Welcome
Synergy Enterprises, Inc. (SEI) staff will be available in the Business Center Foyer Area to assist you with any questions that you may have throughout the conference. The registration desk will be open during the following time periods

Tuesday, May 1\textsuperscript{st}: 8:00 a.m. - 4:15 p.m.
Wednesday, May 2\textsuperscript{nd}: 8:00 a.m. - 3:00 p.m.
IPEDS Workshop agenda

• IPEDS team
• Collection updates
• Future data collections
• IPEDS research & development activities
• IPEDS data release and publications
• Resources
• IPEDS use the data tools
IPEDS team
# Staff at NCES

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. James Lynn Woodworth</td>
<td>Commissioner, National Center for Education Statistics</td>
</tr>
<tr>
<td>Ross Santy</td>
<td>Associate Commissioner, Administrative Data Division</td>
</tr>
<tr>
<td>Richard Reeves</td>
<td>Branch Chief, Postsecondary Administrative Data Branch</td>
</tr>
<tr>
<td>Samuel Barbett</td>
<td>Data Quality &amp; Dissemination Team Lead</td>
</tr>
<tr>
<td>Tara Lawley</td>
<td>Survey Operations Team Lead</td>
</tr>
</tbody>
</table>
# Staff at NCES

<table>
<thead>
<tr>
<th>Name</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aida Aliyeva</td>
<td>12-Month and Fall Enrollment</td>
</tr>
<tr>
<td>Chris Cody</td>
<td>Academic Libraries and Institutional Characteristics</td>
</tr>
<tr>
<td>Moussa Ezzeddine</td>
<td>Universe; IC-Header; Admissions; Data files; Data integration</td>
</tr>
<tr>
<td>Gigi Jones</td>
<td>Outcome Measures; Data Feedback Report; National Postsecondary Education Cooperative; Technical Review Panels</td>
</tr>
<tr>
<td>Bao Le</td>
<td>Finance and Student Financial Aid</td>
</tr>
<tr>
<td>Andrew Mary</td>
<td>Graduation Rates and Graduation Rates 200; Publications</td>
</tr>
<tr>
<td>Audrey Peek</td>
<td>TBD</td>
</tr>
<tr>
<td>Jie Sun</td>
<td>SAS programming</td>
</tr>
</tbody>
</table>
IPEDS contractor staff

• RTI International
  • Amy Barmer, IPEDS TRPs, IPEDS Help Desk
  • Jamie Isaac, Associate IPEDS Project Director, Help Desk Manager
  • Janice Kelly-Reid, IPEDS Project Director

• Association for Institutional Research (AIR)
  • Tinsley Smith, Director of Contracts and Grants
Collection updates
Collection updates

Reporting noncompliance and One Last Chance
Reporting noncompliance

• The regulations permit a fine of up to $35,000 for each violation of any provision of Title IV, or any regulation or agreement implementing that Title

• Remember, noncompliance encompasses both timely and accurate reporting
Response status

• Keyholder close date was Wednesday, 4/11

• Help Desk is now working with KHS who did not lock on time
  • One Last Chance
  • Minor edit problems

• Coordinator close date was Wednesday, 4/25
One Last Chance policy

• Allows institutions one chance to submit data after the deadline

• After due date, Help Desk contacts institutions that have not already used OLC
  • They are given 2 weeks
  • Help Desk either reopens the surveys or enters, edits, works w/ keyholder to get data clean and locked
One Last Chance policy

- Institutions that have used OLC are not contacted
- If institution contacts Help Desk, they are given 24 hours to submit the data
- Most institutions using OLC are non-coordinated
Collection updates

Outcome Measures updates: 2015-16, 2016-17 and 2017-18
2015-16 OM data

• 2007 cohorts
  • First-time
    • Full time (FTFT)
    • Part-time (FTPT)
  • Non-first-time
    • Full time (NFTFT)
    • Part time (NFTPT)
• 2,595 4-year and 1,487 <4-year reported to OM
• Held Provisional Data
  • Data inconsistencies between OM, GR, and/or GR200
• Asked Institutions to Correct/Verify Data
  • 2016-17 Prior Year Revision System
Points in Time when Institutions Report Award Statuses for Graduation Rates (GR) & Outcome Measures (OM)

Entering Year 2 years later 3 years later 4 years later

2-year institutions

Entering Year 4 years later 6 years later 8 years later

4-year institutions

Entering Year 4 years later 6 years later 8 years later

All degree-granting institutions

OM timeline

Note: GR student groups consist of full-time, first-time degree/certificate-seeking undergraduates. OM student groups consist of all entering degree/certificate-seeking undergraduates (full-time, part-time, first-time, and transfer-in).
2015-16 data inconsistencies

1. 2-year institutions (119)
   - FTFT
   - OM (6yr) completion data less than 2011-12 GR200 (150%)

2. 4-year institutions (477)
   - FTFT
   - Bachelor seeking cohorts only
   - OM, 2013-14 GR, and 2015-16 GR200 completions did not match
2015-16 data inconsistencies (cont)

3. 4-year institutions (205)
   - FTFT
   - Not exclusively bachelor seeking cohorts
   - OM and 2013-14 GR completions

4. No completers reported to OM (16)

5. No transfer data reported to OM (857)

6. No transfer data reported to OM but reported to GR (149)
Data File Documentation (DFD)

- Documents data inconsistencies between OM, GR, and GR200 for the 2007 cohort
- Explains NCES procedures to correct the data
- Lists IPEDS unit IDs of remaining institutions with inconsistent data
- Estimated release: summer 2018
- 2015-16 FINAL data for OM and GR200 will be released at the same time
- Flags have been created to indicate inconsistencies
2016-17 OM data release

• Provisional data
• 2008 cohort
• Outreach efforts
  • NCES
    • News (W. Post, Inside Higher Ed, Politico, AERA)
    • Survey page
  • AIR
    • Tutorials
Outcome Measures and Pell

• Currently, institutions are required to disclose their Pell Grant recipients graduations rates on their website.

• ED is unable to immediately and annually produce a federal graduation rate for Pell recipients for the Administration or Congress.

• Pell subcohort has been added to the OM.

• Starting collection year: 2017-18.

• Entering cohort year: 2009-10.
Outcome Measures Student Groups 2015-16 & 2016-17

All Entering Students

First-Time
- Full-Time
- Part-Time

Non-First-Time (Transfer-in)
- Full-Time
- Part-Time

NOTE: Outcome Measures student groups consist of degree/certificate-seeking undergraduates enrolled at degree-granting institutions.
Creating the OM Cohorts & Subcohorts: 2017-18 & Beyond

NOTE: OM cohorts and subcohorts consist of degree/certificate-seeking undergraduates who enroll between July 1 and June 30 at degree-granting institutions.
Approved OM 2017-18 changes

1. All institutions reported on a full-year cohort, defined as July 1-June 30
2. Each of the four OM cohorts have subcohorts of Pell Grant and Non-Pell Grant recipients
3. Institutions reported on three status years: 4 years, 6 years, and 8 years
4. Institutions reported on the highest award conferred (certificate, associates or bachelors) for each of those status years
Change #1: Full-year cohort

All academic institutions reported on a full-year cohort, defined as July 1-June 30

- For academic year institutions, this is a departure from defining cohorts based on the official Fall reporting period (census date)
- For program reporters, there is a two month shift from what they used to report September 1 to August 31
- About 4,100 degree-granting, academic-reporting institutions will be affected
- Students remain in the cohort assigned upon entry
Change #2: Subcohorts

Each four OM cohorts have a Pell Grant and Non-Pell Grant recipient subcohort

• The four OM cohorts will be calculated by taking the sum of the reported Pell Grant and Non-Pell Grant students
  • FTFT = Pell Grant FTFT and Non-Pell Grant FTFT
• Pell recipients are identified by receiving a disbursed Pell Grant during the entering cohort year (July 1-June 30)
• If a student receives a Pell Grant in a subsequent year (i.e., not the entering year), they are not included in a Pell Grant subcohort
• Entering non-Pell Grant recipients will be also be reported
Change #3: A new status point

- Institutions will report on three status years: 4 years, 6 years, and 8 years.
  - 4-years is a new status year
  - Awards are mutually exclusive within each status point
  - With the new status point, OM has expanded to a four screen survey
    - Establishing cohorts
    - 4-year status (awards only)
    - 6-year status (awards only)
    - 8-year status (awards and enrollment)
Change #4: Highest award

2015-16 & 2016-17

• Institutions reported on the first award conferred
• Type of award was not reported at the status point

2017-18 (and beyond)

• Institutions reported on the highest award conferred
• Type of award was reported at the status point
• Award hierarchy: certificate, Associate’s, or Bachelor’s
• All levels of certificates were aggregated into one category
  • Including certificates more than 2 but less than 4 years
Entering Year

4 years after entry

Certificate & Associate’s degree

6 years after entry

Certificate, Associate’s degree, & Bachelor’s degree

8 years after entry

2 Certificates, Associate’s degree, & Bachelor’s degree

Student has earned

Institution reports in OM

Associate’s degree

Bachelor’s degree

Bachelor’s degree

Reporting the Highest Award (An example)
### Degree/Certificate-Seeking Undergraduate Students

