



IPEDS: Resources & Training

2016 Kansas Board of Regents Data Quality and Planning
Conference

IPEDS Resources and Training

- **Main Page Reporting Tools and Other Resources:**
<http://nces.ed.gov/ipeds/InsidePages/ReportYourData?pageid=69>
- **Main Page Trainings and Outreach:**
<http://nces.ed.gov/ipeds/InsidePages/JoinIn?pageid=37>
- **Distance Learning Dataset Training System (DLDT)**
 - <http://nces.ed.gov/ipeds/InsidePages/UseTheData?pageid=58>
 - 5 modules
 - i. Introduction to IPEDS
 - ii. Getting Started with the IPEDS data
 - iii. Data collected through IPEDS
 - iv. IPEDS Statutory Requirements, Data Collection Procedures, Universe, Levels of Analysis, and Missing Data
 - v. Considerations for Analysis of IPEDS Data
- **Tutorials**
 - Data Collection System: <https://surveys.nces.ed.gov/ipeds/TutorialView.aspx>
 - i. Learn how to navigate the web-based data collection system, including how to register, enter and lock data, generate and export reports, and use the system's tools
 - IPEDS Online Video Tutorials:
<http://www.airweb.org/EducationAndEvents/IPEDSTraining/Tutorials/Pages/default.aspx>
 - i. Tutorials provide overviews and guidance for completing the IPEDS surveys as well as the IPEDS Data Tools to extract data and perform benchmark comparisons.
- **Face-to-face workshops**
<http://www.airweb.org/EducationAndEvents/IPEDSTraining/Workshops/Pages/AttendIPEDSWorkshop.aspx>
 - 30 workshops annually
 - Include instruction, videos, hands-on exercises, and discussions
 - Link to topics:
<http://www.airweb.org/EducationAndEvents/IPEDSTraining/Pages/default.aspx>
 - Topics include (but not limited to):
 - i. New Keyholder Training
 - ii. Best Practices for Reporting and Using IPEDS Data to Improve Efficiencies
 - iii. IPEDS Data as the Public Face of an Institution
 - iv. IPEDS Data and Benchmarking: Supporting Decision Making and Institutional Effectiveness
 - v. IPEDS Finance Training for IR Professionals

- **Online Keyholder Courses (launching Fall 2016)**
 - Self-paced
 - Mentor supported
 - Take 10-12 hours to complete
 - Course 1:
 - i. For keyholders with 0-9 months of experience
 - ii. Focuses on an overview of IPEDS, accessing IPEDS data, keyholder responsibilities, important IPEDS concepts and definitions, working with cohort data, managing a data collection cycle, and ensuring quality data
 - Course 2:
 - i. For keyholders with 9-24 months of experience
 - ii. Takes a more in-depth and applications based approach to working with IPEDS by discussing nuances of IPEDS data, how IPEDS compares and connect with other institutional and national data sets, improving office efficiencies in project management and data submission, and using IPEDS data to increase institutional effectiveness

- **Taxonomies**
 - Classification of Instructional Programs (CIP):
 - <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>
 - i. Assists with identifying the CIP code that best describes the instructional program and with submitting data to the Completions, Fall Enrollment, and Institutional Characteristics components
 - Standard Occupational Classification (SOC):
 - <https://surveys.nces.ed.gov/ipeds/VisHRSOCBrowse.aspx>
 - i. Helps individuals find the appropriate employment categories to use in reported the Human Resources component

