U.S. Department of Education, National Center for Education Statistics

IPEDS New Keyholder Handbook

2010-11

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Overview of IPEDS

WHAT IS IPEDS?

IPEDS is the Integrated Postsecondary Education Data System. It is a system of interrelated surveys conducted annually by the U.S. Department's National Center for Education Statistics (NCES). IPEDS gathers information from every college, university, and technical and vocational institution that participates in the federal student financial aid programs. The Higher Education Act of 1965, as amended, requires that institutions that participate in federal student aid programs report data on enrollments, program completions, graduation rates, faculty and staff, finances, institutional prices, and student financial aid. These data are made available to students and parents through the College Navigator college search Web site and to researchers and others through the IPEDS Data Center.

HOW IS IPEDS USED?

IPEDS provides basic data needed to describe — and analyze trends in — postsecondary education in the United States, in terms of the numbers of students enrolled, staff employed, dollars expended, and degrees earned. Congress, federal agencies, state governments, education providers, professional associations, private businesses, media, students and parents, and others rely on IPEDS data for this basic information on postsecondary institutions.

WHICH INSTITUTIONS REPORT TO IPEDS?

The completion of all IPEDS surveys is mandatory for institutions that participate in or are applicants for participation in any federal student financial aid program (such as Pell grants and federal student loans) authorized by Title IV of the Higher Education Act of 1965, as amended (20 USC 1094, Section 487(a)(17) and 34 CFR 668.14(b)(19)).

More than 6,700 institutions complete IPEDS surveys each year. These include research universities, state colleges and universities, private religious and liberal arts colleges, for-profit institutions, community and technical colleges, non-degree-granting institutions such as beauty colleges, and others.

Importance of the Keyholder's Job

As an IPEDS keyholder, responsible for the submission of all IPEDS data for your institution, you have an important job. The quality and accuracy of your institution's IPEDS data depend on you.

The completion of all IPEDS surveys, in a timely and accurate manner, is mandatory for all institutions that participate in or are applicants for participation in any Federal financial assistance program authorized by Title IV of the Higher Education Act of 1965. Submitting IPEDS data accurately and on time ensures that your institution will meet its Program Participation Agreement for participation in Title IV federal student financial aid programs with the US Department of Education. In this way, your institution will avoid fines and other possible penalties for noncompliance with IPEDS reporting requirements.

IPEDS data are a public face of your institution. They are used by students and parents, through the College Navigator website, to aid in the college search process; at the federal, state, and local level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by professional associations, private businesses, and the media.


College Navigator is a consumer information and college search tool. It was designed to help college students, prospective students, and their parents understand the differences between colleges and how much it costs to attend college. Users can select colleges based on location, programs, degree offerings, and a number of other characteristics, and obtain information on admissions, estimated student expenses, student financial aid awarded, retention and graduation rates, enrollment, completions, accreditation status, campus security, and varsity athletic teams. It allows users to designate favorite institutions, compare up to four institutions side-by-side, save sessions, and download and print out information on institutions.

IPEDS data are used at the Federal, state, and local levels for **policy analysis and development**.
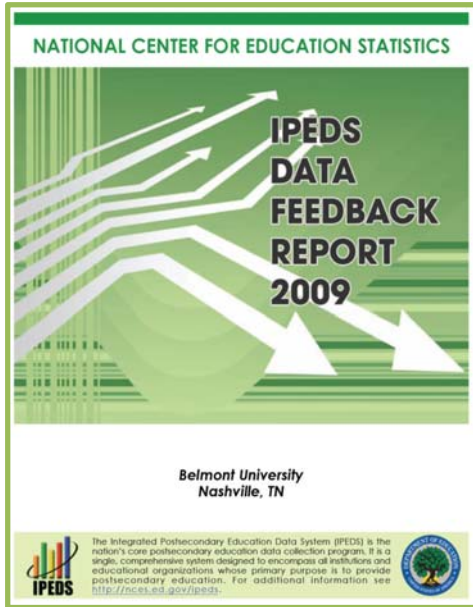
The **data feedback project** provides each institution a context for examining the data they submitted to IPEDS. The goal is to produce an annual report that is useful to institutional executives and institutions for benchmarking and peer analysis, and that can help improve the quality and comparability of IPEDS data. The report is mailed to Chief Executive Officers and emailed to IPEDS institutional keyholders and coordinators each fall. PDF versions of the reports are available to institutions and the public from the Data Center and Executive Peer Tool (ExPT).
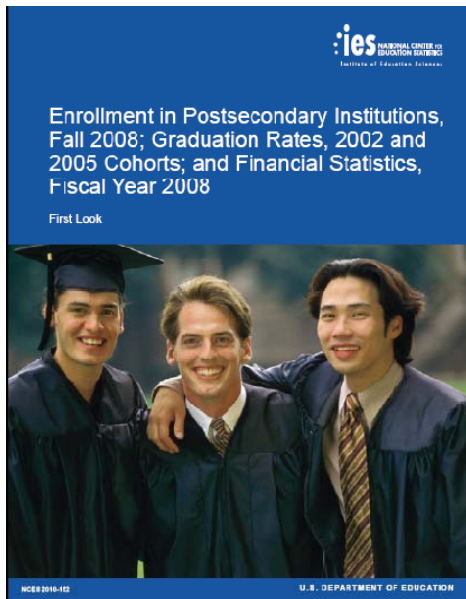
IPEDS data are **published by NCES** in First Look publications, and are used in the Digest of Education Statistics and The Condition of Education.

Finally, IPEDS data are used by institutions, researchers, education providers, professional associations, private businesses, the media, and many others through the **IPEDS Data Center.**

Description of IPEDS Survey Components and Data

The following pages list the IPEDS survey components and the data collected by each.

Institutions are required to submit data for all survey components, unless the data do not apply to them (for example, if an institution admits only graduate students, and therefore has no full-time, first-time degree/certificate-seeking undergraduate students, the Graduation Rates surveys would not apply). The Data Collection System will determine whether a survey component is applicable or not. If you have questions about this, contact the IPEDS Help Desk at 1-877-225-2568, or ipedshelp@rti.org.

Survey components are customized for each institution, based on institutional characteristics such as levels of program offerings (undergraduate, graduate) and institutional control (public, private not-for-profit, and private for-profit), and on answers provided by the keyholder to screening questions (for example, Does your institution employ part-time staff?).

IPEDS Survey Components			
	Component	**Cycle**	**Data**
Fall Collection	**IC Header Institutional Identification**	Annual	• Address; telephone number; websites • Control and affiliation • Calendar system • Levels of awards offered
	Institutional Characteristics (IC)	Annual	• Admissions requirements • Institutional pricing data for full-time, first-time, degree/certificate-seeking undergraduate students o Displayed on College Navigator website, and used to calculate average net price of attendance, as required by HEOA • Tuition and required fees by level or program • Room and board charges
	Completions (C)	Annual	• Awards conferred by program (6-digit CIP code), by level (associate's, bachelor's, master's, doctor's, certificates), and by race/ethnicity and gender of recipient
	12-month Enrollment (E12)	Annual	• 12-month unduplicated headcount, by level of student and race/ethnicity and gender • Full year instructional activity, measured in credit and/or contact hours o Used to compute full-time equivalent (FTE) enrollment
Winter Collection	**Human Resources (HR)**	**Employees by Assigned Position (EAP)** — Annual	• Employees by primary occupational activity, faculty status, full and part time (collected separately for medical schools)
		Salaries (SA) — Annual	• Full-time instructional staff by academic rank, gender, and contract length/teaching period • Total salary outlay by academic rank, contract length, and gender • Fringe benefits
		Fall Staff (S) — Biennial (odd-numbered years)	• Full-time faculty by race/ethnicity and gender, contract length/teaching period, and salary class intervals • Tenure of full-time faculty by academic rank, race/ethnicity and gender • Other full-time employees by primary occupational activity, race/ethnicity and gender, and salary class intervals • Part-time employees by primary occupational activity, race/ethnicity and gender • New hires by primary occupational activity, race/ethnicity and gender

IPEDS Survey Components		
Component	**Cycle**	**Data**
Fall Enrollment (EF)	Annual	• Full- and part-time fall enrollments by level, by race/ethnicity and gender of student o Four-year institutions report enrollment data by level, race/ethnicity, and gender for 9 selected fields of study in even-numbered years • Age distributions by student level are collected in odd-numbered years • State of residence of first-time first-year students is collected in even-numbered years • Total number of students in the entering class • Fall-to-fall retention rates of full-time and part-time, first-time degree/certificate-seeking undergraduate students for less than 4-year institutions, and first-time bachelor's degree-seeking students for 4-year institutions
Finance (F)	Annual	• Revenues by source (e.g., tuition and fees, government, private gifts) • Expenses by function (e.g., instruction, research, plant maintenance and operation) • Scholarships, physical plant assets and indebtedness • Assets, liabilities and net assets • Different formats are used based on the institution's accounting standards (GASB or FASB)
Student Financial Aid (SFA)	Annual	• Number and percent of undergraduate and of full-time, first-time, degree/certificate-seeking undergraduate students receiving student financial aid, by type of aid and average amount of aid received o Displayed on the College Navigator website and used to calculate institutional average net price and net price by income, as required by HEOA
Graduation Rates (GRS)	Annual	• Numbers of students entering the institution as full-time, first-time, degree or certificate-seeking in a particular year (cohort), by race/ethnicity and gender • Number completing within 150% of normal time to program completion • Number transferred to other institutions • Developed to help institutions comply with requirements of Student Right-to-Know • Worksheets are provided to calculate rates
200% Graduation Rates (GR200)	Annual	• 200 percent graduation rates, as required by HEOA

Note: Left side of table labeled vertically: "Spring Collection"

Keyholder Responsibilities

SUBMIT ACCURATE DATA ON TIME

The primary responsibility of an IPEDS keyholder is to make sure all applicable survey components are submitted accurately and on time. This includes entering data into the web-based Data Collection System, running the edits and resolving all edit issues and errors, and locking each component. All this must be completed by the time the data collection closes to keyholders.

MANAGE AND COORDINATE ALL ASPECTS OF DATA SUBMISSION

In order to accomplish those tasks, you must manage and coordinate all aspects of data submission on your campus, even if others on campus actually complete some components, or assist by extracting the data from information systems. So it may be necessary for you to work with other offices to compile the necessary data. An important part of this coordination is to make sure the other offices have all the information and materials they need (blank forms, survey instructions, upload specifications, access to the glossary, etc.). You may also need to arrange for others to have access to the Data Collection System, by generating and issuing UserIDs and passwords.

BE THE INSTITUTIONAL POINT OF CONTACT

You must register in the IPEDS Data Collection System and keep your contact information current at all times. As the keyholder, you are the institutional point of contact with NCES. If the Help Desk or survey directors have questions about the data your institution has submitted, you will be contacted. You will also receive all prompting emails and other important notices sent out during the data collection periods.

