

MEMORANDUM**OMB # 1850-0582 v. 31**

DATE: July 10, 2023

TO: Bev M. Pratt
Office of Information and Regulatory Affairs, Office of Management and Budget

FROM: Tara Lawley
Chief, Postsecondary Branch, Administrative Data Division, National Center for Education Statistics
Aida Ali Akreyi
Operations Lead, Postsecondary Branch, Administrative Data Division, National Center for Education Statistics

THROUGH: Carrie Clarady, OMB Liaison, NCES

SUBJECT: Integrated Postsecondary Education Data System (IPEDS) 2023-24 FAQ, Instruction, and Communications Package Summer 2023 Change Request (OMB# 1850-0582 v.31)

The Integrated Postsecondary Education Data System (IPEDS) is a web-based data collection system designed to collect basic data from all postsecondary institutions in the United States and the other jurisdictions. IPEDS enables the National Center for Education Statistics (NCES) to report on key dimensions of postsecondary education such as student enrollment, degrees and other awards earned, tuition and fees, average net price, student financial aid, graduation rates, revenues and expenditures, faculty salaries, staff employed, and information on academic libraries. The IPEDS web-based data collection system was implemented in 2000-01 and collects basic data from approximately 6,600 postsecondary institutions in the United States and the other jurisdictions that are eligible to participate in Title IV Federal financial aid programs. All Title IV institutions are required to respond to IPEDS (Section 490 of the Higher Education Amendments of 1992 (HEA, P.L. 102-325)). IPEDS allows other (non-title IV) institutions to participate on a voluntary basis. Approximately 200 institutions elect to respond. IPEDS data are available to the public through the IPEDS website.

IPEDS 2022-23 through 2024-25 annual data collection was approved by the Office of Management and Budget (OMB) in August 2022 (OMB# 1850-0582 v.30).

This request is to make changes in IPEDS data collection materials to clarify online instructions; to update frequently asked questions and glossary terms; and to provide updated communications for the 2023-24 collection, indicating that there are no significant changes to the 2023-24 collection. This request does not introduce any changes to respondent burden or the cost to the federal government.

NCES regularly receives feedback from the IPEDS reporting community on areas that require clarification. Clarification changes will be made to the following IPEDS collections: Completions, 12-month Enrollment, Admissions, Outcome Measures, Fall Enrollment, Finance, Human Resources, Graduation Rates, Institutional Characteristics, and Student Financial Aid. Most clarifications provide greater detail to help institutions better understand what needs to be reported. Some changes relate to the clarifying of Gender Unknown or Another Gender reporting, changing terminology under the FAFSA Simplification Act, and providing more consistency across survey components.

The changes made to the IPEDS collection documents are listed in the table on the following pages. Changes to the communication materials are detailed in Pre-Collection Coordination and Communication Plan and Post-Collection Opening Communication documents, and changes to the Keyholder Handbook are detailed in an additional draft of the 2023-24 Keyholder Handbook document with changes tracked.

	Changed instruction/FAQ/screen (where applicable; additions in red, deletions with red strikethrough, rewording in blue)	Change type (e.g., addition/deletion/rewording)
INSTITUTIONAL CHARACTERISTICS HEADER		
1	Rephrased all references to “remedial education” and “remedial courses” to “developmental education” and “developmental courses.”	Rewordin g
2	Added a note to new dual enrollment question clarifying that the response to this question will determine the screen generated for reporting 12-month unduplicated count of high school students enrolled in college courses for credit in the 12-month Enrollment (E12) survey component during the Fall collection.	Addition
3	New FAQ: <u>Should incarcerated students be included in reporting?</u> Include all students enrolled for credit even if enrolled at off-campus locations (e.g., federal or state penal institution). This includes, but is not limited to, students enrolled for credit in a recognized prison education program (PEP).	Addition
4	Removed parenthetical references to “4 weeks” for text to read “1 month”: <ul style="list-style-type: none">o Report tuition and fees and books and supplies information by program for the entire length of the program. For living expenses, report costs for 4 weeks (1 month). Note: Living expenses are only applicable to institutions with full-time, first-time students and are reported with the largest program.	Deletion
5	Updated FAQ: Should my institution, which is participating as an U.S. Department of Education experimental site, report high school students or incarcerated students who have received a Pell Grant while taking college coursework include experimental site participants in IPEDS reporting? If your institution is participating in the Dual Enrollment experimental site or the Second Chance Pell experimental site program, No, exclude experimental site participants these students from reporting.	Addition/- Deletion
INSTITUTIONAL CHARACTERISTICS		
6	Removed all temporary guidance that was added in response to Coronavirus Pandemic.	Deletion
7	Rephrased all references to “remedial education” and “remedial courses” to “developmental education” and “developmental courses.”	Rewordin g
8	Rephrased “room and board” terminology to “food and housing” under FAFSA Simplification Act (116 Pub. L. 260, Division FF, Title VII) and the Consolidated Appropriations Act, 2022 (117 Pub. L. 103, Division R).	Rewordin g
9	Removed parenthetical references to “4 weeks” for text to read “1 month”: Room and board Food and housing for 1 month 4.33 weeks} <ul style="list-style-type: none">• Provide amounts for tuition and fees, books and supplies,; room and board food and housing; and other expenses FOR THE TIME PERIOD INDICATED (either for the length of the program, or for 4 weeks 1 month). These are the amounts used by your financial aid office for determining eligibility for student financial assistance.	Deletion
10	New FAQ: <u>Should incarcerated students be included in IC reporting?</u> Include all students enrolled for credit even if enrolled at off-campus locations (e.g., federal or state penal institution). This includes, but is not limited to, students enrolled for credit in a recognized prison education program (PEP).	Addition
11	Updated FAQ:	Addition/-

	Changed instruction/FAQ/screen (where applicable; additions in red, deletions with red strikethrough, rewording in blue)	Change type (e.g., addition/deletion/rewording)												
	<p>Should my institution, which is participating as an U.S. Department of Education experimental site, report high school students or incarcerated students who have received a Pell Grant while taking college coursework include experimental site participants in IPEDS Institutional Characteristics (IC) student counts and cost of attendance amounts?</p> <p>If your institution is participating in the Dual Enrollment experimental site or the Second Chance Pell experimental site program, No, exclude experimental site participants these students from cost of attendance student counts and amounts reported on the IC survey component reporting.</p>	Deletion												
12	<p>New FAQ:</p> <p>What costs should be included in books and supplies?</p> <p><u>Books and supplies typically include books, course materials, supplies, and equipment required of all students in the same course of study. It may include the documented rental or cost of a computer as determined by the institution. See the IPEDS Glossary for additional information. Please work with the financial aid office to make sure costs are assigned to the correct period for IPEDS reporting purposes.</u></p>	Addition												
13	<p>New FAQ:</p> <p>What are living expenses?</p> <p><u>Living expenses typically include food and housing costs for students attending the at least half time regardless of the student's living arrangements. There are exceptions to this rule. Please work with the financial aid office to report these data items to IPEDS. Note: Food and housing are the same as room and board.</u></p>	Addition												
COMPLETIONS														
14	<p>Revised survey materials related to Gender Unknown or Another Gender reporting, including non-reporting for small cell size:</p> <p>Gender Unknown or Another gender than Provided Categories Men/Women</p> <ul style="list-style-type: none"> The 'gender unknown' category is to report students for whom the institution does not know a gender. Institutions should not ask students that do not select a binary gender to allocate themselves to a binary gender category; it is up to the institution to allocate unknown students and students that indicate another gender into the binary categories throughout the forms where required. One method commonly used by institutions is to allocate these students to the binary categories required in other parts of the form using the proportion of men to women reported. <p>Is your institution able to report another gender for the 2023-24 data collection? If you indicate 'No, my institution does not collect data on another gender,' your institution should leave the cells in the rows for 'Another gender' blank (i.e., do not report 0). If you indicate 'No, some cells will have a value of less than 5 students,' your institution collects data on another gender, but some cells have a value of less than 5 students, do not report the data and leave the cells in the rows for 'Another gender' blank. If you indicate 'Yes', but no students identified as another gender, please enter '0'.</p> <p>Undergraduate students:</p> <table border="1"> <tr> <td>Radio button option</td> <td>Yes</td> </tr> <tr> <td>Radio button option</td> <td>No, some cells will have a value of less than 5 students (do not report)</td> </tr> <tr> <td>Radio button option</td> <td>No, my institution does not collect data on another gender</td> </tr> </table> <p>Graduate students:</p> <table border="1"> <tr> <td>Radio button option</td> <td>Yes</td> </tr> <tr> <td>Radio button option</td> <td>No, some cells will have a value of less than 5 students (do not report)</td> </tr> <tr> <td>Radio button option</td> <td>No, my institution does not collect data on another gender</td> </tr> </table>	Radio button option	Yes	Radio button option	No, some cells will have a value of less than 5 students (do not report)	Radio button option	No, my institution does not collect data on another gender	Radio button option	Yes	Radio button option	No, some cells will have a value of less than 5 students (do not report)	Radio button option	No, my institution does not collect data on another gender	Addition/-Deletion
Radio button option	Yes													
Radio button option	No, some cells will have a value of less than 5 students (do not report)													
Radio button option	No, my institution does not collect data on another gender													
Radio button option	Yes													
Radio button option	No, some cells will have a value of less than 5 students (do not report)													
Radio button option	No, my institution does not collect data on another gender													