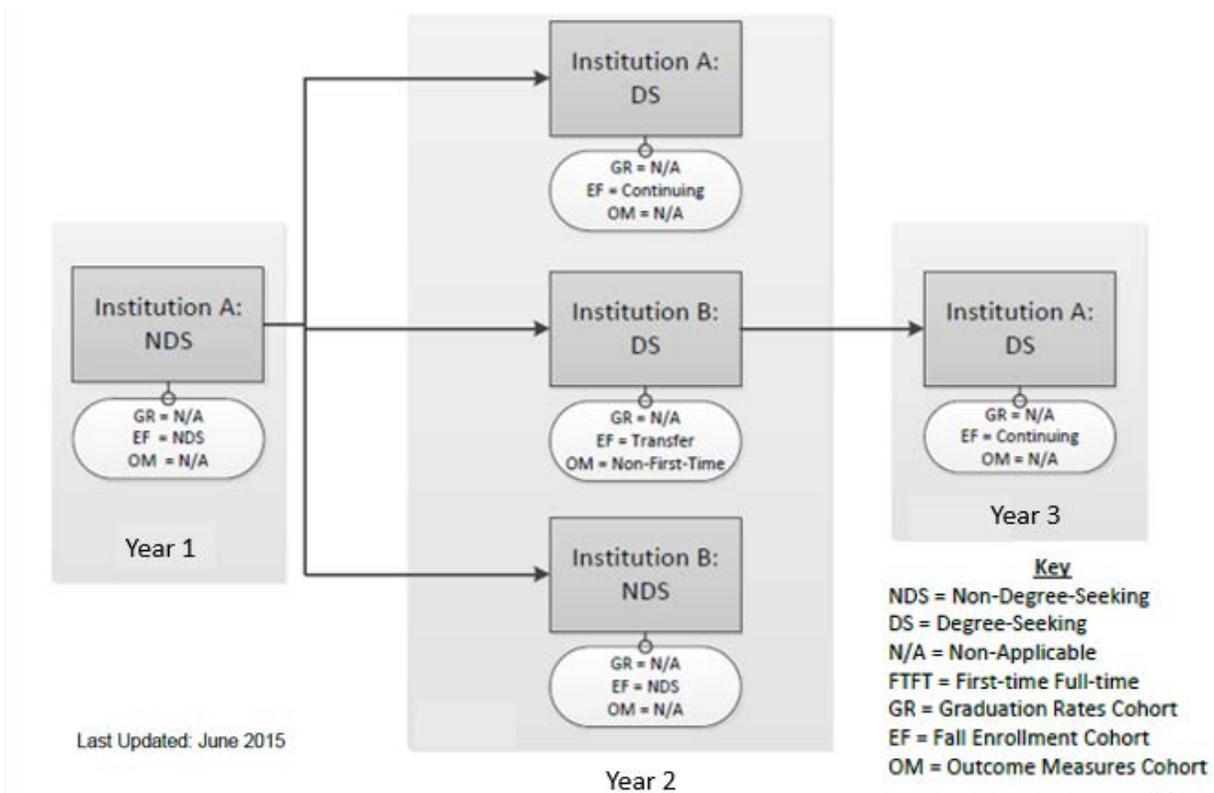
- **Other Tools**
 - Check your institution's reporting status:
 - <https://surveys.nces.ed.gov/ipeds/ReportStatusAll.aspx>
 - i. View each survey component's completion status for an institution for the current collection cycle
 - IPEDS Twitter: https://twitter.com/ipeds_nces
 - i. Get updates to data dissemination tools, published reports, and outreach activities
 - IPEDS Listserv: <http://ipedslistserv.rti.org/>
 - i. Engage in conversations with other data providers on a variety of IPEDS-related questions and topics

- **Other Resources**
 - Survey Components and the Data Collection Cycle:
 - http://nces.ed.gov/ipeds/Section/Survey_components
 - Data Tip Sheets and FAQs: http://nces.ed.gov/ipeds/Section/Data_tip_sheet

- Academic Libraries Information Center: <http://nces.ed.gov/ipeds/Section/Alscenter>
 - Human Resources/SOC Information Center: http://nces.ed.gov/ipeds/Section/resources_soc
 - Net Price Calculator Information Center: http://nces.ed.gov/ipeds/Section/Net_price_calculator
 - Average Institutional Net Price FAQs: http://nces.ed.gov/ipeds/Section/Institutional_net_price
 - Race/Ethnicity Information Center: <http://nces.ed.gov/ipeds/Section/Resources>
- **IPEDS Website:** <http://surveys.nces.ed.gov/ipeds/>
 - Find Your College tab
 - i. Narrow down your college from over 7,500 colleges, and explore resources to plan, prepare, and graduate from college.
 - Use the Data tab
 - i. Access IPEDS data submitted to NCES through our data tools or download the data to conduct your research
 - Report Your Data tab
 - i. Report your institution’s data and access resources that will help with successful submission
 - Join In tab
 - i. Collaborate with NCES to learn more about IPEDS activities, outreach, R&D, and federal grants and fellowships
- **Keyholder Handbook:** <https://surveys.nces.ed.gov/ipeds/downloads/2015-16%20New%20KH%20Handbook%20all%20final.pdf>
- **IPEDS Help Desk**
 - Data Collection Help Desk
 - i. ipedshelp@rti.org
 - ii. 1-877-225-2568
 - Data Tools Help Desk
 - i. ipedstools@rti.org
 - ii. 1-866-558-0658

Transfer Cohorts Flowchart

- General Rule:** At the same institution, once in a cohort a student may not be reassigned to another cohort. Regardless of how often the student leaves the institution and returns, they remain in the originally assigned cohort. Additionally, students who attend or transfer into the institution for the first time during the prior summer term as degree-seeking students are to be included in the first-time or transfer-in cohorts, as applicable. High school students earning college credit (dual enrolled) as non-degree-seeking students who graduate as degree-seeking would be considered a first-time student.
- Example 1: Student begins as non-degree-seeking**