WORK WITH YOUR STATE AND SYSTEM

Many states and systems have IPEDS coordinators who are responsible for state- or system-level coordination of IPEDS submissions. Roles filled by these coordinators vary from state to state and system to system. If your institution is coordinated at one of these levels, it is your responsibility to know how your role intersects with the coordinator's role in the IPEDS data submission process. Also, it is your responsibility to communicate with state and system coordinators concerning shared responsibilities for data submission and the timing of data submission; some states and systems submit data for institutions from their own information systems, relieving the institutions of some of the burden for reporting directly to IPEDS, and some coordinators may have different due dates for data submission that are not reflected in the federal IPEDS due dates.

STAY INFORMED...

NCES sends out information regularly in "This Week in IPEDS," an electronic update sent via email. Be sure to read these updates, as they include important and useful information. Also consider signing up for the IPEDS Listserv, which will allow you to learn from other colleagues as they discuss issues surrounding IPEDS reporting (and you can join in the discussion, too!).

➡️ CONTACT THE HELP DESK…

Since you are responsible for making sure all IPEDS data are submitted for your institution, please remember to contact the Help Desk in the following situations:

- If you do not receive a UserID and password every August;
- If the list of applicable surveys in the Data Collection System is not correct;
- If a survey status is not correct;
- If you have questions about survey instructions, glossary definitions, time periods for reporting;
- If you have problems entering data;
- If you have problems resolving edit failures;
- If you have problems locking your data;
- If you have questions concerning ANY followup email;
- If you have any other questions about IPEDS data submission.

The IPEDS Help Desk receives consistently high ratings from keyholders and coordinators for customer service, helpfulness, and knowledge of IPEDS. ***They're there to help you get your IPEDS data submitted accurately and on time.***

The Help Desk phone number is at the top of each screen in the Data Collection System:

IPEDS Help Desk
# 1-877-225-2568
ipedshelp@rti.org

Getting Ready for Data Submission

1 The first thing we suggest you do is to familiarize yourself with the data collection schedule for the year. The 2010-11 data collection schedule is shown below. At the end of this manual is a calendar that you can print out and post on your bulletin board for easy reference, and give to others in your institution who help with IPEDS data submission; an electronic version is available through the Data Provider Center.

| IPEDS DATA SUBMISSION CALENDAR	
August 4, 2010	UserIDs and passwords for the upcoming collection cycle will be distributed.
August 4, 2010	**Registration opens.** Includes: Registration Institution Identification IC Header All keyholders are required to register. Institutions are encouraged BUT NOT REQUIRED to complete the Institution Identification page and the IC Header questions during the Registration period. Institution Identification must be completed and IC Header must be locked before the Fall surveys can be started. The IC Header is available until the end of the Fall collection. Institution Identification is available through Spring.
August 25, 2010	NCES will review the registration status of each institution. If a keyholder has not registered as of this date, a letter will be sent to the CEO.

2010-11 IPEDS Collection Schedule			
	Fall	**Winter**	**Spring**
Collection Opens	September 8	December 8	**December 8**
Collection Closes for keyholders (P and 88G logins)	October 20	January 26	April 13
Collection Closes for coordinators	November 3	February 9	April 27
Survey components included	Institutional Characteristics Completions 12-month Enrollment	Human Resources	Fall Enrollment Finance Student Financial Aid Graduation Rates 200% Graduation Rates
Deadline Extensions: There are no deadline extensions available for the IPEDS surveys.			

2 Next, you'll probably want to familiarize yourself with the survey reporting requirements by **reviewing the survey materials** for the year, and by **reviewing the posted changes** for the collection.
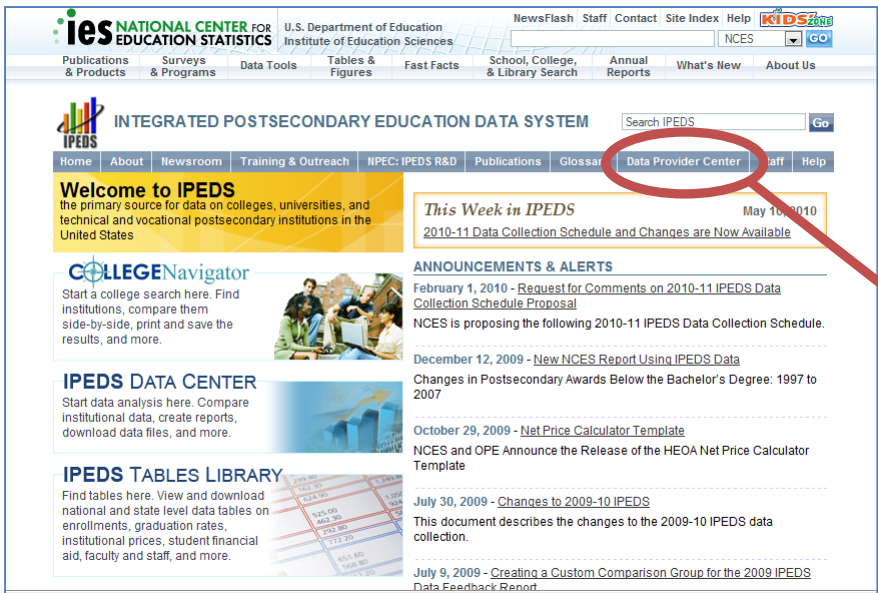
You can access the Data Provider Center from the IPEDS home page, or from https://surveys.nces.ed.gov/ipeds/.
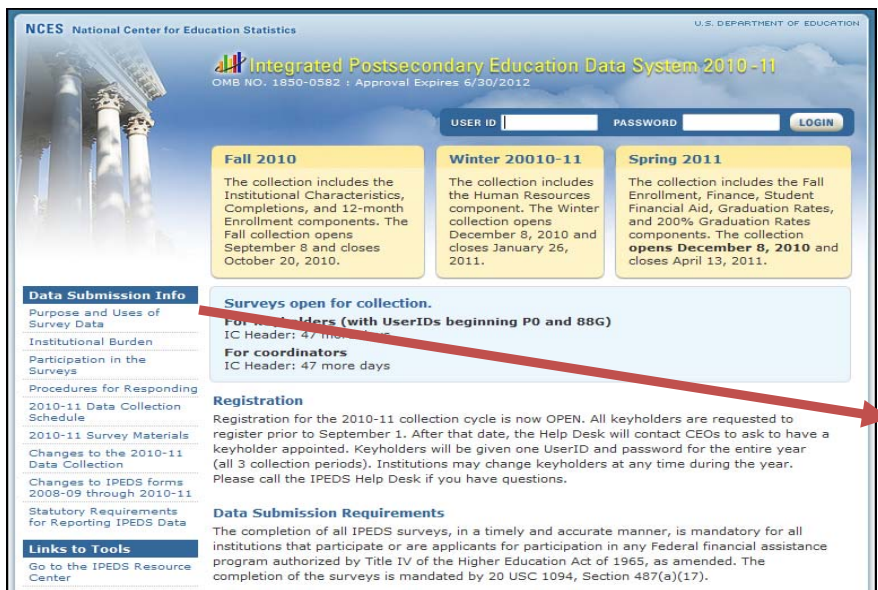
The Data Provider Center has lots of good information available from the left menu. Here's where you'll find the Survey Materials and the Changes (also available from the Help menu once you log into the collection system).

To access the *Survey Materials*, answer a few questions on this screen to get a short list of surveys to choose from, or click *View All* at the bottom of the page to get the whole list.

Using the Survey Materials option, you can download and print blank survey forms, instructions, FAQs, and edit and import specifications, so that you can prepare your data for submission, and alert others at your institution to the data you'll need them to provide to you for submission.   The Package option puts all survey materials together in a pdf file for downloading.
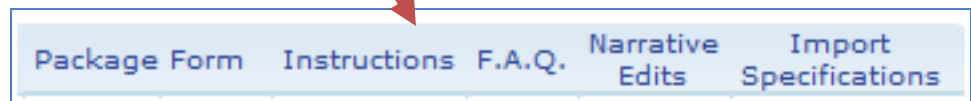
Seasoned keyholders will tell you that it's best to start early so that you aren't trying to find and report all the data in a last-minute crunch. Also, if you submit all of your required data prior to the last three weeks before data collection closes, we'll send an email to your president or CEO alerting them to your accomplishment.

From the Data Provider Center, you can also get to some valuable tools, including the IPEDS Glossary.

By using the IPEDS Glossary, you can access all terms and definitions used for submitting IPEDS data. You can search for terms or definitions, list terms by survey, pull up all terms alphabetically, or download the entire glossary to your computer. Underlined terms are links to definitions.

3 Identify areas for further training. There are web tutorials available for each survey component. These are free and posted on the web, so you can do them on *your* schedule, when you have time. See the ***Resources*** section of this manual.

4 You may need others on campus to provide data for IPEDS reporting, particularly for the Human Resources, Finance, and Student Financial Aid components. So it's important that you:

- ***Equip these other data providers with the resources they need***:
    - o the survey materials for the appropriate survey component,
    - o instructions on how to access the IPEDS Glossary, and
    - o instructions on how to access the web tutorials and other training resources.
- ***Communicate the importance of timely and accurate IPEDS reporting*** to all data providers on campus.
- ***Consider developing an internal reporting calendar*** to ensure survey components are locked by the due date. If they have a UserID and password, others on campus may provide data, key enter or upload data to the IPEDS Data Collection System, and edit and clean them, but only you, as the keyholder, may lock the data. Make sure other data providers allow you the time you need to review their surveys before you lock them.

Key Survey Concepts

GENERAL IPEDS

- **Outsmarting IPEDS errors**
  - The IPEDS system includes numerous edits to ensure that institutions do not make errors in data reporting. These edits may help the keyholder to fix an error, or it may be that the edit needs to be overridden. If an edit needs to be overridden, the keyholder needs to call the Help Desk, and should not attempt to 'trick' the edit by entering false data.
  - For example, institutions receive an error message if they do not report prior year tuition data. However, if an institution is new, they may not have prior year tuition data. They should call the IPEDS Help Desk to override the fatal errors that result, and not attempt to enter false data. Entering false data in this case would cause errors in multiyear tuition changes as well as false information for students available on College Navigator.

- **Fixing errors from the prior year**
  - The IPEDS Prior Year Revision System is available to allow institutions to correct errors in their prior year data submissions. All surveys are available for revision from the beginning of the current year fall collection through the close of the current year spring collection, including the time periods between the collections. On the Institutional Characteristics component, only the Admissions data can be revised. You may correct prior year Price of Attendance data on the current survey if necessary.
  - Login to the Prior Year Revision System using your current year UserID and password.
  - If you failed to respond to one or more of the prior year surveys, you may also supply your missing data using this system
  - The availability of this system DOES NOT IMPLY that institutions are no longer required to report data according to the current year IPEDS collection schedule. This is NOT an extension of your due date and the office of Federal Student Aid will continue to take appropriate action against schools that do not meet their IPEDS reporting requirements.

INSTITUTIONAL CHARACTERISTICS – HEADER INFORMATION

- **Classifying institutions**
  - The questions about control and award level are used to determine many of the screens and surveys throughout IPEDS. Incorrect reporting of control can lead to receiving the incorrect Finance forms. Incorrect reporting of level can lead to incorrect reporting of tuition and fall enrollment. Beyond the reporting ramifications, control and level determine the classification of your institution for inclusion in federal reporting.