	<p>Changed instruction/FAQ/screen (where applicable; additions in red, deletions with red strikethrough, rewording in blue)</p>	<p>Change type (e.g., addition/deletion/rewording)</p>
	<p>II.a. "All Completers" screen Enter the number of students who earned an award between July 1, 2022 and June 30, 2023 by gender and race and ethnicity. Count each student only once, regardless of how many awards he/she earned. The intent of this screen is to collect an unduplicated count of total numbers of completers. (Students counted on the "All Completers" screen should be the students who earned the awards.)</p> <p>For the 'All Completers' screen that is collected by gender and race/ethnicity, allocate students for whom gender is unknown or another gender than the binary gender categories provided. After that screen, you will be asked to report how many students you had to allocate to a binary gender category (Men/Women) because their gender was unknown or another gender than the provided categories (Men/Women). If your institution does not collect data on another gender, cannot currently report 'Another gender' please select 'No, my institution does not collect data on another gender' to the question and leave the cells in the 'Another gender' row blank (do not input 0s). If you institution collects data on another gender, but some cells will have a value of less than 5 students, please select 'No, some cells will have a value of less than 5 students,' do not report the data and leave the cells in the rows for 'Another gender' blank. If you indicate 'Yes', but no students identified as another gender, please enter '0' in the appropriate row(s).</p>	
15	<p>Updated FAQ:</p> <p>What certificates should be included?</p> <p>Any All certificates that are recognized postsecondary credentials eligible to be recorded on students' transcripts should be included. This typically means any certificates that are eligible to be recorded on students' transcripts. All certificates should be recognized by the institution's appropriate governing body.</p>	<p>Addition/-Deletion</p>
16	<p>New FAQ:</p> <p>Should recognized postsecondary credentials awarded to incarcerated students be reported in the Completions survey component?</p> <p>Yes, all recognized postsecondary credentials awarded by your institution should be reported, including those conferred to incarcerated students.</p>	<p>Addition</p>
17	<p>New FAQ:</p> <p>Should my institution, which is participating as a U.S. Department of Education experimental site, include experimental site participants in IPEDS Completions?</p> <p>No, exclude experimental site participants from reporting.</p>	<p>Addition</p>
18	<p>Updated FAQ:</p> <p>In which race/ethnicity category do I report undocumented and DACA students?</p> <p>Undocumented and DACA students who completed high school or a GED equivalency within the United States and who were not on an F-1 non-immigrant student visa at the time of high school graduation are considered eligible non-citizens and their race/ethnicity should be reported using the seven race/ethnicity categories provided:</p> <ul style="list-style-type: none"> • Hispanic or Latino, regardless of race <p>For Non-Hispanic/Latino individuals:</p> <ul style="list-style-type: none"> • American Indian or Alaska Native • Asian • Black or African American 	<p>Addition</p>

	Changed instruction/FAQ/screen (where applicable; additions in red, deletions with red strikethrough, rewording in blue)	Change type (e.g., addition/deletion/rewording)												
	<ul style="list-style-type: none"> • Native Hawaiian or Other Pacific Islander • White • Two or more races <p>If a student's race/ethnicity is unknown, you can include them in the race/ethnicity unknown category. Note: If the institution cannot verify F-1 visa status for undocumented and DACA students at the time of high school graduation, the institution can assume that the status at the time of application was the same as the status at the time of high school graduation.</p>													
12-MONTH ENROLLMENT														
19	Rephrased all references to "remedial education" and "remedial courses" to "developmental education" and "developmental courses."	Rewording												
20	Rephrased "dual enrolled students" terminology to "high school students enrolled in college courses for credit" for clarity.	Rewording												
21	<p>Revised survey materials related to Gender Unknown or Another Gender reporting, including non-reporting for small cell size:</p> <p>Part A - 12-month Enrollment - Gender Unknown or Another Gender than Provided Categories 12-month Unduplicated Count by Gender Unknown or Another Gender than Provided Categories</p> <ul style="list-style-type: none"> • The 'gender unknown' category is to report students for whom the institution does not know a gender. • Institutions should not ask students that do not select a binary gender to allocate themselves to a binary gender category; it is up to the institution to allocate unknown students and students that indicate another gender into the binary categories throughout the forms where required. One method commonly used by institutions is to allocate these students to the binary categories required in other parts of the form using the proportion of men to women reported. <p>Is your institution able to report another gender for the 2023-24 data collection? If you indicate 'No, my institution does not collect data on another gender,' your institution should leave the cells in the rows for 'Another gender' blank (i.e., do not report 0). If you indicate 'No, some cells will have a value of less than 5 students,' your institution collects data on another gender, but some cells have a value of less than 5 students, do not report the data and leave the cells in the rows for 'Another gender' blank. If you indicate 'Yes', but no students identified as another gender, please enter '0'.</p> <p>Undergraduate students:</p> <table border="1"> <tr> <td>Radio button option</td> <td>Yes</td> </tr> <tr> <td>Radio button option</td> <td>No, some cells will have a value of less than 5 students (do not report)</td> </tr> <tr> <td>Radio button option</td> <td>No, my institution does not collect data on another gender</td> </tr> </table> <p>Graduate students:</p> <table border="1"> <tr> <td>Radio button option</td> <td>Yes</td> </tr> <tr> <td>Radio button option</td> <td>No, some cells will have a value of less than 5 students (do not report)</td> </tr> <tr> <td>Radio button option</td> <td>No, my institution does not collect data on another gender</td> </tr> </table> <p>Part A: 12-month Enrollment - Gender Unknown or another gender than Provided Categories Of the total undergraduate and graduate reported on previous Part A screens, indicate how many students you had to allocate to a binary gender category (Men/Women) because their gender was unknown or another gender than the provided categories (Men/Women). If your institution does not collect data on another gender, cannot currently report 'Another gender' please select 'No, my institution does not collect data on another gender' to the question and leave the cells in the 'Another gender' row blank (do not input 0s). If you institution collects data on another gender, but some cells will have a value of less than 5 students, please select 'No, some cells will have a value of less than 5 students,' do not report the data and leave the cells in the rows for 'Another gender' blank. If you indicate 'Yes', but no students identified as another gender, please enter '0'</p>	Radio button option	Yes	Radio button option	No, some cells will have a value of less than 5 students (do not report)	Radio button option	No, my institution does not collect data on another gender	Radio button option	Yes	Radio button option	No, some cells will have a value of less than 5 students (do not report)	Radio button option	No, my institution does not collect data on another gender	Addition/-Deletion
Radio button option	Yes													
Radio button option	No, some cells will have a value of less than 5 students (do not report)													
Radio button option	No, my institution does not collect data on another gender													
Radio button option	Yes													
Radio button option	No, some cells will have a value of less than 5 students (do not report)													
Radio button option	No, my institution does not collect data on another gender													