<table>
<thead>
<tr>
<th></th>
<th>2009-10 cohort</th>
<th>Exclusions to 2009-10 cohort</th>
<th>Adjusted 2009-10 cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First-time entering</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pell Grant recipients</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Pell Grant recipients</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pell Grant recipients</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Pell Grant recipients</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Non-First-time entering</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pell Grant recipients</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Pell Grant recipients</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pell Grant recipients</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Pell Grant recipients</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Total Entering

|                               |                |                             |                        |
| Pell Grant recipients         |                |                             |                        |
| Non-Pell Grant recipients     |                |                             |                        |

---

- **2nd Screen**: Establishing Cohorts for 2009-10 entering year
- No preloaded data for 4 cohorts or 4 sub-Pell cohorts
- **Enter Pell and Non-Pell data** (NCES will calculate 4 cohorts total)
- Based on a full-year entry between July 1, 2009 to June 30, 2010
- Exclusions for the 8 year period can be reported only on this screen
<table>
<thead>
<tr>
<th>Undergraduate Students</th>
<th>Adjusted 2008-10 cohort</th>
<th>Number of students conferred an award by your institution (Highest Award by August 31, 2013)</th>
<th>Total number of adjusted cohort that received an award from your institution</th>
<th>Percent of adjusted cohort that received an award from your institution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Certificates</td>
<td>Associate's</td>
<td>Bachelor's</td>
</tr>
<tr>
<td>First-time entering</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pell Grant recipients</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Pell Grant recipients</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pell Grant recipients</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Pell Grant recipients</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-First-time entering</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pell Grant recipients</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Pell Grant recipients</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pell Grant recipients</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Pell Grant recipients</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Entering</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pell Grant recipients</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Pell Grant recipients</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Award Status
4 year (3rd screen)
And
6 year (4th screen)
5th Screen

Moved the Percent Awarded column

Enrollment status has not changed since the first two years of collection (Reminder: Enrollment is for those students that did not receive an award)

Context box: bottom of the screen
GJ8

I would like to keep the formatting of this slide. I tried to place it on the template, but it would autochange the colors of the symbols and legend. I don't have time to individually correct the colors.

Gigi Jones, 4/10/2018
Determining Outcome at 8-year Status Point

8 years after entry (by August 31)

Student earned award(s)?
- Yes
  - Institution reports highest award

Student still enrolled at your institution?
- No
  - Student left your institution and enrolled at another?
    - Yes
      - Institution reports as enrolled at another institution
    - No
      - Institution reports remaining students as unknown

- Yes
  - Institution reports as still enrolled
I would like to keep the formatting of this slide. I tried to place it on the template, but it would autochange the colors of the symbols and legend. I don't have time to individually correct the colors.

Gigi Jones, 4/10/2018
FAQ summer starts

- Degree/Certificate-seeking students
- July 1, 2009-June 30, 2010

- FAQ #10 (starts prior to July 1) and #11 (determining attendance intensity level)

- [https://surveys.nces.ed.gov/ipeds/VisFaqView.aspx?mode=reg&id=14&show=all](https://surveys.nces.ed.gov/ipeds/VisFaqView.aspx?mode=reg&id=14&show=all)
FAQ summer starts: Clarification

1. Students who start in the summer, and if the summer is NOT a ‘full term’, students should be treated based on FAQ guidance. OM cohorts should be accurate based on a student’s ‘normal’ attendance intensity and not based on partial summer term which is not a full term.
2. If a student starts in the summer of 2009 (prior to the month of July or July 1), and summer is not a ‘full term,’ and the student continues enrollment beyond the summer, the institution should wait until the next ‘full term’ (e.g. Fall) to determine if the student is full-time or part-time and to be included in the 2009-10 cohort.
3. If a student starts in the summer of 2009 (after July 1), and they do NOT enroll in any additional ‘full terms’ in 2009-10, they are still included in the 2009-10 cohort, at the enrollment level (FT/PT) in which they were enrolled during the summer.
Quality control – Preliminary findings

• Some schools that don’t have spring admits
• Missing transfer out data
• Previously reported EF and SFA data were misreported, but OM is correct
Future data collections
Future data collections

Schedule for 2018-19
## IPEDS 2018-19 Data Collection Schedule

**Keyholder UserIDs start with P or 88G**

<table>
<thead>
<tr>
<th>Registration</th>
<th>Opens</th>
<th>Keyholder Close</th>
<th>Coordinator Close</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration*</td>
<td>August 8, 2018</td>
<td>August 29, 2018 (register by date)</td>
<td></td>
</tr>
<tr>
<td>Report Mapping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institution Identification</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IC-Header</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Collection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional Characteristics (IC)</td>
<td>September 5, 2018</td>
<td>October 17, 2018</td>
<td>October 31, 2018</td>
</tr>
<tr>
<td>Completions (C)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12-Month Enrollment (E12)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter Collection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Financial Aid (SFA)</td>
<td>February 13, 2019</td>
<td>February 27, 2019</td>
<td></td>
</tr>
<tr>
<td>Graduation Rates (GR)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>200% Graduation Rates (GR200)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admissions (ADM)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome Measures (OM)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>December 12, 2018</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring Collection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Enrollment (EF)</td>
<td>April 10, 2019</td>
<td>April 24, 2019</td>
<td></td>
</tr>
<tr>
<td>Finance (F)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Resources (HR)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Libraries (AL)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Registration contact information can be updated starting 8/8/2018 through 7/14/2019

**Prior Year Data Revisions**

Revisions to most data submitted for 2017-18 can be made through the IPEDS Prior Year Revision System.

Components will be open for revision during their regular collection period, with the exception of fall which will open 9/12.

All revisions to cost of attendance data and any SFA data must be made on SFA in the current year Data Collection System, where 3 years of data are available for revision.

**Data Feedback Reports**

If you would like to upload a custom comparison group for your 2018 Data Feedback Report, you can do so 3/1/2018 through 7/15/2018.
Registration review date

• Register by 8/29 – coordinators, too!

• If a keyholder has not registered as of this date, a letter will be sent to the CEO requesting appointment of a new keyholder.
Prior Year Revision (PYR) system

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

• EXCEPT: Fall components will open on 9/12 instead of 9/5

• Revise cost of attendance data on IC or any SFA data through current year SFA, NOT in PYR
Other important dates

• Update Registration Contact information
  • 8/8/18 – 7/14/19

• Update Institution Identification information
  • 8/8/18 – 6/1/19

• Upload Custom Comparison Group for 2015 Data Feedback Report
  • 3/1/19 – 7/15/19
Future data collections

Office of Management and Budget (OMB) clearance
OMB clearance

• The IPEDS 2017-18 through 2018-19 (1850-0582 v.20) package is approved for collection.

• The new expiration date is 2/29/2020.

• There will be a memo to OMB in the summer that will cover any new FAQs, etc., since the package was approved.
OMB clearance

• Currently planning for clearance starting with 2019-20 data collection
  • Some changes would take place in 2019-20, but a majority of changes would be proposed with a preview year of 2019-20 and an implementation starting in 2020-21

• Expect initial 60-day comment to be in Federal Register in early 2019 (January/February)
  • Will announce in This Week in IPEDS
Future data collections
Standard Occupational Classifications (SOC)
IPEDS uses relevant Standard Occupational Classification (SOC) codes for reporting HR data.

Part B1 - Full-time Non-instructional Staff by Occupational Category

Number of Full-time Non-instructional Staff by Occupational Category

As of November 1, 2017

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only
- Include both non-medical and medical staff

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonresident alien</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• In 2018 the Bureau of Labor Statistics (BLS) released new SOC codes.
• BLS also released a crosswalk between the 2010 SOC and 2018 SOC.
• Compared 2010 SOC codes that were in IPEDS to 2018 SOC.

