

Integrated Postsecondary Education Data System (IPEDS) 2022-23 through 2024-25

Appendix A

Detailed Proposed Changes to Forms by IPEDS Survey Component

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Fall Collection

A1. Institutional Characteristics (includes Header and Identification)

The proposed changes to the Institutional Characteristics (IC)/IC-Header (IC-H)/Identification (ID) survey component are minor and are the results of NCES review and additions to screening questions to streamline data collection. This includes screening questions to determine whether institutions report on noncredit students and on dual enrolled students starting with the 2023-24 data collection based on input from the IPEDS TRPs on Noncredit Enrollment (March 2008, October 2020) and the TRPs on Capturing and Clarifying Dual Enrollment Data (March 2018, March 2021). Other changes are made based on NCES QC review, input from institutions, needs for database improvement, and an NPEC paper on Improving the IC Survey Component.

Unique Entity Identifier. GSA is changing the identifier for entities that work with the federal government.

Student Services. The NPEC paper on Improving the IC Survey Component suggested NCES consider adding/clarifying some of the options in the Student Services portion of the IC survey component. NCES has made some additions and clarifications after review of the NPEC paper and other sources.

Noncredit Education. NCES is also adding a checkbox question about noncredit education; the results of responses to that question will help NCES to better understand the impact of noncredit education on Human Resources and Finance calculations such as student-to-faculty ratio and revenues/expenditures per FTE by allowing NCES to identify institutions that offer noncredit education. An optional data collection on noncredit education is being considered by NCES to supplement the IPEDS data collection.

Dual Enrollment. While dual enrolled students have been captured in the non-degree/non-certificate-seeking E12 collection, E12 will add a new Part to collect data specifically on dual enrolled students. Due to this additional collection, it is necessary to edit some existing checkbox items in IC and to add a new screening question to determine applicability of reporting in E12.

Other minor changes. Review the attached survey forms for other minor changes meant to clarify screens, instructions, and FAQs.

Table 1. Proposed changes to the IC-Header, Institutional Characteristics, and Institutional Identification survey component			
Change	Implementation year	Source	Estimated burden
<p>IC/ICH: Mission Statement (or URL) collection will be moved from IC to ICH.</p> <p>For ICH: This will become the first question in Part B and subsequent questions in Part B will be renumbered from B1-B7 to B2-B8. This can be reviewed through the attached survey forms.</p> <p>For IC: This was previously Part A, so Parts have been reordered.</p> <p>This can be reviewed through the attached survey forms.</p>	2022-23	Database improvement	None
<p>ICH: Addition of a question to help NCES understand the impact of noncredit education on Human Resources and Finance calculations such as student-to-faculty ratio and revenues/expenditures per FTE by allowing NCES to identify institutions that offer noncredit education. Clarified that Question 1 is asking about 'for-credit' activities and added remedial as an option.</p> <p>4. Which of the following categories of noncredit education are offered by your institution? [Check all that apply] Note: Categories below may not be mutually exclusive.</p> <ul style="list-style-type: none"> • Workforce Education • Contract Training/Customized Training • Remedial Education • Recreational/Avocational/Leisure/Personal Enrichment • Adult Basic Education • Adult High School Diploma or Equivalent 	2022-23	TRPs on Noncredit Enrollment (March 2008, October 2020)	None/Minimal

Table 1. Proposed changes to the IC-Header, Institutional Characteristics, and Institutional Identification survey component

Change	Implementation year	Source	Estimated burden
<ul style="list-style-type: none"> • English as a Second Language • Continuing Professional Education • None of the above 			
<p>ID: Change from collecting Dun & Bradstreet (DUNS) numbers to collecting Unique Entity Identifiers (UEIs). This can be reviewed through the attached survey forms.</p>	2022-23	Government Transition from DUNS Number to new EI	Minimal
<p>IC: Addition of pre-defined context options that institutions can select. Options are detailed in the attached survey form.</p>	2022-23	NCES-initiated based on QC review	Improvement
<p>IC: Addition of new checkbox options in Student Services and language clarifications.</p> <p>2. Special Learning Opportunities What types of special learning opportunities are offered by your institution? [Check all that apply]</p> <ul style="list-style-type: none"> • ROTC <ul style="list-style-type: none"> • Army • Navy • Air Force • Marine option • Study abroad • Weekend/evening college courses or programs • Undergraduate research (co-curricula) • Teacher certification (for the elementary, middle school/junior high, or secondary level) Do not include certifications to teach at the postsecondary level. <ul style="list-style-type: none"> • Students can complete their preparation in certain areas of specialization • Students must complete their preparation at another institution for certain areas of specialization • This institution is approved by the state for the initial certification or licensure of teachers • Comprehensive transition and postsecondary program for students with intellectual disabilities <p>4. Which of the following selected student services are offered by your institution? [Check all that apply]</p> <ul style="list-style-type: none"> • Remedial services • Academic/career counseling services • Employment services for current students • Placement services for program completers <p>6. Indicate whether or not any of the following alternative tuition plans are offered by your institution.</p> <ul style="list-style-type: none"> o No o Yes [Check all that apply] <ul style="list-style-type: none"> • Tuition guarantee • Prepaid tuition plan • Tuition payment plan • Promise program • Other (specify in box below) 	2022-23	NCES-initiated based on QC review; NPEC paper on Improving the IC survey component	Minimal
<p>IC: For public institutions, add checkboxes for institutions that select 'Yes' to charging multiple tuition rates.</p> <ul style="list-style-type: none"> • Yes, please check all tuition rates charged by your institution <ul style="list-style-type: none"> ▪ In-district ▪ In-state ▪ Out-of-state 	2022-23	NCES-initiated based on QC review	None/Improvement

Table 1. Proposed changes to the IC-Header, Institutional Characteristics, and Institutional Identification survey component			
Change	Implementation year	Source	Estimated burden
<ul style="list-style-type: none"> No 			
<p>IC: Remove dual Enrollment option from Question 1 (Starting in 2023-24 covered by dual enrollment screening question)</p> <p>1. Does your institution accept any of the following? [Check all that apply]</p> <ul style="list-style-type: none"> Dual enrollment Credit for life experiences Advanced placement (AP) credits None of the above 	2023-24	TRPs on Capturing and Clarifying Dual Enrollment Data (March 2018, March 2021)	None
Add/edit associated instructions for new/edited questions. These can be reviewed through the attached survey forms.	2022-23 and 2023-24	All of the above sources	None

A2. Completions

The proposed changes to the Completions (C) survey component are minor and are the results of NCES QC review. The Completions survey component is also impacted by cross-cutting changes as indicated.

New FAQ. A new FAQ has been added to clarify reporting of undocumented and DACA students in race/ethnicity reporting.

Cross-cutting – Race/ethnicity. NCES is changing terminology from ‘Nonresident alien’ to ‘U.S. Nonresident’ in response to Executive Orders related to using more inclusive terminology. There are other proposed changes related to DACA and undocumented students and race/ethnicity reporting. Cross-cutting changes are described in the cross-cutting table.

Cross-cutting – Gender. NCES is asking a new gender question on student surveys that currently collect data by the mutually exclusive binary Men/Women categories but do not have options for ‘Gender Unknown’ or ‘Another gender than Provided Categories (Men/Women)’. NCES has taken the approach of adding a question based on totals, since adding those categories to every screen that is currently collected by the Men/Women categories would create both a high level of increased burden and lead to very small cell sizes. NCES expects this question to provide important information for future improvements to the IPEDS data collection. Cross-cutting changes are described in the cross-cutting table.