- **Selecting the right calendar system**
  - The calendar system you specify for your institution determines the version of many of the IPEDS survey forms you will complete .
  - If you select a calendar system of Semester, Trimester, Quarter, or 4-1-4, you are an **Academic reporter**. You will use a fall cohort for reporting Graduation Rates and Student Financial Aid and report pricing information based on a full academic year.

- o If you select a calendar system of Other Academic, you are a **Hybrid reporter.** These institutions enroll continuously, or have block enrollments. Hybrid reporters report pricing information based on a full academic year, but use a full-year cohort for reporting Graduation Rates and Student Financial Aid. Before selecting the Other Academic option, keyholders should contact the Help Desk to make sure this choice is correct for their institution.
  - o If you select a calendar system of Differs by program, or Continuous enrollment, you are a **Program reporter**. Program reporters use a full-year cohort for reporting Graduation Rates and Student Financial Aid and report pricing information for their 6 largest programs.

- **Enrolling students**
  - o The enrollment levels question has implications for reporting tuition data in the Institutional Characteristics survey, as well as reporting fall enrollment. We ask that institutions select yes, even if they do not have any current enrollment.

- **Full-time, first-time degree/certificate-seeking undergraduate students**
  - o Full-time, first-time students are a focus for many of the IPEDS surveys. Selection of full-time, first-time students in the enrollment question is key to seeing the pricing page, as well as reporting information in the Student Financial Aid and Fall Enrollment surveys. See the Fall Enrollment section below for more information about determining who is a first-time student at your institution.

INSTITUTIONAL CHARACTERISTICS

- **A course is a part of a program**
  - o A program is a combination of courses and related activities organized for the attainment of broad educational objectives as described by the institution. When reporting number of programs, make sure that you are not reporting the number of single courses available at your institution.

- **Open admissions**
  - o An open admissions policy is an admission policy whereby the school will accept any student who applies. While some of these schools may make rare exceptions to the policy based on a test such as the Ability to Benefit or similar test, a majority of applicants are accepted. IPEDS does not collect admissions data for these institutions because the different admissions numbers would have little meaning for these institutions.

- **Tuition is not price of attendance**
  - o For one thing, more data are collected in price of attendance (room and board, books and supplies, other expenses). Beyond that, though, price of attendance is only applicable to full-time, first-time undergraduate students, whereas undergraduate tuition is the average of the tuitions for all students at all undergraduate levels of instruction. These numbers may, then, be different and should be reported differently where applicable.

- **Price of attendance is more important than it seems**
  - o Price of attendance is used, along with data submitted on the Student Financial Aid survey, to calculate the average net price of attendance at the institution. Incorrect reporting of price of attendance in IC can have major implications for the calculated net price. The net price will be

FALL ENROLLMENT

- **First-time degree/certificate-seeking undergraduate student**
  - First-time students are undergraduate students with no prior postsecondary experience. Exceptions are made for students who enrolled for the first time in the prior summer term and for students entering with advanced standing (college credits earned before graduation from high school).
  - First-time student counts impact other sections of the Fall Enrollment survey and several other survey components. For example, your institution's Graduation Rates survey (GRS) cohort is defined as your first-time, full-time students.

- **Nondegree/certificate-seeking undergraduate student**
  - Nondegree/certificate-seeking undergraduate students are students enrolled for credit, but are not intending to earn a formal award. High school students enrolled for credit are considered nondegree/certificate-seeking until they earn their high school diploma (or equivalent), regardless of their degree/certificate intentions.

- **First-time student retention**
  - First-time student retention is a Fall-to-Fall retention rate, tracking the number of first-time students enrolled in a particular Fall and counting the number of those students who are still enrolled in the following Fall.
  - For 4-year institutions the retention rate is for bachelor's degree-seeking students only (first-time bachelor's degree-seeking students). But for 2-year and less than 2-year institutions, all first-time students are tracked.
  - 2-year and less than 2-year institutions should include in their count of "retained" students, first-time degree/certificate-seeking students from the prior Fall who are still enrolled, and first-time degree/certificate-seeking students from the prior Fall who have completed their 1-year or less than 1-year program.

12-MONTH ENROLLMENT

- **12-month unduplicated headcount must be greater than or equal to Fall Enrollment**
  - The 12-month unduplicated headcount is a cumulative enrollment count over a full 12-month reporting period. This count must be greater than or equal to the Fall Enrollment that is encompassed within the 12-month time period. If no additional students enrolled after the Fall Enrollment census date, then the 12-month count would be equal to the Fall Enrollment count.

- **Full-time equivalent (FTE) student enrollment**
  - FTE student enrollment is calculated directly from credit hour and contact hour data reported, so in order for the FTE to be correct, instructional activity data (credit hour and contact hour data) must be reported correctly.

o It is intended to standardize student activity/course loads against a "normal" course load and is used mostly for comparative purposes. FTE is used in many derived variables in the IPEDS Data Center and in indicators in the Data Feedback Reports provided to institutions.

COMPLETIONS

- **The key data elements in the Completions survey include program of study and award levels:**
  o Programs of study are described using 6-digit CIP Codes. Information about CIP codes can be obtained from the CIP 2010 User Website: http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.
  o Each program of study is associated with the specific degrees and/or certificates offered for that program; these are described using award levels.
  o Then, for each program of study, for each award offered, keyholders report the number of completions by race/ethnicity and gender.

- **Difference between completions and graduation rates**
  o The Completions survey provides a count of the total number of undergraduate and graduate degrees and certificates awarded by the institution in the previous 12 months, regardless of when or where the student who earned the degree started his or her education, or whether the student started as a full-time or part-time student.
  o The Graduation Rates survey identifies a cohort of full-time, first-time degree/certificate-seeking undergraduate students who entered the institution in a particular fall term or year. Members of this cohort who complete their program of study within 150% of normal time to completion are counted in the institution's graduation rate calculation.

- **Difference between a completion and a completer**
  o The Completions survey collects data on the number of degrees and certificates awarded in the previous 12 months, not the number of students who completed a degree or award.
  o It is therefore possible to have more completions than completers, because a student can receive more than one degree or certificate.

- **Importance of reporting 0 completions (College Navigator)**
  o If a program is offered by the institution, but there were no completers of that program in the reporting period, please be sure to report a zero in at least one cell for that program. Otherwise the program will not show up in College Navigator in the list of programs offered by the institution.

GRADUATION RATES

- **Definition of Graduation Rates, per Student Right-to-Know (SRK)**
  o The graduation rate is based on a cohort of all first-time, full-time degree/certificate-seeking undergraduate students. The rate is the number of these students who complete their program within 150% of the normal time of that program divided by the total number in the cohort.

- **Cohorts**
  o The cohort for Graduation Rates is made up of full-time, first-time, degree/certificate-seeking undergraduates. Students remain in the cohort even if their status changes after they enter –

for example, if they become a part-time student after their first semester, they still are considered as part of the cohort.

- o For 4-year institutions, the cohort is divided into two different sub-cohorts. These two sub-cohorts are (1) those students who upon entry are seeking a bachelor's degree and (2) those students who are seeking some other undergraduate award besides a bachelor's. This is done so that 4-year institutions can be more easily compared with each other using the bachelor's sub-cohort.

- **Revising cohorts**
  - o Institutions have the option to revise their preloaded cohort if:
    - there are eligible people they omitted in the past;
    - students that were originally included should really not be part of the cohort because they were not first-time, or full-time;
    - better information regarding race/ethnicity or gender is found out on eligible students.

    The cohort should NOT be revised for students who have dropped out or transferred out.

- **100%, 200%, and GR200**
  - o While the traditional Graduation Rate component collects data on both the 100% and 150% completion rates, the GR200 focuses on the 200% rates. Data for the 100% and 150% rates are preloaded into the GR200, where the respondent provides additional information on students who have completed within the 200% timeframe. Although not part of the Student-Right-to-Know rate, the 200% graduation rate provides more accountability information on the school. 100% and 200% rates are mandated by HEOA.

STUDENT FINANCIAL AID

Term	Academic reporters	Program reporters / Hybrid reporters
Calendar system (IC)	Semester, trimester, quarter, or 4-1-4	Differs by program, continuous basis / Other Academic
Cohort	Students enrolled as of October 15, 2009 or the institution's official fall reporting date	Students enrolled anytime between September 1, 2009 and August 31, 2010
Full aid year (reporting period)	2009–10 academic year	Calendar year between September 1, 2009 and August 31, 2010

- **Aid Received**
  - "Aid received" in this component refers to financial aid that was awarded to, and accepted by, a student. This amount may differ from the aid amount that is disbursed to a student.

- **Student Groups**
  - Information about the following student groups is requested for this component:
    - **Group 1.** All undergraduate students
    - **Group 2.** Of the students in Group 1, those who are full-time, first-time degree/certificate-seeking students
    - **Group 3.** Of the students in Group 2, those who received grant or scholarship aid from the federal government, state/local government, or the institution
    - **Group 4.** Of the students in Group 2, those who received Title IV federal student aid
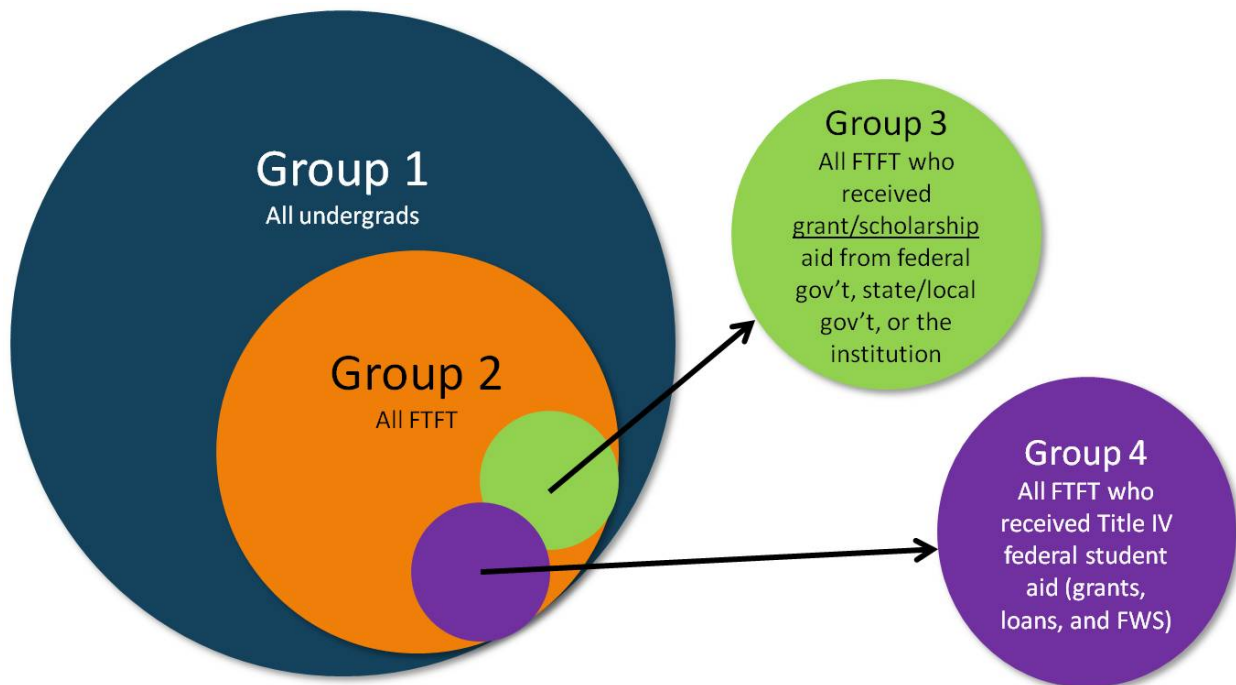
For public academic reporters, Groups 3 and 4 includes only those full-time, first-time degree/certificate-seeking students who pay the in-district or in-state tuition rate.

