



# Recent IPEDS Changes: Expanding the Postsecondary Data Domain and Examples of Data Use

LaJanis Allen & Eric Atchison

May 19, 2022

2019-20

Definition and  
terminology  
changes

Replace "formal award" terminology with "recognized postsecondary credential".

Replace "contact hour" with "clock hour".

Add instruction to exclude students receiving Experimental Pell.

# Award Levels: Institutional Characteristics Completions

Prior to 2020-21

Award Level	
1	<input type="checkbox"/> <u>Postsecondary award, certificate, or diploma of (less than one academic year)</u> - less than 900 contact or clock hours, or - less than 30 semester or trimester credit hours, or - less than 45 quarter credit hours
2	<input type="checkbox"/> <u>Postsecondary award, certificate, or diploma of (at least one but less than two academic years)</u> - at least 900 but less than 1800 contact or 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"/> <u>Associate's degree</u>
4	<input type="checkbox"/> <u>Postsecondary award, certificate, or diploma of (at least two but less than four academic years)</u> - 1800 or more contact or clock hours, or - 60 or more semester or trimester credit hours, or - 90 or more quarter credit hours
12	<input type="checkbox"/> <u>Other (specify in box below)</u>

2020-21

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"/> <u>Associate's degree</u>
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
12	<input type="checkbox"/> <u>Other (please specify in context box below)</u>

(Michigan Cosmetology Programs Only)

**Prior to 2020 - 21 Award Levels**

Less than 900 clock hours	Manicurist	Massage Therapy (625)	Esthiology (600)	Natural Hair Culturist (400)	Instructor programs (300 - 500 clock hours)
Between 900 and 1800 clock hours	Cosmetology				
1800 or more clock hours	Barber				

**2020-21 Award Levels**

Less than 300 clock hours					
300 - 899 clock hours	Manicurist	Massage Therapy (625)	Esthiology (600)	Natural Hair Culturist (400)	Instructor programs (300 - 500 clock hours)
Between 900 and 1800 clock hours	Cosmetology				
1800 or more clock hours	Barber				

(Michigan Quarter Credit Hour Programs)

**Prior to 2020 - 21 Award Level**

Less than 45 quarter credit hours	HVAC Technician (39)	Certified Nursing Assistant (4)			
Between 45 and 90 credit hours	Surgical Technician (72)	Medical Assistant (60)	Practical Nurse (55)	Electrical Technician (48)	
90 or more credit hours					

**2020-21 Award Levels**

Less than 90 credit hours (2)	Surgical Technician (72)	Medical Assistant (60)	Practical Nurse (55)	Electrical Technician (48)	
Less than 13 credit hours (1a)	Certified Nursing Assistant (4)				
12 to 44 credit hours (1b)	HVAC Technician (39)				
90 or more credit hours (4)					

2020-21 Award Levels						
	Douglas J Aveda Institute	Empire Beauty School-Michigan	Michigan College of Beauty-Monroe	Paul Mitchell the School-Michigan	Port Huron Cosmetology College	Taylorstown School of Beauty Inc
Less than one year (2)	1	1	1	1	1	1
Less than 12 weeks (1a)	0	0	0	0	0	0
12 weeks but less than one year (1b)	1	1	1	1	1	1
One year but less than two years (4)	1	1	1	1	1	1

2019-20 Award Levels						
	Douglas J Aveda Institute	Empire Beauty School-Michigan	Michigan College of Beauty-Monroe	Paul Mitchell the School-Michigan	Port Huron Cosmetology College	Taylorstown School of Beauty Inc
Less than one year	1	1	1	1	1	1
One but less than two years	1	1	1	1	1	1

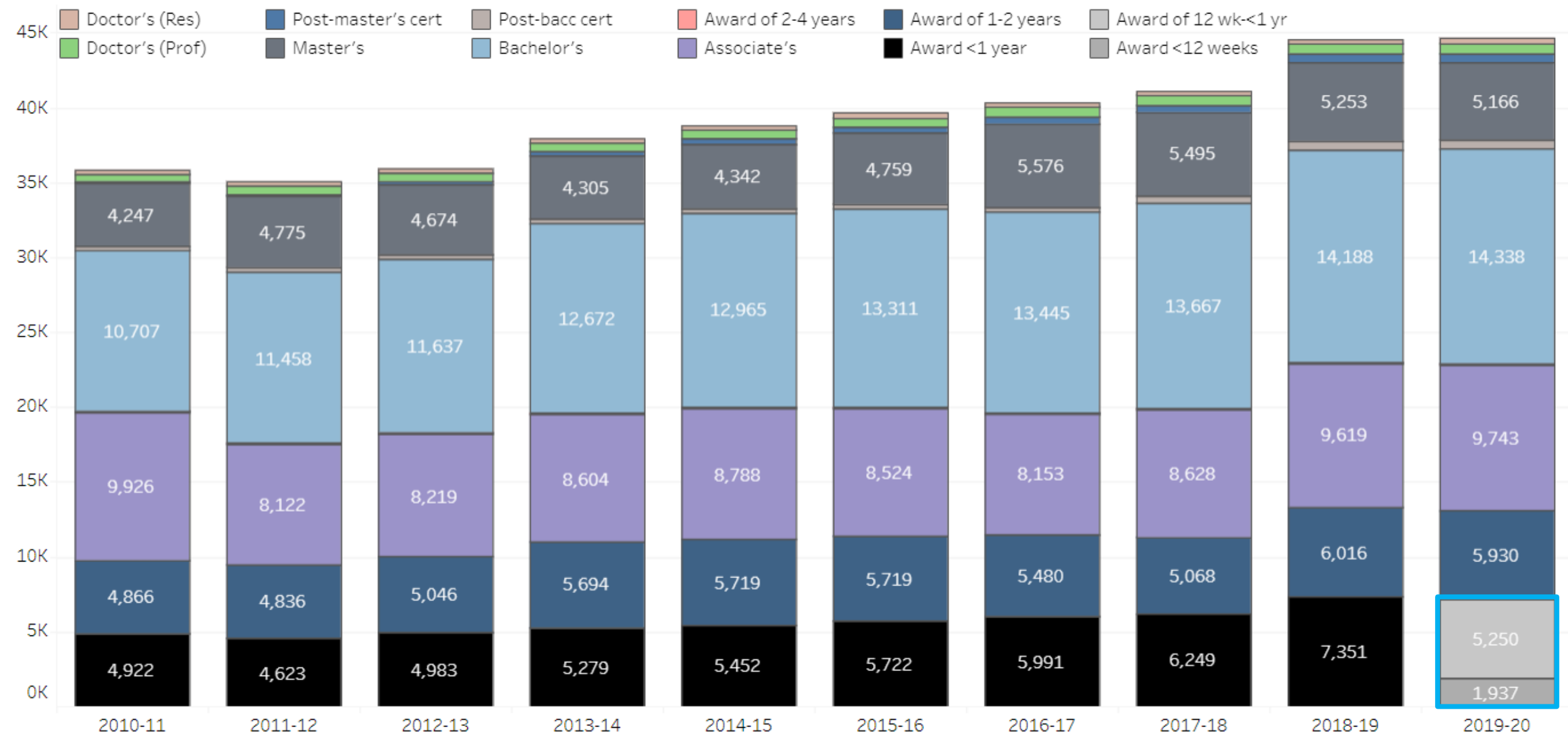
IPEDS only captures the award level by type – not the number of programs that are within that award type! We need to look at the Completions data to get a better picture!

