



2012-13 Integrated Postsecondary Education Data System (IPEDS) Methodology Report

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Foreword

This report describes the universe, methods, and editing procedures used in the 2012-13 Integrated Postsecondary Education Data System (IPEDS) data collection. IPEDS data consist of basic statistics on postsecondary institutions regarding tuition and fees, number and types of degrees and certificates conferred, number of students enrolled, number of employees, financial statistics, graduation rates, and student financial aid. Institutions submitted these data during three reporting periods corresponding to fall 2012, winter 2012-13, and spring 2013. Information provided in this report is applicable to the full 2012-13 IPEDS collection year; response rates and specific information on data collected during a particular collection period are included in the *First Look* report specific to that collection period.

We hope that the information provided in this report will be useful to interested readers and will encourage researchers to make full use of the IPEDS data for analysis, to perform comparisons of peer institutions, or to help answer questions about postsecondary education institutions. Additional information about IPEDS is available on the web at <http://www.nces.ed.gov/ipeds>.

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The authors of this report appreciate the efforts made by officials at individual institutions and by state or jurisdiction coordinators for the Integrated Postsecondary Education Data System (IPEDS) to provide quality data in a timely fashion. In addition, the assistance of these persons in resolving questions about the data was invaluable.

The U.S. Department of Education, National Center for Education Statistics, and the Office for Civil Rights, with the approval of the Office of Management and Budget, cooperate in the collection of racial/ethnic and gender information from all postsecondary institutions that participate in the Fall Enrollment, Completions, Human Resources, and Graduation Rates components of the IPEDS survey. In this collaboration, data provided by postsecondary institutions are designated as Compliance Reports pursuant to the Civil Rights Act of 1964 (34 CFR 100.6(b)).

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Contents

	Page
Foreword	iii
Acknowledgments	v
List of Tables	viii
Introduction	1
Survey Methodology	2
Universe and Institutions Surveyed	2
Survey Components	5
Survey Procedures	9
Edit Procedures	10
Imputation Procedures	13

List of Tables

Table	Page
1. Number and percentage distribution of Title IV institutions, by control of institution, level of institution, and region: United States and other U.S. jurisdictions, academic year 2012-133	3
2. Number of Title IV institutions, number changing Title IV status, and percentage change, by level and control of institution: United States and other U.S. jurisdictions, academic years 2011-12 and 2012-134	4

Introduction

The Integrated Postsecondary Education Data System (IPEDS) collects institution-level data from postsecondary institutions in the United States (50 states and the District of Columbia) and other U.S. jurisdictions.¹ IPEDS defines a postsecondary institution as an organization that is open to the public and has the provision of postsecondary education or training beyond the high school level as one of its primary missions. This definition includes institutions that offer academic, vocational, and continuing professional education programs and excludes institutions that offer only avocational (leisure) and adult basic education programs.

IPEDS provides basic statistics on postsecondary institutions regarding tuition and fees, number and types of degrees and certificates conferred, number of students enrolled, number of employees, financial statistics, graduation rates, and student financial aid. The Higher Education Amendments of 1992 make submission of data to IPEDS mandatory for any institution that participates in or is an applicant for participation in any federal financial assistance program authorized by Title IV of the Higher Education Act of 1965, as amended. As a result of this mandate, IPEDS response rates are nearly 100 percent. The resulting database is used as the principal sampling frame for other postsecondary surveys.

The IPEDS survey is separated into nine components, which correspond to three seasonal reporting periods. The fall data collection period contains the Institutional Characteristics, Completions, and 12-Month Enrollment survey components. The winter collection consists of the Student Financial Aid component, and the spring collection consists of the Fall Enrollment, Finance, Graduation Rates, 200% Graduation Rates, and Human Resources components.²

The 2012-13 IPEDS survey was a web-based data collection. As respondents entered data, the data collection system automatically calculated totals, averages, and percentages, and compared the responses with the 2011-12 submission for the same institution to ensure the data were reasonable. The system also compared reported data with other related values reported during 2012-13 to ensure consistency of reporting within each survey component and across the data collection program. If data were still missing following the edit checks, or if an institution (unit) had not responded to a survey component, analysts conducted imputations to ensure a complete database was available for analysis.

¹ The other U.S. jurisdictions surveyed in IPEDS are American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Commonwealth of the Northern Mariana Islands, Palau, Puerto Rico, and the U.S. Virgin Islands.

² The Human Resources component was moved from the winter collection period to the spring collection period in 2012-13.