<table>
<thead>
<tr>
<th>2010_SOC_Code</th>
<th>2010_SOC_Title</th>
<th>2018_SOC_Code</th>
<th>2018_SOC_Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-2031</td>
<td>Public Relations and Fundraising Managers (#)</td>
<td>11-2032</td>
<td>Public Relations Managers</td>
</tr>
<tr>
<td>11-2031</td>
<td>Administrative Services Managers (#)</td>
<td>11-2033</td>
<td>Fundraising Managers</td>
</tr>
<tr>
<td>11-3011</td>
<td>Administrative Services Managers (#)</td>
<td>11-3012</td>
<td>Administrative Services Managers</td>
</tr>
<tr>
<td>11-3011</td>
<td>Administrative Services Managers (#)</td>
<td>11-3013</td>
<td>Facilities Managers</td>
</tr>
<tr>
<td>11-9031</td>
<td>Education Administrators, Preschool and Childcare Center/Program</td>
<td>11-9031</td>
<td>Education and Childcare Administrators, Preschool and Daycare</td>
</tr>
<tr>
<td>11-9032</td>
<td>Education Administrators, Elementary and Secondary School</td>
<td>11-9032</td>
<td>Education Administrators, Kindergarten through Secondary</td>
</tr>
<tr>
<td>11-9061</td>
<td>Funeral Service Managers</td>
<td>11-9171</td>
<td>Funeral Home Managers</td>
</tr>
<tr>
<td>11-9071</td>
<td>Gaming Managers</td>
<td>11-9071</td>
<td>Gambling Managers</td>
</tr>
<tr>
<td>11-9199</td>
<td>Managers, All Other (#)</td>
<td>11-9072</td>
<td>Entertainment and Recreation Managers, Except Gambling</td>
</tr>
<tr>
<td>11-9199</td>
<td>Managers, All Other (#)</td>
<td>11-9179</td>
<td>Personal Service Managers, All Other</td>
</tr>
<tr>
<td>11-9199</td>
<td>Managers, All Other (#)</td>
<td>11-9199</td>
<td>Managers, All Other</td>
</tr>
<tr>
<td>13-2021</td>
<td>Appraisers and Assessors of Real Estate (#)</td>
<td>13-2022</td>
<td>Appraisers of Personal and Business Property</td>
</tr>
<tr>
<td>13-2021</td>
<td>Appraisers and Assessors of Real Estate (#)</td>
<td>13-2023</td>
<td>Appraisers and Assessors of Real Estate</td>
</tr>
<tr>
<td>13-2051</td>
<td>Financial Analysts (#)</td>
<td>13-2051</td>
<td>Financial and Investment Analysts</td>
</tr>
</tbody>
</table>
Future data collections

Classification of Instructional Programs (CIP)
CIPCODE 2020 R&D

• Stage 1: Updating CIP
  • Background Research
  • Survey of IPEDS Keyholder and Coordinators

• Stage 2: Feedback on CIP
  • TRP 56
  • Federal Register Notice
Future data collections

Potential changes to IPEDS
Potential changes to IPEDS

• Recent/upcoming TRPs
  • Subbaccalaureate Certificates
  • Evaluating Distance Education Elements
  • Topical Issues in Higher Education
  • Dual Enrollment
  • Finance (Oct 2018)

• Other changes
  • Human Resources
  • Student Financial Aid
  • Instructions and Definitions
Subbaccalaureate certificates

• Less-than-1-year certificate has become a catch-all category for emerging alternative credentials (e.g., stackable certificates and industry credentials)

• Outcomes Measures collects certificate awards and there is a desire to differentiate low credit hour certificates from others.
Subbaccalaureate certificates

• Less-Than-1-Year Certificates would be split into two categories
  • Award level 1 would be broken into programs with:
    • 1-8 semester/trimester hours (1-12 quarter hours)
    • 9-29 semester/trimester hours (13-44 quarter hours).

• Language for the category is confusing, institutions award certificates for programs with credit and contact hour requirements that vary widely, particularly for programs reported in the less-than-1-year category.
  • ‘Academic year length’ is meant to provide context, but many institutions are using it as a proxy to imply academic content length or as a qualifier for time to degree.
Evaluating distance education elements

- Distance education concepts are relevant to four survey components:
  - Institutional Characteristics
  - Completions
  - Fall Enrollment
  - 12 Month Enrollment

- The current IPEDS definition of distance education programs may conflate program design and execution.
  - Distance Education programs are generally approved by accreditors and we plan to clarify that ‘programs are designed to be completed via distance education’.
Evaluating distance education elements

• Collecting enrollment information is difficult because students’ attendance may be mixed, with some distance enrollment and some in person enrollment.
Evaluating distance education elements

- Program level information could be collected with some distance education information in the completions survey. Similar to the existing information we could collect:

  - Program can be completed online;
  - Program can be completed onsite;
  - Program has onsite requirements in the evenings;
  - Program has onsite requirements on the weekends;
  - Program requires an onsite experience (2 weeks or less of seat time);
  - Program requires an onsite experience (more than 2 weeks but less than 1 month of seat time);
  - Program requires an onsite experience (greater than 1 month of seat time);
  - Distance education as a supplement for onsite classes.
Topical issues in higher education

• Panel I: Using IPEDS Data with Other Data Sources

• Panel II: Information Technology and Institutional Research Structure

• Panel III: Monitoring Data Developments in Student Financial Aid

• Panel IV: Institutional Performance Measures

• Panel V: Collecting and Analyzing Data on Transfer Students
Dual enrollment

• Dual enrollment
  • “Refers to students who enroll in college courses offered by an institution of higher education while enrolled in high school or seeking a recognized equivalent. Student performance is recorded on a college transcript and college credit is awarded for a passing grade in the course. “

• The college or university must be aware the student is also enrolled in high school.
Dual enrollment

• Include: All college courses, independent of course delivery mode, course location, course instructor, whether high school credit is also offered, or whether the student enrolls through a formal state/local program or enrolls outside a formal state/local program.

• Exclude: Credit-by-exam models such as Advanced Placement ® and International Baccalaureate ® whereby the student is not enrolled at an institution.

• IC or ICH:
  • Does the institution offer dual enrollment? At what level?

• Completions
  • Specifically measuring those degrees that were completed as part of dual enrollment was not considered to be compatible with the structure of the current survey component.
Finance

• Finance TRP is scheduled for Fall 2018 and NCES hopes to accomplish two goals while maintaining the ability to describe broad trends in financing and to trend metrics over time.
  • Goal 1: improve utility
  • Goal 2: streamline the survey

• Accounting standards change frequently and quickly

• NPEC Paper on Finance Survey Component
Finance indicators under consideration

- Net Tuition/fees
  - Discounts of tuition/fees from Institutional grants from restricted and unrestricted funds.

- Detail on Endowments
  - New donations, investment return, withdrawals, other.

- Financial Health Indicator Calculations
  - Net operating revenue/margin (aka Net income ratio), Solvency ratio, viability ratio, primary reserve ratio.

- Intercollegiate athletics and IT expenses
  - Instruct institution to align revenues and expenses and collect some information on the percentage ranges for expenditures and revenues.

- Streamlining the forms
  - Details to follow in the fall!
Other changes

• Human Resources
  • Remove Tenure track grid
  • Simplify graduate assistant reporting
  • Drop SOC codes (except management)
  • Consider collecting information on highly compensated employees

• Student Financial Aid
  • 12 Month student financial aid equivalents

• 12 Month Enrollment
  • Better alignment with OM and SFA

• Instructions and Definitions
  • Working to align instructions and definitions and remove code words
IPEDS research and development activities
IPEDS research and development activities

IPEDS Technical Review Panel
What is the IPEDS Technical Review Panel?

• Research Triangle International (RTI) invites group of technical experts to discuss and suggest:
  • Emerging areas of concern
  • Legislation and regulations into IPEDS
  • Decreasing time burden of reporting data
  • Maintain or enhance federal data for data users
    • Policy makers, data researchers, institutions, public consumers

• Meetings occur three times a year
  • Fall
  • Spring
  • Summer
Technical Review Panel Website

- Hosted by RTI
  - Summaries of meetings;
  - Calls for comment (30 day); and
  - Dates for upcoming meetings
- Available through the Technical Review Panel link on the ‘Join In’ page
- To be considered a technical expert for future TRPs, contact Janice Kelly-Reid at jrk@rti.org
Technical Review Panel Website

Technical Review Panel

Reports and Suggestions from Past IPEDS Technical Review Panels

Exploring Topical Issues in Higher Education
The Technical Review Panel discussed current trends in the higher education field. Areas of focus included using IPEDS data with other data sources, the institutional research and information technology structure, monitoring data developments in student financial aid, institutional performance measures, and collecting and analyzing data on transfer students. This summary highlights several broad themes that emerged from the discussion.

Evaluating Distance Education Elements in the IPEDS Data Collection
The Technical Review Panel discussed the collection and reporting of distance education in IPEDS and considered potential changes to improve information for stakeholders. This summary provides feedback on how changes would affect data quality and reporting burden for institutions. Comments from interested parties are due to Janice Kelly-Reid, IPEDS Project Director at RTI International, at ipedsTRPComment@rti.org by September 9, 2017.

2017 Subbaccalaureate Certificates
The Technical Review Panel discussed the purpose and classification of subbaccalaureate certificates in IPEDS and considered potential changes to the Completion component to reflect the current postsecondary landscape. This summary provides feedback on how changes would affect data quality and reporting burden for institutions.

Gender
The Technical Review Panel engaged in a substantive discussion on the collection and reporting of gender data in IPEDS. Areas of focus included the purpose and intended uses of data on gender, current practices, and possible suggestions for changes that could be considered for the data collection. This summary provides feedback on the institutional capacity to collect and report data on gender and identifies topics for further research.

Outcome Measures 2017-18: New Data Collection Considerations
TRP #50 Final Action Report
The Technical Review Panel considered a number of potential changes to the Outcome Measures survey component regarding data on Pell Grant recipients. This summary provides feedback on how changes would affect data quality and reporting burden for institutions.

