



# Overview of IPEDS



## Section 1 - Introduction

### Slide 1

On behalf of the National Center for Education Statistics, NCES, and the Association for Institutional Research, AIR, welcome to an Overview of the Integrated Post-secondary Education Data System or IPEDS.

### Slide 2

This tutorial provides the definition of IPEDS; descriptions of the component surveys; who submits IPEDS information; where to submit the data; why the data are collected; data protection issues within IPEDS; and resources for help.

### Slide 3

The Integrated Postsecondary Education Data System was established as the core data collection system for the National Center for Educational Statistics. The Federal government has collected postsecondary data since the 1800s, and the data collection has evolved over time as federal policy questions and focus have changed.

This comprehensive system is built around interrelated surveys to collect institution level data in areas of enrollment, program completions, faculty, staff, and finances. Each survey will be discussed.

### Slide 4

NCES fulfills a Congressional mandate to collect, collate, analyze, and report complete statistics on the condition of American education; conduct and publish reports; and review and report on education activities internationally. IPEDS fulfills part of this mandate.

The area outlined in red shows different ways to get IPEDS data, through the College Navigator, the Data Center, and the Tables Library. There are separate tutorials which deal with these extraction methods.

The area outlined in yellow is the resource area, where archived survey forms and instructions, information on race/ethnicity reporting, tips, and information about the Classification of Instructional Programs or CIP Code can be found.

The blue surrounded area includes the most recent news, and the grey surrounded area includes a number of important links, including the Data Provider Center which links to the Data Collection System.

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## Section 2 - Nine Component Surveys

### Slide 5

Here is a brief look at each of the nine component surveys followed by more detail. Institutional Characteristics, or IC, asks for directory information about an institution including location, Web pages, admissions, and pricing information.

The 12-month Enrollment, Completions, Fall Enrollment, Student Financial Aid, Graduation Rates, and 200% Graduation Rates, surveys collect information about students and student outcomes.

The Human Resources survey collects information about faculty and staff job classifications, faculty rank and tenure, and salaries.

The Finance survey collects information about the fiscal health of the institution.

A tutorial for each data collection survey can be found on the AIR IPEDS Web site.

### Slide 6

In the fall collection, Institutional Characteristics collects general institutional and student information. Twelve-month Enrollment and Completions collect information about students.

### Slide 7

Directory information includes level of awards and control information (public or private; for-profit or not-for-profit), as well as other information.

Also included is information about the admissions process, student services, special learning opportunities and the price of attendance. For institutions that do not offer open enrollment, information is reported on admissions requirements, SAT and ACT scores for example. "Student services" is a listing of support services available to students. Special learning opportunities include ROTC, weekend colleges, distance learning and teacher certification.

Student charges or price of attendance are by level and include in-district, in-state and out-of state rates in addition to room and board and an estimated cost for books and other living expenses.

### Slide 8

The 12-month Enrollment survey captures enrollment activity for the previous academic year, including unduplicated head counts by level, race, ethnicity and gender, and credit and contact hour activity. The data collected in this survey are also used to calculate full-time equivalent enrollment.

### Slide 9

In the Completions survey, data are summarized for awards conferred between July 1<sup>st</sup> and June 30<sup>th</sup> of a given year. Completions are reported by degree programs and award level. For non-degree programs, data are reported based on length of program. In addition, data are also reported by race/ethnicity and gender, and by first and second majors.

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The programs in IPEDS are defined by the Classification of Instructional Programs or CIP codes. The current version is CIP 2000; next year will be the first year for reporting using CIP 2010. The comprehensive list of CIP codes in both versions can be found on the IPEDS Web site under “Resources”.

### **Slide 10**

The winter survey, Human Resources, or HR, collects information on faculty and staff job classifications, and faculty rank, tenure, and salaries.

There is a shorter version of this survey for non-degree-granting institutions.

### **Slide 11**

The first HR section is Employees by Assigned Position or EAP. All HR information is for employees on the institution’s payroll as of November 1<sup>st</sup>. EAP reports the number of full- and part-time employees at the institution by their principle occupational activity, that is, whether they are executive, managerial, faculty, support services, professional staff, and other category. Tenure status is also reported in this section.

Institutions with a medical school will report this information separately.