Other minor changes. Review the attached survey forms for other minor changes meant to clarify screens, instructions, and FAQs.

Cross-cutting – Other minor edits. NCES is making some other minor cross-cutting edits. Cross-cutting changes are described in the cross-cutting table.

Table 2. Proposed changes to the Completions survey component			
Change	Implementation year	Source	Estimated burden
<p>New FAQ</p> <p>In which race/ethnicity category do I report undocumented and Deferred Action for Childhood Arrivals (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 	2022-23	NCES-initiated based on QC review	None

Table 2. Proposed changes to the Completions survey component

Change	Implementation year	Source	Estimated burden
<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.</p>			

A3. 12-month Enrollment

The proposed changes to the 12-month enrollment (E12) survey component for 2022-23 are minor and are the results of NCES QC review. The proposed changes to the 12-month enrollment (E12) survey component for 2023-24 are substantial and are the results of input from the IPEDS TRPs on Noncredit Enrollment (March 2008, October 2020) and the TRPs on Capturing and Clarifying Dual Enrollment Data (March 2018, March 2021). Other changes are made based on NCES QC review and input from institutions.

2022-23

New FAQ. FAQ has been added to clarify reporting of undocumented and DACA students in race/ethnicity reporting.

Updated FAQ. FAQ has been added to clarify reporting across EF, E12, and OM.

Addition of part-time column for Graduate students. Based on NCES QC review, this will allow comparable totals for undergraduate and graduate students and allows for potential improvements to full-time equivalent (FTE) calculation.

Cross-cutting – Race/ethnicity. NCES is changing terminology from ‘Nonresident alien’ to ‘U.S. Nonresident’ in response to Executive Orders related to using more inclusive terminology. There are other proposed changes related to DACA and undocumented students. Cross-cutting changes are described in the cross-cutting table.

Cross-cutting – Gender. NCES is asking a new gender question on student surveys that currently collect data by the mutually exclusive binary Men/Women categories but do not have options for ‘Gender Unknown’ or ‘Another gender than Provided Categories (Men/Women)’. NCES has taken the approach of adding a question based on totals, since adding those categories to every screen that is currently collected by the Men/Women categories would create both a high level of increased burden and lead to very small cell sizes. NCES expects this question to provide important information for future improvements to the IPEDS data collection. Cross-cutting changes are described in the cross-cutting table.

Other minor changes. Review the attached survey forms for other minor changes meant to clarify screens, instructions, and FAQs.

Cross-cutting – Other minor edits. NCES is making some other minor cross-cutting edits. Cross-cutting changes are described in the cross-cutting table.

2023-24

Dual Enrollment. A new part will be added to collect an unduplicated count of dual enrolled students by race/ethnicity and gender. Dual enrolled students are currently included as part of the non-degree/non-certificate-seeking (NDNCS) count in Part A. However, it is impossible to know how much of the NDNCS count is made up of dual enrolled

students. Since dual enrollment is growing and has important implications for future college attendance and credential attainment, NCES is adding this collection to better understand the impact of dual enrollment.

Table 3. Proposed changes to the 12-month enrollment survey component			
Change	Implementation year	Source	Estimated burden
<p>New FAQ</p> <p>In which race/ethnicity category do I report undocumented and Deferred Action for Childhood Arrivals (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 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.</p>	2022-23	NCES-initiated based on QC review	None
<p>Updated FAQ.</p> <p><u>How can I ensure consistent reporting of degree/certificate-seeking undergraduates across EF, E12, and OM survey components?</u></p> <ul style="list-style-type: none"> The Fall Enrollment (EF) survey component is a “snapshot” of the institution's enrollment in the fall. The 12-month Enrollment (E12) survey component captures the institution's total unduplicated headcount enrollment for an entire 12-month period (July 1 to June 30). EF enrollment counts are a subset of the E12 enrollment counts, as the E12 survey component captures students enrolled in the fall plus any other unduplicated students not captured in the EF survey component (e.g., students who first enroll in the spring term or enroll only in the summer months term). If students enroll in the summer immediately preceding the fall term, students' enrollment status (i.e., part-time or full-time, first-time or non-first-time, degree/certificate-seeking or non-degree/non-certificate-seeking, undergraduate or graduate) should be determined by their fall enrollment (not their summer enrollment). Note that recent high school graduates and other students without prior postsecondary experience will still be considered “first-time students” for EF reporting purposes even if they enrolled in the summer prior to fall enrollment. Because the fall term is considered a full term for IPEDS reporting purposes, students enrolled in the fall term and captured in the EF survey component should retain their same enrollment statuses (e.g., part-time or full-time, first-time or non-first-time, degree/certificate-seeking or non-degree/non-certificate-seeking, undergraduate or graduate) in the E12 survey component. <ul style="list-style-type: none"> For example, a full-time, first-time student reported on the EF survey would also be reported as a full-time, first-time student in the E12 survey. Similarly, a part-time, non-degree/non-certificate-seeking student reported in the EF survey component would retain those statuses in the E12 survey component. For both program reporters and academic reporters, student enrollment statuses as reported on the current-year EF survey should be retained for E12 reporting in the following data collection year when the data coverage periods align (i.e., you should not change students' statuses between EF and E12 reporting). For students not reported on the EF survey component (i.e., not enrolled in the fall and therefore not captured), default to the student's first full term at entry to determine enrollment statuses (typically spring in this scenario). If the student enrolls only in the 	2022-23	NCES-initiated based on QC review	None

Table 3. Proposed changes to the 12-month enrollment survey component

Change	Implementation year	Source	Estimated burden
<p>summer months and at no other time during the 12-month reporting period, then the summer term session may be used to determine student statuses.</p> <ul style="list-style-type: none"> While the E12 survey component captures unduplicated enrollment counts during the 12-month period of July 1 to June 30, the Outcome Measures (OM) survey component captures the 4-, 6-, and 8-year academic outcomes for the cohort of degree/certificate-seeking students during the same 12-month period. Like the E12 survey component, students' statuses (i.e., first-time/non-first-time, Pell/Non-Pell, full-time/part-time) are determined by students' first full term (i.e., fall or spring). Unlike the E12 survey component, the OM survey component captures only degree/certificate-seeking students. For this reason, students' statuses for OM reporting purposes are determined in their first full term as a degree/certificate-seeking student. For example, students enter as non-degree/non-certificate-seeking students in the fall and in the following spring term enroll as degree/certificate-seeking students, these students would be reported as: <ul style="list-style-type: none"> In EF as non-degree/non-certificate-seeking students with the statuses (e.g., full-time/part-time) determined at their first full term (i.e., fall term). In E12 as non-degree/non-certificate-seeking students with the statuses (e.g., full-time/part-time) determined at their first full term (i.e., fall term). Note that students reported on both the EF and E12 survey components should be reported with the same enrollment statuses (i.e., they do not change). In OM as degree/certificate-seeking students with the statuses (i.e., first-time/non-first-time, Pell/non-Pell, full-time/part-time) determined at their first full term as degree/certificate-seeking students (i.e., spring term). Because the OM survey component is designed to capture academic outcomes for degree/certificate-seeking students, students who are non-degree/non-certificate-seeking in the fall (and reported as such for both EF and 12 survey components) but then become degree/certificate-seeking after the fall term should be reported for OM reporting purposes. Only in this scenario and only for OM reporting purposes should fall-enrolled students' enrollment statuses then be determined from a non-fall term to align with when they became degree/certificate-seeking. <p>Therefore, OM counts should be same or slightly greater than degree/certificate-seeking student counts reported in E12 because there is the potential for some students to enroll as non-degree/non-certificate-seeking in the fall term (and reported as such for EF and E12 survey components) but then change their enrollment to degree/certificate-seeking in the spring term (and thus need to be captured in the OM survey component).</p>			
<p>Addition of part-time column for graduate students</p> <p><i>Old collection</i> Unduplicated Headcount of graduate students collected separately by Men and Women and by race/ethnicity categories:</p> <ul style="list-style-type: none"> [Reported value] Total full-time <p><i>New collection</i> Unduplicated Headcount of graduate students collected separately by Men and Women and by race/ethnicity categories:</p> <ul style="list-style-type: none"> [New reported value] Total full-time [New reported value] Total part-time [Calculated value that was previously reported] Total graduate students 	2022-23	NCES-initiated based on QC review	Minimal
<p>New Part C for Dual Enrollment collection</p> <p>Part C – Unduplicated count of dual enrolled students 12-month Unduplicated count of dual enrolled students July 1, 20XX – June 30, 20XY Reporting Reminders:</p> <ul style="list-style-type: none"> The number of dual enrolled students was reported in Part A as part of the non-degree/non-certificate-seeking unduplicated enrollment. 	2023-24	TRPs on Capturing and Clarifying Dual Enrollment Data (March 2018, March 2021)	Moderate to Substantial