Upcoming and Recent TRP Meetings

Mar 20, 2018 - Mar 21, 2018
Capturing and Clarifying Dual Enrollment Data

Jun 26, 2018 - Jun 27, 2018
CIP Code 2020

About IPEDS TRP Meetings
Meetings of the IPEDS Technical Review Panel (TRP) are conducted by RTI International to obtain peer review of IPEDS-related project plans and products, and to foster communications with potential users of the data. TRP meetings typically are held over a 2-day period and are conducted within the Washington, DC area. RTI selects a group of TRP panel members (approximately 30) to attend these meetings dependent on the particular topics being addressed. Additionally, NCES staff and staff from other federal agencies in the DC area may attend these meetings.

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 typically posted on this website and comments are solicited.

Contact Information
Content-related Questions:
Janice Kelly-Reid (jkr@rti.org)
Logistical Questions & Issues:
Janet Austin (ja@rti.org)

RTI International
RTI International is under contract with the National Center for Education Statistics.

IPEDS Coordinator Workshop and State Data Conference
## Recent and Upcoming TRP Meetings

<table>
<thead>
<tr>
<th>Date</th>
<th>TRP Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 2018</td>
<td>Finance</td>
</tr>
<tr>
<td>June 2018</td>
<td>CIP Code 2020</td>
</tr>
<tr>
<td>March 2018</td>
<td>Capturing and Clarifying Dual Enrollment Data</td>
</tr>
<tr>
<td>October 2017</td>
<td>Exploring Topical Issues in Higher Education</td>
</tr>
<tr>
<td>June 2017</td>
<td>Evaluating Distance Education Elements in the IPEDS Data Collection</td>
</tr>
<tr>
<td>March 2017</td>
<td>Subbaccalaureate Certificates</td>
</tr>
<tr>
<td>October 2016</td>
<td>Gender</td>
</tr>
<tr>
<td>August 2016</td>
<td>Outcome Measures 2017-18: New Data Collection Considerations</td>
</tr>
</tbody>
</table>
IPEDS research and development activities

National Postsecondary Education Cooperative
NPEC Members

• Promote the quality, comparability and utility of postsecondary data and information that support policy development at the federal, state, and institution levels

• Participate on the IPEDS Technical Review Panel

• Serve on/lead working groups to explore targeted Research & Development topics
National Postsecondary Education Cooperative (NPEC)

NCES has assigned NPEC the specific responsibility for developing a research and development agenda for IPEDS. NPEC also intermittently produces products for use by postsecondary data providers, users, and institutional representatives.

Mission/History

Members

Products

https://nces.ed.gov/ipeds/join-in/npec
R&D Topics and Reports

• NPEC has commissioned papers to inform its mission of improving postsecondary data and information.

• FY17, NPEC members commissioned papers:
  – Graduate Students
  – Transfer Students
  – Improving Student Financial Aid survey component

• All papers can be found on NPEC’s Product website:
The History and Origins of Survey Items for the Integrated Postsecondary Education Data System (2016–17 Update)

Aida Aliyeva, Christopher Cody, & Kathryn Low
Report Briefing
Christopher A. Cody
Report

Purpose of Report

• Provide a complete documentation of the Integrated Postsecondary Education Data System (IPEDS) survey items with respect to their legislative, policy, & historical origins. This report updates the 2011–12 IPEDS survey components report.
Organization of Report

- **Background** provides history & origins of the IPEDS survey components
- **Survey components** (each survey component is shown separately)
- **Digest of Education Statistics 2015** figures & tables
- **Survey forms**: Higher Education General Information Survey (HEGIS) & IPEDS
Background
Background

- Department of Education was established in 1867
- Collection of data on enrollment, earned degrees conferred, & faculty since 1869–70
- *1874 Report of the Commissioner of Education* also included data on libraries & financial data for 1870–74
Background (Cont.)

• Included data on institutional characteristics, fall enrollment, earned degrees conferred, finances, faculty salaries, faculty & other professional staff, student charges (tuition and fees, & room and board rates), residence and migration, student financial aid, land-grant institutions, enrollment for advanced degrees, & engineering enrollments and degrees.
Background (Cont.)

- National Center for Education Statistics (NCES) established in 1974
- IPEDS was phased in between 1985–86 & 1988-89, beginning with the 1985–86 Institutional Characteristics (IC) survey
## Background (Cont.)

<table>
<thead>
<tr>
<th>Year</th>
<th>Survey Additions or Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>Outcome Measures (OM)</td>
</tr>
<tr>
<td>2014-15</td>
<td>Separate Admissions (ADM) &amp; Academic Libraries (AL) component reintroduced</td>
</tr>
<tr>
<td>2010-11</td>
<td>Institutional Characteristics Header (ICH)</td>
</tr>
<tr>
<td>2007-08</td>
<td>Separate 12-month Enrollment (E12)</td>
</tr>
<tr>
<td>2001-02</td>
<td>Employees by Assigned Position (EAP)</td>
</tr>
<tr>
<td>1999-2000</td>
<td>Student Financial Aid (SFA)</td>
</tr>
</tbody>
</table>


## Background (Cont.)

<table>
<thead>
<tr>
<th>Year</th>
<th>Survey Additions or Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-98</td>
<td>Graduation Rates (GR)</td>
</tr>
<tr>
<td>1987-88</td>
<td>Total Institution Activity (EA), Completions (C), Finance (F), Staff Salaries of Full-Tim Instructional Faculty, &amp; Enrollment in Occupationally Specific Programs (EP)</td>
</tr>
<tr>
<td>1986-87</td>
<td>Fall Enrollment (EF), Compliance surveys, &amp; the Residence of First-Time Students Survey</td>
</tr>
</tbody>
</table>
Survey Components
12-month Enrollment (E12)

• History
  • As of the 2011–12 collection, all institutions report E12 data using the same reporting period: July 1 to June 30

• Statutory & Data Reporting Requirements
  • Higher Education Act of 1965, as amended
  • National Education Statistics Act of 1994 in the Improving America’s Schools Act of 1994
  • Education Sciences Reform Act of 2002
  • Standards for IPEDS Race/Ethnicity Reporting
  • Revised Categories for Postbaccalaureate Programs
Academic Libraries (AL)

• History
  • In 2014–15 (2013–14 preview year), the collection of AL data was reintegrated into IPEDS & the AL component became a mandatory, annual survey, for all degree-granting Title IV institutions.

• Statutory & Data Reporting Requirements
  • Education Sciences Reform Act of 2002
  • Academic Libraries Data (TRP #35)
Admissions (ADM)

• History
  • Beginning in 2000-01, ADM data were collected for IPEDS through the IC component. In 2014–15, the collection of these data was moved to a separate ADM component.

• Statutory & Data Reporting Requirements
  • Higher Education Act of 1965, as amended
  • Education Sciences Reform Act of 2002
  • Higher Education Opportunity Act of 2008 (HEOA)
  • Admissions Data (TRP #20)
Completions (C)

• History
  • Administered for the first time in 1987–88, with data collected for 1986–87.

• Statutory & Data Reporting Requirements
  • Higher Education Act of 1965, as amended
  • National Education Statistics Act of 1994 in the Improving America’s Schools Act of 1994
  • National Center for Education Statistics & Office for Civil Rights
Completions (C) (Cont.)

• Statutory & Data Reporting Requirements
  • Education Sciences Reform Act of 2002
  • Standards for IPEDS Race/Ethnicity Reporting
  • Classification of Instructional Programs
  • Revised Categories for Postbaccalaureate Programs
  • Number of Students Who Earned Degrees (TRP #29)
  • *Distance Education (TRP #23)*
Fall Enrollment (EF)

- History
  - Originally conducted through HEGIS; the EF component was introduced to IPEDS in 1986–87. The Residence of First-Time Students Survey was originally conducted as a separate survey in both HEGIS & IPEDS, but was integrated into Part C of the IPEDS EF component in 1990–91.

- Statutory & Data Reporting Requirements
  - Higher Education Act of 1965, as amended
  - Student Right-to-Know & Campus Security Act of 1990
Fall Enrollment (EF) (Cont.)

• Statutory & Data Reporting Requirements
  • National Education Statistics Act of 1994 in the Improving America’s Schools Act of 1994
  • Education Sciences Reform Act of 2002
  • Higher Education Opportunity Act of 2008
  • Standards for IPEDS Race/Ethnicity Reporting
  • Classification of Instructional Programs
  • Revised Categories for Postbaccalaureate Programs
  • Transfer-In Students (TRP #11)
Finance (F)

• History
  • First IPEDS Finance (F) survey was conducted in 1987–88 (FY 1987)

• Statutory & Data Reporting Requirements
  • National Education Statistics Act of 1994 in the Improving America’s Schools Act of 1994
  • Education Sciences Reform Act (ESRA) of 2002
  • Degree-Granting Institutions vs. Non-Degree-Granting Institutions (*TRP #21*)
Graduation Rates (GR)

• History
  • Added to IPEDS in 1997–98, following enactment of the Student Right-to-Know & Campus Security Act of 1990. As mandated by the HEOA, NCES introduced GR200 component in 2009–10 & first administered it in spring 2010 as the Spring Supplemental Survey.