# Award Levels: Impact on Data Analysis & Higher Education Operations

DEGREE LEVEL	2YR	4YR	4YR UNIV. DEGREE TYPE		STUDENT CHARACTERISTICS	
CERTIFICATE OF PROFICIENCY & BASIC CERTIFICATE	1	0.5	STEM	3	ALL STUDENTS	1
TECHNICAL CERTIFICATE	2	1	HIGH DEMAND	1.5	ADULT	0.29
ADVANCED CERTIFICATE, POST-BACCALAUREATE CERTIFICATE, POST-MASTER'S CERTIFICATE, SPECIALIST, OR POST-FIRST PROFESSIONAL CERTIFICATE	2	1	OTHER	1	UNDERSERVED RACE	0.29
ASSOCIATE DEGREE	3	2	OR		UNDERSERVED ACADEMIC	0.29
BACHELOR'S DEGREE	NA	4	2YR COL. DEGREE TYPE		UNDERSERVED INCOME	0.29
MASTER'S DEGREE	NA	5	STEM	3		
DOCTORAL DEGREE	NA	6	HIGH DEMAND	3		
			OTHER	1		

# Arkansas Credentials Awarded

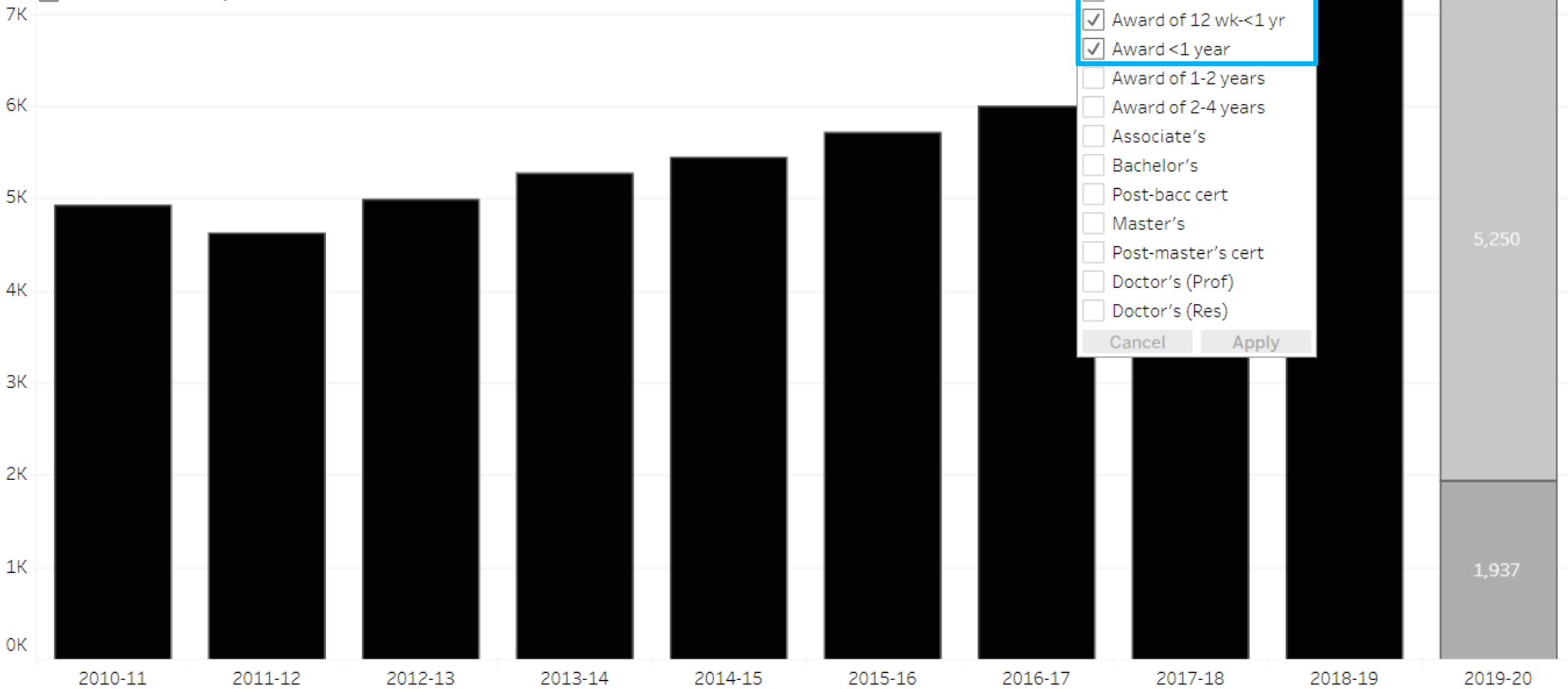
Data Type:  | 
 Chart Type:  | 
 Inst Level:  | 
 System:  | 
 Institution:  | 
 Award Level:  | 
 Area of Stu...:  | 
 Race/Ethnicity:  | 
 Year:





Award <1 year      Award <12 weeks  
 Award of 12 wk-<1 yr

- (All)
  - Award <12 weeks
  - Award of 12 wk-<1 yr
  - Award <1 year
  - Award of 1-2 years
  - Award of 2-4 years
  - Associate's
  - Bachelor's
  - Post-bacc cert
  - Master's
  - Post-master's cert
  - Doctor's (Prof)
  - Doctor's (Res)
- 