Table 3. Proposed changes to the 12-month enrollment survey component

Change	Implementation year	Source	Estimated burden
<ul style="list-style-type: none"> o The number of dual enrolled students reported in Part C will have some duplication with the non-degree/non-certificate-seeking enrollment students reported in Part A. o The number of dual enrolled students reported in Part C should be less than the number of non-degree/non-certificate-seeking students reported in Part A unless all non-degree/non-certificate-seeking students at your institution are dual enrolled students. • Report Hispanic/Latino individuals of any race as Hispanic/Latino • Report race for non-Hispanic/Latino individuals only • Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbaccalaureate undergraduate programs, and students in these programs are undergraduate students. • Preloaded value: Total number of students in non-degree/non-certificate-seeking unduplicated headcount reported in Part A • New reported values: Unduplicated headcount of high school students enrolled in college courses for credit (dual enrolled): <ul style="list-style-type: none"> o Collected separately for Men and Women o Collected by race/ethnicity categories 			
<p>Instructions/FAQs</p> <p>Add/edit associated instructions and FAQs for new/edited questions and Parts. These can be reviewed through the attached survey forms.</p>	<p>2022-23 and 2023-24</p>	<p>All of the above sources</p>	<p>None</p>

Winter Collection

A4. Student Financial Aid

The proposed changes to the Student Financial Aid (SFA) survey component for 2022-23 are minor and are the results of NCES QC review. The proposed changes are based on the TRP on Improving the SFA survey component and NCES review of federal student aid requirements.

Updates based on changes to federal student aid policy. The Office of Federal Student Aid (FSA) at the Department of Education (ED) has made changes to the types of Title IV aid available to students.

Clarification that public institutions should report the lower of in-state or in-district tuition. While institutions have always been expected to report the lower of in-state or in-district tuition, this was not always clear on screens and within instructions. This has been clarified throughout the screens, instructions, and FAQs.

Addition of degree/certificate-seeking (DCS) and non-degree/non-certificate-seeking (NDNCS) students. In Parts A & B, NCES currently collects counts of 'All undergraduate students' as required by the Higher Education Act of 1965 as amended by the Higher Education Opportunity Act (2008). Because this category of students includes both degree/certificate-seeking (DCS) and non-degree/non-certificate-seeking (NDNCS) students, and NDNCS students are ineligible for some Title IV aid programs including Federal Pell Grants, it is not currently possible to calculate an accurate percentage of students receiving Federal Pell Grants at the institution without using data from the Fall Enrollment (EF) survey component. To simplify this calculation and provide a better percentage on College Navigator, NCES is adding a collection of the counts of the DCS and NDNCS students in Part A, and collecting/calculating information on associated aid amounts (as relevant) in Part B. This was recommended by the TRP on improving the IPEDS SFA component.

Other minor changes. Review the attached survey forms for other minor changes meant to clarify screens, instructions, and FAQs.

Cross-cutting – Other minor edits. NCES is making some other minor cross-cutting edits. Cross-cutting changes are described in the cross-cutting table.

Table 4. Proposed changes to the Student Financial Aid survey component			
Change	Implementation year	Source	Estimated burden
<p>Updates based on changes to federal student aid policy. Some programs have been removed or added from federal student aid. For the 'What to Include' section and FAQ #4, the following updates were made</p> <p>The following types of financial aid should be reported in this component:</p> <ul style="list-style-type: none"> Title IV aid: Title IV aid includes Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Teacher Education Assistance for College and Higher Education (TEACH) Grant, Federal Work Study (FWS), and the Subsidized and Unsubsidized Direct Loan programs. Report 100% of student FSEOG and FWS award amounts. That is, include the federal and matching share, regardless of the source of the match. Also, FSEOG and FWS award amounts should not exceed program amounts budgeted for the award year. That is, if the institution's packaging policy includes an over-awarding strategy to account for attrition to make sure all funds are expended, exclude these amounts from award amounts reported to IPEDS. Federal grants (grants/educational assistance funds): Grants provided by federal agencies such as the U.S. Department of Education, including Title IV federal student aid program grants such as Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), Academic Competitiveness Grants (ACG), National Science and Mathematics Access to Retain Talent (National SMART) Grants, and Teacher Education Assistance for College and Higher Education (TEACH) Grants. Also include need-based and merit-based educational assistance funds and training vouchers provided from (a) other federal agencies and/or (b) federally-sponsored educational benefits programs. <p>Do not include veterans' education benefits, as defined in section 480(c) of the HEA, as they are no longer treated as Estimated Financial Assistance (EFA) for Federal Student Aid's purposes. For more information, visit https://ifap.ed.gov/electronic-announcements/08-13-2009-general-subject-guidance-federal-veterans-education-benefits.</p> <ul style="list-style-type: none"> Federal Work Study: Money earned by students based on financial need to meet postsecondary education costs who are employed part- 	2022-23	NCES review of financial aid changes	None