Survey Methodology

Universe and Institutions Surveyed

The IPEDS universe is established during the fall collection period. For 2012-13, a total of 7,496 Title IV³ postsecondary entities (7,416 institutions and 80 administrative offices) were identified via several sources, including a universe review by state or jurisdiction coordinators, a review of the Postsecondary Education Participation System (PEPS) data file maintained by the Office of Postsecondary Education, and information provided by the institutions themselves. Although they are not Title IV eligible because they do not charge tuition or fees, four of the U.S. service academies are included in the IPEDS universe as if they were Title IV institutions because they are federally funded and open to the public.⁴

Table 1 provides the number and percentage distribution of the Title IV institutions identified for participation in the 2012-13 IPEDS survey, by control of institution, level of institution, and the region where the institution is located. The actual number of institutions and administrative offices required to complete individual components of IPEDS varies based on the characteristics of the individual entities and is provided in the *First Look* report that describes data from that component.

Forty-nine postsecondary institutions and one administrative office included in prior IPEDS data collections were outside the scope of IPEDS in 2012-13 because they were closed, merged with another institution, or no longer offered postsecondary programs. Additionally, 394 postsecondary institutions were reported exclusively by a parent institution⁵ and are not included in the universe counts; on the other hand, a review of PEPS added 210 postsecondary institutions to the universe. Table 2 highlights changes to the IPEDS universe between 2011-12 and 2012-13 by displaying the count of Title IV institutions, those changing Title IV status from 2011-12 to 2012-13, and the percentage change, disaggregated by level and control of institution. Institutions included in the “Number changing Title IV status in 2012-13” column of table 2 are those that participated in Title IV programs during 2011-12 but whose status changed in 2012-13. Reasons for changing Title IV status include, but are not limited to, closure, loss of eligibility to provide federally funded financial assistance, and combining or merging with another institution. Institutions included in the “Number changing Title IV status since 2011-12” column of table 2 are those that participated in Title IV programs during 2012-13 but were not participants in 2011-12. These institutions may be new, may have begun offering Title IV aid for the first time, or may have regained eligibility to offer federally funded financial assistance after a period of ineligibility.

³ Institutions participating in Title IV programs are accredited by an agency or organization recognized by the Secretary of the U.S. Department of Education; have a program of more than 300 clock hours or 8 credit hours; have been in business for at least 2 years; and have a signed Program Participation Agreement with the Office of Postsecondary Education, U.S. Department of Education.

⁴ The four U.S. service academies that are not Title IV eligible are the U.S. Naval Academy, the U.S. Military Academy, the U.S. Coast Guard Academy, and the U.S. Air Force Academy. The U.S. Merchant Marine Academy is Title IV eligible. Data for all five institutions are included in the tables and counts of institutions unless otherwise indicated.

⁵ A parent institution reports data for another institution, known as the child institution.

Table 1. Number and percentage distribution of Title IV institutions, by control of institution, level of institution, and region: United States and other U.S. jurisdictions, academic year 2012-13

Level of institution and region	Number of institutions				Percent of institutions			
	Total	Public	Private		Total	Public	Private	
			Nonprofit	For-profit			Nonprofit	For-profit
Total institutions	7,416	2,009	1,880	3,527	100.0	100.0	100.0	100.0
Total U.S. institutions	7,253	1,981	1,820	3,452	97.8	98.6	96.8	97.9
Level of institution								
4-year	3,110	708	1,612	790	41.9	35.2	85.7	22.4
U.S.	3,038	690	1,566	782	41.0	34.3	83.3	22.2
Other U.S. jurisdictions	72	18	46	8	1.0	0.9	2.4	0.2
2-year	2,263	1,044	177	1,042	30.5	52.0	9.4	29.5
U.S.	2,241	1,035	176	1,030	30.2	51.5	9.4	29.2
Other U.S. jurisdictions	22	9	1	12	0.3	0.4	0.1	0.3
Less-than-2-year	2,043	257	91	1,695	27.5	12.8	4.8	48.1
U.S.	1,974	256	78	1,640	26.6	12.7	4.1	46.5
Other U.S. jurisdictions	69	1	13	55	0.9	#	0.7	1.6
Region								
New England	422	109	167	146	5.7	5.4	8.9	4.1
Mid East	1,153	280	428	445	15.5	13.9	22.8	12.6
Great Lakes	1,123	274	298	551	15.1	13.6	15.9	15.6
Plains	653	193	193	267	8.8	9.6	10.3	7.6
Southeast	1,789	548	376	865	24.1	27.3	20.0	24.5
Southwest	779	238	96	445	10.5	11.8	5.1	12.6
Rocky Mountains	300	80	29	191	4.0	4.0	1.5	5.4
Far West	1,029	254	233	542	13.9	12.6	12.4	15.4
U.S. service academies	5	5	0	0	0.1	0.2	0.0	0.0
Other U.S. jurisdictions	163	28	60	75	2.2	1.4	3.2	2.1

Rounds to zero.