Data Type:  | 
 Chart Type:  | 
 Inst Level:  | 
 System:  | 
 Institution:  | 
 Award Level:  | 
 Area of Stu...:  | 
 Race/Ethnicity:  | 
 Year:

Inst Level

(All)

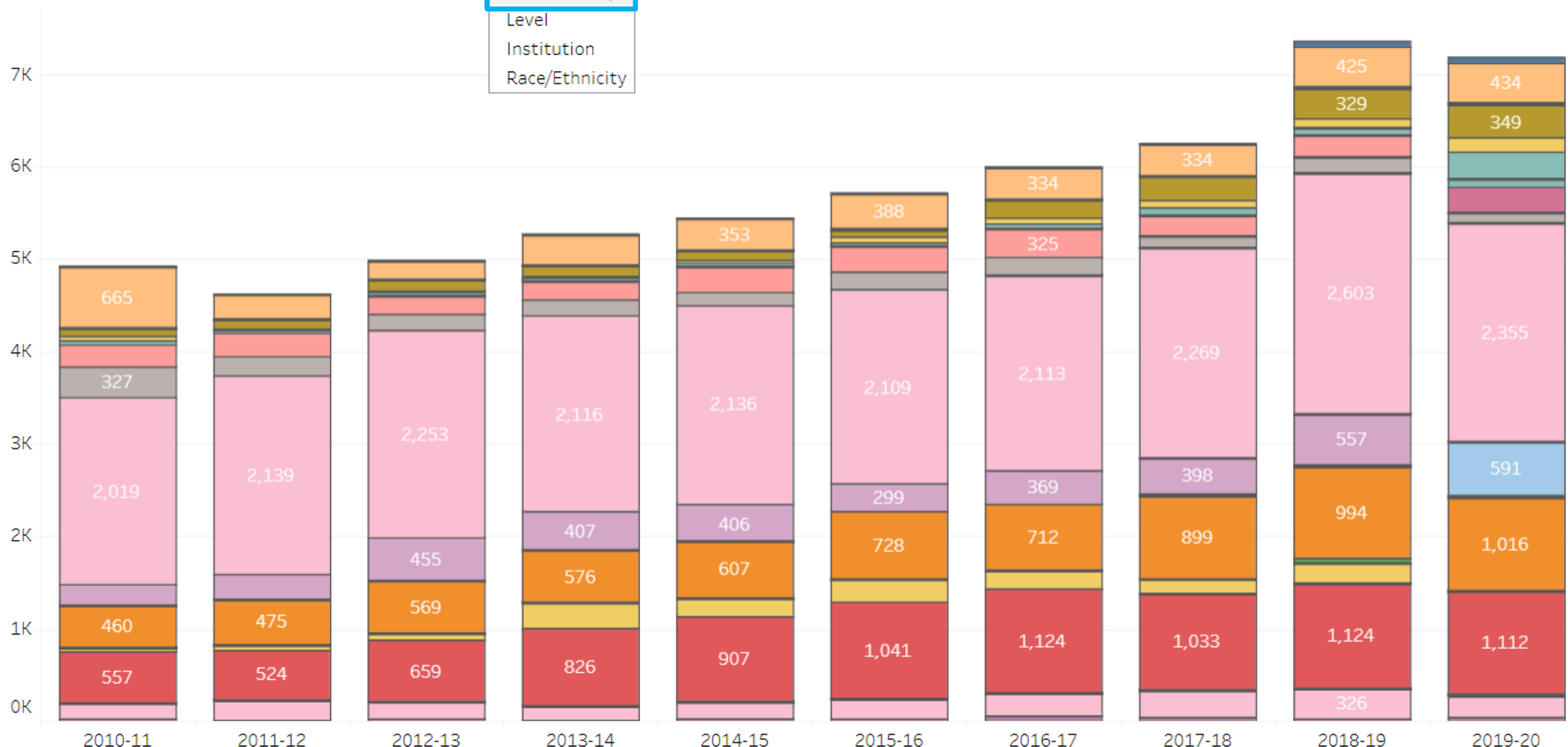
2-Year

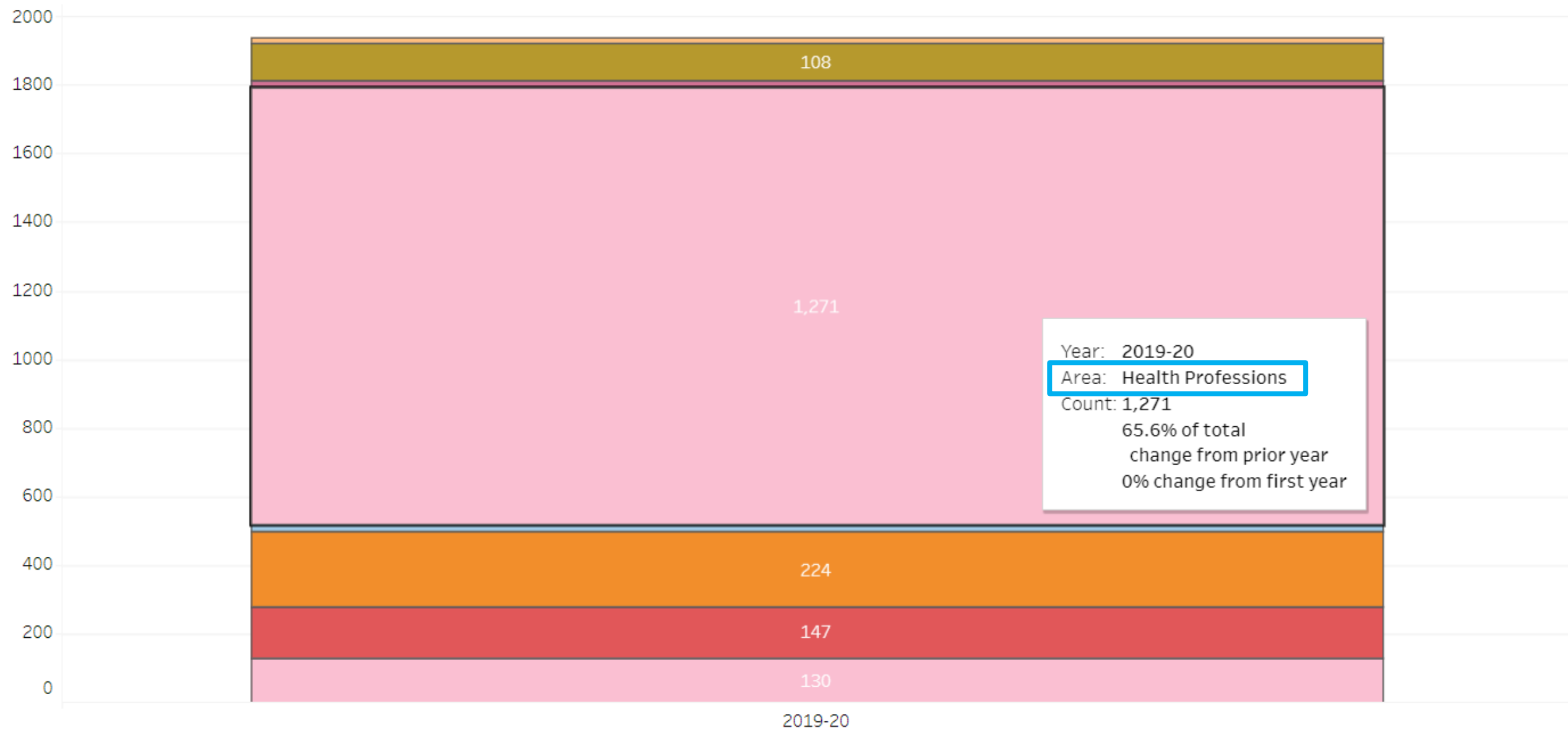
4-Year

Ca... Ap...



Data Type: Area of Study  
 Chart Type: Bar Chart  
 Inst Level: (All)  
 System: (All)  
 Institution: (All)  
 Award Level: (Multiple...)  
 Area of Stu...: (All)  
 Race/Ethnicity: (All)  
 Year: (Multi...





HIGHER EDUCATION

# Many certificate programs don't pay off, but colleges want to keep them

Institutions are quietly resisting a proposal to strip federal funding from low-payoff programs

By Lilah Burke

April 30, 2022 at 8:00 a.m. EDT





« BACK TO SCHOOL PROFILE

✓ ADD TO COMPARE SCHOOL

➔ SHARE THIS SCHOOL

## All Fields of Study Offered at Arkansas State University-Beebe

Filter by Degree Level

Undergraduate Cert

Associate's Degree

Bachelor's Degree

Post-baccalaureate

Master's Degree

### Mechanic And Repair Technologies Technicians ^

Electrical/Electronics Maintenance and Repair Technology - Undergraduate Certificate or Diploma ▾

Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician (HAC, HACR, HVAC, HVACR) - Undergraduate Certificate or Diploma ▾

Vehicle Maintenance and Repair Technologies - Undergraduate Certificate or Diploma ^

### Salary After Completing

Median Earnings ⓘ **\$35,554**

Monthly Earnings ⓘ **\$2,963**

2020-21

# Completions: Distance Education

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

Change *answer options* from "yes" or "no" to:

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



# 2020-21

## 12-Month Enrollment: Student Demographics

Report the number of undergraduate students and graduate students by race/ethnicity and gender

- Race/ethnicity
- Gender



Disaggregate reporting of undergraduate student by race/ethnicity and gender into the following categories

- Degree/certificate-seeking, First-time student
- Degree/certificate-seeking, Transfer-in student
- Degree/certificate-seeking, Continuing/Returning student
- Non-degree/certificate seeking



2020-21

## 12-Month Enrollment: Distance Education

Distance education question added which requires reporting distance education students

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

2019-20

## Transfer-In Students: Graduation Rates (GR) Graduation Rates 200 (GR200)

The **complete new** definition for transfer-in student is:

A student entering the reporting institution for the first time but known to have previously attended a postsecondary institution at the same level (e.g., undergraduate or graduate).