• Statutory & Data Reporting Requirements
  • Higher Education Act of 1965, as amended
  • Student Right-to-Know & Campus Security Act of 1990
Graduation Rates (GR) (Cont.)

- Statutory & Data Reporting Requirements
  - Education Sciences Reform Act of 2002
  - Standards for IPEDS Race/Ethnicity Reporting
  - Study Abroad (TRP #47)
  - 150% Graduation Rates (TRP #47)
Human Resources (HR)

• History
  • Salaries, Fall Staff, & EAP surveys were merged to form a single HR component in 2005–06 (TRP #9)

• Statutory & Data Reporting Requirements
  • Higher Education Act of 1965, as amended
  • Title VII of the Civil Rights Act of 1964
  • National Education Statistics Act of 1994 in the Improving America’s Schools Act of 1994
  • National Center for Education Statistics & Office for Civil Rights
Human Resources (HR) (Cont.)

- Statutory & Data Reporting Requirements
  - Office of Management and Budget Standards for Maintaining, Collecting, & Presenting Federal Data on Race & Ethnicity
  - Merge of Employees by Assigned Position (EAP), Salaries (SA), & Fall Staff (S) Components (TRP #9)
  - Salary Class Interval Data & Fringe Benefit Data (TRP #31)
  - Faculty Status Categories & Salary Outlays (TRP #31)
  - Graduate Assistants (TRP #31)
  - New Hires (TRP #44)
  - 2010 Standard Occupational Classification
Institutional Characteristics (IC)

- History
  - The first component administered (in 1985–86), it has changed in many ways since (e.g., several items moved to IC Header in 2010–11)

- Statutory & Data Reporting Requirements
  - Higher Education Act of 1965, as amended
  - Classification of Instructional Programs & Revised Categories for Postbaccalaureate Programs
  - Academic Libraries & Distance Education
  - Institutional Dun and Bradstreet Numbers & Veterans and Military Service Members
Outcome Measures (OM)

• History
  • The newest of the IPEDS components, was first administered in the 2015–16 data collection

• Statutory & Data Reporting Requirements
  • Student Right to Know & Campus Security Act of 1990
  • Higher Education Opportunity Act of 2008
  • Pell Grant Recipients (TRP #50)
Student Financial Aid (SFA)

• History
  • Developed in 1999 to satisfy requirements in the 1998 amendments to the Higher Education Act (HEA)

• Statutory & Data Reporting Requirements
  • Higher Education Act of 1965, as amended
  • Higher Education Opportunity Act of 2008
  • Executive Order 13607 of 2012
  • Improving Transparency of Education Opportunities for Veterans
  • Veterans (TRP #36)
IPEDS data release and publications
IPEDS data release and publications

Data release procedure
IPEDS data release procedure

• 4 stages:
  • Collection Level
  • Preliminary
  • Provisional
  • Final

• Outlined in IPEDS Resource Center
Collection level

• Data are locked
• Then they are reviewed by the Help Desk
• Then they are migrated to the Collection Level data tools (login available only through the Data Collection System)
• At Collection Level, any respondent whose data have already been migrated can see their own data, as well as the data for all of the other institutions that have already been migrated
Preliminary data

• After an IPEDS data collection cycle closes:
  • A First Look publication based on preliminary data is released
  • Preliminary data are made publicly available through the IPEDS data tools
• Preliminary data have been edited but are subject to further NCES quality control procedures
• Imputed data for nonresponding institutions are not included
Provisional data

• After all quality control procedures are complete:
  • The First Look publication is reissued based on the provisional data
  • Provisional data are made publicly available through the IPEDS data tools

• Data have been imputed for non-responding institutions
Final data

• Institutions may submit revisions to data in the subsequent data collection year.

• After editing of these revised data is complete:
  • Final data are made public through the IPEDS data tools
  • The First Look publication is not reissued
Publications and reports
Publication/data release schedule

• Preliminary data [data released and *First Look* published]:
  • Fall survey data (ICH, IC, E12, C): late-May to early June following the collection
  • Winter survey data (SFA, ADM, GR, GR200, OM): late-September to mid-October following the collection
  • Spring survey data (HR, EF, F, AL): late-October to mid-November following the collection

• Provisional data [data released and *First Look* published]:
  • Approximately 4-6 weeks after the Preliminary data release
IPEDS First Look

• What is a First Look?
  • A brief publication and set of tables that coincides with the release of IPEDS data files.

• Recent releases:
  • IPEDS Fall 2016-17 data collection (provisional data)
    • Pub #2017-075rev, 01/09/2018
  • IPEDS Winter 2016-17 data collection (provisional data)
    • Pub #2017-150rev, 12/28/17
  • IPEDS Spring 2016-17 data collection (provisional data)
    • Pub #2018-002, 12/28/17
IPEDS brochures and website
Brochures - Overview

• Purpose
  • Public-friendly publications to inform about the IPEDS collection
  • Use plain language and graphics to explain complex ideas
  • Provide broad overview but also list resources for deeper dives

• Audience
  • Policy makers
  • Hill staffers
  • Other federal agencies
  • College presidents
  • Members of the media
  • Beginning researchers
What are IPEDS graduation rates and cohorts?

1. All students enrolled
2. All full-time, first-time, degree-/certificate-seeking students
3. Adjusted cohort
4. Graduation Rate 100%
   - Completers
   - Adjusted cohort
5. Graduation Rate 150%
   - Completers
   - Adjusted cohort
6. Graduation Rate 200%
   - Completers
   - Adjusted cohort

Some are removed for allowable exclusions.
### What Data Are Collected Through IPEDS?

#### Data Collected in Each Period

<table>
<thead>
<tr>
<th>Period</th>
<th>Data Collected</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td>• Institution type and other general information(^1)</td>
</tr>
<tr>
<td></td>
<td>• Estimated student tuition and fees</td>
</tr>
<tr>
<td></td>
<td>• Number of completers by programs(^2)</td>
</tr>
<tr>
<td></td>
<td>• Number of degrees/certificates awarded by programs(^2)</td>
</tr>
<tr>
<td></td>
<td>• 12-month enrollment(^2)</td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td>• Admissions considerations applicants, and admitted students(^1)</td>
</tr>
<tr>
<td></td>
<td>• Graduation rates(^2)</td>
</tr>
<tr>
<td></td>
<td>• Student outcomes after 6 and 8 years</td>
</tr>
<tr>
<td></td>
<td>• Number of students awarded financial aid by aid type</td>
</tr>
<tr>
<td></td>
<td>• Average net price</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>• Fall census enrollment counts(^1,2)</td>
</tr>
<tr>
<td></td>
<td>• Distance education enrollment(^1)</td>
</tr>
<tr>
<td></td>
<td>• Retention rates(^1)</td>
</tr>
<tr>
<td></td>
<td>• Institution finances</td>
</tr>
<tr>
<td></td>
<td>• Number and type of staff(^2)</td>
</tr>
<tr>
<td></td>
<td>• Staff salaries outlays</td>
</tr>
<tr>
<td></td>
<td>• Academic libraries</td>
</tr>
</tbody>
</table>

\(^1\) Indicates where data are reported for the current year. Otherwise, data are reported for the prior year(s).

\(^2\) Data available by gender and race/ethnicity.
## Enrollment

<table>
<thead>
<tr>
<th>Fall Enrollment (EF)</th>
<th>12-month Enrollment (E12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contains more student breakouts</td>
<td>Includes students enrolled at any time during the year</td>
</tr>
<tr>
<td>Contains more historical data (dating back to 1986)</td>
<td></td>
</tr>
<tr>
<td>Excludes students who were not enrolled in the fall</td>
<td>Contains fewer student breakouts</td>
</tr>
</tbody>
</table>

**STRENGTHS**

**WAKENESS**
## NCES Postsecondary Surveys

<table>
<thead>
<tr>
<th>Survey name</th>
<th>Purpose</th>
<th>Data sources</th>
<th>Level of analysis</th>
<th>Frequency of survey</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IPEDS</strong> Integrated Postsecondary Education Data System</td>
<td>Collects comprehensive data on the performances and characteristics of Title IV institutions</td>
<td>U.S. Department of Education, institutions</td>
<td>Institution</td>
<td>Yearly</td>
</tr>
<tr>
<td><strong>NPSAS</strong> National Postsecondary Student Aid Study</td>
<td>Examines the characteristics of postsecondary students and how they and their families pay for college</td>
<td>U.S. Department of Education, institution student records, interviews, external sources</td>
<td>Student</td>
<td>Every 2–4 years</td>
</tr>
<tr>
<td><strong>BPS</strong> Beginning Postsecondary Students Longitudinal Study</td>
<td>Tracks the persistence, transfer, and attainment of first-time students</td>
<td>NPSAS, transcripts, interviews, external sources</td>
<td>Student</td>
<td>Every 8 years</td>
</tr>
<tr>
<td><strong>B&amp;B</strong> Baccalaureates and Beyond Longitudinal Study</td>
<td>Tracks the education awards, labor market outcomes, and further education and training of postsecondary students</td>
<td>NPSAS, transcripts, interviews, external sources</td>
<td>Student</td>
<td>Every 8 years</td>
</tr>
</tbody>
</table>
Future topic: Data release process

When can I expect the data release?