NOTE: Title IV institutions are those with a written agreement with the Secretary of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs. Though they are not Title IV eligible, four of the U.S. service academies are included in the Integrated Postsecondary Education Data System (IPEDS) universe since they are federally funded and open to the public. Percentages in the columns of this table use the corresponding count in the "Total institutions" row as the denominator. Data are not imputed. The item response rates for all cells in this table are 100 percent. The New England region includes Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. The Mid East region includes Delaware, the District of Columbia, Maryland, New Jersey, New York, and Pennsylvania. The Great Lakes region includes Illinois, Indiana, Michigan, Ohio, and Wisconsin. The Plains region includes Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota. The Southeast region includes Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. The Southwest region includes Arizona, New Mexico, Oklahoma, and Texas. The Rocky Mountains region includes Colorado, Idaho, Montana, Utah, and Wyoming. The Far West region includes Alaska, California, Hawaii, Nevada, Oregon, and Washington. The other jurisdictions are American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Commonwealth of the Northern Mariana Islands, Palau, Puerto Rico, and the U.S. Virgin Islands. Definitions for terms used in this table may be found in the IPEDS online glossary located at <http://nces.ed.gov/ipeds/glossary>. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2012, Institutional Characteristics component.

Table 2. Number of Title IV institutions, number changing Title IV status, and percentage change, by level and control of institution: United States and other U.S. jurisdictions, academic years 2011-12 and 2012-13

Level and control of institution	Title IV institutions in 2011-12		Title IV institutions in 2012-13		Percentage change in number of Title IV institutions from 2011-12 to 2012-13
	Number	Number changing Title IV status in 2012-13	Number	Number changing Title IV status since 2011-12	
All institutions	7,398	182	7,416	200	0.2
Public	2,039	35	2,009	6	-1.5
Private nonprofit	1,890	26	1,880	16	-0.5
Private for-profit	3,469	121	3,527	178	1.7
4-year	3,053	24	3,110	51	1.9
Public	700	1	708	2	1.1
Private nonprofit	1,611	12	1,612	9	0.1
Private for-profit	742	11	790	40	6.5
2-year	2,332	70	2,263	42	-3.0
Public	1,082	26	1,044	2	-3.5
Private nonprofit	189	9	177	3	-6.3
Private for-profit	1,061	35	1,042	37	-1.8
Less-than-2-year	2,013	88	2,043	107	1.5
Public	257	8	257	2	#
Private nonprofit	90	5	91	4	1.1
Private for-profit	1,666	75	1,695	101	1.7

Rounds to zero.

NOTE: Title IV institutions are those with a written agreement with the Secretary of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs. Though they are not Title IV eligible, four of the U.S. service academies are included in the Integrated Postsecondary Education Data System (IPEDS) universe since they are federally funded and open to the public. An institution may be classified as changing Title IV status because it closed, no longer provides federally funded financial assistance, lost Title IV eligibility, combined or merged with another institution, is new, began to provide federally funded financial assistance, or regained Title IV eligibility. In addition to institutions changing Title IV status, the number of Title IV institutions in 2011-12 may also differ from the number of Title IV institutions in 2012-13 due to changes in level or control of individual institutions from year to year. The other U.S. jurisdictions include American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Commonwealth of the Northern Mariana Islands, Palau, Puerto Rico, and the U.S. Virgin Islands. Definitions for terms used in this table may be found in the IPEDS online glossary located at <http://nces.ed.gov/ipeds/glossary>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2011 and Fall 2012 Institutional Characteristics components.

According to Section 490 of the Higher Education Amendments of 1992 (P.L. 102-325), IPEDS is mandatory for any institutions that participate in or are applicants for participation in any federal financial assistance program authorized by Title IV of the Higher Education Act of 1965, as amended (20 USC 1094(a)(17)). However, the IPEDS database also includes institutions that do not participate in Title IV financial aid programs. These institutions may participate in the IPEDS data collection program, and if they voluntarily respond to the surveys, the institutions are included in the College Navigator (<http://nces.ed.gov/collegenavigator>). The College Navigator is designed to help college students, prospective students, and their parents learn about admission requirements, degrees offered, costs, graduation rates, and other characteristics of institutions that they may find helpful in selecting among postsecondary institutions.

Because IPEDS focuses on Title IV institutions and administrative offices and requires these institutions and administrative offices to report data, component response rates for Title IV entities are typically greater than 99 percent.

Survey Components

Institutional Characteristics

This component of the IPEDS survey collected basic data on each institution, such as institution name, location, educational offerings, opportunities for distance education, control or affiliation, admission requirements, estimated fall enrollment, and student services. It also collected data on student charges for academic year 2012-13 for both levels of enrollment (undergraduate and graduate) or for the institution's six largest programs (if programs are primarily occupational/vocational). Finally, this component requested cost of attendance for full-time, first-time degree- or certificate-seeking undergraduate students, which includes tuition and fees, books and supplies, room and board, and other expenses (such as transportation, laundry, and entertainment). Cost data are those that the institutions' financial aid offices use to determine student aid. Student charges data, which are the averages for all full-time undergraduates, may differ from institutional cost data, which include published tuition and fees for full-time, first-time degree/certificate-seeking students.