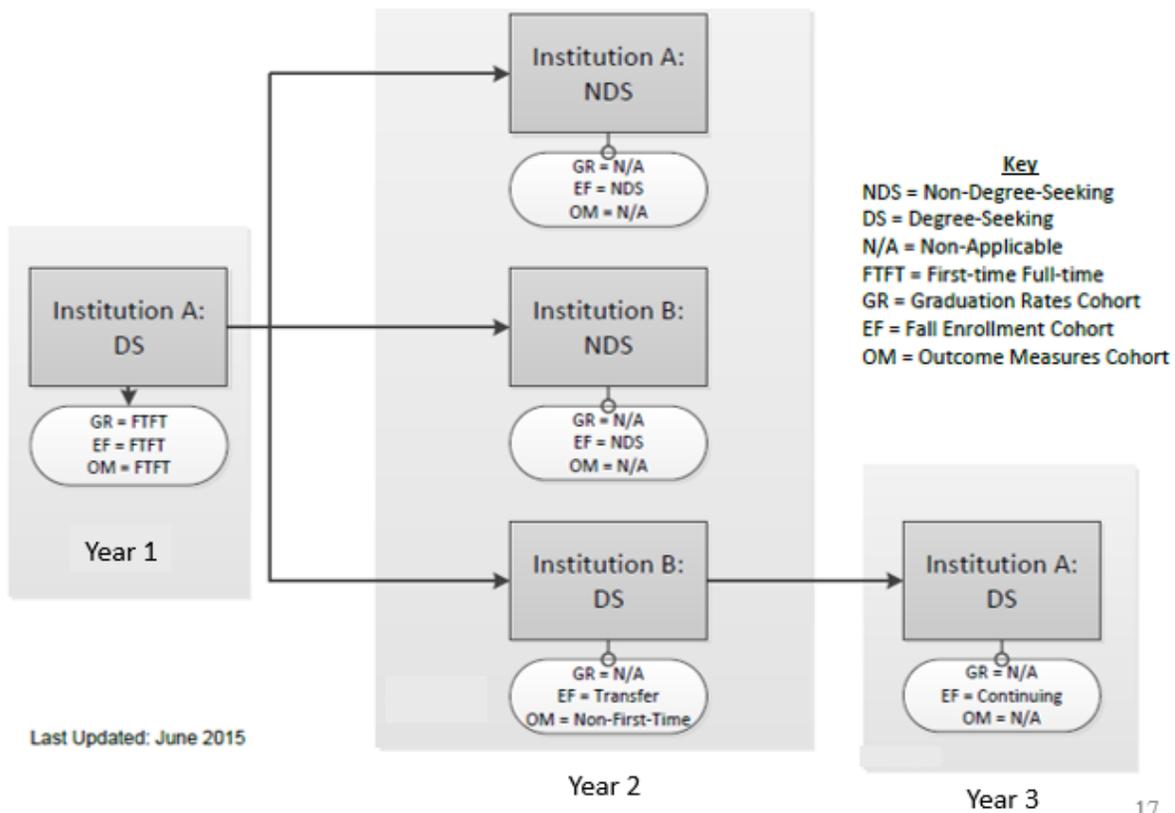


- IPEDS has created a flow chart to show the possible scenarios in which a student changes degree-seeking status within an institution or after transferring to another institution over three cohort years. While this flow chart includes the classification of Graduation Rates and Fall Enrollment for each scenario as well, we will focus on the Outcome Measures for the purposes of this presentation.
- Example 1 shows a student enrolled as non-degree-seeking at Institution A in Year 1. For this Example, let's say year 1 is the 2007 cohort year. This individual would not be counted in any category of the 2015-16 Outcome Measures component because they are not degree-seeking. If that student stays at Institution A and changes their intent to degree-seeking the following year, they would still not be included in the cohort for Outcome Measures. This is because the OM survey asks for only the entering cohort of students.

Therefore, if a student changes their intent after they have already entered the institution, they would not be considered an entering student and would not be included in the cohort.

- If that same student transfers from Institution A to Institution B in Year 2, and changes their intent from non-degree-seeking to degree-seeking, they would be included in the Outcome Measures component as a non-first-time student for Institution B in the 2008 cohort year. If that student were to transfer back to Institution A, still with the intent of degree-seeking, they still would not be included in the 2007 cohort AND would not be included in the Year 3 cohort, which would be 2009, because of their original status of non-degree-seeking at Institution A.
- If the student were to transfer to Institution B without changing their intent in Year 2, they would NOT be included in the Outcome Measures component for either Institution.

c) Example 2: Student begins as degree-seeking



- Example 2 shows a student enrolled as degree-seeking at Institution A in Year 1. If we use the same cohort years as the previous example, this individual would be counted in the OM component as a full-time, first-time student in the 2007 cohort as long as they are taking the required number of credit hours and have not had any prior postsecondary involvement. If that student stays at Institution A and changes their intent to non-degree-seeking in Year 2, they would not be included in the cohort for Outcome Measures in 2008 due to this change of intent, but they would still be considered a full-time, first-time

student in the 2007 cohort. Remember that the Outcome Measures component is for degree-seeking individuals only.