Table 4. Proposed changes to the Student Financial Aid survey component

Change	Implementation year	Source	Estimated burden
<p>time, typically in education related employment or community service activities on- campus or off-campus at the institution, or a private for-profit or nonprofit business, agency, or organization. Earnings include the federal and nonfederal share of wages, benefits, withholdings, and other employment deductions. It includes credit and non-credit employment. Examples of types of employment include, but is not limited to, assistantships, apprenticeships, internships, externships, and cooperative education experiences. While it does not include institutional and state work study programs, the non-federal share includes all state and local funds used to match these programs. See applicable federal, state, local, and institutional program rules for additional information.</p> <ul style="list-style-type: none"> • Federal loans to students: Money borrowed from the federal government that must be repaid for which the student is the designated borrower. This type of aid includes all Title IV federal student programs such as Federal Perkins Loans, Subsidized Direct or FFEL Stafford Loans, and Unsubsidized Direct or FFEL Stafford Loans. It also includes Health Professions Student Loans, Loans for Disadvantaged Students, Nursing Student Loans, and Primary Care Loans. Do not include PLUS loans and other federal loans not made directly to the student. • State/local government grants (grants/scholarships/waivers): Grants that were awarded by your state such as Leveraging Educational Assistance Partnerships (LEAP) (formerly SSIGs), the Special Leveraging Educational Assistance Program (SLEAP), the Grants for Access and Persistence (GAP) Program, and Robert C. Byrd Honors Scholarships. Include merit-based grants or scholarships that were provided by your state or local government. Also include tuition and fee waivers for which your institution was reimbursed by a state or local government agency. • Institutional grants or scholarships (scholarships/waivers): Grants, scholarships, and fellowships granted and funded by the institution and/or individual departments within the institution and are limited to students attending your institution. Include scholarships targeted to certain individuals (e.g., based on state of residence, major, or participation in athletic activities) for which the institution designates the recipient. Also include institutional tuition and fee waivers for which your institution was not reimbursed by a state or local government agency. This is not intended to include Federal Work Study. • Institutional loans to students: Short-term and long-term education loans to students made by the institution or its Schools, Colleges, or student organizations, including emergency education loans backed by a surety (i.e., financial guarantee). Exclude loans not made directly to the student, loans contingent on the student's financial aid (also known as payment deferrals) not backed by another source of security, and Income share agreements. • Private grants or scholarships: Grants or scholarships to students awarded and paid by an outside organization but directed through the institution's financial aid office and/or business office (e.g., Rotary Club Scholarship). • Private loans to students: Monies that must be repaid to the lending institution for which the student is the designated borrower. Include all institutionally and privately sponsored loans. Do not include loans that are not made directly to the student. Do not include loans contingent on the student's financial aid (also known as payment deferrals) not backed by another source of security. 			
<p>Clarification that public institutions should report the lower of in-state or in-district tuition</p> <p>Added 'lower of' throughout screens, instructions, and FAQs to make sure institutions understood how to report. E.g.,</p> <ul style="list-style-type: none"> • lower of in-state or in-district 	2022-23	Feedback from institutions	None/Improvement
<p>Addition of DCS and NDCS counts in Part A</p> <p>Part A - Establish Your Groups [Instruction 'paying the lower of in-state or in-district tuition rate' applicable to public institutions only]</p> <p><i>Old collection</i></p> <ul style="list-style-type: none"> • Group 1 All undergraduate students • Group 2 Of those in Group 1, those who are <u>full-time, first-time</u> degree/certificate-seeking <ul style="list-style-type: none"> o Of those in Group 2, those who were awarded any Federal Work Study, loans to students, or grant or scholarship aid from the federal government, state/local government, the institution, or other <p><i>New collection</i></p> <ul style="list-style-type: none"> • Group 1 All undergraduate students <ul style="list-style-type: none"> o [New reported value] Of those in Group 1, those who are degree/certificate-seeking o [New calculated value] Of those in Group 1, those who are non-degree/non-certificate-seeking • Group 2 Of those in Group 1, those who are <u>full-time, first-time</u> degree/certificate-seeking <ul style="list-style-type: none"> o Of those in Group 2, those who were awarded any Federal Work Study, loans to students, or grant or scholarship aid from the federal government, state/local government, the institution, or other 	2022-23	TRP on Improving the SFA survey component and feedback from institutions	Minimal

Table 4. Proposed changes to the Student Financial Aid survey component

Change	Implementation year	Source	Estimated burden
<p>sources known to the institution</p> <ul style="list-style-type: none"> o Of those in Group 2, those who were awarded any loans to students or grant or scholarship aid from the federal government, state/local government, or the institution • Group 3 Of those in Group 2, those paying the in-state or in-district tuition rate who were awarded grant or scholarship aid from the federal government, state/local government, or the institution • Group 4 Of those in Group 2, those paying the in-state or in-district tuition rate who were awarded any Title IV federal student aid 			
<p>Addition of DCS and NDCS aid amounts in Part B</p> <p><i>Old collection</i> Preloaded values for context</p> <ul style="list-style-type: none"> • Group 1 All undergraduate students <p>Data collected/calculated for above group:</p> <ul style="list-style-type: none"> • Grant or scholarship aid from the federal government, state/local government, the institution, and other sources known to the institution (Do NOT include federal student loans) <ul style="list-style-type: none"> o [Reported value] Number of students awarded aid o [Calculated value] Percentage of students receiving aid o [Reported value] Total amount of aid awarded o [Calculated value] Average amount of aid awarded • Federal Pell Grants <ul style="list-style-type: none"> o [Reported value] Number of students awarded aid <p><i>New collection</i> Preloaded values for context</p> <ul style="list-style-type: none"> • Group 1 All undergraduate students <ul style="list-style-type: none"> o [New preloaded value] Of those in Group 1, those who are degree/certificate-seeking o [New preloaded value] Of those in Group 1, those who are non-degree/non-certificate-seeking <p>Data collected/calculated for above groups:</p> <ul style="list-style-type: none"> • Grant or scholarship aid from the federal government, state/local government, the institution, and other sources known to the institution (Do NOT include federal student loans) <ul style="list-style-type: none"> ➤ Group 1 All undergraduate students <ul style="list-style-type: none"> o [Reported value] Number of students awarded aid o [Calculated value] Percentage of students receiving aid o [Reported value] Total amount of aid awarded o [Calculated value] Average amount of aid awarded ➤ Of those in Group 1, those who are degree/certificate-seeking <ul style="list-style-type: none"> o [New reported value] Number of students awarded aid o [New calculated value] Percentage of students receiving aid o [New reported value] Total amount of aid awarded o [New calculated value] Average amount of aid awarded ➤ Of those in Group 1, those who are non-degree/non-certificate-seeking <ul style="list-style-type: none"> o [New calculated value] Number of students awarded aid o [New calculated value] Percentage of students receiving aid o [New calculated value] Total amount of aid awarded o [New calculated value] Average amount of aid awarded • Federal Pell Grants <ul style="list-style-type: none"> ➤ Group 1 All undergraduate students <ul style="list-style-type: none"> o [Reported value] Number of students awarded aid o [Calculated value] Percentage of students receiving aid o [Reported value] Total amount of aid awarded o [Calculated value] Average amount of aid awarded 	2022-23	TRP on Improving the SFA survey component	Minimal

Table 4. Proposed changes to the Student Financial Aid survey component

Change	Implementation year	Source	Estimated burden
<ul style="list-style-type: none"> o [Calculated value] Percentage of students receiving aid o [Reported value] Total amount of aid awarded o [Calculated value] Average amount of aid awarded • Federal student loans <ul style="list-style-type: none"> o [Reported value] Number of students awarded aid o [Calculated value] Percentage of students receiving aid o [Reported value] Total amount of aid awarded o [Calculated value] Average amount of aid awarded 			

A5. Outcome Measures

The proposed changes to the Outcome Measures (OM) survey component include a minor change to FAQs and a clarification about the timeline for tracking subsequent enrollment status, along with other minor changes and cross-cutting changes.

Updated FAQ. FAQ has been changed to clarify consistent reporting across EF, E12, and OM.

Clarification of the timeline for tracking students' subsequent enrollment statuses. Feedback from institutions suggested they did not understand that students were to be tracked over all 8 years, so a clarification was added.