Completions

The Completions component collected data on the number of degrees or other formal awards conferred between July 1, 2011, and June 30, 2012. It also collected data on the counts of awards conferred, by award level, race/ethnicity, gender, and 6-digit Classification of Instructional Programs⁶ (CIP) code. The component collected the number of awards conferred with multiple majors, by 6-digit CIP code, degree level, race/ethnicity, and gender, from institutions that confer degrees or certificates with multiple majors. The data collection system generated summaries by award level, race/ethnicity, and gender based on the first two digits of the CIP code. CIP code information is based on the 2010 version of the CIP codes.

In addition to the number of degrees and certificates conferred, this component also collected the number of students receiving degrees or certificates, by gender, race/ethnicity, age, and award level. The student count data from this component reflect students receiving formal awards between July 1, 2011, and June 30, 2012.

12-Month Enrollment

The 12-Month Enrollment component collected unduplicated headcount enrollment and instructional activity data for the 12-month reporting period July 1, 2011, through June 30, 2012. It collected the student counts by race/ethnicity, gender, and level of student for those students enrolled during the reporting period. Institutions reported students who attended at different levels within the 12-month period at the highest level at which the student was enrolled. This component also collected data on instructional activity for the reported students and generated the full-time equivalent (FTE) undergraduate student enrollment and FTE graduate student enrollment from the reported instructional activity. When applicable, a separate item collected FTE enrollment for doctor's degree-professional practice students in order to include it in the total graduate student FTE for reporting purposes.

⁶ Additional information on the Classification of Instructional Programs can be found at <http://nces.ed.gov/ipeds/cipcode>.

Human Resources

The Human Resources (HR) component of IPEDS, which has eight distinct but related parts (labeled A through H), collected data on the number of staff on the institution's payroll as of November 1, 2012. Not all institutions had to complete all eight parts: degree-granting institutions with 15 or more full-time staff completed all parts; degree-granting institutions with fewer than 15 full-time staff completed parts A, B, C, and G; and non-degree-granting institutions completed parts A, B, and C.

In 2012-13, new occupational categories replaced the primary function/occupational activity categories previously used in the IPEDS HR component. The change was required to align the IPEDS HR categories with the 2010 Standard Occupational Classification (SOC) System. Detailed information on the IPEDS HR component and how it relates to the 2010 SOC system can be found at <http://nces.ed.gov/ipeds/resource/soc.asp>.

The following parts constitute the HR component:

- **Part A—Full-time instructional staff:** Collected the number of full-time instructional staff by tenure status, academic rank, race/ethnicity, and gender.
- **Part B—Full-time noninstructional staff:** Collected the number of full-time noninstructional staff by occupational category, tenure status, race/ethnicity, and gender.
- **Part D—Part-time staff:** Collected the number of part-time staff by occupational category, race/ethnicity, and gender.
- **Part E—Part-time staff:** Collected the number of part-time staff by occupational category, tenure status, and medical school status.
- **Part G—Salary worksheet and salary outlays for full-time, nonmedical instructional staff:** Collected the number of full-time, nonmedical instructional staff by length of contract and by occupational category.
- **Part H—Number of newly hired full-time permanent staff:** Collected the number of newly hired full-time permanent staff by tenure status, race/ethnicity, and gender.

Data in Part C (total number of full-time staff) consists of a summary of Parts A and B, and the data collection system automatically generated these data from the appropriate details. Likewise, data in Part F (part-time staff) summarizes the data reported in Parts D and E, and the system generated the appropriate sums. During collections that start in an even-numbered year, such as this year (2012-13), the reporting of data by race/ethnicity and gender is optional, while during collections that start in an odd-numbered year (e.g., 2011-12), the reporting of this data is required.

Student Financial Aid

This component primarily collected data on the number of full-time, first-time degree/certificate-seeking undergraduate financial aid recipients and the associated aid amounts for the 2011-12 academic year. This component was divided into seven parts: a section to establish student count totals for subsequent parts (Part A); sections on financial aid for all undergraduates (Part B), full-time, first-time undergraduates (Part C), full-time, first-time undergraduates receiving any type

of grant aid (Part D), and full-time, first-time undergraduates receiving Title IV federal aid (Part E); and sections on net price of attendance for full-time, first-time undergraduates receiving any type of grant aid (Part F) and full-time undergraduates receiving Title IV federal aid (Part G).