### **Slide 12**

The next section of the HR survey is Fall Staff. This information is required only in odd years and is optional during even years. Use the salary information from the payroll closest to November 1<sup>st</sup>. Report on full-time faculty by contract length, salary class intervals, and by tenure and academic rank. All other full-time employees are reported by primary occupational activity and their salary class intervals.

Report part-time employees by principle occupation and new hires by principle occupation. Most of these elements are collected by gender and race/ethnicity.

### **Slide 13**

The final HR section collects salary and fringe benefits information, from degree-granting institutions only. Report the number of full-time instructional staff and total salary outlay by contract length, gender, and academic rank. In addition, fringe benefits are reported by contract length.

Most IR offices coordinate information gathering with their human resource department and their payroll department to complete the HR survey.

### **Slide 14**

The spring data collection surveys are Fall Enrollment, Finance, Student Financial Aid, Graduation Rates, and 200% Graduation Rates.

The Finance survey collects data on the institution’s financial resources, income and expenditures.

The other spring surveys collect information about students.

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**Slide 15**

Fall enrollment data are reported as of October 15<sup>th</sup> or the institution's official fall reporting date. Institutions are required to give an enrollment summary by level and enrollment status by race/ethnicity and gender.

In even years, report information on selected programs and the residence of first-time, first-year freshmen by state.

In odd years, report a summary of students by age, by full- and part-time status, and by gender.

**Slide 16**

Also included are retention rates from fall-to-fall for full-time and part-time first time students at the undergraduate level; as well as a student-to-faculty ratio.

**Slide 17**

There are five versions of the Finance survey for degree-granting institutions: aligned and unaligned for public institutions; aligned and unaligned for private not-for-profit institutions; and one version for private for-profit institutions. All institutions will be required to use the aligned forms when they report IPEDS in the 2010-11 data collection. The Finance survey collects financial information from the previous fiscal year. Generally, the finance office or an accountant completes these.

For more detail about the Finance survey, use the IPEDS or the NCES Web sites.

**Slide 18**

For the Student Financial Aid, SFA, survey, report the percent of first-time full-time degree- or certificate- seeking undergraduates receiving student financial aid and the total amount received by type of aid; average amounts are calculated. This survey is usually coordinated with the financial aid office because the financial aid data is mirrored with the enrollment information.

New for 2009-10 are sections that will enable IPEDS to calculate net price and net price by income, for posting on College Navigator. This is a requirement that comes from the Higher Education Opportunity Act that was passed in August 2008.

**Slide 19**

The Graduation Rates, GRS, survey looks at the graduation status of a cohort by race, ethnicity, and gender. In this case the cohort is first-time, full-time degree- or certificate-seeking undergraduates. Typically, report their completion of the program within 150% of the normal time. For a four-year institution, that time is six years; for community colleges that time is three years. For certificate programs that are not four-year or two-year programs the time is based on the normal time for a particular award. At the same time, report the number of students who transferred out and list any students who are excluded based on the guidelines provided by IPEDS.

**Slide 20**

The 200% Graduation Rates survey asks institutions to provide GRS information for a previous cohort so that a 200% graduation rate can be calculated.

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In 2009-10, four-year institutions will report on the 2001 cohort originally reported in the 2007-08 GRS collection. Less than four-year institutions will report on the 2005 cohort originally reported in the 2008-09 GRS collection.

This rate is not reported by race/ethnicity and is not reported separately for long programs.

### **Slide 21**

The IPEDS keyholder is someone designated by the institution's CEO to be responsible for the final submission of IPEDS surveys through the Web-based data collection system. Their login begins with P9 or 88G.

### **Slide 22**

Staff in finance, human resources, and student financial aid may have additional logins. The keyholder will create an additional login for others who may be tasked with completing some part of a survey. However, the keyholder locks the data and is ultimately responsible for the survey's completion and submission before the collection period closes.

### **Slide 23**

Go to the IPEDS homepage and click on the Data Provider Center link to begin entering IPEDS data.

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## **Section 3 - Compliance and Data Protection**

### **Slide 24**

This is the 2009-10 Data Collection Schedule. Please note that the spring collection opens at the same time as the winter collection.