	Changed instruction/FAQ/screen (where applicable; additions in red, deletions with red strikethrough, rewording in blue)	Change type (e.g., addition/deletion/rewording)
	in the appropriate row(s).	
22	<p>New FAQ:</p> <p><u>Should incarcerated students be included in enrollment reporting?</u></p> <p>Include all students enrolled for credit even if enrolled at off-campus locations (e.g., federal or state penal institution). This includes, but is not limited to, students enrolled for credit in a recognized prison education program (PEP). Enrollment statuses for incarcerated students (e.g., full-/part-time, first-time/non-first-time, distance education) should be determined in the same way as all other students enrolled for credit.</p>	Addition
23	<p>New FAQ:</p> <p><u>Should my institution, which is participating as a U.S. Department of Education experimental site, include experimental site participants in enrollment counts?</u></p> <p>No, exclude experimental site participants from reporting.</p>	Addition
24	<p>Updated FAQ:</p> <p><u>In which race/ethnicity category do I report undocumented and DACA students?</u></p> <p>Undocumented and DACA students who completed high school or a GED equivalency within the United States and who were not on an F-1 non-immigrant student visa at the time of high school graduation are considered eligible non-citizens and their race/ethnicity should be reported using the seven race/ethnicity categories provided:</p> <ul style="list-style-type: none"> • Hispanic or Latino, regardless of race • For Non-Hispanic/Latino individuals: <ul style="list-style-type: none"> • American Indian or Alaska Native • Asian • Black or African American • Native Hawaiian or Other Pacific Islander • White • Two or more races <p>If a student's race/ethnicity is unknown, you can include them in the race/ethnicity unknown category. Note: If the institution cannot verify F-1 visa status for undocumented and DACA students at the time of high school graduation, the institution can assume that the status at the time of application was the same as the status at the time of high school graduation.</p>	Addition
25	<p>Updated FAQ:</p> <p><u>How do I report an undergraduate student who took courses as a non-degree-seeking student and re-enrolls as a degree-seeking student at the same reporting institution?</u></p> <p>This student should be reported as a "continuing/returning" student. IPEDS defines "continuing/returning students" as "A student who is not new to the institution in the fall, but instead is continuing his or her studies at the institution (i.e., not first-time and not transfer-in)."</p> <p>Within the current reporting year, if the student enrolled in the fall term as non-degree-seeking and in a later term (e.g., winter, spring) as degree-seeking, the student should be reported as non-degree-seeking as a student's fall enrollment status should be consistently reported between the Fall Enrollment (EF) and 12-month Enrollment (E12) survey components.</p> <p>If a student enrolled in a prior reporting year as non-degree-seeking and in the current reporting year re-enrolls as degree-seeking, the student should be reported as a "continuing/returning" student as the student is not new to the reporting institution. Note: This does not apply to dual enrolled high school students if they were reported as non-degree-seeking students in a prior reporting year. After receipt of the high school diploma or recognized equivalent, they can be classified as first-time degree/certificate-seeking, if appropriate.</p>	Addition/-Deletion

	<p>Changed instruction/FAQ/screen (where applicable; additions in red, deletions with red strikethrough, rewording in blue)</p>	<p>Change type (e.g., addition/deletion/rewording)</p>
26	<p>Updated FAQ:</p> <p>How is the estimate of full-time equivalent (FTE) students calculated?</p> <p>The FTE enrollment estimate is calculated based on the total instructional activity (measured in credit and/or clock hours and/or credit hours) reported in Part B and the institution's calendar system, as reported on the prior year Institutional Characteristics (IC) survey component. The following method is used to convert total instructional activity the credit and/or clock hours reported to an indicator of full-time equivalent students:</p> <p>Clock Hour Reporters: Clock hours are divided by 900. Quarter Calendar System: Undergraduate credit hours are divided by 45. Semester/Trimester/4-1-4 Plan/Other Calendar System: Undergraduate credit hours are divided by 30.</p>	<p>Addition/-Deletion</p>
27	<p>Added a note to Instructions regarding distance education enrollment reporting to ensure consistency with Fall Enrollment (EF) reporting:</p> <p>Part A: Unduplicated Count by Distance Education Status [Applicable to degree-granting institutions only]</p> <p>On this screen, report all students reported on previous Part A screens who, during the July 1 - June 30 reporting period, were:</p> <ul style="list-style-type: none"> Enrolled exclusively in distance education courses offered at your institution. Enrolled in at least one but not all distance education courses offered at your institution. Students who are enrolled in at least one course that is considered a distance education course, but are not enrolled exclusively in distance education courses. Note: Students reported in the prior-year Fall Enrollment (EF) survey component as “enrolled in at least one but not all distance education courses” must also be reported in this same category for the current-year 12-month Enrollment (E12) survey component, as there was at least some portion of the 12-month reporting period in which the student enrolled in both distance education and non-distance education courses. 	<p>Addition</p>
28	<p>Revised text and organization of Instructions regarding instructional activity and full-time equivalent enrollment (Note: no changes were made to methodology or reporting guidelines).</p>	<p>Rewordin g</p>
STUDENT FINANCIAL AID		
29	<p>Removed all references to the ‘groups’:</p> <p><small>*For public institutions, include only those students paying the in-state or in-district tuition rate. For program reporters, include only those students enrolled in the institution's largest program.</small></p>	<p>Deletion</p>
30	<p>Renumbered lines on screens and in instructions:</p>	<p>Rewordin g</p>

Changed instruction/FAQ/screen (where applicable; additions in red, deletions with red strikethrough, rewording in blue)

Change type (e.g., addition/deletion/rewording)

Section 1 – Student Financial Aid
Part A - Establish Your Groups Student Counts

Instructions:
 In the fields below, report the number of students enrolled in Fall 2022.

Reporting Reminders:

- Part A establishes the number of students in various groups student counts.
- Note that the numbers on this screen will be carried forward to other parts of the Student Financial Aid component and checked for consistency with data reported in other survey components.

		YOUR CURRENT YEAR DATA	YOUR PRIOR YEAR DATA
		Fall 2022	Fall 2021
01	Group 1		
02	All undergraduate students	Editable Preload, EF	Prior year value
03	01a All degree/certificate-seeking undergraduate students Of those in Group 1, Of those on line 02, those who are degree/certificate-seeking	Editable Preload, EF	Prior year value
04	01b Of those on line 01 02, those who are non-degree/certificate-seeking (Line 0204 – Line 0203)	Editable calculated value	Prior year value
02	Group 2 All full-time, first-time degree certificate-seeking undergraduate students	Editable Preload, EF	Prior year value
05	Of those on Line 03 in Group 1, those who are full-time, first-time degree/certificate-seeking		
06	02a Of those on Line 05 in Group 2, those who were awarded any: <input type="checkbox"/> Federal Work Study, <input type="checkbox"/> Loans to students, <input type="checkbox"/> Grant or scholarship aid from the federal government, state/local government, or the institution, or <input type="checkbox"/> Other sources known to the institution	Reported value	Prior year value
07	02b Of those on Line 05 in Group 2, those who were awarded any: <input type="checkbox"/> Loans to students or <input type="checkbox"/> Grant or scholarship aid from the federal government, state/local government, or the institution.	Reported value	Prior year value
03	Group 3		
08	Of those on Line 05 in Group 2, those paying the lower of in-state or in-district tuition rate who were awarded grant or scholarship aid from the federal government, state/local government, or the institution	Reported value	Prior year value
09	Group 4 Of those on Line 05 in Group 2, those paying the lower of in-state or in-district tuition rate who were awarded any Title IV federal student aid	Reported value	Prior year value

Addition

31 Reiterated instructions on what is reported in each part for specific students and reporting periods:

Section 1: Student Financial Aid (Program Reporters)
Part B – Enter Student Counts and Financial Aid Award Amounts

Reporting Reminders:

- Group 1 students are ALL undergraduate students (including first-time students) enrolled in academic year 2022-24. For this part, report:

For These Students	The Following Type(s) of Aid	Awarded in This Period
<ul style="list-style-type: none"> All undergraduate students enrolled in anytime during the academic year 2022-23 academic year as defined by the institution 	<ul style="list-style-type: none"> Grant or scholarship aid from: <ul style="list-style-type: none"> federal government state/local government the institution other sources known to the institution Loans to students from: <ul style="list-style-type: none"> the federal government 	<ul style="list-style-type: none"> Any time during academic year 2022-23, (the financial aid award year period from July 1, 2022 through June 30, 2023), including cross-over financial aid award periods assigned to the 2022-23 academic year.