This includes new students enrolled in the fall term who transferred into the reporting institution the prior summer term. The student may transfer with or without credit.

For systems of coordinated institutions (multi-campus system), students are to be identified as transfer-in students upon entering an institution from another institution within the same coordinated system.

2019-20

Transfer-Out Students: Graduation Rates (GR)  
Graduation Rates 200 (GR200)

The **complete new** definition for transfer-out student is:

A student that leaves the reporting institution and enrolls at another institution.

For systems of coordinated institutions (multi-campus system), students are to be identified as transfer-out students when leaving an institution to enroll into another institution within the same coordinated system.

2019-20

Transfer-Out Students: Graduation Rates (GR)  
Graduation Rates 200 (GR200)

New FAQ:

Q: My institution is part of a coordinated system of institutions. If a student transfers out of my institution and goes to another institution within the coordinated system, can I count that student at my institution as a completer?

A: No. Your institution may not count that student as completer because that student is considered a transfer-out student. Each reporting entity that has an IPEDS UnitID is recognized as an individual reporting institution for Graduation Rates purposes and can only report completers if that campus confers the award or degree.

2019-20

## Transfer-In and Out Students: Outcome Measures (OM)

The **complete new** OM FAQ #30 is:

- Q Are first-time or non-first-time students who transfer-out to another institution included in the non-first-time entering cohort of the transfer-in institution?
- A: Yes. If first-time or non-first-time students transfer into your institution and have never been previously enrolled in your institution, you should report them in the appropriate non-first-time entering subcohort.

For systems of coordinated institutions (multi-campus systems), each reporting entity with an IPEDS UnitID is recognized as an individual reporting institution for Outcome Measures purposes. Only the institution that confers the degree or award can report the students as a completer. Thus, if a student transfers out of the initial institution (institution A) and transfers-in to another institution (institution B) within a coordinated system, that student is reported as a transfer-out by the initial institution (institution A), regardless of whether or not that student received a degree or award at another institution (institution B) within the coordinated system.