### **Slide 25**

Completion of the IPEDS surveys is mandatory for any institution that has a Program Participation Agreement with the U.S. Department of Education to participate in Title four federal student financial aid programs. More importantly, the information available as a result of the surveys allows institutions to compare themselves with other institutions, provides a big picture of higher education, and tracks trends.

### **Slide 26**

IPEDS is required to report a list of those institutions that are non-compliant to the Office of Federal Student Aid or FSA. It is that office's job to follow up with those institutions.

The penalty for not submitting the data is substantial. An institution can be fined up to \$27,500 per violation and the institution's participation in Title four financial aid programs could be suspended.

### **Slide 27**

Each institution's data must be entered, edited, cleaned, and locked for each survey component before the appropriate collection period closes.

Submitting clean, accurate data on time and staying off of the non-compliant list are important.

### Slide 28

NCES uses disclosure protection by using perturbation, data sharing limitations, and imputation to protect certain data.

IPEDS data are not collected under a pledge of confidentiality. However, NCES takes steps to protect potentially individually identifiable data in the IPEDS Human Resources, Graduation Rates, and Student Financial Aid data files.

### Slide 29

Thus these data files are subject to perturbation. Perturbation of the data is performed in such a manner that the totals and averages at the institutional level are not affected. The data files for the surveys noted above that are included in the IPEDS Data Center are perturbed.

### Slide 30

It is an institution's responsibility to provide data to IPEDS, and to protect individually identifiable data. The data that is put into IPEDS belongs to the institution and it may be shared but is subject to the Family Educational Rights and Privacy Act, or FERPA, regulations.

### Slide 31

The data that come out of the IPEDS collection system technically belong to IPEDS/NCES and are subject to NCES confidentiality requirements and may **NOT** be shared.

### Slide 32

The data that come out of the Data Center have been perturbed and individuals have been protected. These data may be shared.

### Slide 33

Data are imputed to deal with item non-response and total non-response categories – this is a way for NCES to deal with missing values. In addition, imputation allows for files to be used for state, sector, and national totals. Some methods used by NCES for imputation include the use of prior year data, nearest neighbor, and group means. The level of imputation has decreased significantly since NCES has used a Web-based data collection and built in a series of edits so that a response is required in order to lock a survey.

### Slide 34

Once the data have been submitted and perturbed, they are available for institutions to use for peer comparisons and are also available on the public site, College Navigator. The Data Center provides numerous data functions for retrieving data, and links to the Executive Peer Tool and the Data Analysis System.

### Slide 35

College Navigator was built to help future college students and their families understand the differences between colleges and the costs of tuition and other services. It allows the user to compare up to four institutions on selected characteristics. Users can search by state and by zip code – a quick way of finding out which institutions in a geographic area are offering a specific

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program. College Navigator provides a quick look at any institution that submits IPEDS information.

### **Slide 36**

The “work horse” to access IPEDS longitudinal data is the Data Center, which provides access to data from all IPEDS surveys. The functions listed on the page show what can be done with the Data Center. Details about each function are available by mousing over the function on the Data Center homepage

### **Slide 37**

The Executive Peer Tool, ExPT is designed to accompany the IPEDS Data Feedback Reports that are sent to each institutional CEO.

The Data Feedback Report, DFR, is intended to provide institutions a context for examining the data they submitted to IPEDS. The Executive Peer Tool is designed to provide campus executives and other data users easy access to institutional and comparison group data. Reports using different comparison groups and a wider range of IPEDS variables can be produced using the ExPT.

The Data Analysis System, DAS, is a table generator and is a comprehensive source for tables, findings and reports generated by NCES. It also enables the user to create tables using national, regional, or state level estimates. Individual institution data is not available from DAS.

There are training workshops available for how to access all of these tools. Please look at the AIR Web site for further information.

### **Slide 38**

The keys to successful reporting are to begin early and involve others on campus. Help is a phone call or e-mail away but remember that the IPEDS Help Desk gets busier as the end of the collection period nears.

The IPEDS Web site has links and assistance for using all of the tools.

The AIR Web site has recorded tutorials on the surveys and tools. Call the IPEDS Help Desk or send an e-mail for information help.

Good luck in completing the surveys and using the IPEDS tools. Thank you.