Section 2: Military Servicemembers and Veterans' Benefits - Undergraduate and Graduate Students

Important Note:

- Report for Post-9/11 GI Bill Benefits: July 1, 2022 - June 30, 2023
- Report for Department of Defense Tuition Assistance Program: October 1, 2022 - September 30, 2023
- Program reporters should be reporting the information on this screen for ALL programs (not just the largest program).

Reporting Reminders:

- Report the total number of student recipients and the total dollar amounts for each program student counts and disbursed amounts known to the institution for the Veteran's Affairs and Department of Defense programs listed.
- Report unduplicated student counts within a category (e.g., Post 9/11 GI Bill Benefits), however, a student can appear in both categories (i.e., a student can be counted as a Post 9/11 GI Bill Benefits recipient and a Department of Defense Tuition Assistance recipient).
- Student recipients can also include eligible dependents.
- Student recipients may be listed in both categories.
- Consult with your campus certifying official, who may not be in the student financial aid office.
- For Post-9/11 GI Bill Benefits, do not include the matching institutional aid provided through the Yellow Ribbon Program if your school participated.
- Information reported to IPEDS is only what is known to the institution.
- Do not leave a cell blank. Enter zero (0) if your institution did not have recipients for that student level or program the financial assistance program or program level. Please do not leave a cell blank.

Rewordin g

32 Rephrased "room and board" terminology to "food and housing" under FAFSA Simplification Act (116 Pub. L. 260, Division FF, Title VII) and the Consolidated Appropriations Act, 2022 (117 Pub. L. 103, Division R)

	Changed instruction/FAQ/screen (where applicable; additions in red, deletions with red strikethrough, rewording in blue)	Change type (e.g., addition/deletion/rewording)						
33	<p>New FAQ:</p> <p>Should incarcerated students be reported to IPEDS in SFA?</p> <p>Yes. Include all incarcerated students when determining students counts and financial aid amounts reported to IPEDS.</p>	Addition						
34	<p>Updated FAQ:</p> <p>Should my institution, which is participating as an U.S. Department of Education experimental site, report high school students or incarcerated students who have received a Pell Grant while taking college coursework include experimental site participants in IPEDS Student Financial Aid (SFA) student counts and financial aid amounts?</p> <p>If your institution is participating in the Dual Enrollment experimental site or the Second Chance Pell experimental site program, No, exclude experimental site participants these students from reporting.</p>	Addition/- Deletion						
GRADUATION RATES/200% GRADUATION RATES								
35	Rephrased all references to “remedial education” and “remedial courses” to “developmental education” and “developmental courses.”	Rewordin g						
36	<p>Revised survey materials related to Gender Unknown or Another Gender reporting, including non-reporting for small cell size:</p> <p>Section I - Establishing cohorts - Gender Unknown or another gender than Provided Categories</p> <ul style="list-style-type: none"> The ‘gender unknown’ category is to report students for whom the institution does not know a gender. Institutions should not ask students that do not select a binary gender to allocate themselves to a binary gender category; it is up to the institution to allocate unknown students and students that indicate another gender into the binary categories throughout the forms where required. One method commonly used by institutions is to allocate these students to the binary categories required in other parts of the form using the proportion of men to women reported. <p>Is your institution able to report another gender for the 2023-24 data collection? If you indicate ‘No, my institution does not collect data on another gender,’ your institution should leave the cells in the rows for ‘Another gender’ blank (i.e., do not report 0). If you indicate ‘No, some cells will have a value of less than 5 students,’ your institution collects data on another gender, but some cells have a value of less than 5 students, do not report the data and leave the cells in the rows for ‘Another gender’ blank. If you indicate ‘Yes’, but no students identified as another gender, please enter ‘0’.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Radio button option</td> <td>Yes</td> </tr> <tr> <td>Radio button option</td> <td>No, some cells will have a value of less than 5 students (do not report)</td> </tr> <tr> <td>Radio button option</td> <td>No, my institution does not collect data on another gender</td> </tr> </table> <p>Section I - Establishing cohorts - Gender Unknown or another gender than Provided Categories</p> <p>Report how many students in the revised cohort you had to allocate to a binary gender category (Men/Women) because their gender was unknown or another gender than the provided categories (Men/Women). If your institution does not collect data on another gender, cannot currently report ‘Another gender’ please select ‘No, my institution does not collect data on another gender’ to the question and leave the cells in the ‘Another gender’ row blank (do not input 0s). If you institution collects data on another gender, but some cells will have a value of less than 5 students, please select ‘No, some cells will have a value of less than 5 students,’ do not report the data and leave the cells in the rows for ‘Another gender’ blank. If you indicate ‘Yes’, but no students identified as another gender, please enter ‘0’ in the appropriate row(s).</p>	Radio button option	Yes	Radio button option	No, some cells will have a value of less than 5 students (do not report)	Radio button option	No, my institution does not collect data on another gender	Addition/- Deletion
Radio button option	Yes							
Radio button option	No, some cells will have a value of less than 5 students (do not report)							
Radio button option	No, my institution does not collect data on another gender							

	Changed instruction/FAQ/screen (where applicable; additions in red, deletions with red strikethrough, rewording in blue)	Change type (e.g., addition/deletion/rewording)
37	<p>Updated FAQ:</p> <p>Should my institution, which is participating as an U.S. Department of Education experimental site, report high school students or incarcerated students who have received a Pell Grant while taking college coursework include experimental site participants in IPEDS reporting?</p> <p>If your institution is participating in the Dual Enrollment experimental site or the Second Chance Pell experimental site program, No, exclude experimental site participants these students from reporting.</p>	Addition/-Deletion
38	<p>Updated FAQ:</p> <p><u>In which race/ethnicity category do I report undocumented and DACA students?</u></p> <p>Undocumented and DACA students who completed high school or a GED equivalency within the United States and who were not on an F-1 non-immigrant student visa at the time of high school graduation are considered eligible non-citizens and their race/ethnicity should be reported using the seven race/ethnicity categories provided:</p> <ul style="list-style-type: none"> Hispanic or Latino, regardless of race <p>For Non-Hispanic/Latino individuals:</p> <ul style="list-style-type: none"> American Indian or Alaska Native Asian Black or African American Native Hawaiian or Other Pacific Islander White Two or more races <p>If a student's race/ethnicity is unknown, you can include them in the race/ethnicity unknown category. Note: If the institution cannot verify F-1 visa status for undocumented and DACA students at the time of high school graduation, the institution can assume that the status at the time of application was the same as the status at the time of high school graduation.</p>	Addition/-Deletion
39	<p>New FAQ:</p> <p>Should awards in GR be consistent with those reported in the IPEDS Completions survey?</p> <p>Yes. Awards must be recognized postsecondary credentials conferred as the result of completion of an academic or occupational/vocational program of study and should be consistent with awards reported in the IPEDS Completions survey. Refer to the Completions instructions for relevant inclusion and exclusion criteria.</p>	Addition
40	<p>New FAQ:</p> <p>Should incarcerated students be included in GR cohorts?</p> <p>Yes. Include all incarcerated students who meet the cohort inclusion criteria listed in the survey instructions.</p>	Addition
OUTCOME MEASURES		
41	<p>New FAQ:</p> <p>Should incarcerated students be included in OM cohorts?</p> <p>Yes. Include all incarcerated students who meet the cohort inclusion criteria listed in the survey instructions.</p>	Addition