The following table highlights approximate times for data releases. Delays in the schedule are possible due to various layers of review and revision.

<table>
<thead>
<tr>
<th>Period</th>
<th>Collection closes</th>
<th>Preliminary data*</th>
<th>Provisional data</th>
<th>Final (Revised) data</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL</td>
<td>November</td>
<td>Early summer</td>
<td>Approximately 9 months after collection closes</td>
<td>Approximately 21 months after collection closes</td>
</tr>
<tr>
<td>WINTER</td>
<td>March</td>
<td>Early fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPRING</td>
<td>April</td>
<td>Mid-fall</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

First Look report released? Yes Yes No

* Review of Preliminary First Look reports may be surpassed by review of Provisional First Look reports. At that point, NCES will only release the Provisional (skipping Preliminary) data and accompanying First Look. Additionally, Preliminary data will only be available prior to the Provisional release. Once Provisional data has been released, Preliminary data will be replaced with the Provisional data.
Future topic: Student Financial Aid

**SFA’s Student Groups**

IPEDS data are collected at the institution level, not the student level.

SFA collects financial aid data on four groups of undergraduate students.

- **Group 1**
  - All undergraduates

- **Group 2**
  - All full-time, first-time degree/certificate-seeking undergraduates (FTFT)

- **Group 3**
  - FTFT awarded grant aid

- **Group 4**
  - FTFT awarded any Title IV aid

**NOTE:** Some students belong to both groups 3 and 4.
Future topic: Completions

The following example illustrates the difference between the 2 completers counts.

**In a 12-month period, student earned:**
- Certificate
- Associate’s degree

**In ALL completers count, student reported once as:**
- Completer

**In completers BY AWARD LEVEL count, student reported twice as:**
- Completer at certificate level
- Completer at associate’s level
Future topic: Net price

How IPEDS calculates net price

**AVERAGE COST OF ATTENDANCE**
- Components of cost:
  - Tuition
  - Fees
  - Books and supplies
  - Room and board
  - Other costs\(^1\)

**AVERAGE GRANT AID AWARDED**
- Sources of aid that reduce cost:
  - Federal grants
  - State grants
  - Local grants
  - Institutional grants

**NET PRICE**
- Sources for out-of-pocket expenses:
  - Work-study
  - Family contribution
  - Federal loans
  - Private loans

IPEDS Coordinator Workshop and State Data Conference
Future topic: Admissions

![Admissions Funnel Diagram](image)

**Percent admitted** = \( \frac{\text{# admitted}}{\text{# applied}} \times 100 \)

**Percent yield** = \( \frac{\text{# enrolled}}{\text{# admitted}} \times 100 \)

<table>
<thead>
<tr>
<th>PERCENT ADMITTED (Acceptance Rate)</th>
<th>PERCENT YIELD (Admissions Yield)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WHAT DOES IT SHOW?</strong></td>
<td><strong>WHAT DOES IT MEAN?</strong></td>
</tr>
<tr>
<td>Institution’s selectivity in who it admits</td>
<td>The lower the percentage, the more competitive it is for a student to be admitted</td>
</tr>
<tr>
<td>Students’ interest in attending the institution</td>
<td>The higher the percentage, the more likely that the institution was the student’s top choice</td>
</tr>
</tbody>
</table>
Dissemination methods

- Available for download as “Data Product” on *Publications and Products* page

- Hard copies distributed at conferences
- Integrated into website
Website update

• Survey Components page
  • One-stop shop with information about all the components
  • Integrates brochure graphics
  • Highlights most recently published data
  • Links to helpful resources
Survey components landing page

IPEDS data are submitted at the aggregate level from postsecondary institutions and do not have student level information. Institutions submit data through 12 interrelated survey components about 6 general higher education topics in 3 collection cycles.

**UPDATES**
- **2016-17 Fall survey components** (provisional data)  
  January 9, 2018
- **2016-17 Winter survey components** (provisional data)  
  December 28, 2017
- **2016-17 Spring survey components** (provisional data)  
  December 28, 2017
- **2015-16 Fall survey components** (final/revised data)  
  November 2, 2017
The Outcome Measures (OM) survey component provides the award and enrollment statuses of four undergraduate student cohorts at degree-granting institutions. Student completion awarded by the reporting institution and enrollment status are collected at the six- and eight-year points of time after they entered the reporting institution.

Contact: Gigi Jones, Survey Director

Note: Outcome Measures student groups consist of degree/certificate-seeking undergraduates who enroll between July 1 - June 30 at degree-granting institutions.
Future website work

• Integrate “About IPEDS” and “Join In” pages
• Provide information for both data reporters and data users
• Target all audiences, particularly those unfamiliar with IPEDS
Resources
Resources

Coordinator tools in data collection system
See Coordinator Handbook for more details
See Coordinator Handbook for more details
Resources

IPEDS Help Desk
Help Desk

• RTI International manages the two IPEDS Help Desks
  • Data Collection Help Desk
  • Tools Help Desk

• The Help Desk provides outstanding service as expert representatives
  • 8:30am-5:00pm Eastern
  • Additional weeknight and weekend hours offered during the final 10 days of each data collection period
IPEDS Help Desk

Data Collection Help: 1-877-225-2568; ipedshelp@rti.org
Data Tools Help: 1-866-558-0658; ipedstools@rti.org
## Help Desk Activity 2017-18

<table>
<thead>
<tr>
<th></th>
<th>Fall 2017 collection (includes registration)</th>
<th>Winter 2017-18 collection</th>
<th>Spring 2018 collection</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inbound calls</td>
<td>8,637</td>
<td>6,071</td>
<td>9,800*</td>
<td>24,508*</td>
</tr>
<tr>
<td>Outbound calls</td>
<td>7,024</td>
<td>3,954</td>
<td>7,100*</td>
<td>18,078*</td>
</tr>
<tr>
<td>Number of emails received</td>
<td>6,328</td>
<td>3,703</td>
<td>6,500*</td>
<td>16,531*</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21,989</strong></td>
<td><strong>13,728</strong></td>
<td><strong>23,400</strong></td>
<td><strong>59,117</strong></td>
</tr>
</tbody>
</table>

* Projected
Resources

Training
Distance Learning Dataset Training System (DLDT)

Introduction to the Integrated Postsecondary Education Data System (IPEDS)

Getting Started with the IPEDS Data

Data Collected Through the IPEDS

IPEDS Statutory Requirements, Data Collection Procedures, Universe, Levels of Analysis, and Missing Data

Considerations for Analysis of IPEDS Data

Available on the IPEDS Use the Data page under the ‘Overview of IPEDS Data’ link
Association for Institutional Research (AIR)

—Holds the subcontract for IPEDS training
—Provides training in a variety of modalities:
  • Face-to-Face IPEDS Workshops
  • Online IPEDS Keyholder Courses
  • Online IPEDS Video Tutorials
  • NCES Data Institute (Institute)

www.airweb.org/IPEDS
AIR’s IPEDS Educator cohort

**Educators Reporting IPEDS**
- Keyholder: 73%
- State Coordinator: 13%
- Non-Keyholder: 7%
- Proxy Keyholder: 7%

**Educators by Sector Affiliation**
- Private, for-profit (4-year): 27%
- Public (2-year and under): 17%
- Private, for-profit (2-year and under): 3%
- State System: 7%
- Other: 3%
- Public (4-year): 33%
## Educator roles & opportunities - Based on experience and expertise

<table>
<thead>
<tr>
<th><strong>Keyholder Course Mentors</strong></th>
<th><strong>Lead Instructors</strong></th>
<th><strong>Assistant Instructors</strong></th>
<th><strong>Curricula Developers</strong></th>
</tr>
</thead>
</table>
| • Provide support for data providers enrolled in 2 online courses  
  1. Essentials (less than 9 months)  
  2. Efficiencies (10 to 24 months) | • Lead Workshop presentations  
  • Educators with prior presentation skills at the national level and thorough knowledge of IPEDS | • Support Lead Instructors  
  • Assist with hands-on exercises, managing onsite logistics, and conducting the evaluation process | • Assist AIR in developing and updating Keyholder Courses  
  • Typically work in teams of 4 to create, maintain, and update all Workshop materials |

**IPEDS Coordinator Workshop and State Data Conference**
2016-17 Face-to-face workshops

16 full-day workshops
29 half-day workshops
45 workshops

- Most workshops co-hosted with other higher education organizations
- Include instruction, videos, hands-on exercises, and discussions

