



IPEDS Update 2022-23 Collection Cycle Tutorial Script

On behalf of the Association for Institutional Research (AIR) and the National Center for Education Statistics (NCES), welcome to this tutorial on updates to the IPEDS data collection. This annual update will discuss the reporting calendar and data collection changes for the 2022-23 data collection year.

It is important to begin with a discussion about the fee associated with noncompliance. Non-compliance includes not reporting sections of or full surveys, as well as inaccurate reporting. NCES is required to provide a list of noncompliant institutions to the Office of Federal Student Aid. Noncompliance can result in warnings and costly fines, or even loss of Title IV funding. More information about fines can be found on the Statutory Requirements page (<https://surveys.nces.ed.gov/ipeds/ViewIPEDSStatutoryRequirement.aspx>). It is important to note that compliance refers not only to timely reporting of data, but also accuracy of the data.

Let's look at the upcoming data collection cycle.

The data collection calendar is very similar to previous years. Registration opens in early August and must be completed before any Fall survey components can be locked. If a keyholder has not registered by August 31, a letter will be sent to the CEO requesting appointment of a new keyholder.

Institutional Characteristics, Completions, and 12-month Enrollment are all part of the Fall collection window, which is open from September 7 to October 19 for keyholders.

The winter collection is open from December 7 to February 8 for keyholders and includes Student Financial Aid, Graduation Rates, 200% Graduation Rates, Admissions, and Outcome Measures.

The spring collection window includes Fall Enrollment, Finance, Human Resources, and Academic Libraries and is open from December 7 to April 5 for keyholders.

Survey components will be open for revision during their regular data collection period. For example, revisions to the Completions component can be made during the Fall data collection period. Make sure to revise cost of attendance data in Institutional Characteristics or any student financial aid data through current year Student Financial Aid, not via Prior Year Revision.

Additional important dates include the windows for updating registration contact information (August 10, 2022 thru July 15, 2023), updating institution identification information (August 10, 2022 thru June

1, 2023), and uploading custom comparison group for Data Feedback Reports (March 1, 2023 thru July 15, 2023).

Descriptions of changes and screenshots of survey component items are available for review in the Data Collection System. Whenever possible, changes to IPEDS submissions are available for preview one year before they are implemented. For example, the Outcome Measures component, which was first collected in 2015-16, was available for preview during the 2014-15 data collection.

There are several changes that will be implemented in the 2022-23 data collection. There will also be some minor changes made that will be communicated at the start of the data collection. These are changes that are intended for clarification.

Changes to IPEDS come from a variety of sources, including Technical Review Panels (or TRPs) and public comment to NCES. TRPs bring approximately 30 experts together to foster collaboration and discussion around topics related to IPEDS data submission and use. You can learn more about TRPs by going to the link on the bottom of your screen. RTI always welcomes comments and suggestions from interested parties on IPEDS-related products and plans. At the completion of each TRP meeting, TRP suggestions are posted on their website and comments are solicited.

We will begin by discussing changes that impact multiple survey components as well as changes to the FAQs and Glossary.

First, in an effort to use more inclusive language, NCES has removed the word “alien” throughout IPEDS. The term “nonresident alien” is now “US nonresident,” and the term “resident alien” is now “US resident.” This change is reflected in all surveys that collect race and ethnicity data.

NCES has updated the Frequently Asked Questions to reflect new guidance around reporting DACA and undocumented students. This change was made in order to collect more equitable data and ensure institutions do not need to ask students for their citizenship status. The new instructions further clarify “eligible non-citizens” to include “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.” That FAQ further clarifies that for “U.S. nonresident,” institutions should not include DACA, undocumented, or other eligible noncitizens in this category.

Additional guidance informs institutions that 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: Hispanic or Latino, regardless of race. For Non-Hispanic/Latino individuals: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White, Two or more races. If a student’s race/ethnicity is unknown, you can include them in the race/ethnicity unknown category.