- **Title IV Federal Student Aid**
  - Title IV federal student aid includes the following:
    - Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Academic Competitiveness Grant (ACG), National Science and Mathematics Access to Retain Talent Grant (National SMART Grant), Teacher Education Assistance for College and Higher Education (TEACH) Grant
    - Federal Work Study
    - Federal Perkins Loan, Subsidized Direct or FFEL Stafford Loan, and Unsubsidized Direct or FFEL Stafford Loan

- **Living Arrangement**
  - The living arrangement categories used in this component are the same categories used to describe living arrangements for Federal Student Aid purposes. Students indicate their intended living arrangement on the Free Application for Federal Student Aid (FAFSA). Institutions should use the most recently available information regarding student living arrangement.

- **Average Net Price**
  - Average net price is generated by subtracting the average amount of federal, state/local government, or institutional grant or scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the weighted average for room and board and other expenses.

HUMAN RESOURCES

- **For all institutions**
  - Report persons on the payroll of the institution as of November 1
  - Report each staff member by primary function/occupational activity only once even if employed in multiple positions

- **For degree-granting institutions only:**
 - Report data in the order displayed as follows:
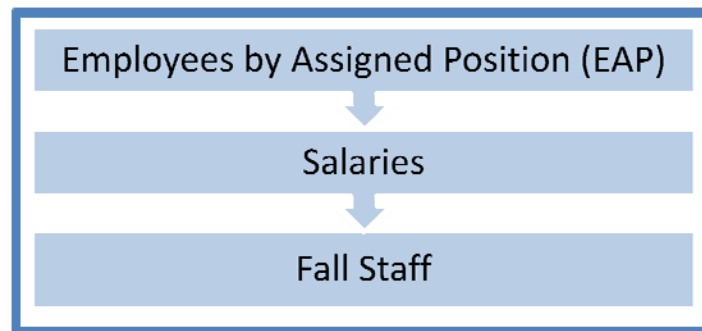
  - The total number of staff members reported in the EAP section MUST be reported in the Fall Staff section. More specifically, the number of staff members by employment status (full time/part time) and primary function/occupational activity for EAP and Fall Staff must match.
  - The total number of "Primarily instruction" and "Instruction/research/public service" staff reported on the full-time, non-medical school page, in the EAP section MUST be reported in Part D (headcount page) of the Salaries section.
  - The total number of full-time instructional staff reported in the Salaries section MUST be less than or equal to the total number of full-time staff whose primary responsibility is instruction, research, and/or public service in the Fall Staff section.

FINANCE

- IPEDS Finance data are intended to come from the institution's audited financial statement, but deviations may need to be made to meet IPEDS reporting categories.
- Total revenues and Total expenses per Student FTE should be reasonable compared with other like institutions, based on data reported in the prior year. If either of these calculated values is outside a reasonable range, you will receive an edit check.
- Institutions must allocate expenses for Operation and Maintenance of Plant, Depreciation and Interest to other functional expense categories such as Instruction, Research, etc.

Using the IPEDS Data Collection System

You will use the IPEDS web-based Data Collection System to submit your data. Here are some tips for using it.
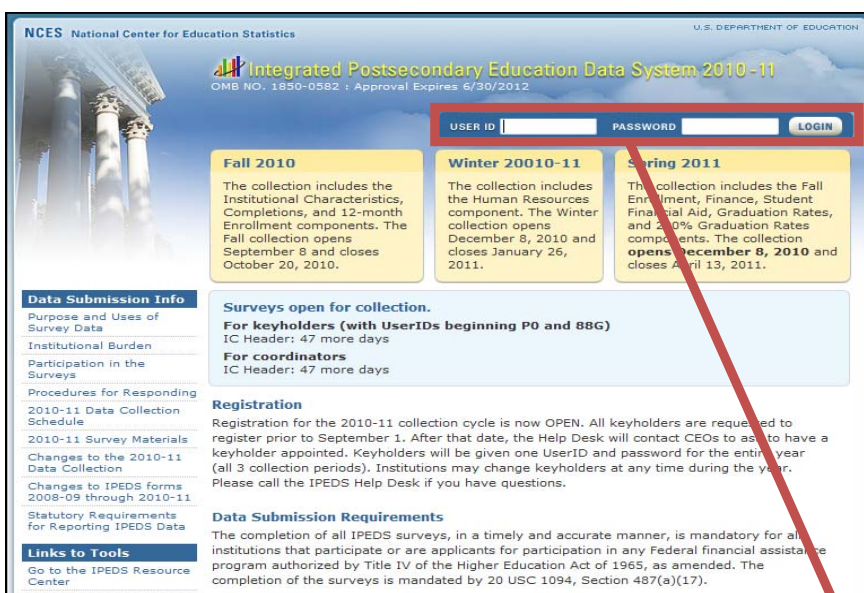

The Data Collection System is password protected. You will receive a UserID and password each August when registration opens. You can create up to 6 additional UserIDs and passwords for others on your campus (through the Tools menu).

Log in through the Data Provider Center.

Data Collection System Features:

- **Survey screens are customized for each institution, based on criteria such as institution level, degree-granting status, and responses to screening questions.**
- **The system calculates totals, differences, percentages, rates, and some derived variables (such as full-time equivalent enrollment and average net price of attendance), based on data entered.**
- **Built-in interactive edits flag potential data problems, discrepancies, and errors.**
- **The system pulls data forward from one section to another where totals need to match.**
- **Prior year reported values are included, in red, on many screens for comparison and editing.**
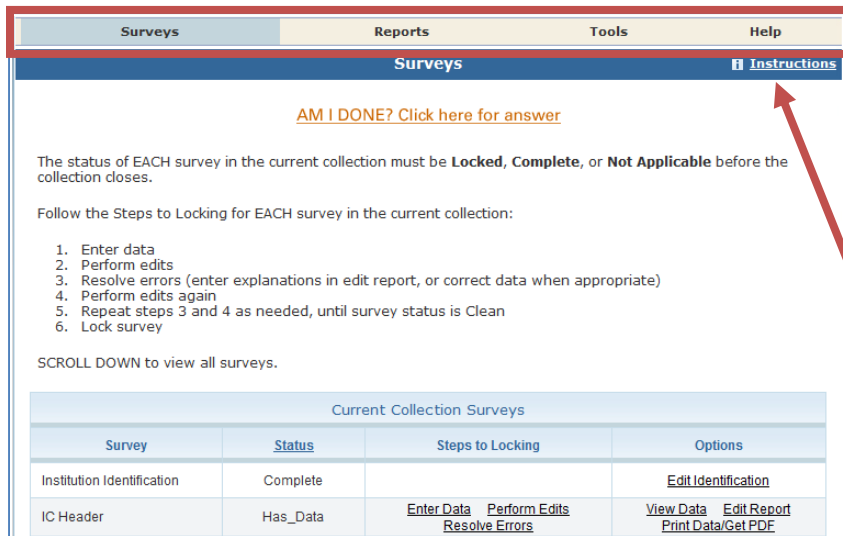
This is the screen you see once you log into the Data Collection System. Across the top is a menu bar; clicking **Surveys** will bring you back to this screen.

Instructions are included on most screens. Click on the **Instructions** link in the upper right-hand corner.

If you have any questions about whether you've submitted all data for a particular collection, click the **AM I DONE?** link for an answer.

In the lower box on the **Surveys** screen, each survey is listed, along with its status, steps that can be taken in order to get to the point where the survey is ready to be locked, and any options that are available. Click on the underlined links to perform the desired action.

Survey Status Definitions	
Not Applicable	Institution is not required to complete the survey. Content is not relevant to the institution.
NO DATA	Screening questions have not been answered. Responses to screening questions are required to generate survey screens.
No Data	Screening questions have been answered but no data have been provided.
Has Data	Some data have been entered, but survey is not complete. Perform edits must be run.
Edited	Edits have been run. Go to Edit Report to resolve any errors.
Clean	All edit errors and issues have been resolved. Can proceed to lock the survey component.
Locked	Data have been successfully submitted by the institution. Final lock must still be applied (by system level or state level coordinator). If there are no "locking" coordinators, the survey status will go straight to Complete.
Complete	All locks have been applied.

ENTERING DATA

There are 2 options for entering data into the Data Collection System: manual key entry and data upload. You can use different methods for different surveys.

When keying data into the system, each screen is saved separately, using the buttons at the bottom of the screen.

Underlined terms that appear on the survey screens are linked to the glossary; click on the link for the definition. In addition, instructions for each screen are available by clicking the *Instructions* link in the upper right-hand corner of the screen.

The File Upload option is found under the *Tools* menu. You'll need to have a file formatted to specifications in order to perform the upload. Upload specifications are part of the survey materials.

There are 3 upload formats:
- Fixed width file
- Key value file
- XML

There is also a spreadsheet upload option for Human Resources and Finance, for nondegree-granting, for-profit institutions. This is handy if you need to have someone in another office complete the survey, for example, your accountant.

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EDITS AND ERRORS

No matter how you enter your data, you will need to run the interactive edits to see if there are any edit issues or potential errors. Some edits are run automatically when you save data on a screen. Other edits are run when you click the **Perform Edits** link on the Surveys page. Error icons will usually appear on a screen next to a data field; the icons identify the kind of error, and the severity of the problem. If you click on an icon you will get a description of the problem. For example:
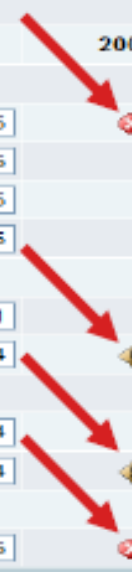
13. Price of attendance for full-time, first-time students:

Please enter the amounts requested below. These data will be made available to the public on College Navigator. Data for prior years may be corrected. If your institution participates in any Title IV programs (Pell, Stafford, etc.), you must complete all information for the current year. Leave items that do not apply blank and the system will fill in as "not applicable" or indicate that more information is needed. Estimates of expenses for books and supplies, room and board, and other expenses are those from the Cost of Attendance report used by the financial aid office in determining financial need.