The component collected data based on the 2011-12 academic year for those institutions that were part of the IPEDS universe and indicated that they enrolled undergraduate students in 2011-12. The basis for student counts was the fall 2011 enrollment or unduplicated counts for 2011-12, and institutions that charge differing tuition based on residency were asked to provide student counts by in-district, in-state, and out-of-state residency status. Part B collected student counts and aid totals for overall grant aid, Pell grant aid, and federal student loans. Part C collected student counts and aid totals for Pell grants, other federal grants, total federal grants, state/local grants, institutional grants, federal loans to students, other loans to students, and total loans to students. Part D collected student counts by residency (on campus, off campus, and off campus with family), as well as total grant and scholarship aid. Part E, like Part D, collected student counts by residency and total grant and scholarship aid. In addition, Part E collected student counts and total grant and scholarship aid by income level. Parts D and E asked public institutions to report only on students paying in-state tuition and fees. Private institutions were asked to report on all full-time, first-time students meeting the criteria for inclusion in the relevant part. Parts F and G did not collect any additional data. Instead, they displayed the calculated net price of attendance for students reported in parts D and E, respectively, and allowed institutions to provide comments for contextualizing the net prices.

Fall Enrollment

The Fall Enrollment component had six separate parts. Institutions operating on a traditional academic year calendar (semester, trimester, quarter, or 4-1-4) reported parts A, B, C, and D as of the institution's official fall reporting date or October 15, whichever came first. Institutions operating on a nontraditional (other) academic calendar, a calendar that differs by program, or a calendar that enrolls students on a continuous basis reported fall enrollment for students enrolled any time during the period August 1 through October 31.

Part A collected the number, race/ethnicity, gender, and enrollment status (full or part time) of students enrolled in the fall, including the number who were first-time degree/certificate-seeking undergraduate students; the number who were degree/certificate-seeking undergraduates; total undergraduates; and total graduate students. In addition, Part A collected data on the number of students enrolled exclusively in distance education courses, in any distance education courses, or in no distance education courses. These data were reported by student level, undergraduate degree-seeking status, and student residence location (i.e., in same state or jurisdiction as the institution; in a different state or jurisdiction as the institution; outside the United States; or unknown). Part B (which was optional this year but is required when data correspond to the fall of an odd-numbered year) collected the number, age category, gender, and enrollment status of undergraduate and graduate students enrolled in the fall. Part C (which was required this year, but is optional when data correspond to the fall of an odd-numbered year) collected summary data on the residence of first-time degree/certificate-seeking undergraduate students and the number of those students enrolled in the fall who completed high school in the last 12 months, by state or other U.S. jurisdiction of residence. Part D collected data on the total number of

undergraduate students who entered the institution for the first time in the fall term. This included both full-time and part-time undergraduate students new to the institution, whether degree/certificate-seeking or not, and any students who transferred into the institution.

Part E collected data on retention rates. Four-year institutions reported retention data for full-time, first-time bachelor's degree-seeking undergraduate students and for part-time, first-time bachelor's degree-seeking undergraduate students. Less-than-4-year institutions reported retention data for all full-time, first-time degree/certificate-seeking students and for all part-time, first-time degree/certificate-seeking students.

Part F requested an estimated undergraduate program student-to-faculty ratio. The data collection instrument included a worksheet to assist the institution in calculating the ratio requested.

Finance

The Finance component collected summary data on each institution's financial status for the most recent fiscal year ending prior to October 2012, including amounts of revenues and expenses (by type of revenue or expense), changes in net assets, and amounts of scholarships and fellowships. Different versions of the Finance component were available based mainly on control of the institution: public, private nonprofit, and private for-profit. Public institutions chose between two versions of the component depending on which standards they used for their internal accounting: (1) Governmental Accounting Standards Board (GASB) Statements 34 and 35 reporting standards or (2) Financial Accounting Standards Board (FASB) reporting standards.⁷

Public institutions that used GASB reporting standards to prepare their financial statements reported data on statement of net assets, plant, property, and equipment (Part A); revenues and other additions (Part B); expenses and other deductions (Part C); summary of changes in net assets (Part D); scholarships and fellowships (Part E); and endowment assets (Part H). Additionally, they reported certain data for the U.S. Census Bureau, including revenue data (Part J), expenditure data (Part K), and debts and assets (Part L).⁸

Nonprofit institutions and public institutions that use FASB reporting standards to prepare their financial statements reported data on their statement of financial position (Part A), summary of changes in net assets (Part B), scholarships and fellowships (Part C), revenues and investment return (Part D), expenses by functional and natural classification (Part E), and endowment assets (Part H). For-profit institutions used a shortened version of the nonprofit form and reported data on balance sheet information (Part A), summary of changes in equity (Part B), student grants (Part C), revenues and investment return (Part D), and expenses by function (Part E).

Graduation Rates

The Graduation Rates component collected the number of students entering the institution as full-time, first-time degree/certificate-seeking students in a particular year (cohort) by

⁷ Due to differences between GASB standards and FASB standards, figures from public institutions are not comparable to figures from private institutions, even in categories with identical labels.