Another change impacting several surveys involved the collection of gender data. The student surveys have new questions about whether “another gender” can be reported at the institution. Institutions indicate first whether it is able to report another gender for the 2023-24 collection. If so, the institution is asked to report how many students reported another gender. All institutions are expected to be able

to report the number of undergraduate and graduate students whose gender is unknown. The question you see on the screen will be added to 12-Month Enrollment, Completions, Fall Enrollment, and Graduation Rates. In Admissions, this collection is somewhat different. It will be covered when we talk about Admissions.

There are new FAQs created for the additional gender collection that can be viewed in the survey materials. The FAQs answer the following questions: How do I determine whether a student should be reported as full-time or part-time?; Which students should be included in 'gender unknown'?; Should our institution resurvey students if we previously only collected binary gender categories?; and Our institution uses the Common App to identify student gender, and the Common App only collected men and women. How should we report gender?

In order to clear up confusion, NCES has modified the FAQs to help reporters understand how the student enrollment counts in Fall Enrollment, 12-month Enrollment, and Outcome Measures are related. The FAQ explains how Fall Enrollment counts are a snapshot of the institution's enrollment in the fall, and therefore a subset of the enrollment reported in the 12-month enrollment component. The FAQ shares information on how to count students if their enrollment status changes during that 12-month period.

The IPEDS Glossary is reviewed regularly and periodically additions, deletions and edits are made to ensure clarity for institutions. The following terms were added to the Glossary: 50th percentile (median), allowable costs, average cost of attendance, cross-over award, nonstandard term, nonterm program, standard term, total cost of attendance, total student charges, unique entity identifier, and promise program. The following terms were edited: net price (now average net price), cost of attendance, Federal Work Study, high school student, new hires, Title IV aid, and Data Universal Numbering System (DUNS) number.

In the fall survey collection, the following have changes that we'll cover in this video: Identification, IC Header, Institutional Characteristics, and 12-month Enrollment.

On April 4, 2022, the federal government stopped using the DUNS number to uniquely identify entities. Now, entities doing business with the federal government will use a Unique Entity Identifier (SAM) created in SAM.gov. Institutions will no longer have to go to a third-party website to obtain their identifier. This transition allowed the government to streamline the entity identification and validation process, making it easier and less burdensome for entities to do business with the federal government.

The mission statement institutions submit will no longer be collected in Institutional Characteristics and instead will be the first question in Part B in IC Header. The purpose of this was to align the collection with the database tables.

Part A Question 1 in IC Header, which screens for IPEDS applicability, was changed to clarify that the activities are offered 'for credit'. Remedial education was also added as an option, since it can also be offered for credit in some situations. Part C Question 4 was added to collect information on noncredit educational offerings to help identify institutions that offer these activities to provide context for Finance and Human Resources calculations using enrollment.

Institutional Characteristics will now include three new special learning opportunities, including marine option (under Navy ROTC), undergraduate research, and comprehensive transition and postsecondary

program for students with intellectual disabilities. The remedial option has been removed since it is now collected in IC Header.

Institutions can now also state if they have a Promise Program. “Promise Program” is yes/no and is defined as Residency-based scholarship programs for high school graduates at selected postsecondary institutions. Programs may have additional requirements beyond residency and can be either a first-dollar or last-dollar benefit.

And, finally, the 2022-23 collection no longer asks “yes or no” to whether an institution charges different tuition for in-district, in-state, or out-of-state students. Instead, institutions are asked to check a box next to all tuition rates changed by the institution, including in-district, in-state, and out-of-state.

12-Month Enrollment previously collected an unduplicated count of graduate students by race/ethnicity and gender. In 2022-23, 12-Month Enrollment will expand this to also collect unduplicated count of graduate students by attendance status (full vs. part-time). This change will allow for consistent calculation of FTE for undergraduate and graduate students.

Here is a look at the what the screen might look like for counts of men graduate students. Race/ethnicity are rows and attendance level breakdown are in the columns.

Now on to changes in the winter survey components. In the winter survey collection, the following have changes that we’ll cover in this video: Admissions and Student Financial Aid.