Charges for full academic year	2006-07	2007-08		2008-09
Published tuition and required fees:				
In-district	2,403	2,535	⊗	
In-state	2,403	2,535		2,660
Out-of-state	2,538	2,965		3,135
Books and supplies	750	815		885
On campus:				
Room and board	4,890	4,941		4,998
Other expenses	3,528	3,604	◆	4,400
Off campus (not with family):				
Room and board	5,784	6,924		7,012
Other expenses	3,528	3,604	◆	44,000
Off campus (with family):				
Other expenses	3,392	3,515	⊗	

Caveat (will be posted on the College Navigator website)

```
Other expenses increased in 2008-09 due to higher
transportation costs.
```

The error icon descriptions are displayed on each screen:

Error Types	
Invalid data type	An alpha character has been entered into a field that is restricted to numeric characters, for example.
Confirmation	Certain data must be verified to check that the data entered is what is intended. No explanations are necessary.
Explanation	The data have been flagged because an unexpected value was entered. Check for keying errors. Check to make sure the data are correct. If the data are correct, enter an explanation. The icon turns grey when an explanation has been entered. Explanations may be edited by clicking on the icon.
Fatal	The data have been flagged for a serious error. This could be due to missing data, because the data violate internal consistency between parts or components, because they violate reporting rules, or because you've entered a value that is not likely for most institutions. Please review the data for accuracy, and correct any incorrect data. Check for keying errors. Do NOT fiddle with the data to try to erase the error. If the data are correct, contact the IPEDS Help Desk for an override. If you do not understand the nature of the error, contact the IPEDS Help Desk.
Override by administrator	A *fatal* error has been overridden by an IPEDS Help Desk administrator, because of the explanation provided by the keyholder.

RESOLVING ERRORS

All errors must be resolved before the component can be locked. This means that all confirmation edits need to be confirmed, explanations must be entered for all explanation errors, and all fatal errors must be fixed or overridden.

Once you have clicked **Perform Edits** on the Surveys screen, you will be able to access the Edit Report. This is a concise listing of all edit errors and issues with the data for the component. This report will also tell you the status of each error.

Edit Report					?Instructions
For further assistance, please contact the IPEDS Help Desk at 1-877-225-2568					
Fall Enrollment					
Source	Description		Severity	Resolved	Options
Screen: Full-time undergraduates					
Screen Entry	Your institution reported that you enroll full-time, first-time degree/certificate-seeking undergraduates on the latest Institutional Characteristics (Part B). However, there are no students of this type reported in the enrollment (Part A) for this collection. If the IC data are correct, you must provide the enrollment counts for these students. If there are no such students enrolled, contact the IPEDS Help Desk.		Fatal	No	Go to error screen
Screen: Part-time undergraduates					
Perform Edits	Number of students with age unknown/unreported should not exceed 20% of the total (taken from part A). Please fix or explain.		Explanation	No	Go to error screen
Related Screens:	Part-time undergraduates, Part-time undergraduates				
Screen: Total Entering Class					
Perform Edits	The data you reported indicates that your entering class is 100% of the GRS cohort. Please confirm that these data are correct.		Confirmation	No	Go to error screen

On this screen, you can see a description of each edit that has flagged out for your review. The **Resolved** column will tell you if action is still required on your part to resolve the error. All edits must show **Yes** in the **Resolved** column before you can lock your survey. Click on the underlined **Explanation** link in the **Severity** column to enter an explanation. Click on the links in the **Options** column to return to the survey screens.

Follow the Steps to Locking for EACH survey:
1. Enter data
2. Perform edits
3. Resolve errors (enter explanations in edit report, or correct data when appropriate)
4. Perform edits again
5. Repeat steps 3 and 4 as needed, until survey status is Clean
6. Lock survey

EXPLANATION EDITS AND CONTEXT BOXES

Although similar because explanations and additional information are provided in both cases, explanation edits and context boxes are NOT the same. The Help Desk reviews ALL edit explanations and context box text.
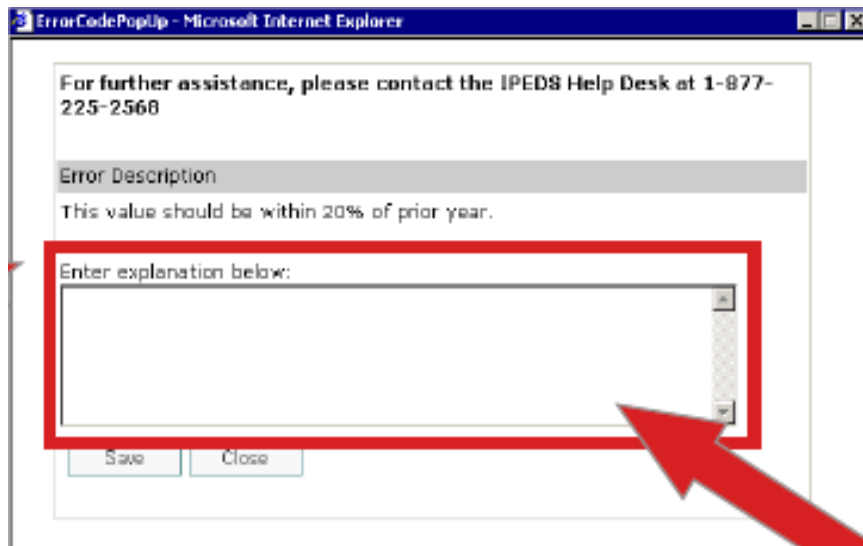
Explanations must be entered to resolve some edits. Please provide clear and comprehensive explanations for why the data are correct as entered. This will minimize questions and followup during the NCES data review process; you will be contacted if we cannot understand your explanation, or if the explanation does not speak to the problem. Explanations are NOT published, and do not appear on College Navigator.

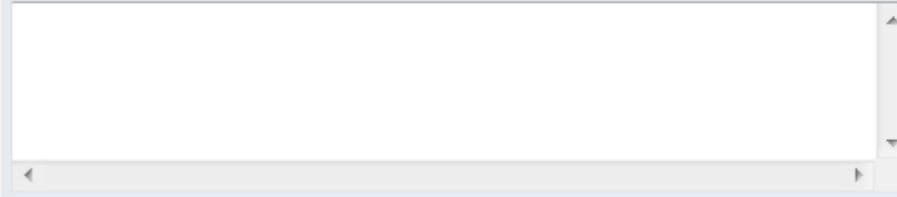| Explanation Edit examples: |
|---|
| **Enrollment increased.**
 This is not an explanation and, in fact, is the reason the data were flagged. What caused the large increase in enrollment?
     Better #1: Enrollment increased due to increased recruitment efforts.
     Better #2: The increase is due to the addition of a nursing program, which has been very popular. |
| **The ratio is correct.**
 Again, this is not an explanation. How was the ratio calculated?
     Better: The ratio provided was calculated based on X, Y, and Z reasons and accurately reflects the ratio at our institution. |
| **IPEDS has last year's number wrong.**
     Better: The person responsible for reporting last year incorrectly reported the value. This year we are correcting the error and will correct last year's data in the Prior Year revision system. |

Context boxes are optional. They are your friend, because they give you the opportunity to provide further information or "context" that may help reviewers and data users understand and interpret the data. Please pay special attention to those that will appear on College Navigator, and edit for grammar and punctuation as well as suitability for display on the college search website. Also, note that the text that you enter will appear along with the data on that same screen, so ONLY include context notes that are relevant to the displayed data, otherwise the users of Navigator will likely have difficulty understanding the context you provide.

> You may use the space below to provide context for the data you've reported above. These context notes will be posted on the College Navigator website, and should be written to be understood by students and parents.

Context box text examples

Context box text should be clear and concise, explanatory and factual.

Examples of good context notes:
- Open admission is available only for the College of Professional Studies' non-traditional bachelor of science degree in Management and Organizational Development. All other programs do not have an open admissions policy.
- Tuition and fees for programs offered through the traditional on-campus format are reflected in this tuition and fee section. Tuition and fees for programs offered through the on-line modality or the evening modality are different from those reflected here and are available in the EFG University Catalog or by contacting EFG University.

Context box text should NOT be a marketing opportunity or an edit explanation.

Examples of what to avoid:
- YZZ University is one of the nation's most innovative liberal arts colleges. In addition to strong academic majors in the humanities, social and natural sciences, the University features inventive programs of study…
  This is marketing and information should be factual, not flowery.
- HYU College does not have an office of disability services.
  Institutions must collect disability data, even if they do not have an office of disability services. In addition, this is not context, it is an explanation for unacceptable data.
- Our tuition rates are the best public tuition rates in State G. We offer students the most opportunity for their dollar.
  This is advertising, and it may or may not be factual.

LOCKING A SURVEY

The survey status must be *Clean* before a survey can be locked. To lock a survey, click on the *Lock* link in the *Steps to Locking* column on the *Surveys* screen. Once a survey is locked, the data become "view only." However, if you discover later that you need to make a correction to the data you've submitted, contact the Help Desk and ask them to unlock the survey for you. A confirmation email will be sent to you when you apply the lock; some keyholders print these out for their records.
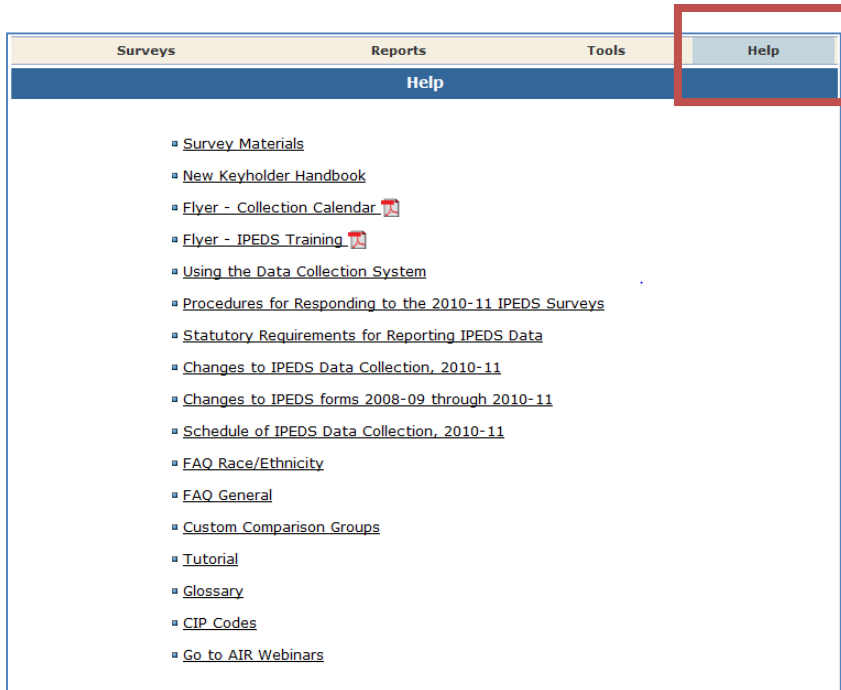
Once you've locked your survey, you can print out the data for your records and save a PDF to your computer; use the *Print Data/Get PDF* link in the *Options* column.

HELP MENU

There are many resources available under the Help menu in the Data Collection System. Also, please don't forget to contact the IPEDS Help Desk if you have any questions, at 1-877-225-2568, or ipedshelp@rti.org.