⁸ Institutions no longer report data on component units (formerly parts F and G).

race/ethnicity and gender; the number of students in the cohort who completed their program within 150 percent of normal time to completion; the number who transferred to other institutions; and the number of cohort exclusions. In addition, the Graduation Rates component collected the total number of students completing their program on time (within 100 percent of normal time to completion). This component was developed to help institutions comply with requirements of the Student Right-to-Know legislation. In 2012-13, for 4-year institutions, the cohort consisted of those students who first started in the 2006-07 academic year, and for 2-year and less-than-2-year institutions, the cohort was those students starting in the 2009-10 academic year. Institutions operating on standard academic terms (semester, trimester, quarter) reported on a fall cohort; all other institutions reported on a full 12-month cohort (September 1 through August 31).

200% Graduation Rates

This component was designed to combine information reported in a prior collection via the Graduation Rates component with current information about the same cohort of students. From previously collected data, the data collection system obtained the number of students entering the institution as full-time, first-time degree/certificate-seeking students in a cohort year; the number of students in this cohort completing within 100 and 150 percent of normal program completion time; and the number of cohort exclusions. Then the component collected the count of additional cohort exclusions and additional program completers between 151 and 200 percent of normal program completion time. In 2012-13, for 4-year institutions, the cohort consisted of those students who first started in the 2004-05 academic year, and for 2-year and less-than-2-year institutions, the cohort was those students starting in the 2008-09 academic year. For 4-year institutions, the information collected was limited to bachelor's degree-seeking students only, while less-than-4-year institutions reported on the entire cohort. Institutions operating on standard academic terms (semester, trimester, quarter) reported on a fall cohort; all other institutions reported on a full 12-month cohort (September 1 through August 31).

Survey Procedures

The 2012-13 IPEDS survey was a web-based data collection. Each institution appointed a keyholder who was responsible for ensuring that the institution's submitted survey data were correct and complete. The keyholder could generate UserIDs and passwords for up to six additional survey respondents who could also enter or review data. For many institutions, keyholders also edited and "locked" the data; locking the data submitted the completed data to the National Center for Education Statistics (NCES).

Many states or systems had one or more IPEDS coordinators who were responsible for a specified group of institutions to ensure that all data were entered correctly. Some coordinators were responsible for a system of institutions (e.g., SUNY—the State University of New York); others coordinated all or some institutions in a state or jurisdiction. Coordinators may elect to provide different levels of review. For example, some may have only viewed data provided by their institutions, while others may have uploaded data from state or jurisdiction databases and reviewed and/or locked data for their institutions.

In early August, NCES sent letters to chief executive officers (CEOs) at institutions without preexisting keyholders, requesting that they appoint a keyholder for the 2012-13 collection year.

The package included a letter for the keyholder and a registration certificate with the institution's UserID for the entire 2012-13 collection year, along with the temporary password enabling the keyholder to register and establish a permanent password. Additionally, in early August, NCES sent e-mail messages to keyholders and coordinators who were continuing in their respective roles, providing them with their UserID and a temporary password and requesting that they update or confirm their registration information beginning August 8, 2012. As with previous IPEDS data collection cycles, the 2012-13 cycle required some follow-up for nonresponse. These activities began August 22, 2012, in an effort to prompt remaining keyholders to register. NCES staff sent a follow-up letter to CEOs of institutions whose keyholder had not registered, and also called institutions to prompt registration. The result of these efforts was the eventual registration of a keyholder or locking coordinator at all institutions. Additional follow-ups with CEOs, coordinators, and keyholders for survey nonresponse were conducted via mail, e-mail, and telephone throughout the collection period. At the beginning of the winter and spring collections (in early December), NCES sent registered keyholders and coordinators e-mail messages alerting them to the collection opening and requesting that they update or confirm their registration contact information, if needed.

The web-based survey instruments offered many features to improve the quality and timeliness of the data. As indicated above, the IPEDS data collection system required survey respondents to register before entering 2012-13 data to provide a point of contact between NCES/IPEDS and the institution.

Online data entry forms were tailored to each institution based on characteristics such as institutional control (public, nonprofit, for-profit), level of institution (4-year, 2-year, and less-than-2-year), type of awards offered (degree-granting versus non-degree-granting), and calendar system (standard academic terms versus enrollment by program).

When available, the customized form contained preloaded data from previous years for easy reference and comparison purposes. Once the 2012-13 data were entered, either manually or through file upload, the keyholders ran edit checks and had to resolve all errors before they were able to lock (submit) their data. Once locked, the data were considered submitted, regardless of whether or not a coordinator had reviewed the submission.

Once the completed data had all locks applied, IPEDS help desk staff conducted a final review. The help desk staff contacted the institutions or their coordinator to resolve any remaining questions if they detected any additional problems. When all problems were resolved, they migrated the final data to the IPEDS Data Center, where they became available to other responding institutions for comparison purposes.