We will begin by talking about changes to the Admissions survey. College admissions has seen a shift in recent years toward a more holistic approach with less emphasis on standardized test scores. As such, institutions are beginning to rethink the traditional admissions process, with more explicit attention to equity concerns. IPEDS Admissions survey collects admissions information only for institutions that are not open admission and only for first-time undergraduates (by gender) for the fall term. IPEDS has updated the categories used for admission considerations. The previous options were

- considered but not required,
- required,
- recommended,
- and neither required nor recommended.

The new options are

- required to be considered for admission,
- not required for admission, but considered if submitted,
- and not considered for admission, even if submitted.

Test optional institutions should select “not required for admission, but considered if submitted,” while test blind institutions should select “not considered for admission, even if submitted.”

The list of admission considerations was also updated to include 3 new options: work experience, personal statement or essay, and legacy status.

Under admissions considerations, the option for TOEFL (Test of English as a Foreign Language) has changed to English Proficiency Test. English Proficiency Test is defined in the glossary as “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.” Those examples are also defined in the glossary.

In Admissions, institutions are now asked for number and percent for whom a score was used in the admission process. And in addition to asking for the 25th and 75th percentile for SAT and ACT scores, the collection this year will also ask for 50th percentile, or median. If institutions report less than 5 students for any of the scores, they are now asked to not report percentiles.

The final change this year in Admissions is the addition of “another gender” to the selection process screen. Institutions will be asked whether they are able to report another gender for the collection. If so, then when asked about the gender of applicants, admits, and enrollees, they will be expected to report total, men, women, and another gender – even if another gender is zero. If institutions are not able to report another gender, then the screen asking for data about applicants, admits, and enrollees will still have cells for reporting another gender, but those institutions should leave them blank. An unknown gender will be calculated by subtracting the men, women, and another gender columns from the total.

Student Financial Aid, also collected as part of the winter collection cycle, will also have changes. Previous collections asked institutions to report “all undergraduate students” in Part A, and NCES uses that figure as the denominator to calculate multiple percentages which are then shown to institutions, included in the IPEDS Data Tools, and on College Navigator.

Since institutions can enroll non-degree/certificate-seeking students and those students are not eligible to receive any Title IV Federal Student Aid, the currently calculated percent of students receiving a particular type of aid may not be accurate. NCES created a website to help describe the calculation and an interim solution.

Starting in 2022-23, the student counts in Part A of Student Financial Aid will be disaggregated to include a line for degree/certificate-seeking as well as a line for non-degree/certificate-seeking. Additionally, the instructions were clarified so that academic institutions know to report the students that are paying the lower of in-state or in-district tuition rate and were awarded grant or scholarship aid (in Group 3), or were awarded any Title IV Federal Student Aid (in Group 4).

Likewise, in Part B, the survey will now ask for additional information regarding financial aid amounts for those degree/certificate-seeking and non-degree/certificate-seeking undergraduates that you reported in Part A.

Since there were changes to federal student aid policy, the following were added to the instructions to clarify: Title IV Aid, Federal Work Study, and Institutional loans to students. The following references were removed: Academic Competitiveness Grants (ACG) and National Science and Mathematics Access to Retain Talent (National SMART) Grants. Income Share Agreements (ISAs) are considered to be private loans.

Last, we will discuss several changes in the spring survey components. For this collection cycle only two surveys have changes: Human Resources and Finance.

In Human Resources, as a response to the number of questions about how to report new hires since hiring date, and start date may be different, institutions will see a change in the reporting period for new hires. Previously, the collection asked about staff hired full-time between November 1– October 31 of a given fiscal year. The new change asks about staff hired full-time between November 1– October 31 and on the payroll as of November 1.

In the Finance survey, the questions about intercollegiate athletics have been reorganized. Institutions will first indicate whether they participate in intercollegiate athletics, then if so, they are asked how intercollegiate athletics expenses are accounted for. They are also asked in the institution has intercollegiate athletics revenue and if so where those revenues are included.

This tutorial discussed the reporting calendar and data collection changes for the 2022-23 data collection year. For more information, visit the IPEDS website or contact the IPEDS Help Desk.