	Changed instruction/FAQ/screen (where applicable; additions in red, deletions with red strikethrough, rewording in blue)	Change type (e.g., addition/deletion/rewording)
42	<p>New FAQ:</p> <p>How do I report students who change from non-degree/certificate-seeking to degree/certificate-seeking at my institution?</p> <p>Students' statuses for OM reporting purposes are determined in their first full term as a degree/certificate-seeking student. For example:</p> <ul style="list-style-type: none"> • A student who began as non-degree/certificate-seeking in fall 2015 and became degree/certificate-seeking in spring 2016 would be included in the 2015-16 OM cohort as a non-first-time entering student. • A student who began as non-degree/certificate-seeking between July 1, 2015 and June 30, 2016, and became degree/certificate-seeking after July 1, 2016 would not be included in the 2015-16 OM cohort. This student should be reported in the OM cohort year in which they became degree/certificate-seeking as a non-first-time entering student. <p>Note: These instructions do not apply to dual enrolled students, who should be reported as first-time entering students upon receipt of their high school diploma and becoming degree/certificate-seeking students.</p>	Addition
43	<p>New FAQ:</p> <p>Should awards in OM be consistent with those reported in the IPEDS Completions survey?</p> <p>Yes. Awards must be recognized postsecondary credentials conferred as the result of completion of an academic or occupational/vocational program of study and should be consistent with awards reported in the IPEDS Completions survey. Refer to the Completions instructions for relevant inclusion and exclusion criteria.</p>	Addition
44	<p>Updated FAQ:</p> <p>Should my institution, which is participating as an U.S. Department of Education experimental site, report high school students or incarcerated students who have received a Pell Grant while taking college coursework include experimental site participants in IPEDS reporting?</p> <p>If your institution is participating in the Dual Enrollment experimental site or the Second Chance Pell experimental site program, No, exclude experimental site participants these students from reporting.</p>	Addition/-Deletion
ADMISSIONS		
45	<p>Revised survey materials related to Gender Unknown or Another Gender reporting, including non-reporting for small cell size:</p> <p>Selection Process - A/A/E</p> <p>2. Provide the number of first-time, degree/certificate-seeking undergraduate students who applied, who were admitted, and who enrolled (either full- or part-time) at your institution for Fall 2023. Include early decision, early action, and students who began studies during the summer prior to Fall 2023.</p> <p>Remember that this question applies only to first-time, degree/certificate-seeking undergraduates. Do not include any other students in these totals. Report admitted students who enrolled in the summer ONLY IF they remained enrolled into the fall.</p> <p>Only include levels that you indicated were offered in the IC Header. If you made an error in the IC Header, please remember to fix the error next year.</p>	Addition/-Deletion

	<p>Changed instruction/FAQ/screen (where applicable; additions in red, deletions with red strikethrough, rewording in blue)</p>	<p>Change type (e.g., addition/deletion/rewording)</p>						
	<ul style="list-style-type: none"> The 'gender unknown' category will be calculated based on the reported total minus the total of determined by subtracting (men + women + another gender) from the Total. Institutions should not ask students that do not select a binary gender to allocate themselves to a binary gender category; it is up to the institution to allocate unknown students and students that indicate another gender into the binary categories throughout the forms where required. One method commonly used by institutions is to allocate these students to the binary categories required in other parts of the form using the proportion of men to women reported. <p>Is your institution able to report another gender for the 2023-24 data collection? If you indicate 'No, my institution does not collect data on another gender,' your institution should leave the cells in the rows for 'Another gender' blank (i.e., do not report 0). If you indicate 'No, some cells will have a value of less than 5 students,' your institution collects data on another gender, but some cells will have a value of less than 5 students, do not report the data and leave the cells in the rows for 'Another gender' blank. If you indicate 'Yes', but no students identified as another gender, please enter '0'.</p> <table border="1"> <tr> <td>Radio button option</td> <td>Yes</td> </tr> <tr> <td>Radio button option</td> <td>No, some cells will have a value of less than 5 students (do not report)</td> </tr> <tr> <td>Radio button option</td> <td>No, my institution does not collect data on another gender</td> </tr> </table> <p>Selection Process Applicants/admitted/enrolled students Provide the number of men, women, another gender, and total first-time, degree/certificate-seeking undergraduate students who applied, who were admitted, and who enrolled (either full- or part-time) at your institution for Fall 2022. Include information for all first-time students for whom admissions criteria (other than a school diploma) were required. If your institution cannot currently report 'Another gender', please select 'No' to the question and leave the cells in the 'Another gender' column blank (do not input 0s). If your institution does not collect data on another gender, cannot currently report 'Another gender' please select 'No, my institution does not collect data on another gender' to the question and leave the cells in the 'Another gender' row blank (do not input 0s). If you institution collects data on another gender, but some cells will have a value of less than 5 students, please select 'No, some cells will have a value of less than 5 students,' do not report the data and leave the cells in the rows for 'Another gender' blank. If you indicate 'Yes', but no students identified as another gender, please enter '0' in the appropriate row(s).</p>	Radio button option	Yes	Radio button option	No, some cells will have a value of less than 5 students (do not report)	Radio button option	No, my institution does not collect data on another gender	
Radio button option	Yes							
Radio button option	No, some cells will have a value of less than 5 students (do not report)							
Radio button option	No, my institution does not collect data on another gender							
46	<p>Added clarification to Instructions regarding reporting test scores:</p> <p>Report the scores used in the admission decision, whether test scores are required or are only considered for admission. If you report less than 5 students for any of the scores, do not report percentiles.</p> <p>Institutions that use test scores for some students report the percentile scores for the students for whom test scores were used.</p> <p>Test Scores Provide data for Fall 2023. Report the scores used in the admission decision, whether test scores are required or are only considered for admission. If you report less than 5 students for any of the scores, do not report percentiles. Institutions that use test scores for some students report the percentile scores for the students for whom test scores were used.</p>	<p>Addition</p>						
47	<p>New FAQ: Should incarcerated students be included in ADM reporting?</p> <p>Include all first-time degree/certificate-seeking undergraduate students.</p>	<p>Addition</p>						
48	<p>Updated FAQ: Should my institution, which is participating as an U.S. Department of Education</p>	<p>Addition/-Deletion</p>						