Communications from NCES

REMINDER EMAILS AND PHONE CALLS

NCES sends out many followup emails to keyholders, to remind them of survey due dates. Here is the schedule for each collection:

- Email to keyholder that the collection has opened
- Email to keyholder, if no data have been entered by 4 weeks before the collection closes
- Phone call to keyholder or CEO, if no data have been entered by 2 weeks before the collection closes
- Email to keyholder if all surveys are not locked by 2 weeks before the collection closes
- Email to keyholder if all surveys are not locked by 1 week before the collection closes

Additional reminders in the Spring collection:

- Two additional reminders that the Spring collection is open, in This Week in IPEDS during February
- Email reminder 3 weeks before the collection closes if no data have been entered since the close of Winter collection

ONE LAST CHANCE POLICY

Remember, there are NO reporting extensions in IPEDS. However, every institution can get special post-collection assistance to finish up their reporting for ONE collection. We call this the One Last Chance policy. Contact the Help Desk if you anticipate needing this assistance.

DATA COLLECTION SYSTEM EMAILS

An automatic email is sent to keyholders upon registration, and when contact information is updated. Automatic emails are also sent to keyholders (and coordinators) when each survey is locked.

COMMUNICATIONS FROM THE HELP DESK

The IPEDS Help Desk may contact you if there are questions about the data you've submitted.

THANK-YOU EMAILS

If all surveys for a collection are locked by 3 weeks before the collection closes, a thank-you email will be sent to your institution's CEO. This email will mention the keyholder by name, as the person primarily responsible for this accomplishment.

THIS WEEK IN IPEDS

These emails are sent out whenever there is important information or announcements that need to be communicated to keyholders. Topics can include training opportunities, news about data use tools (new tools, new features), announcement of the data collection calendar and changes for the coming collection, the availability of Technical Review Panel reports. This Week in IPEDS can also be found on the IPEDS website, in the Newsroom.

Tips from Veteran Keyholders and the IPEDS Help Desk

GET READY, GET SET….

Read all the training materials available through the IPEDS Help menu in the Data Collection System completely, several times. The tutorials are especially helpful. Set internal deadlines for yourself and the people at your institution who need to provide data to you. Start early - the alternative is a wild rush at the end, and possibly missing the IPEDS deadline.

Donald Wonnell
Assistant Ohio IPEDS Coordinator

Start submitting data for your surveys early during each collection period. Since there are no extensions for submitting data, starting early will allow you to have sufficient time to address any questions or issues you may encounter. The AIR web tutorials are a good place to become familiar with each of the surveys collected by IPEDS.

Puska Smith
IPEDS Help Desk

Make sure that you have a general understanding of all the surveys and where the data originate. Create your own set of audits for each survey to allow a quick check before locking the survey.

Sandra Kinney
Research Manager
Georgia Department of Technical and Adult Education

Review, thoroughly, all of the items under the Help menu in the Data Collection System. You might not need them now, but in the future you'll know where to get answers to questions.

Donald Hairston
IPEDS Help Desk

Always print out a copy of the survey before you complete it or send it to an external office such as financial aid. To generate a survey form that shows last year's data, enter a data value onto one or more of the screens, and then use the Print Forms (data) option.

Tammy Silva
Director, Institutional Research
University of Massachusetts-Dartmouth

I think it is *very* important to use the glossary for every data unit.

Eileen Brennan
Institutional Research
Oakland Community College

Look at all the reporting dates for the various surveys before the reporting year even starts. My first time through I thought I needed more current semester census data for the fall reports than was actually needed. I was still able to complete the reports on time, but it would have been less of a rush with better planning.

Claire Goverts
Office of Institutional Research
St. John Fisher College

There are several good reasons to work on your surveys as soon as the collection opens: you won't have to wait on the phone for help from the Help Desk and the Help Desk personnel can give you more of their time since there won't be any calls in queue; if you complete all surveys early, your CEO will get an email recognizing your efforts for early completion; and there will be no need to go into panic mode when you realize the survey deadline is within the next couple of days.

Dianne Ferris
IPEDS Help Desk

Filling in the IPEDS surveys is the easy part, but dealing with one's own institutional data systems is the hard part. I believe I can generalize about dealing with the information system to some extent. It is a three step process: (1) querying the student information system (SIS) for data, (2) conditioning and cleaning it, and (3) running the appropriate reports to acquire summary statistics. I use saved queries on the SIS that address IPEDS reporting needs, and SPSS scripts to help clean and classify the data afterwards. I have to make sure I stay in touch with any coding changes that are made in the SIS. The SIS could be used alone if it contains the proper classification codes for IPEDS reporting and appropriate reports. But in this case one would want to run some exception reports to show any data that need correction (such as SATs below 200 or dates of birth that haven't occurred yet). So three steps are still involved.

Patricia DeWitt
Asst VP for Planning and Institutional Effectiveness
Shorter College

WORK WELL WITH OTHERS

Communicate with each office that will complete the IPEDS surveys. Before each collection period, contact each office (financial aid, business office, human resources) that provides data for each survey. Ensure that each office also has access to or a copy of the instructions for their particular survey. Discuss timelines and answer any questions.

Sandra Kinney
Research Manager
Georgia Department of Technical and Adult Education

Determine who your institutional contacts are early. Be sure to highlight any changes to the survey that have been made since the last submission. Make it as easy as possible for your colleagues to help with the survey and help them understand the importance of the submissions.

Yvonne Kochera Kirby
Assistant Director, Institutional Research
University of Arkansas

At the start of each year, I send the links to all of the new IPEDS survey forms, instructions, what's new, and upload instructions to the individuals who will be preparing the survey that year. I follow up with a reminder at the start of each collection period. This has enabled my college to be prepared and not be so hassled during the data collection process. Since people are prepared they complete their data entry earlier and that makes the edit and locking process much easier for the keyholder.

Darline Morris
Director Institutional Effectiveness, Research and Planning
Texas State Technical College Waco

If you must involve other players from across your institution in data entry and data acquisition, always have the extra usernames and password established by the day that particular survey opens. Send the opening day email from IPEDS to all other players immediately, the very day the email arrives. Follow up with each of them, and meet with them to walk through the required data. Be sure to tell other players assisting you that the deadline is one week prior to the real, actual IPEDS deadline. Do not allow them to have an extension beyond that time frame as you will still need time to go in and verify all their data, run error reports, and lock it down. DO NOT WAIT UNTIL THE LAST MINUTE TO LOCK! Remind others assisting you that these surveys are not optional and that the CEO will be notified if things do not occur on schedule.

Jack Mahoney
Director of Institutional Research & Assessment
Rensselaer Polytechnic Institute

Don't wait until the last minute. Meaning especially: don't let your data sources wait until the last minute. Because there will frequently be some glitch or error in the data which requires follow-up and correction and maybe consultation with the Help Desk, etc. If it's your own data, you can keep hacking away at it until it's fixed, but if it's flawed data from somebody else's office, you're going to have a process involving going back-and-forth, and that takes time.

Mike Tamada
Director of Institutional Research
Occidental College

Always run the report by the institutional offices that are responsible for the data entry before entering it in the IPEDS system. I have sometimes found that changes in personnel in other offices can affect the data integrity, making previously used coding obsolete without any warning. Having the office responsible for the data bless the reported output can save later problems.

Janet H. Maddox
Director of Institutional Research
Oglethorpe University

A good piece of advice is to stay close to the registrar's office, the admissions office, financial aid, the business office, and the IT people. Do them favors whenever possible.

Patricia DeWitt
Asst VP for Planning and Institutional Effectiveness
Shorter College

Don't take it personally if people aren't happy to see you. Being an IPEDS keyholder is sometimes difficult, especially when deadlines approach and offices on campus have a focus on something other than filling out an IPEDS survey.

<div align="right">
Sandra Kinney
Research Manager
Georgia Department of Technical and Adult Education
</div>

CHECK IT OUT

I've found it's vital that I compare each year's new data with as many prior years as possible. Beyond what IPEDS automatically does, this provides a trend and enables me to look at the items in summary form to be sure that we're not way off on the items we're reporting.

<div align="right">
Jan W. Lyddon, Ph.D.
Director of Institutional Effectiveness
Franklin University
</div>

We believe in visual trend checks. Our worksheets usually have trend data for each school. We can add the new data in and look at the chart.

<div align="right">
Duncan Hsu
Nebraska Coordinating Commission for Postsecondary Education
</div>

Compare data compiled in IPEDS to other reports (financial statements, CDS, VSA, state reports, etc) and double check the definitions. Compile data from peer institutions and see how your data compare. There is always the chance that people are interpreting directions differently and this is one way to help catch those instances. Using College Navigator, look at how your institution is portrayed. Does it look right?

<div align="right">
Yvonne Kochera Kirby
Assistant Director, Institutional Research
University of Arkansas
</div>

LEAVE A TRAIL

I document profusely -- what files I used, queries, recoding of data to match IPEDS, etc. Also, I document questions or issues I may run into and why I resolved them the way I did. I have saved myself so much headache by having good notes from previous years.

<div align="right">
Julie Saville
Institutional Assessment and Analysis
Brigham Young University
</div>

When I took this job there was already a big white board in the office that outlined when each report was due -- for the entire year. That was very helpful. I added notes on where I pulled data from -- and this helped me to get the big picture. Also made notes on what information was duplicated for state and feds. So, my #1 tip - take copious notes on how you got what you got. At the time, it sometimes feels like a waste but I find I always appreciate it a year later.

<div align="right">
Angie Carrico
Southwestern Michigan College
</div>

When you lock your surveys, create a .pdf version of your submission and save it. I also try to share the final submission with the office that is responsible. This provides quick and easy access to institutional data, and fosters good communication and interoffice support.

<div align="right">
Ellen Peters, Director
Institutional Research and Assessment Support
Bates College
</div>

In addition to an electronic filing system for IPEDS, I also keep hard copies of the IPEDS survey reports in binders. These binders are organized/labeled/sorted by collection and by year. Along with hard copies of the completed surveys are procedures manual, worksheets, programming scripts, and communication pieces pertaining to the survey. Having such binders readily available for referencing would provide instant search of needed info and help with new staff training as well.

<div align="right">
Jion Liou Yen, Ph.D.
Executive Director of Institutional Research and Planning
Lewis University
</div>

WHEN YOU'RE STUCK…

The best thing to do when you are unsure of anything is to call the IPEDS help line. They are the best!!!

<div align="right">
Katherine Palmieri
20 year veteran
Modern Welding School
</div>

Don't be afraid to call the Help Desk! They are very knowledgeable and very good at helping you resolve issues. Whenever it looks like the IPEDS data requested doesn't exactly fit our institution, I always rely on them for further explanation.

<div align="right">
Katy Hill
Director, Assessment & Institutional Evaluation
Westwood College
</div>

Don't wait until the last minute to lock your survey. You can always call or email the help desk to unlock it for changes.

<div align="right">
Tammy Silva
Director, Institutional Research
University of Massachusetts-Dartmouth
</div>

Even after almost 20 years of doing IR, almost every year I will call the Help Desk at least once, and they are very responsive. Best Help Desk I've ever encountered.

<div align="right">
Mike Tamada
Director of Institutional Research
Occidental College
</div>

When you don't understand something or the Data Collection System doesn't seem willing to accept data that are known to be correct, call the Help Desk rather than fudging or guessing at the data you think the system is looking for.

<div align="right">
Dianne Ferris
IPEDS Help Desk
</div>

DON'T REINVENT THE WHEEL

To improve or to invent your institution's process, consult with keyholders from similar institutions, whether neighbors or others with whom you have a good working relationship.