2017-18

## Outcome Measures (OM)

- Academic reporters will report on a full-year entering cohort
- A new award status of 4-years after entry will be added
- At the 4-, 6-, and 8-year award statuses, institutions will report the highest award earned
- Four Pell Grant sub-cohorts will be reported for each of the four OM cohorts (FTFT, PTFT, FTNFT, and PTNFT)

2017-18

## Outcome Measures (OM) - Limitations

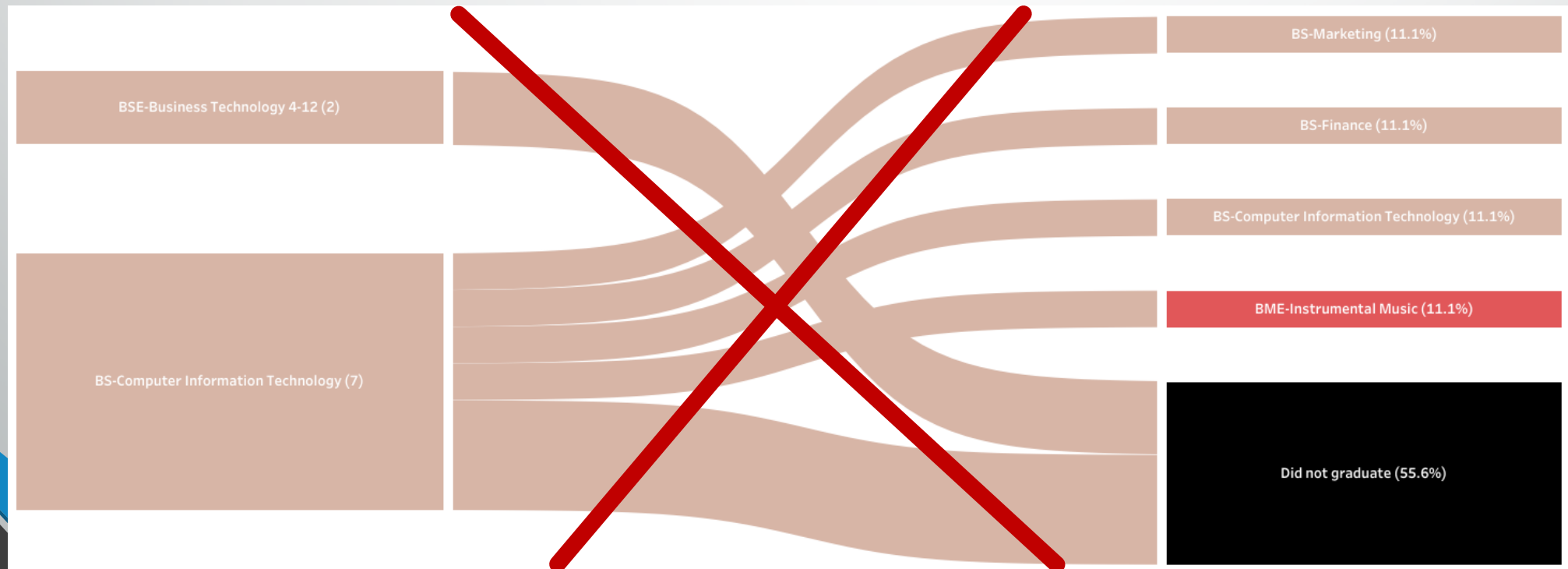
- Cohorts are aggregated:
  - First-time, full-time entering, Non-Pell Grant recipients
  - First-time, full-time entering, Pell Grant recipients
  - First-time, part-time entering, Non-Pell Grant recipients
  - First-time, part-time entering, Pell Grant recipients
  - Non-first-time, full-time entering, Non-Pell Grant recipients
  - Non-first-time, full-time entering, Pell Grant recipients
  - Non-first-time, part-time entering, Non-Pell Grant recipients
  - Non-first-time, part-time entering, Pell Grant recipients
- This makes it difficult to filter for a single attribute (e.g., Pell students)



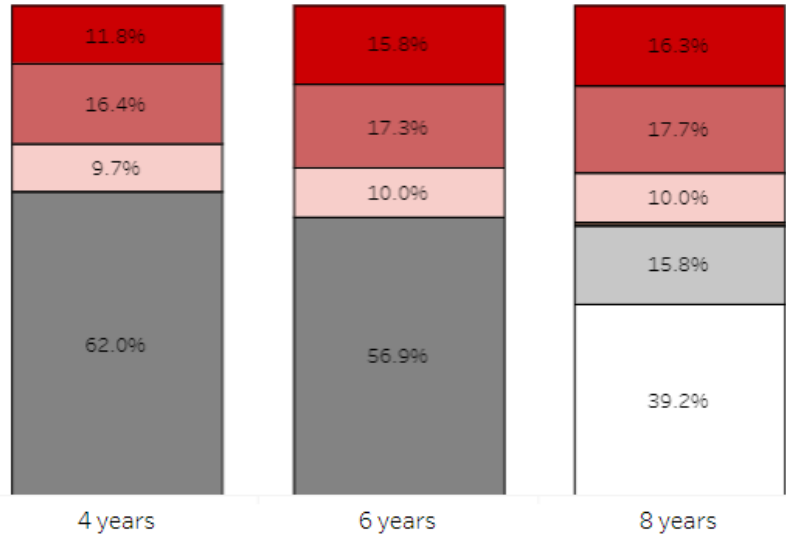
2017-18

## Outcome Measures (OM) - Limitations

- Not able to track flow of students from one credential to another



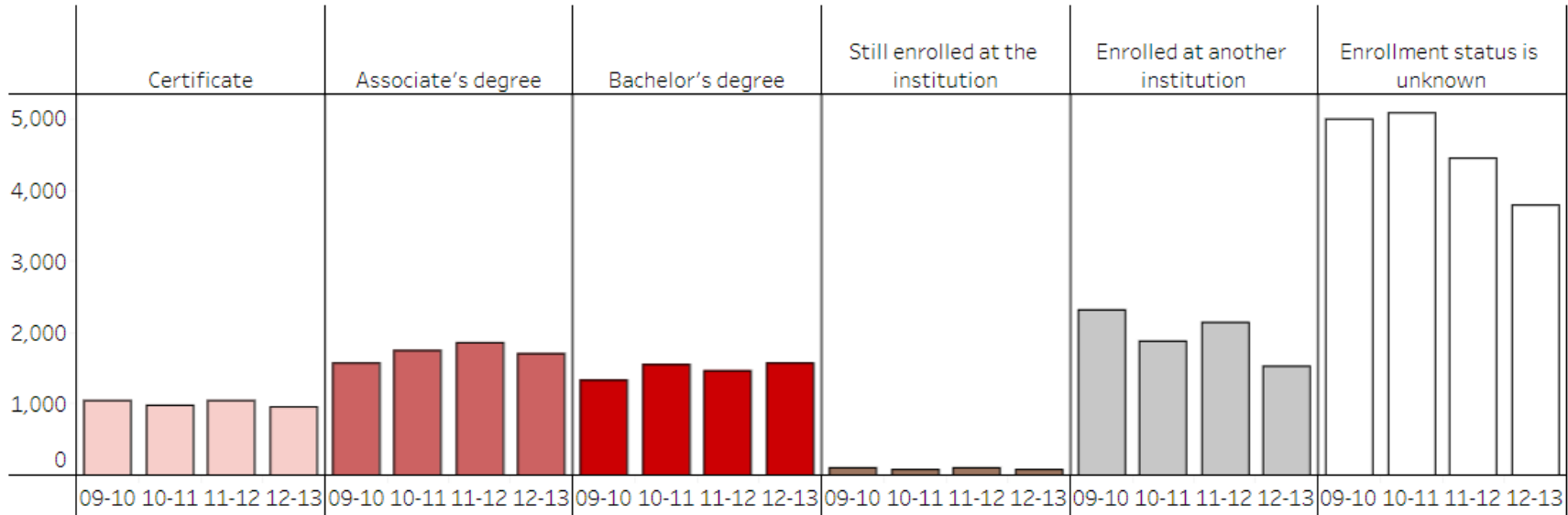
### Outcome Measures by Year for 12-13 Cohort