	Changed instruction/FAQ/screen (where applicable; additions in red, deletions with red strikethrough, rewording in blue)	Change type (e.g., addition/deletion/rewording)												
	<p>experimental site, report high school students or incarcerated students who have received a Pell Grant while taking college coursework include experimental site participants in IPEDS Admissions (ADM)?</p> <p>If your institution is participating in the Dual Enrollment experimental site or the Second Chance Pell experimental site program, No, exclude experimental site participants these students from reporting.</p>													
FALL ENROLLMENT														
49	Rephrased all references to “remedial education” and “remedial courses” to “developmental education” and “developmental courses.”	Rewording												
50	Rephrased “dual enrolled students” terminology to “high school students enrolled in college courses for credit” for clarity.	Rewording												
51	<p>Revised survey materials related to Gender Unknown or Another Gender reporting, including non-reporting for small cell size:</p> <p>Part A – Fall Enrollment – Gender Unknown or another gender than Provided Categories</p> <ul style="list-style-type: none"> The ‘gender unknown’ category is to report students for whom the institution does not know a gender. Institutions should not ask students that do not select a binary gender to allocate themselves to a binary gender category; it is up to the institution to allocate unknown students and students that indicate another gender into the binary categories throughout the forms where required. One method commonly used by institutions is to allocate these students to the binary categories required in other parts of the form using the proportion of men to women reported. <p>Is your institution able to report another gender for the 2023-24 data collection? If you indicate ‘No, my institution does not collect data on another gender, your institution should leave the cells in the rows for ‘Another gender’ blank (i.e., do not report 0). If you indicate ‘No, some cells will have a value of less than 5 students,’ your institution collects data on another gender, but some cells will have a value of less than 5 students, do not report the data and leave the cells in the rows for ‘Another gender’ blank. If you indicate ‘Yes’, but no students identified as another gender, please enter ‘0’.</p> <p>Undergraduate students:</p> <table border="1"> <tr> <td>Radio button option</td> <td>Yes</td> </tr> <tr> <td>Radio button option</td> <td>No, some cells will have a value of less than 5 students (do not report)</td> </tr> <tr> <td>Radio button option</td> <td>No, my institution does not collect data on another gender</td> </tr> </table> <p>Graduate students:</p> <table border="1"> <tr> <td>Radio button option</td> <td>Yes</td> </tr> <tr> <td>Radio button option</td> <td>No, some cells will have a value of less than 5 students (do not report)</td> </tr> <tr> <td>Radio button option</td> <td>No, my institution does not collect data on another gender</td> </tr> </table> <p>Part A: Fall Enrollment - Gender Unknown or another gender than Provided Categories For both undergraduate and graduate students [as applicable], report how many students you had to allocate to a binary gender category (Men/Women) because their gender was unknown or another gender than the provided categories (Men/Women). If your institution does not collect data on another gender, cannot currently report ‘Another gender’ please select ‘No, my institution does not collect data on another gender’ to the question and leave the cells in the ‘Another gender’ row blank (do not input 0s). If you institution collects data on another gender, but some cells will have a value of less than 5 students, please select ‘No, some cells will have a value of less than 5 students,’ do not report the data and leave the cells in the rows for ‘Another gender’ blank. If you indicate ‘Yes’, but no students identified as another gender, please enter ‘0’ in the appropriate row(s).</p>	Radio button option	Yes	Radio button option	No, some cells will have a value of less than 5 students (do not report)	Radio button option	No, my institution does not collect data on another gender	Radio button option	Yes	Radio button option	No, some cells will have a value of less than 5 students (do not report)	Radio button option	No, my institution does not collect data on another gender	Addition/-Deletion
Radio button option	Yes													
Radio button option	No, some cells will have a value of less than 5 students (do not report)													
Radio button option	No, my institution does not collect data on another gender													
Radio button option	Yes													
Radio button option	No, some cells will have a value of less than 5 students (do not report)													
Radio button option	No, my institution does not collect data on another gender													
52	Revised Part E Instructions to clarify that bachelor’s degree completers by their second fall term among the first-time bachelor’s degree-seeking student cohort should be considered retained [Applicable to 4-year degree granting institutions]:	Addition												

	<p>Changed instruction/FAQ/screen (where applicable; additions in red, deletions with red strikethrough, rewording in blue)</p>	<p>Change type (e.g., addition/deletion/rewording)</p>
	<p>Part E: Retention Rates for First-Time Bachelor's Degree Seeking Student Cohort [Applicable to 4-year degree granting institutions]</p> <p>Retention rates examine the percentage of first-time bachelor's degree (or equivalent) seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year or have completed their bachelor's program in that time.</p> <p>On each retention screen (full-time cohort and part-time cohort screens) institutions must report:</p> <ul style="list-style-type: none"> • First-time bachelor's degree (or equivalent) seeking Fall 2022 cohort. <p>Academic reporters: determine the cohort using the institution's official fall reporting date or as of October 15, 2022.</p> <p>Program reporters: determine the cohort based on students who were enrolled in the institution at any time between August 1 and October 31, 2022.</p> <p>Note: The retention cohorts are the subset of first-time degree/certificate-seeking students reported in Part A of the prior year Fall Enrollment survey that are bachelor's degree (or equivalent) seeking. Attendance status (full- or part-time) should be based on the student's Fall 2022 status.</p> <ul style="list-style-type: none"> • Exclusions from the cohorts (see below for allowable exclusions) • Inclusion to the Fall 2022 cohort. Report on this line first-time bachelor's seeking study abroad students who were excluded from the first-time cohort but who have re-enrolled at the institution their second year. • Total number of students retained from the Fall 2022 cohort. Include students who were reported as first-time but who are studying abroad Fall 2023. <p>Total students retained = students from the Fall 2022 cohort who are still enrolled as of Fall 2023 + students from the Fall 2022 cohort who completed their bachelor's program as of Fall 2023.</p> <p>Academic reporters: Report students retained as of the institution's official fall reporting date or as of October 15, 2023.</p> <p>Program reporters: Report students retained as of August 1, 2023.</p> <p>Exclusions: Institutions may report cohort exclusions. Allowable exclusions are students who left the institution for any of the following reasons:</p> <ul style="list-style-type: none"> • Died or were totally and permanently disabled • To serve in the armed forces (including those called to active duty) • To serve with a foreign aid service of the Federal Government (e.g., Peace Corps) To serve on official church missions <p>The system will compute an adjusted cohort by subtracting the student exclusions from the original cohort prior to calculating the retention rate.</p> <p>Retention rates will be computed by the system after clicking 'Save.' The retention rate is calculated as: (Students from the Fall 2022 cohort still enrolled as of Fall 2023 + students from the Fall 2022 cohort who completed their bachelor's program as of Fall 2023/Adjusted Fall 2022 cohort)*100</p> <p>Note: The number of first-time bachelor's degree (or equivalent) seeking students who attain a bachelor's degree (or equivalent) by their second fall term is expected to be zero or very small. In exceptional cases when a first-time student does satisfy all degree requirements including full credit completion (e.g., typically 120 credit hours) and is awarded a bachelor's degree (or equivalent) by their second fall term, they are to be considered "retained" for EF reporting purposes.</p>	
53	<p>Updated FAQ:</p> <p>Should my institution, which is participating as an U.S. Department of Education</p>	<p>Addition/-Deletion</p>

	Changed instruction/FAQ/screen (where applicable; additions in red, deletions with red strikethrough, rewording in blue)	Change type (e.g., addition/deletion/rewording)
	<p>experimental site, report high school students or incarcerated students who have received a Pell Grant while taking college coursework include experimental site participants in IPEDS Fall Enrollment (EF)?</p> <p>If your institution is participating in the Dual Enrollment experimental site or the Second Chance Pell experimental site program, No, exclude experimental site participants these students from reporting.</p>	
54	<p>Updated FAQ:</p> <p>How do I report an undergraduate student who took courses as a non-degree-seeking student and re-enrolls as a degree-seeking student at the same reporting institution?</p> <p>This student should be reported as a "continuing/returning" student. IPEDS defines "continuing/returning students" as "A student who is not new to the institution in the fall, but instead is continuing his or her studies at the institution (i.e., not first-time and not transfer-in)."</p> <p>If a student enrolled in a prior reporting year as non-degree-seeking and in the current reporting year re-enrolls as degree-seeking, the student should be reported as a "continuing/returning" student as the student is not new to the reporting institution. Note: This does not apply to dual enrolled high school students if they were reported as non-degree-seeking students in a prior reporting year. After receipt of the high school diploma or recognized equivalent, they can be classified as first-time degree/certificate-seeking, if appropriate.</p>	Addition/-Deletion
55	<p>Updated FAQ:</p> <p>In which race/ethnicity category do I report undocumented and DACA students?</p> <p>Undocumented and DACA students who completed high school or a GED equivalency within the United States and who were not on an F-1 non-immigrant student visa at the time of high school graduation are considered eligible non-citizens and their race/ethnicity should be reported using the seven race/ethnicity categories provided:</p> <ul style="list-style-type: none"> • Hispanic or Latino, regardless of race • For Non-Hispanic/Latino individuals: <ul style="list-style-type: none"> • American Indian or Alaska Native • Asian • Black or African American • Native Hawaiian or Other Pacific Islander • White • Two or more races <p>If a student's race/ethnicity is unknown, you can include them in the race/ethnicity unknown category. Note: If the institution cannot verify F-1 visa status for undocumented and DACA students at the time of high school graduation, the institution can assume that the status at the time of application was the same as the status at the time of high school graduation.</p>	Addition
56	<p>New FAQ:</p> <p>Should incarcerated students be included in enrollment reporting?</p> <p>Include all students enrolled for credit even if enrolled at off-campus locations (e.g., federal or state penal institution). This includes, but is not limited to, students enrolled for credit in a recognized prison education program (PEP). Enrollment statuses for incarcerated students (e.g., full-/part-time, first-time/non-first-time, distance education) should be determined in the same way as all other students enrolled for credit.</p>	Addition
57	<p>New FAQ:</p> <p>How do I determine whether a student should be reported as full-time or part-time?</p>	Addition