Other minor changes. Review the attached survey forms for other minor changes meant to clarify screens, instructions, and FAQs.

Cross-cutting – Other minor edits. NCES is making some other minor cross-cutting edits. Cross-cutting changes are described in the cross-cutting table.

Table 5. Proposed changes to the Outcome Measures survey component

Change	Implementation year	Source	Estimated burden
<p>Updated FAQ.</p> <p><u>How can I ensure consistent reporting of degree/certificate-seeking undergraduates across EF, E12, and OM survey components?</u></p> <ul style="list-style-type: none"> The Fall Enrollment (EF) survey component is a “snapshot” of the institution’s enrollment in the fall. The 12-month Enrollment (E12) survey component captures the institution’s total unduplicated headcount enrollment for an entire 12-month period (July 1 to June 30). EF enrollment counts are a subset of the E12 enrollment counts, as the E12 survey component captures students enrolled in the fall plus any other unduplicated students not captured in the EF survey component (e.g., students who first enroll in the spring term or enroll only in the summer months term). If students enroll in the summer immediately preceding the fall term, students’ enrollment status (i.e., part-time or full-time, first-time or non-first-time, degree/certificate-seeking or non-degree/non-certificate-seeking, undergraduate or graduate) should be determined by their fall enrollment (not their summer enrollment). Note that recent high school graduates and other students without prior postsecondary experience will still be considered “first-time students” for EF reporting purposes even if they enrolled in the summer prior to fall enrollment. Because the fall term is considered a full term for IPEDS reporting purposes, students enrolled in the fall term and captured in the EF survey component should retain their same enrollment statuses (e.g., part-time or full-time, first-time or non-first-time, degree/certificate-seeking or non-degree/non-certificate seeking, undergraduate or graduate) in the E12 survey component. For example, a full-time, first-time student reported on the EF survey would also be reported as a full-time, first-time student in the E12 survey. Similarly, a part-time, non-degree/non-certificate-seeking student reported in the EF survey component would retain those statuses in the E12 survey component. For both program reporters and academic reporters, student enrollment statuses as reported on the current-year EF survey should be retained for E12 reporting in the following data collection year when the data coverage periods align (i.e., you should not change students’ statuses between EF and E12 reporting). For students not reported on the EF survey component (i.e., not enrolled in the fall and therefore not captured), default to the student’s first full term at entry to determine enrollment statuses (typically spring in this scenario). If the student enrolls only in the summer months and at no other time during the 12-month reporting period, then the summer term session may be used to determine student statuses. While the E12 survey component captures unduplicated enrollment counts during the 12-month period of July 1 to June 30, the Outcome Measures (OM) survey component captures the 4-, 6-, and 8-year academic outcomes for the cohort of degree/certificate-seeking students during the same 12-month period. Like the E12 survey component, students’ statuses (i.e., first-time/non-first-time, Pell/Non-Pell, full-time/part-time) are determined by students’ first full term (i.e., fall or spring). Unlike the E12 survey component, the OM survey component captures only degree/certificate-seeking students. For this reason, students’ statuses for OM reporting purposes are determined in their first full term as a degree/certificate-seeking student. For example, students enter as non-degree/non-certificate-seeking students in the fall and in the following spring term enroll as degree/certificate-seeking students, these students would be reported as: <ul style="list-style-type: none"> In EF as non-degree/non-certificate-seeking students with the statuses (e.g., full-time/part-time) determined at their first full term (i.e., fall term). In E12 as non-degree/non-certificate-seeking students with the statuses (e.g., full-time/part-time) determined at their first full term (i.e., fall term). Note that students reported on both the EF and E12 survey components should be reported with the same enrollment statuses (i.e., they do not change). In OM as degree/certificate-seeking students with the statuses (i.e., first-time/non-first-time, Pell/non-Pell, full-time/part-time) determined at their first full term as degree/certificate-seeking students (i.e., spring term). Because the OM survey component is designed to capture academic outcomes for degree/certificate-seeking students, students who are non-degree/non-certificate-seeking in the fall (and reported as such for both EF and E12 survey components) but then become degree/certificate-seeking after the fall term should be reported for OM reporting purposes. Only in this scenario and only for OM reporting purposes should fall-enrolled students’ enrollment statuses then be determined from a non-fall term to align with when they became degree/certificate-seeking. <p>Therefore, OM counts should be same or slightly greater than degree/certificate-seeking student counts reported in E12 because there is the potential for some students to enroll as non-degree/non-certificate-seeking in the fall term (and reported as such for EF and E12 survey components) but then change their enrollment to degree/certificate-seeking in the spring term (and thus need to be captured in the OM survey component).</p>	<p>2022-23</p>	<p>NCES-initiated based on QC review</p>	<p>None</p>

A6. Graduation Rates

The proposed changes to the Graduation Rates (GR) survey component include the addition of a new FAQ to clarify reporting for undocumented and DACA students, cross-cutting changes and minor changes to FAQs.

New FAQ. A new FAQ has been added to clarify reporting of undocumented and DACA students in race/ethnicity reporting.

Cross-cutting – Race/ethnicity. NCES is changing terminology from ‘Nonresident alien’ to ‘U.S. Nonresident’ in response to Executive Orders related to using more inclusive terminology. There are other proposed changes related to DACA and undocumented students. Cross-cutting changes are described in the cross-cutting table.

Cross-cutting – Gender. NCES is asking a new gender question on student surveys that currently collect data by the mutually exclusive binary Men/Women categories but do not have options for ‘Gender Unknown’ or ‘Another gender than Provided Categories (Men/Women)’. NCES has taken the approach of adding a question based on totals, since adding those categories to every screen that is currently collected by the Men/Women categories would create both a high level of increased burden and lead to very small cell sizes. NCES expects this question to provide important information for future improvements to the IPEDS data collection. Cross-cutting changes are described in the cross-cutting table.

Other minor changes. Review the attached survey forms for other minor changes meant to clarify screens, instructions, and FAQs.

Cross-cutting – Other minor edits. NCES is making some other minor cross-cutting edits. Cross-cutting changes are described in the cross-cutting table.

Table 6. Proposed changes to the Graduation Rates survey component			
Change	Implementation year	Source	Estimated burden
<p>New FAQ: In which race/ethnicity category do I report undocumented and Deferred Action for Childhood Arrivals (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 • 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.</p>	2022-23	NCES-initiated based on QC review	None

A7. 200% Graduation Rates

There are no proposed changes to 200% Graduation Rates (GR200).

A8. Admissions

The proposed changes to the Admissions (ADM) survey component for 2022-23 are minor to moderate and are the results of the TRP on Modernizing the Admissions Component (June 2021).

Updated categories used for admissions considerations. Based on feedback from the TRP, the current categories are not mutually exclusive and can create confusion. In addition, because of these issues they do not provide the most useful data for students and others. NCES has developed new categories based on the TRP's feedback.

Additional options for admissions considerations. The TRP suggested that the current admissions considerations be expanded to include considerations that have become more commonly used by postsecondary institutions in making admissions decisions.

Addition of a 50th percentile (median) test score. The TRP suggested that the addition of a 50th percentile, or median, test score would allow for a better understanding of the breadth of test scores used in admissions decisions. In addition, they recommended this addition because a median score is better understood by students and the general public than the 25th and 75th percentiles currently collected.

