

Data Collected Through the IPEDS

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This module focuses on the 12 survey components that cover the nine major topical areas of data that are collected through the Integrated Postsecondary Education Data System, or IPEDS.

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It is important to keep in mind that the level of analysis in IPEDS is that of the institution, and multi-campus institutions may report at the system-level or campus-level for some variables. IPEDS does not provide student-level data. The nine major areas covered by the survey components of IPEDS include: institutional characteristics, enrollment, completions, graduation rates and outcome measures, admissions, student financial aid, human resources, finance, and academic libraries.

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IPEDS nine areas of focus are covered by 12 interrelated survey components that are collected over three collection periods (Fall, Winter, and Spring) each year. Here is a table showing the 12 survey components and their data collection period. Next we will go through each of the nine major areas covered by these surveys in greater detail.

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The IPEDS Institutional Characteristics, or IC survey, is the centerpiece that determines the other IPEDS survey components. Data collected through this survey include the institution's identification and the institutional characteristics. For each area of data collection, you can view the online data collection screens that were used, as well as the specific survey items that were asked of institutions during each data collection year. To view this information, click on the link shown in this slide and in title of subsequent slides, which will take you to the IPEDS Archived Survey Library.

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The institutional identification component collects directory information including the institution's street, city, state, zip code, telephone number, website, and other identification numbers, such as the Office of Postsecondary Education, or OPE, number and employer identification numbers.

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The instructional characteristics, or IC, Header component, collects data on various institutional aspects. Institutional control indicates whether the institution is private not-for-profit, private for-profit, or public. The award levels offered by an institution range from certificates of less than 1-year to doctoral level degrees. The calendar system, such as semester or continuing enrollment, determines whether an institution is an

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academic, program, or hybrid reporter, which in turn determines the screens for multiple other components. Academic reporters, which use terms such as semesters or quarters, charge tuition based on an academic year. Program institutions, referred to as program reporters, charge a particular cost for an entire program. Hybrid institutions, referred to as hybrid reporters, enroll students year-round, but charge tuition like an academic year reporter would.

The IC Header component also collects data on an institution's enrollment levels, which indicate if the institution has students at the undergraduate, graduate, full-time, part-time, and doctor's professional practice levels; this will determine some tuition and enrollment screens in later components. Finally, the IC Header component includes a number of screening questions for other components. For example, a question asking if the institution enrolled students in the previous year determines whether or not it would need to report data for the 12-month enrollment component. In addition, a question asking if the institution has open admissions determines whether or not it would need to report data for the admissions component.

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Additionally, the IC Header collects information on whether an institution is part of a multi-institution or multi-campus organization (for example, Berkeley is part of the University of California system).

Institutions complete different IC Header survey forms depending on their institution level and control. In turn, particular IC Header information collected, such as the Calendar System described previously, determines which survey forms the institution must complete for other Components. The different survey forms for each IPEDS data collection year are available through the Archived Survey Library, which can be accessed by clicking on the link shown.

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This example shows the different survey forms used to collect IC Header information and Student Financial Aid information for the IPEDS 2014 data collection. The complete list of IPEDS 2014 surveys, as well as the actual survey forms, can be accessed by clicking on the link shown.

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The Institutional Characteristics, or IC, component collects data on the institution's mission statement; student charges, which includes tuition, required fees, and room and board charges; alternative tuition plans, the percentage of students with a disability, and athletic conferences.

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IPEDS captures two types of enrollment data: Fall Enrollment and 12 Month Enrollment.

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Fall Enrollment, or EF, is the enrollment figure typically used by most traditional colleges and universities where a majority of students that will enroll for an academic year are enrolled in the fall. Fall Enrollment is subcategorized by:

- Student counts by level;
- Race/ethnicity;
- Gender;
- Age groupings; and
- Migration.

An example of migration is would be when a student from Missouri goes to college at an institution in Illinois.

Distance education is also collected in fall enrollment.

Retention rates are collected for first-time students (both full-time and part-time.) At institutions that offer bachelor's degrees along with certificates and/or associate's degrees, retention rate is only collected for the bachelor's degree-seeking cohort.

It is important to remember that for enrollment, only credit activity is counted. Students taking only non-credit courses are not counted in enrollment.

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Twelve-month enrollment, or E12, is the unduplicated headcount in the 12-month reporting period from July 1st to June 30th. Any student that has attended any class at any time is counted one time, regardless of whether they attended classes on a full-time or part-time basis. Twelve-month enrollment is subcategorized by: Race/ethnicity, Gender, and Level.

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This survey also collects information on instructional activity, which is the total number of credit or contact hours provided to students by an institution within the 12-month reporting period. For example, all of an institution's students together may take a total of 10,000 credit hours in a year, so that institution would report 10,000. Instructional activity is collected at the undergraduate, graduate, doctor's and professional practice levels. It is used by NCES to calculate the full-time equivalent enrollment, or FTE, of part-time undergraduates and graduates. The number of FTE students is calculated based on the credit and/or contact hours reported by the institution on the IPEDS 12-month enrollment component, or E12, and the institution's calendar system, as reported on the IC Header component. The table in the IPEDS glossary that indicates the level of instructional activity used to convert the credit and/or contact hours reported to an indicator of full-time equivalent students, also known as FTE students, can be accessed by clicking on the link. The FTE for doctor's professional practice is reported by the institution rather than being calculated by NCES.