WORKSHOP TOPICS
- New Keyholder Training
- Best Practices for Reporting and Using IPEDS Data to Improve Efficiencies
- IPEDS Data as the Public Face of an Institution
- IPEDS Data and Benchmarking: Supporting Decision Making and Institutional Effectiveness
- IPEDS Finance Survey Training
- IPEDS Human Resources Survey Training
- IPEDS Student Financial Aid Survey Training
2016-17 face-to-face workshops

1,078 Individuals Attended One or More of the 45 Workshops
58% IPEDS Keyholder or Coordinator
2016-17 Online keyholder courses - Content

Each Course Offered 8 times a Year

**IPEDS Keyholder Essentials: A Beginner’s Guide**
- Data providers with less than 9 months of experience
- Basic concepts, knowledge, and skills to complete IPEDS submissions
- Provide resources needed to be successful in the keyholder role
- Tips and tricks on how to complete accurate and timely IPEDS submissions

**IPEDS Keyholder Efficiencies: Reducing the Reporting Burden**
- Data providers with 10 to 24 months of experience
- Introduces and expands upon concepts for IPEDS Keyholders, including: cleaning data files, leveraging IPEDS data at your institution, reducing the burden of IPEDS reporting with process management and reporting, benchmarking data, and creating benchmarking reports
2016-17 Online keyholder courses - Structure

- Courses are non linear, but only take one course at a time
- Pre-register via online sign up on AIR’s website
- One month to complete 10-12 hours of content
- Self-paced and mentor supported

Overview Paper

Core Lessons:
Pre-Test, Paper, Video, Post-Test

Core Lesson 1      Core Lesson 2      Core Lesson 3

Task Modules:
Paper & Video

Task Module 1      Task Module 2      Task Module 3      Task Module 4      Task Module 5      Task Module 6

Exercises: Applied Exercises

Exercise 1      Exercise 2      Exercise 3      Exercise 4      Exercise 5      Exercise 6
2016-17 Online keyholder courses – By the numbers

**Keyholder Essentials Course**
- 572 Requests
- 435 Enrolled
- 230 Completers

**Keyholder Efficiencies Course**
- 501 Requests
- 351 Enrolled
- 194 Completers
Online video tutorials

91 video tutorials
Over 6 hours of educational content
21,521 page views

Survey Components
• 49 concept tutorials
• 13 component overview tutorials
• IPEDS definitions, concepts, and issues
• Linked from Data Collection Survey screens

Data Tools
• Provided instruction and demonstration for using tools effectively
• Tutorials discuss the benefits of each tool

IPEDS Related
• New Keyholder & Annual IPEDS Update tutorials
• Data Release Stages, IPEDS Community, Net Price Calculator
• Additional tutorials related to IPEDS materials
NCES Data Institute: Using Federal Datasets to Support Research on Postsecondary Education

Inaugural Year of Redesigned Event

Intensive introduction to National Center for Education Statistics (NCES) datasets and research methodologies. Ideal for graduate students, early to mid-career IR professionals, faculty, and staff from state and federal agencies, and other higher education organizations.

Participants will:

• Increase their knowledge of IPEDS and other NCES datasets
• Apply their new knowledge of IPEDS and other NCES datasets in a group setting
• Gain an understanding of how federal data are utilized in postsecondary education research
• Learn how to form their own higher education research agendas

The Institute is comprised of three components. Each component builds on the previous one to create a holistic learning experience:

1. Six-week online course - March 12 – April 22, 2018
2. Six-week capstone project - April 23 – June 3, 2018
3. Three-day face-to-face meeting in Washington, DC - June 11 – 13, 2018

Call for applications for the 2019 NCES Data Institute opens Fall of 2018
IPEDS Use the Data tools
IPEDS Use the Data tools

Commercial Off the Shelf (COTS) procurement
Commercial Off the Shelf Solution

- Admin Data and IPEDS are looking into augmenting the IPEDS Data Center with a COTS.
- The primary function of this tool will be to allow IPEDS to release its web tables as dynamic online tables with a set of downloadable options.
- Moving through the procurement process now.
IPEDS Use the Data tools

Trend Generator 4.0
The IPEDS Trend Generator is a fast and simple way to view IPEDS data over time.

**QUICK START:**
- Select a subject and question to create a trend
- View, download, or print the trend chart or table results
- Customize your results by a variety of options

**SUBJECT:**

- Postsecondary Institutions
- Student Enrollment
- Degrees and Certificates Awarded
- Graduation and Retention Rates
- Financial Aid
- Institutional Revenues
- Institutional Expenses
- Employees and Instructional Staff
Questions are organized by subject

<table>
<thead>
<tr>
<th>SUBJECT:</th>
</tr>
</thead>
</table>

- **Postsecondary Institutions**
  - How many students enroll in postsecondary institutions annually?
  - How many students enroll in postsecondary institutions in the fall?
  - How many students are enrolled in postsecondary institutions as transfer-in students in the fall?
  - How many students are enrolled in postsecondary institutions for the first time in the fall?

- **Student Enrollment**

- **Degrees and Certificates Awarded**

- **Graduation and Retention Rates**

- **Financial Aid**

- **Institutional Revenues**
See all questions that are available

<table>
<thead>
<tr>
<th>Postsecondary Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many postsecondary institutions are eligible to award federal aid?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many students enroll in postsecondary institutions annually?</td>
</tr>
<tr>
<td>How many students enroll in postsecondary institutions in the fall?</td>
</tr>
<tr>
<td>How many students are enrolled in postsecondary institutions as transfer-in students in the fall?</td>
</tr>
<tr>
<td>How many students are enrolled in postsecondary institutions for the first time in the fall?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degrees and Certificates Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many degrees/certificates are awarded at postsecondary institutions?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduation and Retention Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the graduation rate within 150% of normal time at 4-year postsecondary institutions?</td>
</tr>
<tr>
<td>What is the graduation rate within 150% of normal time for bachelor's or equivalent degree-seeking undergraduate students who received a bachelor's or equivalent degree at 4-year postsecondary institutions?</td>
</tr>
</tbody>
</table>
Detailed descriptions of questions
How many students are enrolled in degree-granting institutions in Virginia?

**Postsecondary Institutions**

**Student Enrollment**

- How many students enroll in postsecondary institutions annually?
- How many students enroll in postsecondary institutions in the fall?
- How many students are enrolled in postsecondary institutions as transfer-in students in the fall?
- How many students are enrolled in postsecondary institutions for the first time in the fall?

**Degrees and Certificates Awarded**
TG 4.0 will match first look publications, so all answers and trends are initially for all Title IV institutions in the U.S. You will be able to select variables to limit results and build tables.
Click Limit results and select Degree-granting status and state
Select Degree-granting status and choose degree granting
Choose State and select Virginia. (Note that you can now select multiple variables to limit results). Now click apply.
Students enrolled in Virginia. Variables used are reflected in the title. The values of the variables used to limit results are listed in the footnote at bottom of the graph.
In 2015-16, the number of students enrolled in postsecondary institutions was 741,963. This is based on 124 institutions, limited by Degree-granting status and State.¹

Number of students enrolled in postsecondary institutions annually

(Numbered by Degree-granting status and State)²

Line | Bar | Table | Modify Years

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>600,000</td>
</tr>
<tr>
<td>2003</td>
<td>650,000</td>
</tr>
<tr>
<td>2004</td>
<td>700,000</td>
</tr>
<tr>
<td>2005</td>
<td>750,000</td>
</tr>
<tr>
<td>2006</td>
<td>800,000</td>
</tr>
<tr>
<td>2007</td>
<td>850,000</td>
</tr>
<tr>
<td>2008</td>
<td>900,000</td>
</tr>
<tr>
<td>2009</td>
<td>950,000</td>
</tr>
<tr>
<td>2010</td>
<td>1,000,000</td>
</tr>
<tr>
<td>2011</td>
<td>1,050,000</td>
</tr>
<tr>
<td>2012</td>
<td>1,100,000</td>
</tr>
<tr>
<td>2013</td>
<td>1,150,000</td>
</tr>
<tr>
<td>2014</td>
<td>1,200,000</td>
</tr>
<tr>
<td>2015</td>
<td>1,250,000</td>
</tr>
<tr>
<td>2016</td>
<td>1,300,000</td>
</tr>
</tbody>
</table>

Notes: This table presents data items collected from Title IV institutions in the United States. Prior to 2009-10, the data include only Title IV, primarily postsecondary institutions. This is the unduplicated 12-month enrollment at institutions from July 1 of one year through June 30 of the next. Prior to 2010-11, institutions could choose to report on the 12-month period between July 1
In 2015-16, the number of students enrolled in postsecondary institutions was 741,963. This is based on 124 institutions, limited by Degree-granting status and State.¹

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>761,565</td>
</tr>
<tr>
<td>2013-14</td>
<td>775,300</td>
</tr>
<tr>
<td>2012-13</td>
<td>785,129</td>
</tr>
<tr>
<td>2011-12</td>
<td>790,903</td>
</tr>
<tr>
<td>2010-11</td>
<td>782,117</td>
</tr>
<tr>
<td>2009-10</td>
<td>752,045</td>
</tr>
<tr>
<td>2008-09</td>
<td>678,098</td>
</tr>
<tr>
<td>2007-08</td>
<td>642,375</td>
</tr>
<tr>
<td>2006-07</td>
<td>614,030</td>
</tr>
<tr>
<td>2005-06</td>
<td>584,828</td>
</tr>
<tr>
<td>2004-05</td>
<td>583,958</td>
</tr>
<tr>
<td>2003-04</td>
<td>583,845</td>
</tr>
</tbody>
</table>
Create table to display students enrolled by control and level of institution. Variable available to make rows and columns are listed. Variable(s) previously used to limit results are not available.