	Changed instruction/FAQ/screen (where applicable; additions in red, deletions with red strikethrough, rewording in blue)	Change type (e.g., addition/deletion/rewording)
	<p>Based on IPEDS definitions, a full-time undergraduate student is a student enrolled for 12 or more semester credits, or 12 or more quarter credits, or 24 or more clock hours a week each term, while a part-time undergraduate student is a student enrolled for either less than 12 semester or quarter credits, or less than 24 clock hours a week each term.</p> <p>A full-time graduate student is a student enrolled for 9 or more semester credits, or 9 or more quarter credits, or a student involved in thesis or dissertation preparation that is considered full-time by the institution, while a part-time graduate student is a student enrolled for less than 9 semester or quarter credits.</p> <p>In some rare cases, however, students may be enrolled in fewer than the specified full-time credit thresholds outlined above but still be considered full-time for federal financial aid purposes. In these instances, students who are determined to be full-time enrolled for federal financial aid purposes are also to be considered full-time for IPEDS reporting purposes.</p>	
58	Removed reference to Common Data Set methodology in survey materials regarding student-to-faculty ratio.	Deletion
FINANCE		
59	Rephrased all references to “remedial education” and “remedial courses” to “developmental education” and “developmental courses.”	Rewordin g
60	Rephrased “room and board” terminology to “food and housing” under FAFSA Simplification Act (116 Pub. L. 260, Division FF, Title VII) and the Consolidated Appropriations Act, 2022 (117 Pub. L. 103, Division R)	Rewordin g
61	<p>Removed reference to “teaching faculty” from the instructions for the Instruction expense category to ensure representativeness for all institutions and their delivery modes (per TRP #66 panelists’ suggestion):</p> <p>Instruction - Expenses of the colleges, schools, departments, and other instructional divisions of the institution and expenses for departmental research and public service that are not separately budgeted should be included in this classification. Include expenses for both credit and noncredit activities. Exclude expenses for academic administration where the primary function is administration (e.g., academic deans); such expenses should be reported on line 05. The instruction category includes academic instruction, occupational and vocational instruction, community education, preparatory, developmental and adult basic education, and remedial and tutorial instruction conducted by the teaching faculty for the institution’s students.</p>	Deletion
62	<p>Revised instructions for the Academic Support expense category for consistency with the definition:</p> <p>Academic support - This category includes expenses for the support services that are an integral part of the institution’s primary missions of instruction, research, and public service. Include expenses for museums, libraries, galleries, audio/visual services, ancillary support, academic administration, and formally organized and/or separately budgeted academic- administration academic personnel development, and course and curriculum development. Include expenses for veterinary and dental clinics if their primary purpose is to support the institutional program.</p>	Addition/- Deletion
63	<p>Added a note to the instructions that the Spending distribution for current use amount is treated as negative value:</p> <p>Spending distribution for current use - Report the amount of withdrawals from endowments to fund the institution’s operating budget and other institutional expenses. The reported amount is treated as negative value.</p>	Addition
64	<p>Updated FAQ:</p> <p>My institution offered an early retirement program last year to faculty and staff as a long-term plan to reduce costs. An expense of \$5 million dollars was incurred. How should this be reported</p>	Addition/- Deletion

	Changed instruction/FAQ/screen (where applicable; additions in red, deletions with red strikethrough, rewording in blue)	Change type (e.g., addition/deletion/rewording)
	<p>in IPEDS Finance survey component reporting?</p> <p>The \$5 million dollars in expense should be reported in the Total amount of the Employee fringe benefits or Benefits (rather than being allocated across the other functions such as Instruction, Research, or Institutional support). By doing so, the \$5 million dollar expense will appear (by default) as an Other Functional Expenses and Deductions within the benefits column. The consequence of this reporting is that the one-time early retirement buyout will not affect the historical nature of total or benefits costs by function. An explanation may also be added to the context box to explain this early retirement buyout. The Financial Accounting and Reporting Manual (FARM) from the National Association of College and University Business Officers offers little guidance on this topic. However, the FARM contains useful language from GASB (Statement 47) and FASB (Concept Statement 2) indicating that such expenses should be treated as benefits: “In financial statements based on accrual accounting, employers should recognize a liability and expense for voluntary termination benefits (for example, early-retirement incentives) when the offer has been accepted and the amount can be estimated.”</p>	
HUMAN RESOURCES		
65	Rephrased all references to “remedial education” and “remedial courses” to “developmental education” and “developmental courses.”	Rewording
66	<p>New FAQ:</p> <p>Should staff providing instruction or services for incarcerated students be reported in HR?</p> <p>Yes. Include all staff who provide instruction or services to incarcerated students and who are paid for these services directly by their institution.</p>	Addition
ACADEMIC LIBRARIES		
N/A	No changes.	
GLOSSARY		
67	<p>Revised the “Allowable costs” term under the FAFSA Simplification Act:</p> <p>Except in the case of correspondence and incarcerated students, allowable costs for the cost of attendance typically include:</p> <ol style="list-style-type: none"> 1. Tuition and fees; 2. Room and board Food and housing; 3. Books and supplies Books, materials, supplies, and equipment, which may include the rental or purchase of a personal computer; 4. Transportation, which may include, but is not limited to, vehicle maintenance and/or travel costs between campus, residences, and the student’s place of work; and 5. , and miscellaneous Miscellaneous expenses, which may include other costs and allowances under the law and/or as determined by the institution for a student attending at least half-time such as an allowance for: <ul style="list-style-type: none"> — Rental or purchase of a personal computer; — Vehicle maintenance for transportation to and from the institution; and — Prior learning assessment costs. <p>An allowance for:</p> <ul style="list-style-type: none"> o Dependent care; o Study abroad expenses; o Disability-related expenses; o Employment expenses for co-op study Cooperative education costs; o Professional licensure, certification, or first professional credential costs; and o Federal student Loan fees. <p>Note: Certain Other restrictions and limitations may apply to the cost components and allowances, especially for less-than-full-time, correspondence, and incarcerated students.</p>	Addition/-Deletion
68	<p>Revised the “12-month Enrollment (E12)” term for improved clarity and consistency with the survey component instructions:</p> <p>This annual component of IPEDS collects unduplicated student enrollment counts and instructional activity data for an entire 12-month period. These data were collected in the</p>	Addition/-Deletion