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Completions data include two main concepts. The first is the actual completions, which is the number of degrees and other formal awards that are conferred by the institution. The second is completers, which are students who receive a degree, diploma, certificate, or other formal award. In order to be considered a completer, the degree or award must actually be conferred. An example illustrating the difference between a completion and a completer is that if a student completes two bachelors' degrees and a certificate in a twelve-month period, that student is counted three times for completions but only one time as a completer.

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IPEDS uses three survey components for graduation rates and outcome measures: Graduation Rates, Graduation Rates 200, and Outcome Measures. The Outcome Measures survey will first be collected in 2015-16.

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The Graduation Rates (or, GR) component covers students graduating within 150% of normal time. For an institution that offers 4-year degrees, for example, this would include students who took more than four years to complete their program but who completed their 4-year program within 6 years. For an institution that offers certificate programs that generally take 18 months to complete, the graduation rate would include students who took more than 18 months to complete their program, but who completed the program within 27 months. Institutions can also report transfer out students but they are not required to do so unless transfer out is part of its mission.

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The Graduation Rates 200, or GR200 component, covers students graduating within 200% of normal time. For an institution that offers 4-year degrees, for example, this would include all students who completed their program within 8 years. For an institution that offers 18-month certificate programs, this would include all students who completed the program within 36 months. GR200 is not calculated by race/ethnicity or gender. For both GR and GR200, academic reporting institutions report graduation rates for Fall cohorts, and program and hybrid reporters report graduation rates on full-year cohorts.

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The Outcome Measures survey collects outcome measures for degree-seeking and certificate-seeking cohorts. These measures are not collected by race/ethnicity or gender. Academic reporting institutions report on fall cohorts, and program and hybrid reporters report on full-year cohorts. To ensure that outcome measures are collected for every type of student, data are collected for four cohorts:

- Full-time, first-time students,
- Part-time, first-time students,
- Full-time, non-first-time entering students, and

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- Part-time, non-first-time entering students

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The outcomes are reported eight years after the cohort entered the institution, and include the number of students who received an award, who are still enrolled at the reporting institution, who subsequently enrolled at another institution, and whose subsequent enrollment status is unknown.

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The Admissions survey collects data on admissions considerations, such as whether the institution considers an applicant's GPA or test scores. It also includes the selection process, which is the number of applicants to the institution, the number of admissions, and the number of admitted that subsequently enrolled. The admissions data also include test scores for institutions that require the ACT or SAT. Institutions report the number and percentage of students that provide the test scores and the 25th and 75th percentile scores on each subtest.

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The Student Financial Aid survey collects data on the number of undergraduates who are awarded aid and the average amount of aid awarded, by type of aid. It also collects information about military service members' and veteran's benefits, including the Department of Defense Tuition Assistance Program and the Veteran's Affairs Post 9-11 GI Bill, for undergraduate and graduate students. Using this survey, institutions can also make edits to their prior years' cost of attendance. These data are used by NCES to calculate the net price of attendance, which is in turn used in the Department of Education's College Affordability and Transparency Center data. This data can be accessed by clicking on the link shown.

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Up to this point, the survey components have been student-focused. We now move to institution-focused survey components.

The Human Resources survey collects data on:

- The number and salaries of full-time, non-medical instructional staff;
- The number of full-time instructional staff by academic rank, faculty and tenure status;
- The number and salary outlays of full-time non-medical non-instructional staff by occupational category;
- The number of full- and part-time medical and non-medical staff by occupational category, faculty and tenure status;
- The number of full- and part-time staff by occupational category; and
- The number of new hires by occupational category.

Some of these data are also collected by race/ethnicity and gender in alternate years.

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The Finance survey covers revenues and expenses, as well as other information for certain types of institutions. Different forms of the survey are used based on the institution's accounting standards. For example, only public institutions that use the Government Accounting Standards Board, or GASB, accounting standards must report scholarship and fellowship data. Student grants data are required for public and private not-for-profit institutions that use Financial Accounting Standards Board, or FASB, accounting standards. Endowments and plant, property, and equipment data are required for both GASB and FASB reporters. Equity data are required for for-profit institutions, and all institutions are required to report on assets and liabilities. Additional information about the GASB and FASB Finance forms can be accessed by clicking on the link shown.

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The first collection of Academic Libraries, or AL data for IPEDS was in 2014-15. Prior to that time, the data were collected biannually by a different program at NCES through the Academic Libraries Survey, or ALS, and reporting by institutions was not mandatory. You may obtain more information about the NCES ALS Data Collection and obtain resources for comparing ALS data with that of the IPEDS AL Component by clicking on the links shown. The Academic Libraries component of IPEDS is now a mandatory annual data collection for all degree-granting institutions with library expenditures greater than zero. The data include information on library collections and circulation and whether those resources are physical or digital. All degree-granting institutions with library expenditures greater than \$100,000 must also report the number of branch and independent libraries, expenditures, interlibrary loans, and virtual reference services. The Academic Libraries surveys are scheduled to be added to the IPEDS Archived Survey Library in Fall 2015.

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This module has described the types of data that are collected through the Integrated Postsecondary Education Data System. In addition, it linked to a page in the IPEDS glossary defining the Full-Time Equivalent (FTE) calculation. You can also search the IPEDS glossary for additional terms and definitions related to your research with IPEDS data.

Other important resources that have been provided throughout the module are summarized in this slide for your reference as well.

You may now proceed to the next module in the series or exit the module.