<div align="right">
Eileen Brennan
Institutional Research
Oakland Community College
</div>

IPEDS Resources – Where to Get Help

IPEDS TRAINING

The Association for Institutional Research (AIR) is the contractor responsible for IPEDS Training. They have developed web tutorials and face-to-face workshops on various IPEDS topics. The materials and information are available from the AIR website, at http://www.airweb.org. Click on IPEDS in the left menu.

Direct links are also available from the Training and Outreach menu on the IPEDS website, through the Data Collection System Help menu, and from the Data Provider Center.
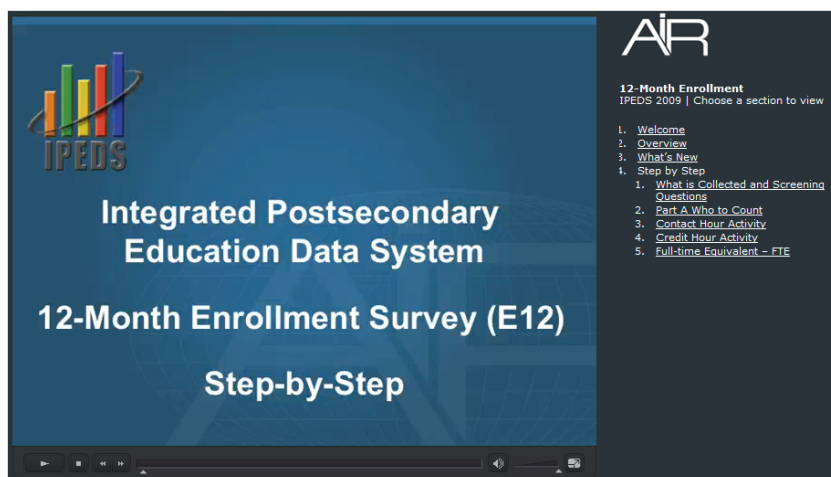
At the end of this manual is a flyer with training information that you can print out to remind yourself, and give to others on your campus. The flyer is also available in the Help Menu in the Data Collection System.

WEB TUTORIALS

Professionally produced web tutorials covering IPEDS data submission and data use are available from the AIR website. These are free, and are available 24 hours a day, so you can use them on your schedule. They are arranged by section, so you can zero in on the part you want help with, or you can watch the whole thing. There is a tutorial for each survey component. Each one covers an overview of the survey, changes for the coming collection, and a step-by-step review of instructions for data reporting and definitions to use.

The survey component web tutorials are posted by the opening of each data collection period. You will be alerted through a This Week in IPEDS email.

FACE-TO-FACE WORKSHOPS

IPEDS workshops are face-to-face training sessions for IPEDS data providers and users. Possible workshop topics include:

- Leading (Managing) an IPEDS Cycle
- IPEDS Data as the Public Face of an Institution
- IPEDS Data and Benchmarking: Supporting Decision Making and Institutional Effectiveness
- IPEDS Finance Training

A New Keyholders workshop is under development.

Workshops are co-hosted by AIR and other higher education organizations and groups. Each workshop is provided at no charge to the co-host and workshop participants. Some travel assistance is available. Attendance preference is given to keyholders.

IPEDS LISTSERV

Become a member of the IPEDS Listserv through the Data Provider Center and join in on discussions of IPEDS topics of interest to keyholders and others.

IPEDS WEBSITE

The IPEDS website is available at http://nces.ed.gov/ipeds/. Once there, you will find access to a lot of good information.

- Keep current in the Newsroom
- Learn in Training & Outreach
- Read interesting reports in Publications
- Find definitions in the Glossary
- Submit data and get data submission help through the Data Provider Center
- Look up your institution on College Navigator
- Find data in the IPEDS Data Center and IPEDS Tables Library
- Get answers through IPEDS Resources

DATA COLLECTION SYSTEM TUTORIAL

A tutorial that explains how to use the IPEDS Data Collection System can be found under the Help menu. This tutorial is also available through the Data Provider Center.

And, of course, don't forget the **IPEDS Help Desk:**
1-877-225-2568
ipedshelp@rti.org

Using IPEDS Data

Data Entry
by Respondents

Editing
of Survey Data

Locking
of Survey Data

Migration to
DC Collection Level

Move to
DC Additional Early
Release Level

Public Release
Of IPEDS Data
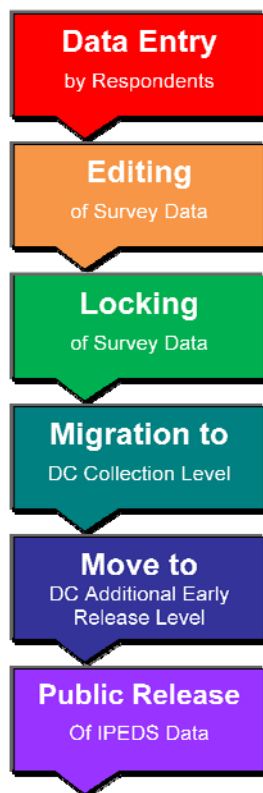
DATA AVAILABILITY

Once IPEDS data have been entered, edited, cleaned, and locked, they pass through additional review by the IPEDS Help Desk and NCES. The Help Desk runs additional checks on the data before they are migrated to the dissemination server. At this time, the edit explanations and context notes are reviewed, and the keyholder may be contacted if questions about the data submission arise. The Help Desk begins migrating the data while the data collection is still in progress.

Once the data are migrated, they are available at the collection level in the Data Center. Keyholders (and anyone who has a UserID and password for the Data Collection System) can access the collection level data in the Data Center as soon as their own institution's data are migrated; to do this, go through the Tools menu in the Data Collection System. Migration continues after the data collection closes.

Once the data are migrated, NCES does additional Quality Control checks; keyholders may be contacted if questions arise.

Approximately 3-4 months after the data collection closes, College Navigator is updated, and the data are available at the Early Release Level of the Data Center.

Approximately 1 year after the data collection closes, the First Look publication is released, and the data are made public through the Data Center.

IPEDS DATA CENTER

The IPEDS Data Center is the place to go to get IPEDS Data. A table that explains how to use the Data Center functions follows.

Please note that the IPEDS Tools Help Desk phone number is on every screen in the Data Center.

How to Use the IPEDS Data Center Functions		
What do you want to do?	**What should you use?**	**What do you get?**
Generate reports with predetermined variables	**Look up an institution** (this is the only function that limits viewing to one institution at a time)	Allows users to select a single institution and view predetermined data for that institution. The '*Institution Profile*' option provides selected data for an institution and is a great option for someone looking for a quick 'snapshot' of a single institution. The '*Reported Data*' option provides the actual reported data, and is great for keyholders who need to know how the data were reported in previous years. The *'Data Feedback Reports'* option provides access to the institution's annual reports in .pdf format. Each option can be printed or downloaded with Adobe.
	Generate pre-defined reports	Generates packaged reports for the institution(s) selected. The user simply selects institutions and then selects a template of interest for a quick and easy report. An Excel file can be downloaded via a Zip file.
Generate reports with one user-selected variable	**Rank institutions on one variable**	Allows the user to order a variable based on the values provided by institutions, and can be downloaded or printed using Adobe.
	View trend for one variable	Use this function to quickly look at a single variable over multiple years. Graphs can be viewed for each institution, the report can be downloaded in Adobe, or users can download the data into a comma separated file.
Generate reports by selecting multiple variables using the IPEDS variable tree	**Compare individual institutions**	Select variables using the IPEDS variable tree, and download into a comma separated file to manipulate in Excel. Users can select as many variables as they like – but should remember that Excel has limits, and computer connections may time out.
	Create group statistics	Generate statistics including sum, minimum and maximum, mean and median, percentiles, and standard deviation. View results on screen to access a graph, or download into comma separated format to create your own.

How to Use the IPEDS Data Center Functions		
What do you want to do?	**What should you use?**	**What do you get?**
Generate large data files in multiple formats using all available IPEDS variables	**Download survey data files**	Download the full data files for each survey to use in SAS, STATA, or SPSS. This option also allows access the data dictionaries.
	Download custom data files	Select data using all available IPEDS variables, including variables not in the IPEDS variable tree, and use in SAS, STATA, or SPSS. This option also allows access the data dictionaries.
Generate a table or make simplified peer comparisons	**Data Analysis System (DAS)**	Generate analytical tables of data (percentages, means, and sums) and correlations matrices.
	Executive Peer Tool (ExPT) and Data Feedback Report (DFR)	Create a peer report, including statistical reports and graphs, using the variables used in the IPEDS DFR or download the IPEDS DFR.

COLLEGE NAVIGATOR

College Navigator is a consumer information and college search tool. It was designed to help college students, prospective students, and their parents understand the differences between colleges and how much it costs to attend college. Users can select colleges based on location, programs, degree offerings, and a number of other characteristics, and obtain information on admissions, estimated student expenses, student financial aid awarded, retention and graduation rates, enrollment, completions, accreditation status, campus security, and varsity athletic teams. It allows users to designate favorite institutions, compare up to four institutions side-by-side, save sessions, and download and print out information on institutions.   Access College Navigator from the IPEDS home page at http://nces.ed.gov/ipeds/. It's always a good idea to look at your own institution's listing on College Navigator periodically, to see the information that prospective students are seeing.

DATA FEEDBACK REPORT (DFR) AND EXECUTIVE PEER TOOL (EXPT)
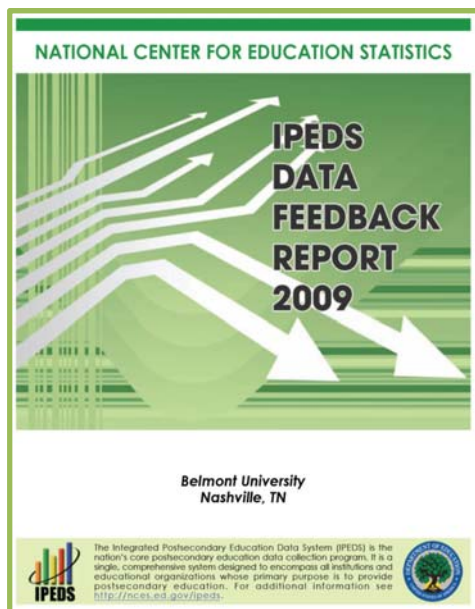
The **Data Feedback Report** provides each institution a context for examining the data they submitted to IPEDS. The goal is to produce an annual report that is useful to institutional executives and institutions for benchmarking and peer analysis, and that can help improve the quality and comparability of IPEDS data.

The report presents selected indicators and data elements for your institution and a comparison group of institutions. If the keyholder did not specify a comparison group to use, NCES selected one for this report. The figures are based on data collected during the most recent completed IPEDS collection cycle. Additional information is provided in the report, along with a list of the institutions used in the comparison group, and the criteria used for their selection.

The report is mailed to Chief Executive Officers and emailed to IPEDS institutional keyholders and coordinators each fall. PDF versions of the reports are available to institutions and the public from the Data Center and Executive Peer Tool (ExPT).

