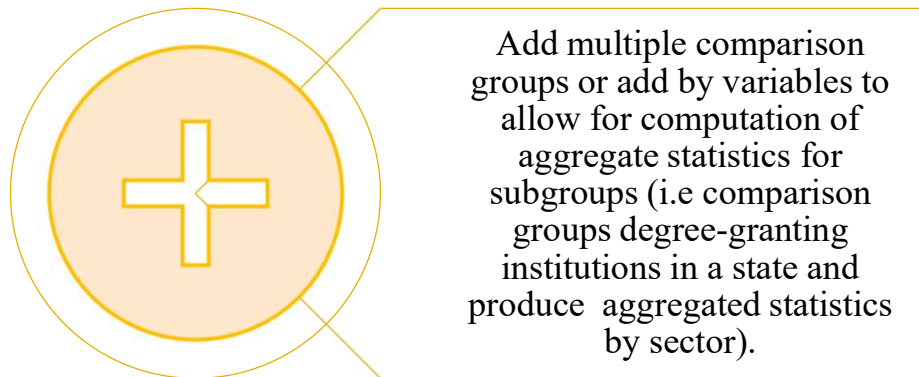
Summary Tables



73

73

Summary Tables – Future enhancements



74

74

Data Trends – Trend Generator

New Data trends released this year

- Undergraduate tuition and fees
- Outcome Measures

Future Data trends

- Graduate tuition and fees
- Net price

The IPEDS Trend Generator is a fast and simple way to view IPEDS data over time

75

75

Data Trends – Trend Generator



Other U.S. jurisdictions can now be included in trends.



Trends for a two-dimensional table can be downloaded, but not displayed



Some variables that were only available as row/column variables are now available as filter/limiting variables for selected questions.

76

76