Other minor changes. Review the attached survey forms for other minor changes meant to clarify screens, instructions, and FAQs.

Cross-cutting – Other minor edits. NCES is making some other minor cross-cutting edits. Cross-cutting changes are described in the cross-cutting table.

Table 7. Proposed changes to the Admissions survey component			
Change	Implementation year	Source	Estimated burden
<p>Updated categories used for admissions considerations</p> <p>Old options</p> <ul style="list-style-type: none"> • Required • Considered but not Required • Recommended • Neither required nor recommended <p>New options</p> <ul style="list-style-type: none"> • Required to be considered for admission • Not required for admission, but considered if submitted <ul style="list-style-type: none"> ○ For test scores, test optional institutions should select this option • Not considered for admission, even if submitted <ul style="list-style-type: none"> ○ For test scores, test blind institutions should select this option 	2022-23	TRP on Modernizing the Admissions Component (June 2021)	Minimal
<p>Additional options for admissions considerations</p> <p>Three new considerations have been added:</p> <ul style="list-style-type: none"> • Work experience • Personal statement or essay • Legacy status 	2022-23	TRP on Modernizing the Admissions Component (June 2021)	Minimal
<p>Addition of a 50th percentile (median) test score</p> <p>Old percentiles collected:</p> <ul style="list-style-type: none"> • 25th • 75th <p>New percentiles collected:</p> <ul style="list-style-type: none"> • 25th • 50th (median) • 75th 	2022-23	TRP on Modernizing the Admissions Component (June 2021)	Minimal to Moderate
Added note to collect of applicants/admits/enrollees regarding another gender and gender unknown:	2022-23	NCES initiated based on	Minimal to

Table 7. Proposed changes to the Admissions survey component			
Change	Implementation year	Source	Estimated burden
<ul style="list-style-type: none"> The 'gender unknown' category will be calculated based on the reported total minus the total of (men + women + another 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 commonly used method to allocate students is to use the known portion of men to women. 		feedback	moderate
<p>Updated FAQ #3 for Admissions to provide more detailed guidance for reporters. What do I do about students that were considered for admission, even though they did not submit all application materials?</p> <p>If a student provided enough information that a decision could be made (admitted, not admitted, waitlisted), they should be included in the counts. However, institutions should only report this way if it is part of their institution's formal application review process.</p> <p>Institutions should report applicants based on the IPEDS glossary definition. If an institution's formal application review process considers students for admission, even in the event when not all application materials are submitted, and a formal admission decision is made based on the information provided (e.g., admitted, not admitted, waitlisted), students can be included in the reported applicant count. If a student is automatically not admitted because they do not submit all application materials (i.e., an incomplete application file does not allow a student to be considered for admission), the student should not be included in the applicant count.</p> <p>Institutions are reminded that reporting data accurately to IPEDS is statutorily mandated. Artificially inflating the number of applicants by counting students who are not given full consideration for admission because they do not submit all application materials is an example of not reporting accurately to IPEDS.</p>	2022-23	NCES initiated based on feedback from the IPEDS Help Desk	None

Spring Collection

A9. Human Resources

The proposed changes to the Human Resources (HR) survey component for 2022-23 are minor and are based on NCES-initiated QC review and feedback from institution as well as cross-cutting survey changes. The change to new hires is designed to simplify reporting for institutions.

New Hires: The timeline for reporting new hires is changing to align with the rest of the reporting in the HR survey component.

Cross-cutting - Race/ethnicity. NCES is changing terminology from 'Nonresident alien' to 'U.S. Nonresident' in response to Executive Orders related to using more inclusive terminology. NCES has also removed the language that is only applicable to students from the HR instructions. Cross-cutting changes are described in the cross-cutting table.

Cross-cutting - Other minor edits. NCES is making some other minor cross-cutting edits. Cross-cutting changes are described in the cross-cutting table.

Table 8. Proposed changes to the Human Resources survey component			
Change	Implementation year	Source	Estimated burden
New Hires	2022-23	NCES-initiated QC review and	None to

Table 8. Proposed changes to the Human Resources survey component			
Change	Implementation year	Source	Estimated burden
Old reporting period: <ul style="list-style-type: none"> Hired full-time between November 1, 20XX - October 31, 20XY New reporting period: <ul style="list-style-type: none"> Hired full-time between November 1, 20XX - October 31, 20XY and on the payroll as of November 1, 20XY 		feedback from institutions	Improvement

A10. Academic Libraries

There are no proposed changes to Academic Libraries (AL).

Table 9. Proposed changes to the Academic Libraries survey component			
Change	Implementation year	Source	Estimated burden
New Hires <ul style="list-style-type: none"> Removed references to Counter 4 	2022-23	NCES-initiated based on feedback from Academic Libraries task force	None to Improvement

A11. Fall Enrollment

The proposed changes to the Fall Enrollment (EF) survey component include only minor changes to FAQs and cross-cutting changes.

Updated FAQ. FAQ has been changed to clarify consistent reporting across EF, E12, and OM.

Cross-cutting – Race/ethnicity. NCES is changing terminology from ‘Nonresident alien’ to ‘U.S. Nonresident’ in response to Executive Orders related to using more inclusive terminology. There are other proposed changes related to DACA and undocumented students. Cross-cutting changes are described in the cross-cutting table.

Cross-cutting – Gender. NCES is asking a new gender question on student surveys that currently collect data by the mutually exclusive binary Men/Women categories but do not have options for ‘Gender Unknown’ or ‘Another gender than Provided Categories (Men/Women)’. NCES has taken the approach of adding a question based on totals, since adding those categories to every screen that is currently collected by the Men/Women categories would create both a high level of increased burden and lead to very small cell sizes. NCES expects this question to provide important information for future improvements to the IPEDS data collection. Cross-cutting changes are described in the cross-cutting table.

Cross-cutting – Other minor edits. NCES is making some other minor cross-cutting edits. Cross-cutting changes are described in the cross-cutting table.

Other minor changes. Review the attached survey forms for other minor changes meant to clarify screens, instructions, and FAQs.

Table 10. Proposed changes to the Fall Enrollment survey component			
Change	Implementation year	Source	Estimated burden
Updated FAQ. How can I ensure consistent reporting of degree/certificate-seeking undergraduates across EF, E12, and OM survey components?	2022-23	NCES-initiated based on QC review	None