In 2015-16, the number of students enrolled in postsecondary institutions was 741,963. This is based on 124 institutions, limited by Degree-granting status and State.¹

<table>
<thead>
<tr>
<th>Main View</th>
<th>Table View</th>
</tr>
</thead>
</table>

Select from the buttons below (such as Sector of institution) to modify the answer and create a new trend table.

<table>
<thead>
<tr>
<th>Sector of institution</th>
<th>Degree-granting status</th>
<th>Control of Institution</th>
<th>Level of Institution</th>
<th>State</th>
<th>Student level</th>
<th>Gender</th>
<th>Geographic region</th>
</tr>
</thead>
<tbody>
<tr>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

¹ Limit Results
In 2015-16, the number of students enrolled in postsecondary institutions was 741,963. This is based on 124 institutions, limited by Degree-granting status and State.¹

Select from the buttons below (such as Sector of institution) to modify the answer and create a new trend table.

<table>
<thead>
<tr>
<th>Sector of Institution</th>
<th>Degree-granting status</th>
<th>Control of Institution</th>
<th>Level of Institution</th>
<th>State</th>
<th>Student level</th>
<th>Gender</th>
<th>Geographic region</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>Public</td>
<td>Public</td>
<td>Public</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private non-profit</td>
<td>Private non-profit</td>
<td>Private non-profit</td>
<td>Private non-profit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private for-profit</td>
<td>Private for-profit</td>
<td>Private for-profit</td>
<td>Private for-profit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Select control and click apply as row
Select level of institution and apply as column

In 2015-16, the number of students enrolled in postsecondary institutions was 741,963. This is based on 124 institutions, limited by Degree-granting status and State.¹

<table>
<thead>
<tr>
<th>Control of institution</th>
<th>Level of Institution</th>
<th>State</th>
<th>Student level</th>
<th>Gender</th>
<th>Geographic region</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>503,700</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private not-for-profit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>177,050</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private for-profit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>61,210</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>741,963</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes: This table presents data items collected from Title IV institutions in the United States. This is the unduplicated 12-month enrollment at institutions from July 1 of one year through June 30 or September 1 and August 31.

¹ Results limited by: Degree-granting status (Degree-granting), State (Virginia).
Produce 2-dimension tables. Swap rows and columns, print or export tables in Excel or CSV formats

In 2015-16, the number of students enrolled in postsecondary institutions was 741,963. This is based on 124 institutions, limited by Degree-granting status and State.¹

<table>
<thead>
<tr>
<th>Control of Institution</th>
<th>Total</th>
<th>All four or more years</th>
<th>AllAt least 2 but less than 4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Public</td>
<td>503,703</td>
<td>248,343</td>
<td>255,360</td>
</tr>
<tr>
<td>All Private not-for-profit</td>
<td>177,050</td>
<td>175,651</td>
<td>1,399</td>
</tr>
<tr>
<td>All Private for-profit</td>
<td>61,210</td>
<td>53,107</td>
<td>8,023</td>
</tr>
<tr>
<td>Total</td>
<td>741,963</td>
<td>477,101</td>
<td>264,782</td>
</tr>
</tbody>
</table>

Notes: This table presents data items collected from Title IV institutions in the United States. Prior to 2009-10, the data include only Title IV primarily postsecondary institutions. This is the unduplicated 12-month enrollment at institutions from July 1 of one year through June 30 of the next. Prior to 2010-11, institutions could choose to report on the 12-month period between July 1 and June 30 or September 1 and August 31. Results limited by Degree-granting status (Degree-granting), State (Virginia).

In 2015-16, the number of students enrolled in postsecondary institutions was 741,963. This is based on 124 institutions, limited by Degree-granting status and State.¹

<table>
<thead>
<tr>
<th>Control of institution</th>
<th>Total</th>
<th>Four or more years</th>
<th>At least 2 but less than 4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>503,703</td>
<td>249,343</td>
<td>255,360</td>
</tr>
<tr>
<td>Private not-for-profit</td>
<td>177,050</td>
<td>175,651</td>
<td>1,399</td>
</tr>
<tr>
<td>Private for-profit</td>
<td>61,210</td>
<td>53,187</td>
<td>8,023</td>
</tr>
<tr>
<td>Total</td>
<td>741,963</td>
<td>477,181</td>
<td>264,782</td>
</tr>
</tbody>
</table>

¹ Four or more years and at least 2 but less than 4 years refer to the degree-granting status and state.
Comparing enrollment trends in 4-year, 2-year public institutions in Virginia.

In 2015-16, the number of students enrolled in postsecondary institutions was 741,963. This is based on 124 institutions, limited by Degree-granting status and State.¹

Notes: This table presents data items collected from Title IV institutions in the United States. Prior to 2005-06, the data include only Title IV primarily postsecondary institutions. This is the unuplicated 12-month enrollment at institutions from July 1 of one year through June 30 of the next. Prior to 2010-11, institutions could choose to report on the 12-month period between July 1 and June 30 or September 1 and August 31.

¹ Results limited by: Degree-granting status (Degree-granting, State, Virginia).


Notes: Up to 5 checkboxes can be selected at the same time.

- Four or more years
- At least 2 but less than 4 years
To produce same table/trend for institutions in the Southeast, Click Table View and click limit results.

### Trend Generator

#### Student Enrollment

How many students enroll in postsecondary institutions annually?

---

In 2015-16, the number of students enrolled in postsecondary institutions was 741,963. This is based on 124 institutions, limited by Degree-granting status and State.\(^1\)

---

#### Table View

Select from the buttons below (such as Sector of Institution) to modify the answer and create a new trend table.

<table>
<thead>
<tr>
<th>Sector of Institution</th>
<th>Degree-granting status</th>
<th>Control of Institution</th>
<th>Level of Institution</th>
<th>State</th>
<th>Student level</th>
<th>Gender</th>
<th>Geographic region</th>
</tr>
</thead>
</table>

---

Click on a column title, row title, or cell to trend value(s) over time (except for totals)

Number of students enrolled in postsecondary institutions annually, by control of institution and level of institution: 2015-16 (based on 124 institutions, limited by Degree-granting status and State).\(^1\)

---

<table>
<thead>
<tr>
<th>Control of institution</th>
<th>Total</th>
<th>(\geq) Four or more years</th>
<th>(\geq) At least 2 but less than 4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>503,703</td>
<td>248,349</td>
<td>255,360</td>
</tr>
<tr>
<td>Private not-for-profit</td>
<td>177,050</td>
<td>175,651</td>
<td>1,399</td>
</tr>
<tr>
<td>Private for-profit</td>
<td>61,210</td>
<td>82,187</td>
<td>8028</td>
</tr>
<tr>
<td>Total</td>
<td>741,963</td>
<td>477,181</td>
<td>264,782</td>
</tr>
</tbody>
</table>
Remove Virginia, and click apply
Select Geographic Region and click Apply
Comparing enrollment trends in 4-year, 2-year public institutions in the Southeast.

### Student Enrollment

In 2015-16, the number of students enrolled in postsecondary institutions was 5,963,826. This is based on 1,112 institutions, limited by Degree-granting status and Geographic region.\(^1\)

#### Main View

Select from the buttons below (such as Sector of institution) to modify the answer and create a new trend table:

- Sector of institution
- Degree-granting status
- Control of institution
- Level of institution
- State
- Student level
- Gender
- Geographic region

Click on a column title, row title, or cell to trend values(s) over time (except for totals).

#### Table View

<table>
<thead>
<tr>
<th>Control of institution</th>
<th>Total</th>
<th>At least 2 but less than 4 years</th>
<th>4 or more years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>4,506,253</td>
<td>1,553,013</td>
<td>2,953,236</td>
</tr>
<tr>
<td>Private not for profit</td>
<td>969,262</td>
<td>41,337</td>
<td>928,225</td>
</tr>
<tr>
<td>Private for profit</td>
<td>877,205</td>
<td>157,616</td>
<td>719,589</td>
</tr>
<tr>
<td>Total</td>
<td>5,963,826</td>
<td>1,701,974</td>
<td>4,261,852</td>
</tr>
</tbody>
</table>

Notes: This table presents data items collected from Title IV institutions in the United States. Prior to 2009-10, the data include only Title IV primarily postsecondary institutions. This is the unduplicated 12-month enrollment at institutions from July 1 of one year through June 30 of the next. Prior to 2010-11, institutions could choose to report on the 12-month period between July 1 and June 30 or September 1 and August 31.

Questions?

About anything...
Thank you!