### Outcomes at 8 Years Trend by Year

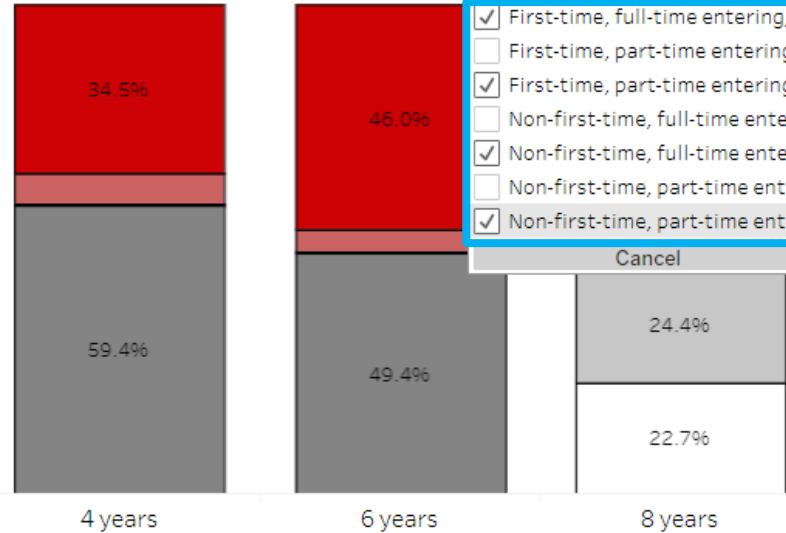
Outcome	09-10	10-11	11-12	12-13
Total	100.00%	100.00%	100.00%	100.00%
Certificate	9.16%	8.71%	9.53%	10.02%
Associate's degree	13.85%	15.44%	16.74%	17.74%
Bachelor's degree	11.79%	13.62%	13.27%	16.32%
Still enrolled at the institution	0.98%	0.82%	0.95%	0.90%
Enrolled at another institution	20.33%	16.57%	19.40%	15.78%
Enrollment status is unknown	43.89%	44.84%	40.10%	39.24%

### Outcomes at 8 Year Trend by Outcome



■ Bachelor's degree    
 ■ Associate's degree    
 ■ Certificate    
 ■ Still enrolled at the institution    
 ■ Enrolled at another institution    
 ■ Enrollment status is unknown    
 ■ No credential earned

### Outcome Measures by Year for 12-13

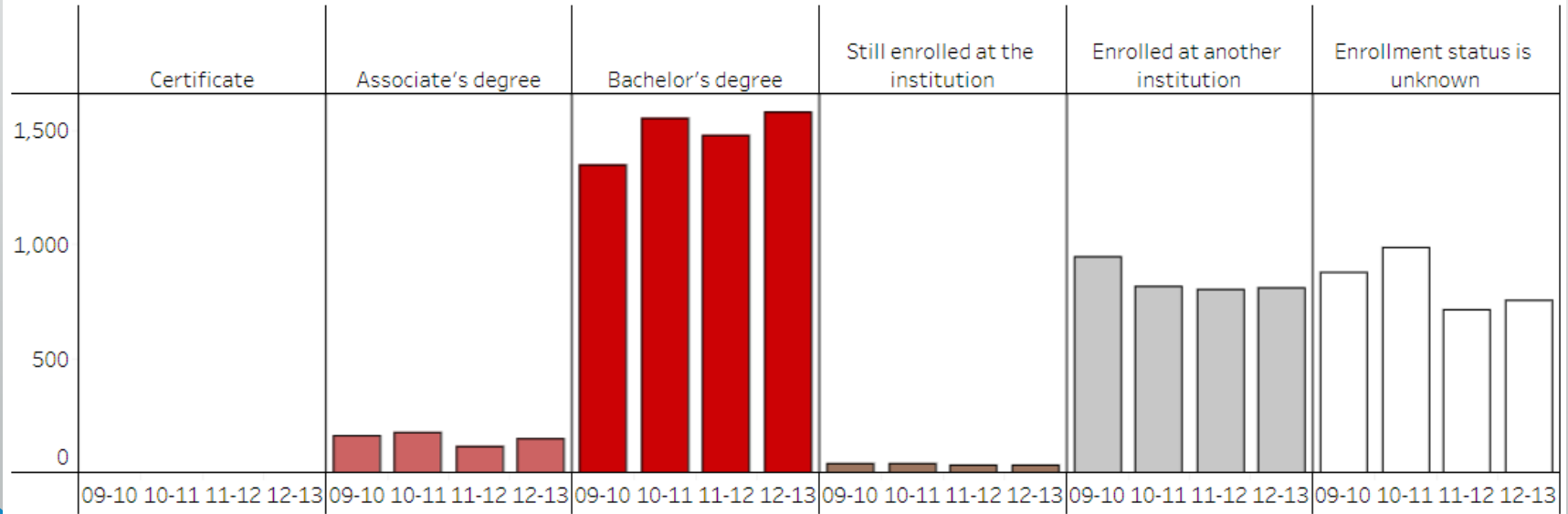


- (All)
- First-time, full-time entering, Non-Pell Grant recipients
- First-time, full-time entering, Pell Grant recipients
- First-time, part-time entering, Non-Pell Grant recipients
- First-time, part-time entering, Pell Grant recipients
- Non-first-time, full-time entering, Non-Pell Grant recipients
- Non-first-time, full-time entering, Pell Grant recipients
- Non-first-time, part-time entering, Non-Pell Grant recipients
- Non-first-time, part-time entering, Pell Grant recipients