Table 10. Proposed changes to the Fall Enrollment survey component

Change	Implementation year	Source	Estimated burden
<ul style="list-style-type: none"> • The Fall Enrollment (EF) survey component is a “snapshot” of the institution’s enrollment in the fall. The 12-month Enrollment (E12) survey component captures the institution’s total unduplicated headcount enrollment for an entire 12-month period (July 1 to June 30). <ul style="list-style-type: none"> ○ EF enrollment counts are a subset of the E12 enrollment counts, as the E12 survey component captures students enrolled in the fall plus any other unduplicated students not captured in the EF survey component (e.g., students who first enroll in the spring term or enroll only in the summer months term). If students enroll in the summer immediately preceding the fall term, students’ enrollment status (i.e., part-time or full-time, first-time or non-first-time, degree/certificate-seeking or non-degree/non-certificate-seeking, undergraduate or graduate) should be determined by their fall enrollment (not their summer enrollment). Note that recent high school graduates and other students without prior postsecondary experience will still be considered “first-time students” for EF reporting purposes even if they enrolled in the summer prior to fall enrollment. • Because the fall term is considered a full term for IPEDS reporting purposes, students enrolled in the fall term and captured in the EF survey component should retain their same enrollment statuses (e.g., part-time or full-time, first-time or non-first-time, degree/certificate-seeking or non-degree/non-certificate seeking, undergraduate or graduate) in the E12 survey component. <ul style="list-style-type: none"> ○ For example, a full-time, first-time student reported on the EF survey would also be reported as a full-time, first-time student in the E12 survey. Similarly, a part-time, non-degree/non-certificate-seeking student reported in the EF survey component would retain those statuses in the E12 survey component. ○ For both program reporters and academic reporters, student enrollment statuses as reported on the current-year EF survey should be retained for E12 reporting in the following data collection year when the data coverage periods align (i.e., you should not change students’ statuses between EF and E12 reporting). ○ For students not reported on the EF survey component (i.e., not enrolled in the fall and therefore not captured), default to the student’s first full term at entry to determine enrollment statuses (typically spring in this scenario). If the student enrolls only in the summer months and at no other time during the 12-month reporting period, then the summer term session may be used to determine student statuses. • While the E12 survey component captures unduplicated enrollment counts during the 12-month period of July 1 to June 30, the Outcome Measures (OM) survey component captures the 4-, 6-, and 8-year academic outcomes for the cohort of degree/certificate-seeking students during the same 12-month period. Like the E12 survey component, students’ statuses (i.e., first-time/non-first-time, Pell/Non-Pell, full-time/part-time) are determined by students’ first full term (i.e., fall or spring). • Unlike the E12 survey component, the OM survey component captures only degree/certificate-seeking students. For this reason, students’ statuses for OM reporting purposes are determined in their first full term as a degree/certificate-seeking student. For example, students enter as non-degree/non-certificate-seeking students in the fall and in the following spring term enroll as degree/certificate-seeking students, these students would be reported as: <ul style="list-style-type: none"> ○ In EF as non-degree/non-certificate-seeking students with the statuses (e.g., full-time/part-time) determined at their first full term (i.e., fall term). ○ In E12 as non-degree/non-certificate-seeking students with the statuses (e.g., full-time/part-time) determined at their first full term (i.e., fall term). Note that students reported on both the EF and E12 survey components should be reported with the same enrollment statuses (i.e., they do not change). ○ In OM as degree/certificate-seeking students with the statuses (i.e., first-time/non-first-time, Pell/non-Pell, full-time/part-time) determined at their first full term as 			

Table 10. Proposed changes to the Fall Enrollment survey component

Change	Implementation year	Source	Estimated burden
<p>degree/certificate-seeking students (i.e., spring term). Because the OM survey component is designed to capture academic outcomes for degree/certificate-seeking students, students who are non-degree/non-certificate-seeking in the fall (and reported as such for both EF and 12 survey components) but then become degree/certificate-seeking after the fall term should be reported for OM reporting purposes. Only in this scenario and only for OM reporting purposes should fall-enrolled students' enrollment statuses then be determined from a non-fall term to align with when they became degree/certificate-seeking.</p> <ul style="list-style-type: none"> Therefore, OM counts should be same or slightly greater than degree/certificate-seeking student counts reported in E12 because there is the potential for some students to enroll as non-degree/non-certificate-seeking in the fall term (and reported as such for EF and E12 survey components) but then change their enrollment to degree/certificate-seeking in the spring term (and thus need to be captured in the OM survey component). 			

A12. Finance

The proposed change to the Finance (F) survey component for 2022-23 is minor and are based on NCES-initiated QC review and is designed to simplify reporting for institutions.

Intercollegiate Athletics screening question: The screening question has been reorganized to streamline question and clarify related data.

Table 11. Proposed changes to the Finance survey component

Change	Implementation year	Source	Estimated burden	
<p>Intercollegiate Athletics screening question</p> <p>Reorganization of question</p> <p>4. Intercollegiate Athletics Does your institution participate in intercollegiate athletics? [Applicable to degree-granting institutions only]</p> <p><input type="radio"/> No</p> <p><input type="radio"/> Yes – answer part a and b below</p> <p>a) If your institution participates in intercollegiate athletics, are Are the intercollegiate athletics expenses accounted for as? [check all that apply]</p> <ul style="list-style-type: none"> Auxiliary enterprises Student services Does not have intercollegiate athletics revenue Other (specify in box below) <p>b) Does your institution have intercollegiate athletics revenue?</p> <p><input type="radio"/> No</p> <p><input type="radio"/> Yes – select category(s) where these revenues are included [check all that apply]</p> <p>Are the intercollegiate athletics expenses accounted for as? [check all that apply]</p> <table border="1" style="width: 100%;"> <tr> <td> <ul style="list-style-type: none"> Sales and services of educational activities Sales and services of auxiliary enterprises Does not have intercollegiate athletics revenue Other (specify in box below) </td> </tr> </table>	<ul style="list-style-type: none"> Sales and services of educational activities Sales and services of auxiliary enterprises Does not have intercollegiate athletics revenue Other (specify in box below) 	2022-23	NCES-initiated QC review	None to Improvement
<ul style="list-style-type: none"> Sales and services of educational activities Sales and services of auxiliary enterprises Does not have intercollegiate athletics revenue Other (specify in box below) 				

All Collections

A13. Cross-cutting changes

Several proposed changes are being made across multiple survey components.

Cross-cutting – Race/ethnicity. NCES is changing terminology from ‘Nonresident alien’ to ‘U.S. Nonresident’ in response to Executive Orders related to using more inclusive terminology. There are other proposed changes related to DACA and undocumented students and race/ethnicity. Cross-cutting changes are described in the cross-cutting table.

Cross-cutting – Gender. NCES is asking a new gender question on student surveys that currently collect data by the mutually exclusive binary Men/Women categories but do not have options for ‘Gender Unknown’ or ‘Another gender than Provided Categories (Men/Women)’. NCES has taken the approach of adding a question based on totals, since adding those categories to every screen that is currently collected by the Men/Women categories would create both a high level of increased burden and lead to very small cell sizes. NCES expects this question to provide important information for future improvements to the IPEDS data collection.

Cross-cutting – Glossary. NCES is adding and removing some terms from the glossary based on NCES QC review, TRPs on Noncredit Enrollment (March 2008, October 2020), TRP on Modernizing the Admissions Component (June 2021), and TRP on Improving the Student Financial Aid Component (June 2020). There are also some terms that have minor edits that can be reviewed in the glossary attachment.

Cross-cutting – Other minor edits. NCES is making some other minor cross-cutting edits.