Edit Procedures

The web-based instrument contained edit checks to detect major reporting errors. The system automatically generated percentages and totals for each collection component and compared current responses to data reported the previous year. As edit checks ran, they prompted survey respondents to correct any errors detected by the system. If accurate data failed the edit checks, the survey respondents either confirmed the response or had to explain why the data appeared to be out of the expected data range. All edit checks had to be resolved (confirmed or explained) before each survey was permitted to be locked. In some cases, the respondents could not confirm

or explain the edit failures, in which case they contacted the IPEDS help desk for edit overrides. The survey instrument also contained one or more context boxes on each survey component that respondents could, at their discretion, use to explain any special circumstances that might not be evident in their reported data. In addition, IPEDS help desk staff manually reviewed the data for additional errors. When necessary, the help desk staff contacted keyholders to verify the accuracy of the data.

For the Institutional Characteristics component of the collection, edits examined the types of educational offerings (occupational, academic, continuing professional, avocational, adult basic, or secondary) and whether the institution qualified as offering postsecondary programs and thus should be considered in scope for IPEDS. For all levels of offering and levels of award, edits compared admission requirements, application fees, tuition and fees, and room and board charges with the prior year's data for consistency. The system flagged large changes in the student charges section for follow-up; for example, the percentage increase or decrease of current year versus prior year data was not expected to exceed 50 percent for application fees, 30 percent for tuition and fees, and 40 percent for room and board charges.

For the Completions component of the collection, the data collection system preloaded previously reported CIP codes using the 2010 edition of the CIP (CIP:2010). IPEDS required institutions to report Completions data using CIP:2010. The system checked the award levels reported for each CIP code against a predetermined list (of valid award levels for each 6-digit CIP code) developed by subject matter experts, and against prior year reporting. It also checked the award levels against those indicated on the prior year's Institutional Characteristics component and the prior year's Completions component. For each award level, an edit compared the gender totals for each two-digit CIP with the information from the prior year. For large current year and prior year values, current year values were expected to be within 50 percent of prior year values. Small values, numbers less than 20 for both years, were not compared. Within each award level, an edit compared the number of awards for each race/ethnicity and gender combination with the corresponding value from the prior year. Finally, the total number of completers (students) earning an award was expected to be less than or equal to the total number of completions (awards) reported.

The 12-Month Enrollment survey component also had several automated edit checks. The edits compared student counts, by level, with prior year counts to ensure consistency. They also checked instructional activity hours to ensure that hours were reported if the institution reported students at the same level. Total instructional activity was also compared with the unduplicated headcount, for each student level, to ensure that the reported activity was appropriate for the number of students reported. That is, the contact and credit hours reported were expected to fall in a specific range defined by the institution's calendar system and unduplicated headcount enrollment. The keyholder had to explain any discrepancies or data reported outside the expected ranges.

For the Human Resources component of the survey, edit checks compared current year data for the full-time and part-time staff sections with the previous year's data, and the keyholder had to explain any large discrepancies. Within the full-time staff section, Part A, the total number of full-time instructional staff had to be greater than or equal to the number of newly hired full-time permanent instructional staff (by gender and race/ethnicity). In addition, the total number of other full-time staff had to be greater than or equal to the number of newly hired full-time staff in

the corresponding occupational category (by gender and race/ethnicity). Within Part G, the sum of the full-time instructional staff reported across the contract lengths had to be less than or equal to the corresponding total number of full-time instructional staff reported in Part A for each of the academic ranks, by gender. For each occupational category, monthly weighted average salaries were calculated, and the system performed checks to detect unusually high or unusually low averages. Total part-time staff reported in Part D were checked for consistency with the total part-time staff reported in Part E, by occupational category.

For the Student Financial Aid component of the survey, the number of full-time, first-time students had to be less than or equal to the total number of undergraduate students enrolled. The number of full-time, first-time students who received any financial aid during the full academic year had to be less than or equal to the number of full-time, first-time undergraduate students, and the total aid received by the full-time, first-time students had to be less than the total aid received by all undergraduates. For public institutions, the sum of in-district, in-state, and out-of-state full-time, first-time undergraduate students could not exceed the number of full-time, first-time undergraduate students as reported in Part B. The number of full-time, first-time undergraduate students receiving federal grants could not exceed the number of full-time, first-time undergraduate students who received any financial aid during the full academic year. The same criteria applied to state/local grants, institutional grants, and loans to students. In Part D, the average amount of aid received by full-time, first-time students was compared with the previous year, and the keyholder had to justify large discrepancies (typically 15 percent or greater) in the edit explanations. In Part E, average aid received in each income category was compared with the next lower income category, and the keyholder had to justify (via edit explanations) instances where higher average aid was received by students with higher incomes.