### by Year

	09-10	10-11	11-12	12-13
100.0%	100.0%	100.0%	100.0%	100.0%
0.0%	0.0%	0.0%	0.0%	0.0%
4.9%	5.0%	3.7%	4.4%	
39.9%	43.4%	47.0%	47.5%	
1.2%	1.1%	1.1%	1.0%	
28.0%	22.8%	25.5%	24.4%	
26.0%	27.7%	22.7%	22.7%	

### Outcomes at 8 Year Trend by Outcome



- Bachelor's degree
- Enrolled at another institution
- No credential earned
- Certificate
- Still enrolled at the institution
- Enrollment status is unknown

2019-20

## Changes to endowment net assets (F)

Added lines 03-03d to Part H to collect more detail on the change in endowments (see below)

03 Change in value of endowment net assets (calculated value = 02 - 01)

03a New gifts and additions

03b Endowment and investment return

03c Spending distribution use

03d Other (calculated value 03 – (03a+03b+03c))

# 2021 NACUBO-TIAA Study of Endowments

2/18/2022

Results from the *2021 NACUBO-TIAA Study of Endowments* are now available.

Please see the following resources for key data and findings from the 2021 NTSE:

- [2021 NTSE press release.](#)
- [Public tables](#) from the 2021 and prior recent Studies.
- [Presentation](#) of key insights from the 2021 NTSE.
- [Infographics](#) with important data from the 2021 NTSE.
- [Frequently Asked Questions](#) about college and university endowments.
- [Historic Endowment Study Data](#) for information from 2020 to 1974.
- For further information, go to our [NTSE Frequently Asked Questions](#) page.

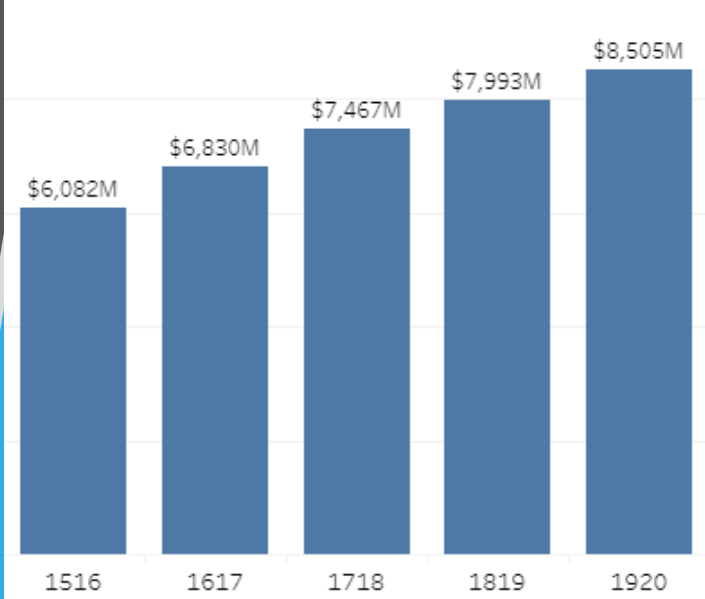
The full 2021 NTSE final report is now [available for purchase](#).



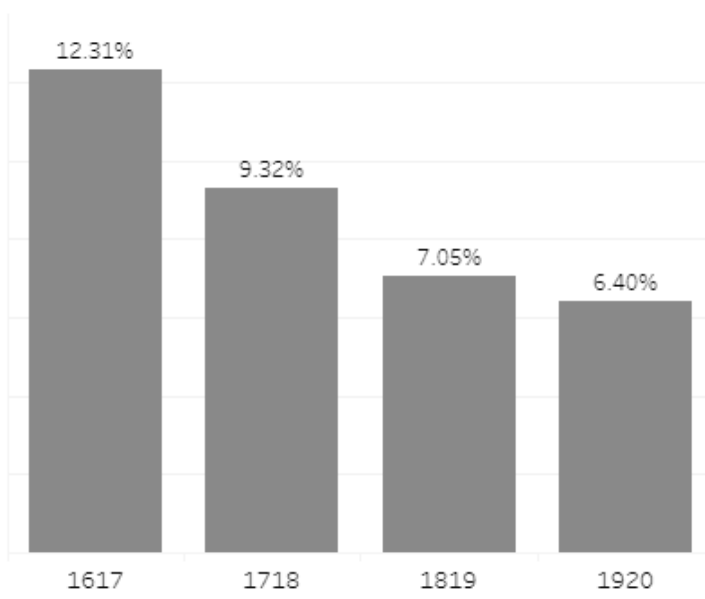
<https://www.insidehighered.com/news/2022/02/18/college-endowments-boomed-fiscal-year-2021-study-shows#28>



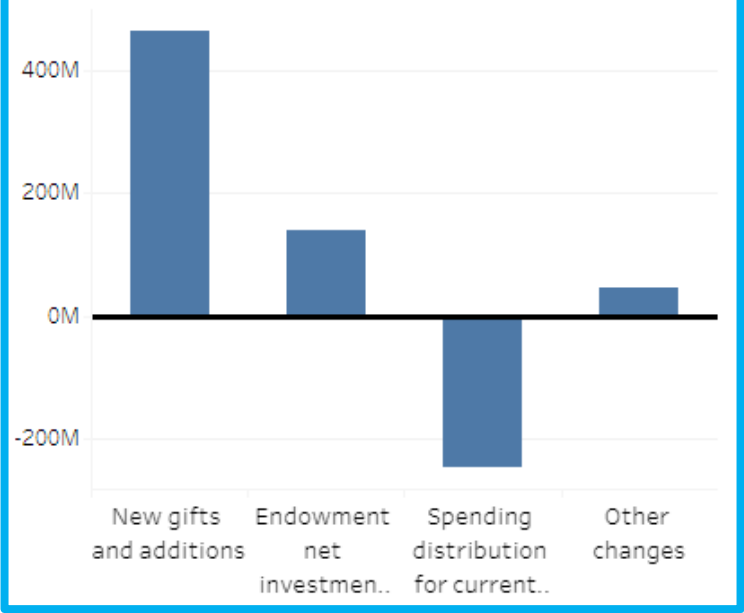
Value of endowment net assets at the end of the fiscal year