Table 12. Proposed cross-cutting changes that impact multiple survey components			
Change	Implementation year	Source	Estimated burden
<p>Race/ethnicity (E12, C, EF, GR, HR)</p> <p>Remove ‘alien’ terminology throughout screens and instructions. E.g.:</p> <ul style="list-style-type: none"> Change ‘Nonresident alien’ to ‘U.S. Nonresident’ Change ‘Resident alien’ to ‘Resident’ 	2022-23	NCES-initiated based on Executive Orders related to inclusive terminology	None
<p>Change the existing instructions for r/e reporting in student surveys to include information on reporting DACA and undocumented students (E12, C, EF, GR)</p> <p>Method of reporting aggregate data - Institutions must report aggregate data to the U.S. Department of Education using the NINE categories below. Racial/ethnic designations are requested only for United States citizens, residents aliens, and other eligible non-citizens. Eligible noncitizens includes all students who completed high school or a GED equivalency within the United States (including DACA and undocumented students) and who were not on an F-1 non-immigrant student visa at the time of high school graduation. More information about other eligible (for financial aid purposes) non-citizens is available at https://studentaid.gov/understand-aid/eligibility/requirements/non-us-citizens.</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 	2022-23	Feedback from the 60-day comment period	None

Table 12. Proposed cross-cutting changes that impact multiple survey components

Change	Implementation year	Source	Estimated burden
<ul style="list-style-type: none"> Native Hawaiian or Other Pacific Islander White Two or more races <p>In addition, the following categories may be used:</p> <ul style="list-style-type: none"> U.S. Nonresident alien Race and ethnicity unknown <p>Racial/ethnic descriptions - Racial/ethnic designations as used in this survey do not denote scientific definitions of anthropological origins. The categories are:</p> <ul style="list-style-type: none"> Hispanic or Latino- A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. American Indian or Alaska Native- A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment. Asian- A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. Black or African American- A person having origins in any of the black racial groups of Africa. Native Hawaiian or Other Pacific Islander- A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. White - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. <p>Other descriptive categories</p> <ul style="list-style-type: none"> U.S. Nonresident alien - A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. Do not include DACA, undocumented, or other eligible noncitizens in this category. NOTE - U.S. Nonresidents aliens are to be reported separately, in the boxes provided, rather than included in any of the seven racial/ethnic categories. Other eligible (for financial aid purposes) non-citizens who are not citizens or nationals of the United States and who have been admitted as legal immigrants for the purpose of obtaining permanent resident status (and who hold either an alien registration card (Form I-551 or I-151), a Temporary Resident Card (Form I-688), or an Arrival-Departure Record (Form I-94) with a notation that conveys legal immigrant status such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban Haitian) are to be reported in the appropriate racial/ethnic categories along with United States citizens. Race and ethnicity unknown - This category is used only if the person did not select EITHER a racial or ethnic designation. 			
<p>Gender – Student Surveys (E12, C, EF, GR) Gender Unknown or Other 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. 	2022-23	Feedback from institutions and TRP on Gender (October 2016)	Minimal

Table 12. Proposed cross-cutting changes that impact multiple survey components

Change	Implementation year	Source	Estimated burden
<ul style="list-style-type: none"> 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 commonly used method to allocate students is to use the known portion of men to women. <p>Is your institution able to report another gender for the 2022-23 data collection? If you indicate 'No', your institution should leave the cells in the rows for 'Another gender' blank (i.e., do not report 0). If you indicate 'Yes', but no students identified as another gender, please enter '0'.</p> <p>Undergraduate students:</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <p>Graduate students:</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <p>Of the total students reported, how many students did you allocate to a binary gender category (Men/Women) because their gender was unknown or another gender than the provided categories?</p> <p>Undergraduate students</p> <ul style="list-style-type: none"> [Preload] Grand total [New reported value] Gender unknown (i.e., gender information is not known or not collected). [New reported value] Another gender (i.e., gender information is known but does not fall into either of the mutually exclusive binary categories provided [Men/Women]). [Calculated value] Total of Gender unknown + Another gender [Calculated value] Total of Students for whom gender is known and falls into one of the mutually exclusive binary categories provided [Men/Women] <p>Graduate students [Not applicable to GR] [Applicable to institutions with graduate students only]</p> <ul style="list-style-type: none"> [Preload] Grand total [New reported value] Gender unknown (i.e., gender information is not known or not collected). [New reported value] Another gender (i.e., gender information is known but does not fall into either of the mutually exclusive binary categories provided [Men/Women]). [Calculated value] Total of Gender unknown + Another gender [Calculated value] Total of Students for whom gender is known and falls into one of the mutually exclusive binary categories provided [Men/Women] 			
<p>Gender New FAQs for E12, C, EF, GR, ADM</p> <p><u>Which students should be included in 'another gender'?</u></p> <p>Students who self-identify as having a single binary gender identity (i.e., men or woman) should be</p>			

Table 12. Proposed cross-cutting changes that impact multiple survey components

Change	Implementation year	Source	Estimated burden
<p>reported in the appropriate binary gender category. Students who self-identify as having a gender identity that does not fall into either of the mutually exclusive binary categories provided (i.e., men or women) should be reported in the “another gender” category. Institutions are not limited to the options available for IPEDS reporting purposes and should determine the best way for their institution to collect and aggregate this information.</p> <p>For some students, it may be challenging to place them in either a binary category or another gender. For example, for students that indicate they are transgender and provide a binary gender, institutions may ask the student whether they identify as transgender or as the binary gender they selected. If they identify as transgender, they would be reported in another gender. If they identify as a binary gender, they should be placed in the appropriate binary gender category.</p> <p><u>Which students should be included in ‘gender unknown’?</u></p> <p>Institutions should report all students who do not self-report a gender (i.e., missing data) as ‘gender unknown’.</p> <p>Students that selected a binary gender or another gender than the binary ‘men’ and ‘women’ category should not be included in gender unknown.</p> <p><u>Should our institution resurvey students if we previously only collected binary gender categories?</u></p> <p>Institutions should resurvey students so that they can report an accurate number of students in the ‘another gender’ category. Institutions that cannot report the ‘another gender’ category can indicate they are not able to report these students using the radio buttons at the top of the screen. It is expected that institutions should be able to provide a count of ‘gender unknown’.</p> <p><u>Our institution uses the Common App to identify student gender, and the Common App only collected male and female. How should we report gender?</u></p> <p>Currently, the Common App only allows students to select male or female. Starting with the 2023-24 application cycle, the Common App will also allow ‘Gender X or another legal sex’ (more information can be found at https://www.commonapp.org/blog/common-app-update-gender-identity-questions-college-application). Institutions can resurvey students or indicate that they cannot currently report ‘another gender’.</p>			
<p>Additions to glossary 50th percentile (median); Allowable Costs; Average cost of attendance; Cross-over award period; Nonstandard term; Nonterm program; Standard term; Total cost of attendance; Total student charges; Unique Entity Identifier; Promise Program; Noncredit education; Noncredit workforce education; Noncredit contract training; Noncredit customized training</p> <p>Deletions from glossary Summer term; Noncredit course; Remedial course</p>	2022-23	NCES-initiated based on QC review; TRP on Modernizing the Admissions Component (June 2021); TRP on Improving the Student Financial Aid Component (June 2020)	None

Table 12. Proposed cross-cutting changes that impact multiple survey components

Change	Implementation year	Source	Estimated burden
<p>Edits (other than the cross-cutting edits) Net price (now Average net price); Cost of attendance; Federal Work Study (FWS); High school student; New hires; Title IV aid; Data Universal Numbering System (DUNS) number; Remedial education; Noncredit education</p>			
<p>Edits (other than the cross-cutting edits) 12-Month Enrollment</p>	2023-24	NCES-initiated based on QC review; TRPs on Noncredit Enrollment (March 2008, October 2020); Modernizing the ADM Component (June 2021); Improving the SFA Component (June 2020)	None
<p>Other minor edits Summer term changed to summer session (except for SFA). Regular term changed to full term.</p>	2022-23	NCES-initiated based on QC review	None
<p>Other minor edits Non-credit changed to noncredit (for consistency)</p>	2023-24	NCES-initiated based on QC review	None