	Changed instruction/FAQ/screen (where applicable; additions in red, deletions with red strikethrough, rewording in blue)	Change type (e.g., addition/deletion/rewording)
	Enrollment component prior to the 2007 IPEDS data collection. Data are collected for the entire 12-month academic year reporting period, while enrollment data collected in the Fall Enrollment component are fall data. Institutions report an unduplicated head count for the total number of students, by gender, attendance status (full-time, part-time), race/ethnicity, level (undergraduate, and graduate, including doctor's – professional practice), first-time (entering), transfer-in (non-first-time entering), continuing/returning, and degree/certificate-seeking statuses, enrolled throughout the reporting period. Students included are those enrolled in any courses for credit leading to a degree or other recognized postsecondary credential, as well as those enrolled in courses that are part of a terminal vocational or occupational program. Institutions also report the total instructional activity for the same 12-month period for both undergraduate and graduate programs. Instructional activity data are reported in units of clock hours or credit hours. Starting with the 2023-24 data collection, institutions will also report data on dual enrollment.	
69	Rephrased “room and board” terminology to “food and housing” under FAFSA Simplification Act (116 Pub. L. 260, Division FF, Title VII) and the Consolidated Appropriations Act, 2022 (117 Pub. L. 103, Division R)	Rewordin g
70	Added “Transportation expenses” term and definition under FAFSA Simplification Act: An allowance, as determined by the institution, for student travel costs between campus, residences, and the student’s job. It is separate from the miscellaneous expense cost component and may include vehicle maintenance costs and roundtrip travel costs home during scheduled breaks.	Addition
71	Removed all duplicate terms for GASB aligned form reporters as terms and definition for the functional expense categories are the same across survey forms.	Deletion
72	Revised the “Books and supplies” term under FAFSA Simplification Act: The average cost of books, course materials, supplies, and equipment supplies for a typical student for an entire academic year (or program). Does not include unusual costs for special groups of students (e.g., engineering or art majors), unless they constitute the majority of students at an institution.	Addition/- Deletion
73	Replaced “academic year” with “reporting period” for the “Completions (C)” term for clarity: This annual component of IPEDS collects number of degrees and other recognized postsecondary credentials (certificates) conferred. These data are reported by level (associate's, bachelor's, master's, and doctor's), as well as by length of program for some. Both are reported by race/ethnicity and gender of recipient, and the field of study, using the Classification of Instructional Programs (CIP) code. Institutions report all degrees and other awards conferred during an entire reporting period academic year, from July 1 of one calendar year through June 30 of the following year. Completions data by race/ethnicity at the 2-digit CIP level became an annual collection in 1990; since the 1995 collection, race/ethnicity is collected at the 6-digit CIP level. In 2001, IPEDS began collecting completers of double majors by level, 6-digit CIP code, and by race/ethnicity and gender of recipient.	Addition/- Deletion
74	Added the “Comprehensive transition and postsecondary program for students with intellectual disabilities” term for clarity: A degree, certificate, nondegree, or noncertificate program designed to support and provide students with intellectual disabilities with opportunities to participate in coursework and other activities with students without disabilities while obtaining academic training and independent living instruction at an institution of higher education to prepare for gainful employment. (For more information, see 34 CFR 668.231).	Addition
75	Added the “Dependent care expenses” term for clarity: A cost of attendance allowance based on the number and age of dependents, and actual estimated cost in the community where the student resides for dependent care during commuting time, class time, study time, field work, internships, and other education related activities as determined by the financial aid office.	Addition
76	Revised the “Fall Enrollment (EF)” term for improved clarity and consistency with the survey	Addition/-

	Changed instruction/FAQ/screen (where applicable; additions in red, deletions with red strikethrough, rewording in blue)	Change type (e.g., addition/deletion/rewording)
	component instructions: This annual component of IPEDS collects data on the number of students enrolled in the fall at postsecondary institutions. Students reported are those enrolled in courses creditable toward a degree or other recognized postsecondary credential; students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off-campus or extension centers; and high school students taking regular college courses for credit. Institutions report annually the number of full- and part-time students, by gender, race/ethnicity, and level (undergraduate, and graduate, including doctor's – professional practice students first-professional); the total number of full- and part-time undergraduate entering degree/certificate-seeking students (first-time entering, full and part-time students , transfer-ins, and continuing/returning) and full- and part-time undergraduate non-degree/non-certificate students); and retention rates. In even-numbered years, data are collected for state of residence of first-time students and for the number of those students who graduated from high school or received high school equivalent certificates in the past 12 months. Also in even-numbered years, 4-year institutions are required to provide enrollment data by gender, race/ethnicity, and level for selected fields of study. In odd-numbered years, data are collected for enrollment by age category by student level and gender.	Deletion
77	Revised the “Finance (F)” term for improved clarity and consistency with the survey component instructions: This annual component of IPEDS collects data that describe the financial condition of postsecondary education in the nation. These data are used to monitor changes in postsecondary education finance and to promote research involving institutional financial resources and expenditures. Specific data elements include such items as institutional revenues by source (e.g., tuition and fees, government, private gifts); institutional expenses expenditures by function (e.g., instruction, research, student services plant maintenance and operation); physical plant assets and indebtedness; and endowment investments. Institutions may use different survey forms depending on the control of institution (e.g. public, private not-for-profit non-profit , or private for-profit) and the accounting standards followed by the institution (e.g. FASB or GASB).	Addition/-Deletion
78	Deleted the “Hispanic-serving institution (HIS)” term as IPEDS does not collect or derive or designate institutions as HSIs.	Deletion
79	Updated the “IPEDS Data Center” term with the “IPEDS Use the Data Webpage”: The IPEDS Use the Data webpage Data Center is the single entry point for retrieving IPEDS data. Using the webpage data-center , one can easily download data files for one or more institutions with information from any of the IPEDS survey components or download complete data files, produce a variety of reports and data trends , or create group statistics. The data-center replaces the old IPEDS Peer Analysis System and Dataset Cutting Tool, and features improvements in navigation, institution selection, and variable selection, as well as increased on-screen help.	Addition/-Deletion
80	Revised the “Recognized postsecondary credential” term for clarity: A recognized postsecondary credential includes any credential that is recognized by the institution's appropriate governing body and received after completion of an academic program that is eligible for Title IV federal student aid or that is awarded in recognition of an individual's attainment of measurable technical or industry/occupational skills necessary to obtain employment or advance within an industry/occupation. These technical or industry/occupational skills generally are based on standards developed or endorsed by employers or industry associations.	Addition/-Deletion
81	Rephrased all references to “remedial education” and “remedial courses” to “developmental education” and “developmental courses.”	Rewordin g
KEYHOLDER HANDBOOK		
82	Replaced the title “New Keyholder Handbook” with “Keyholder Handbook” as the information presented in the Handbook is relevant for all keyholders.	Rewordin g
83	Replaced “IPEDS listserv” with the “IPEDS Knowledge Exchange” and updated the link to access the new platform for the IPEDS community to connect, share resources, and ask each other questions.	Rewordin g

	Changed instruction/FAQ/screen (where applicable; additions in red, deletions with red strikethrough, rewording in blue)	Change type (e.g., addition/deletion/rewording)
84	Updated IPEDS website screenshots to reflect the redesign of the IPEDS website	Addition/-Deletion
85	Replaced “Join In” with “Collaborate with NCES” name for the webpage.	Rewordin g
COMMUNICATIONS		
86	Moved the Annual Update Email to CEOs/Coordinators from registration period to Fall collection to avoid conflict with the help desk training.	Rewordin g
87	Eliminated the third registration letter (4 weeks prior to Fall collection closing) as this mailing has not been adding much utility.	Deletion
88	Moved the registration reminder calls one week earlier (moving from Fall close-4 weeks to close-3 weeks).	Rewordin g
89	Updated the FSA fine amount. (\$59,017 -> \$67,544)	Addition/-Deletion
90	Revised the Registration Letter to CEOs of Institutions with no Previous Keyholder to highlight the importance of appointing the keyholder and to omit the information that is communicated in other letters to keyholders.	Addition/-Deletion
91	Reiterated the topics covered in the Annual Update Email to CEOs of IPEDS Institutions and removed the note with not as helpful detail.	Addition/-Deletion
92	Added the Email Communication Regarding Changes in the Prior Year Revision (PYR) System)	Addition