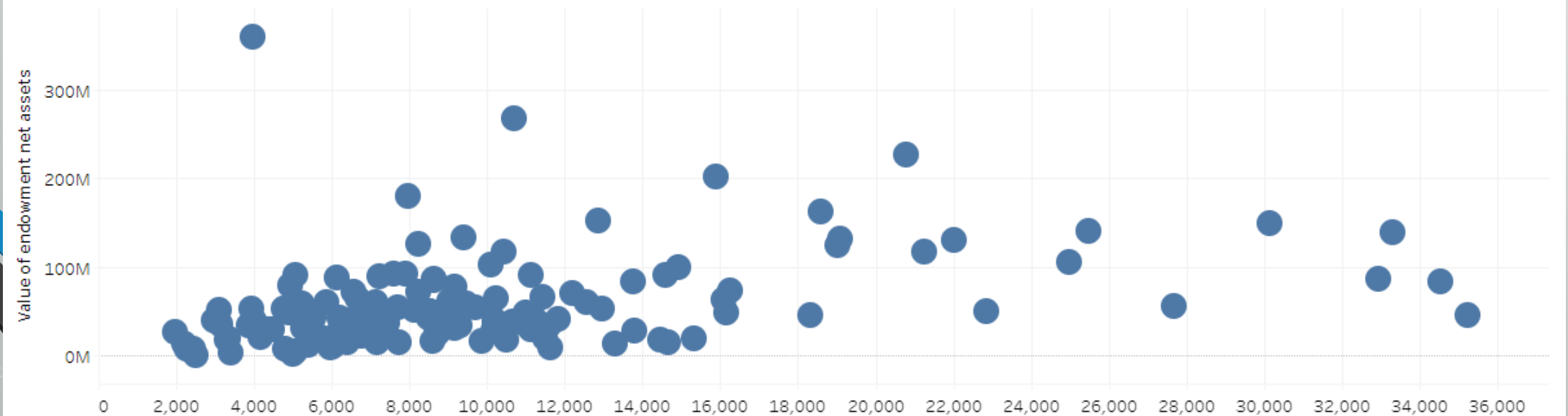
Annual percent change of value of endowment net assets



Changes to value of endowment net assets in FY1920



12-Month FTE Enrollment versus value of endowment assets at the end of FY1920



A magnifying glass is positioned over a bar chart. The chart has two groups of bars, each with a blue bar and a green bar. The first group is labeled 'Q2' and the second group is labeled 'Q3'. The magnifying glass is focused on the 'Q2' group, making the bars and label appear larger and more detailed. The background of the slide is a light gray gradient.

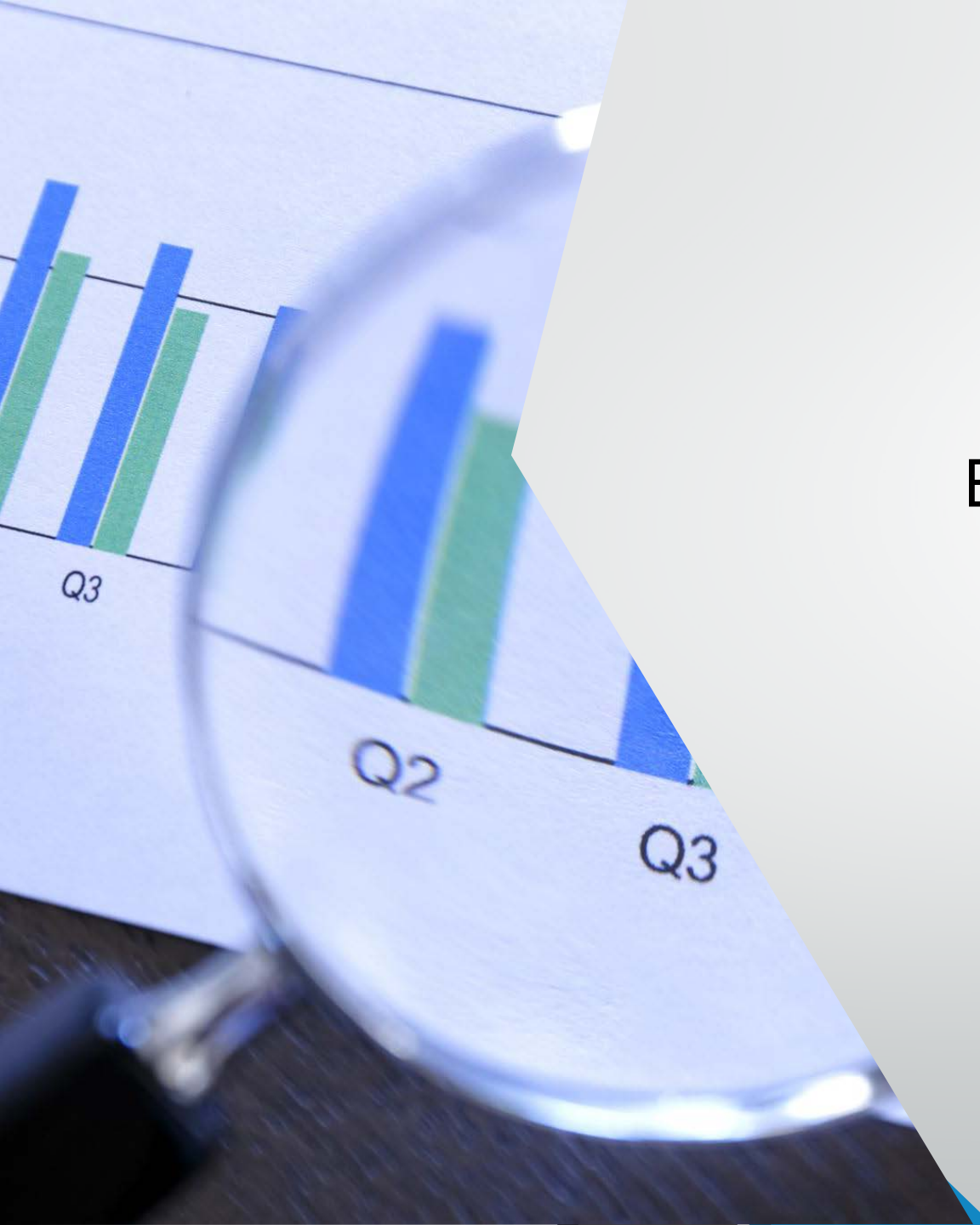
# Questions for the IPEDS Educators

- What new(ish) variables in IPEDS are being used the most in your work?
- How are these data changes effecting decisions being made at your institution/organization?





# Questions for LaJanis & Eric



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