The ExPT may be used to view printed IPEDS DFRs, create Custom DFRs, and create statistical reports on selected variables. Users can create and download a Custom DFR using different charts or a different comparison group than used in the printed report; create and download a Statistical Analysis Report

showing statistics, tables, and graphs for the selected variables; download an institution's IPEDS DFRs for several recent years; download the most recent printed IPEDS DFRs for comparison group institutions; download a data file of ExPT variables for the focus and comparison group institutions.

The ExPT has an extensive User Manual, so it's really easy to use. You can access this tool through the IPEDS Data Center at http://nces.ed.gov/ipeds/datacenter/.

TABULATED DATA

The NCES Data Analysis System currently houses the IPEDS Tables Library, and the application that helps users create their own tables from IPEDS data. Access these functions through the Data Center.

IF YOU NEED HELP USING IPEDS DATA….

There are web tutorials covering IPEDS data use tools on the **AIR IPEDS Tutorials website**, at http://www.airweb.org. Click on IPEDS.

There is also an IPEDS Data Tools Help Desk, ready to answer your questions about how to use IPEDS data tools. They'll even walk you through the process of getting your data from the Data Center. Here's how to contact them:

IPEDS Data Tools Help Desk

1-866-558-0658

ipedstools@rti.org

Additional Information

LIST OF ACRONYMS

AIR – Association for Institutional Research
C – Completions survey component
CIP – Classification of Instructional Programs
DFR – Data Feedback Report
E12 – 12-month Enrollment survey component
EF – Fall Enrollment survey component
ExPT – Executive Peer Tool
F – Finance survey component
FAFSA – Free Application for Federal Student Aid
FSA – Office of Federal Student Aid
FTE – Full-time equivalent
GR200 – 200% Graduation Rates survey component
GRS – Graduation Rates survey component
HEA – Higher Education Act
HEOA – Higher Education Opportunity Act
HR – Human Resources survey component
IC – Institutional Characteristics survey component
NCES – National Center for Education Statistics
OPEid – Office of Postsecondary Education Identification number (for Title IV)
PPA – Program Participation Agreement (for Title IV)
SFA – Student Financial Aid survey component
SRK – Student Right-to-Know
TRP – Technical Review Panel

USEFUL WEBSITES

IPEDS Home Page   http://nces.ed.gov/ipeds/
- Find links to
  - Data Provider Center
  - College Navigator
  - IPEDS Data Center
  - Glossary
  - Newsroom
  - Resources
  - Training information

IPEDS Data Provider Center   https://surveys.nces.ed.gov/IPEDS/
- Log in to the Data Collection System
- Find information on
  - Data submission procedures and requirements, including survey materials and submission calendar
  - Links to tools, including AIR/IPEDS web tutorials, glossary, IPEDS Prior Year Data Revision System, IPEDS Listserv
  - Technical information

AIR/IPEDS Training Website   http://www.airweb.org/?page=819
- Access IPEDS web tutorials
- Get information on face-to-face workshops

CIP 2010 User Website   http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55
- Get information on Classification of Instructional Programs codes for reporting IPEDS data

STATUTORY REQUIREMENTS FOR REPORTING IPEDS DATA; PENALTIES FOR NONCOMPLIANCE

GENERAL MANDATE

NCES is authorized by law under the Section 153 of the Education Sciences Reform Act of 2002 (P.L. 107-279). Accordingly, NCES "shall collect, report, analyze, and disseminate statistical data related to education in the United States and in other nations, including -

- collecting, acquiring, compiling (where appropriate, on a state by state basis), and disseminating full and complete statistics on the condition and progress of education, at the pre-school, elementary, secondary, and postsecondary levels in the United States, ...;
- conducting and publishing reports and analyses of the meaning and significance of such statistics;
- collecting, analyzing, cross-tabulating, and reporting, to the extent feasible, so as to provide information by gender, race, ...; and
- assisting public and private educational agencies, organizations, and institutions in improving and automating statistical and data collection activities..."

MANDATORY REPORTING FOR INSTITUTIONS WITH PROGRAM PARTICIPATION AGREEMENTS

The completion of all IPEDS surveys, in a timely and accurate manner, is mandatory for all institutions that participate in or are applicants for participation in any Federal financial assistance program authorized by Title IV of the Higher Education Act (HEA) of 1965, as amended. The completion of the surveys is mandated by 20 USC 1094, Section 487(a)(17) and 34 CFR 668.14(b)(19).

Title IV, HEA program regulations 34 CFR 668.84, 668.85, and 668.86 provide that the Department may initiate a fine action or other administrative action, such as a limitation, suspension or termination of eligibility to participate in the Title IV, HEA programs, against institutions that do not comply with the requirement to complete and submit the surveys. The regulations permit a fine of up to $27,500 for each violation of any provision of Title IV, or any regulation or agreement implementing that Title. In determining the amount of a fine, the Secretary considers both the gravity of the offense and the size of the institution (34 CFR 668.92(a)).

VOCATIONAL EDUCATION DATA

IPEDS responds to certain of the requirements pursuant to Section 421(a)(1) of the Carl D. Perkins Vocational Education Act. The data related to vocational programs and program completions are collected from postsecondary institutions known to provide occupationally specific vocational education.

DATA ON RACE/ETHNICITY AND GENDER OF STUDENTS

The collection and reporting of race/ethnicity and gender data on students and completers are mandatory for all institutions which receive, are applicants for, or expect to be applicants for Federal financial assistance as defined in the Department of Education (ED) regulations implementing Title VI of the Civil Rights Act of 1964 (34 CFR 100), or defined in any ED regulation implementing Title IX of the

Education Amendments of 1972 (34 CFR 106). The collection of race/ethnicity and gender data in vocational programs is mandated by Section 421(a)(1) of the Carl D. Perkins Vocational Education Act.

FALL STAFF DATA

The collection and reporting of race/ethnicity and gender data on the Fall Staff (S) section of the Human Resources (HR) component are mandatory for all institutions which receive, are applicants for, or expect to be applicants for Federal financial assistance as defined in the Department of Education (ED) regulations implementing Title VI of the Civil Rights Act of 1964 (34 CFR 100). The collection of data are also mandated by P.L. 88-352, Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 (29 CFR 1602, subparts O, P, and Q). Institutions with 15 or more full-time employees are required to respond to the IPEDS Fall Staff component under this mandate.

STUDENT RIGHT-TO-KNOW

Sections 668.41, 668.45, and 668.48 of the Student Assistance General Provision (34 CFR 668) were amended to implement the Student Right-to-Know Act, as amended by the Higher Education Amendments of 1991 and further by the Higher Education Technical Amendments of 1993 and 1999. The final regulations require an institution that participates in any student financial assistance program under Title IV of the Higher Education Act of 1965, as amended, to disclose information about graduation or completion rates to current and prospective students. The final regulations also require such institutions that also award athletically related student aid to provide certain types of data regarding the institution's student population, and the graduation or completion rates of categories of student-athletes, to potential athletes, their parents, coaches, and counselors.

CONSUMER INFORMATION

- Section 101 of the Higher Education amendments of 1965 (P.L. 105-244) requires that NCES collect the following information about undergraduate students from institutions of higher education: tuition and fees, cost of attendance, the average amount of financial assistance received by type of aid, and the number of students receiving each type.
- Section 132 of the Higher Education Opportunity Act (HEOA) of 2008 (P.L. 110-315) requires that NCES make the following consumer information about postsecondary institutions available on the College Navigator college search web site: the institution's mission statement; a link to the institution's website that provides, in an easily accessible manner, information on student activities, services for individuals with disabilities, career and placement services, and policies on transfer of credit; admissions rates and test scores; enrollment by race and ethnicity, gender, enrollment status, and residency; number of transfer students; students registered with the disability office; retention rates; graduation rates within normal time of program completion and 150% and 200% of normal time; number of certificates and degrees awarded, and programs with the highest number of awards; student-to-faculty ratio and number of faculty and graduate assistants; cost of attendance and availability of alternative tuition plans; average grant aid and loans, and number of students receiving such aid, by type; total grant aid to undergraduates; number of students receiving Pell Grants; three years of tuition and fees and average net price data; three years of average net price disaggregated by income; a multi-year tuition calculator; College Affordability Lists and reports; Title IV cohort default rate; and campus safety information. Some of these items will be phased in over a 5-year period from passage of the bill. State spending charts and a link to Bureau of Labor Statistics information on starting salaries are also required

IPEDS DATA PROVIDER CENTER
https://surveys.nces.ed.gov/IPEDS/

IPEDS 2010-11
Data Collection Calendar

(Keyholder UserIDs start with P or 88G)

Registration	Opens	8/4	Registration Institution Identification IC Header
Fall Collection	Opens Keyholder close Coordinator close	9/8 10/20 11/3	Institutional Characteristics Completions 12-month Enrollment
Winter Collection	Opens Keyholder close Coordinator close	12/8 1/26 2/9	Human Resources
Spring Collection	Opens Keyholder close Coordinator close	12/8 4/13 4/27	Fall Enrollment Student Financial Aid Graduation Rates 200% Graduation Rates Finance

IPEDS Help Desk

Mon – Fri, 8:30 am – 5 pm Eastern

1-877-225-2568

ipedshelp@rti.org

Important DATE!

Suggested path of study for new IPEDS keyholders:

1 NEW KEYHOLDER OVERVIEW

Online video with instructions and tips on completing the surveys including entering, editing, and locking data.

2 SURVEY TUTORIALS

Online overviews and step-by-step guidance for completing the IPEDS surveys. See the 2010 Survey Tutorial Update Schedule (right).

3 TOOLS TUTORIALS

Online overviews and guidance for using IPEDS data tools including College Navigator and the Executive Peer Tool.

4 FACE-TO-FACE WORKSHOPS

Training sessions for IPEDS data providers and users covering topics such as benchmarking, managing an IPEDS collection cycle, and how IPEDS data are used by the public.

AIR

Association for Institutional Research
www.airweb.org/ipeds

Guide for New IPEDS Keyholders

AIR has provided training for users of IPEDS data and tools since 1999. The funding for this work comes from the National Center for Education Statistics (NCES) and aligns with AIR's mission to support high quality data and decisions for higher education.

AIR offers IPEDS training and information at no charge to participants. Training options include online tutorials and workshops (see left sidebar) as well as online resources such as training on 2010 CIP codes, in-depth information on changes to reporting race/ethnicity data and the net price calculator requirement, and more.

For AIR's IPEDS resources, tutorials, and updates visit www.airweb.org/ipeds.

2010 Survey Tutorial Schedule

SEPT *8*	IC Header, Institutional Characteristics, Completions, and 12-month Enrollment
DEC *8*	Human Resources, Fall Enrollment, Finance, Student Financial Aid, Graduation Rates, and 200% Graduation Rates

AIR updates its training on IPEDS survey components and data tools to help IPEDS keyholders, data users, and IR practitioners stay current with the latest changes enacted by Congress.

For questions concerning IPEDS training, contact the IPEDS Help Desk: 1-877-225-2568 or ipedshelp@rti.org

AIR is a subcontractor of the U.S. Department of Education for which it develops IPEDS training, materials, and resources. As a professional association of more than 4,000 institutional researchers, planners and decision makers from more than 1,500 higher education institutions around the world, AIR helps advance research that improves the understanding, planning and operation of higher education institutions.