The Fall Enrollment component had several automated edit checks designed to ensure internal consistency. Among them, the number of full-time, first-time degree/certificate-seeking undergraduate students had to be less than or equal to the total number of students. The checks compared student counts, by level, with activity hours reported in earlier components to ensure that the numbers of undergraduate and graduate students were reported in a way that was consistent with previously reported data. For this collection cycle, Part B data (reported by age) were optional. However, if reported, total students from Part B had to equal the number reported in Part A. In addition, total first-time degree/certificate-seeking students in Part A (reported by race/ethnicity) had to equal total first-time degree/certificate-seeking students in Part C (reported by state or jurisdiction of residence, U.S. territory, or foreign country). If the system detected discrepancies in the numbers reported in parts A, B, and C, it generated balance amounts and entered data into “unknown” fields. For all sections, where large discrepancies (typically 25 percent or greater) existed between current year responses and data from previous years, the keyholder had to justify the discrepancy via edit explanations.

For the Finance component, if the system detected large changes when comparing current year data with the previous year’s data, the keyholder had to justify the differences in the edit explanations. In the version of the Finance component for nonprofit institutions, total net assets had to equal total unrestricted net assets plus total restricted net assets. Total net assets also had to equal total assets minus total liabilities. For all versions of the Finance component, the collection system generated selected fields using predetermined formulas—such as other sources

of revenue, other expenses, and long-term debt outstanding at the end of the fiscal year. Institutions were instructed to review the generated totals and resolve any data entry errors.

For the Graduation Rates component, the initial cohort of full-time, first-time degree- or certificate-seeking students was preloaded using data collected in the Fall Enrollment component for the applicable cohort year in order to ensure consistent reporting. Revisions to the initial cohort were permitted if better data had become available, and keyholders had to explain such revisions in the context boxes. To ensure that the sum of individual cells did not exceed the revised cohort for any race/ethnicity or gender classification, the system summed the individual cells and compared the result to the appropriate revised cohort values. The edits required institutions reporting very high or very low numbers of completers (as a percentage of the total cohort) to explain this anomaly. Finally, the presence of reported cohort members for either section of the Graduation Rates component (bachelor's degree-seeking or other-than-bachelor's degree-seeking) causes data to be required in each applicable section.

For the 200% Graduation Rates component, the collection system contained preloaded data on the cohort of full-time, first-time degree- or certificate-seeking students, exclusions from the cohort, and completers within 150 percent of normal program completion time from the Graduation Rates component covering the appropriate cohort year. Edit checks compared the sums of individual cells to the revised cohort. Additionally, the edit rules required institutions reporting very high or very low numbers of completers within 151 to 200 percent of normal program completion time, or reporting high numbers of additional cohort exclusions (as a percentage of the cohort), to explain this anomaly and make necessary corrections.

Imputation Procedures

All components of the 2012-13 IPEDS collection were subject to imputation for nonresponse—both institutional (unit) nonresponse and item nonresponse—should any exist within the component. With the exception of the Institutional Characteristics component, all items collected in each component were eligible for imputation. Within the Institutional Characteristics component, only cost of attendance and other institutional charges data were eligible for imputation.

Only institutions with the following characteristics were candidates for imputation or to serve as donors:

- The institution must participate in Title IV student financial aid programs.
- The institution must be currently active⁹ in IPEDS.
- The institution must not be a child institution (a child institution's data are reported by another institution, referred to as the "parent").

In addition to these general criteria, the following conditions also needed to be satisfied by institutions in the indicated component in order to be considered as an imputee or donor. Note that three components (Institutional Characteristics, Human Resources, and Finance) do not require that any additional criteria be satisfied.

⁹ Prior to imputation, institutions that did not respond were verified as currently active (open for business) through telephone calls or e-mail.

For the Completions and 12-Month Enrollment components:

- The institution must not be an administrative office.
- The institution must not be new to the IPEDS universe.

For the Student Financial Aid component:

- The institution must not be an administrative office.
- The institution must have enrolled undergraduate students in 2011-12.

For the Fall Enrollment component:

- The institution must not be an administrative office.

For the Graduation Rates and 200% Graduation Rates components:

- The institution must not be an administrative office.
- The institution must have enrolled full-time, first-time students for the appropriate cohort year.

IPEDS applies a single imputation method for both unit and item nonresponse. The Nearest Neighbor procedure identifies data related to the key statistics of interest for each component (the distance measure), then uses those data to identify a responding institution similar to the nonresponding institution and uses the respondent's data as a substitute for the nonrespondent's missing items. Depending upon the component and the relationships between the distance measure and the key statistics of interest, an adjustment to account for dissimilarity between the imputee and donor may be applied. Information on response rates and any imputations conducted for each component is included in the *First Look* report containing those data.