- If a student transfers from Institution A to Institution B in Year 2, and changes their intent from degree-seeking to non-degree-seeking, similarly they would NOT be included in the Outcome Measures component for Institution B in the 2008 cohort year.
- If that student were to transfer to Institution B in Year 2 without changing their intent from degree-seeking, they would be included as a non-first-time student for Institution B in the 2008 cohort. If that same student were to transfer back to Institution A, they would still be considered full-time, first-time for Year 1 but would not be included in the Year 3 cohort, which would be 2009.

Transfer Cohorts Flowchart (Table Format)

- **General Rule:** At the same institution, once in a cohort a student may not be reassigned to another cohort. Regardless of how often the student leaves the institution and returns, they remain in the originally assigned cohort. Additionally, students who attend or transfer into the institution for the first time during the prior summer term as degree-seeking students are to be included in the first-time or transfer-in cohorts, as applicable. High school students earning college credit (dual enrolled) as non-degree-seeking students who graduate as degree-seeking would be considered first-time students.

		<u>Time 1</u>	<u>Time 2</u>	<u>Time 3</u>
Exam		Institution A: Non-Degree-Seeking	Institution A: Degree-Seeking	
	GR Cohort	N/A	N/A	
	EF Cohort	Non-Degree-Seeking	Continuing	
	OM Cohort	N/A	N/A	
		Institution A: Non-Degree-Seeking	Institution B: Degree-Seeking	Institution A: Degree-Seeking
	GR Cohort	N/A	N/A	N/A
	EF Cohort	Non-Degree-Seeking	Transfer	Continuing
	OM Cohort	N/A	Non-First-Time	N/A
		Institution A: Non-Degree-Seeking	Institution B: Non-Degree-Seeking	
	GR Cohort	N/A	N/A	
	EF Cohort	Non-Degree-Seeking	Non-Degree-Seeking	
	OM Cohort	N/A	N/A	
	Institution A: Degree-Seeking	Institution A: Non-Degree-Seeking		
GR Cohort	First-time, Full-time	N/A		
EF Cohort	First-time, Full-time	Non-Degree-Seeking		
OM Cohort	First-time, Full-time	N/A		

Exam	Institution A: Degree-Seeking		Institution B: Degree-Seeking		Institution A: Degree-Seeking	
	GR Cohort	First-time, Full-time		N/A		N/A
	EF Cohort	First-time, Full-time		Transfer		Continuing
	OM Cohort	First-time, Full-time		Non-First-Time		N/A
	Institution A: Degree-Seeking		Institution B: Non-Degree-Seeking			
	GR Cohort	First-time, Full-time		N/A		
EF Cohort	First-time, Full-time		Non-Degree-Seeking			
OM Cohort	First-time, Full-time		N/A			

Reporting Study Abroad Students (Proposed Changes)

Reporting study abroad students enrolled for credit at the institution, by role of the institution and IPEDS survey component		
Survey component	Role of the institution where the student is enrolled for credit	
	Home institution	Host institution
Fall Enrollment	Include as degree-seeking only if student is taking courses for credit at the institution or if the institution provides the instructional resource (classroom, instructors) at the foreign location; Include in retention calculations (freshman study abroad students can be added to the first-time cohort and sophomore study abroad students can be considered part of the retained cohort)	Include as non-degree-seeking; Exclude from retention calculations
12-month Enrollment	Include in enrollment if student is taking courses for credit at the institution or if the institution provides the instructional resource (classroom, instructors) at the foreign location	Include in enrollment
Graduation Rates and Graduation Rates 200%	Include in first-time cohort and completion	Exclude from first-time cohort and completion
Outcome Measures	Include in first-time cohort and outcomes	Exclude from first-time cohort and outcomes
Institutional Characteristics	Exclude students' cost of attendance	Exclude students' cost of attendance
Student Financial Aid	Exclude students' cost of attendance	Exclude students' cost of attendance
Finance	Include in FTE and scholarships/fellowships processed by the institution	Include in FTE and scholarships/fellowships processed by the institution

NOTE: For student to be reported by either home or host institution, the student must be enrolled for credit at that institution. Study abroad students can include U.S. students taking courses abroad or foreign students taking courses at a U.S. institution

Home institution – student is seeking a degree at that institution but may be taking classes in a foreign location

Host institution – student is visiting and taking courses for credit, but not seeking a degree at that institution

- IPEDS Coordinator Handbook
- IPEDS Keyholder Handbook
- IPEDS Website: <http://surveys.nces.ed.gov/ipeds/>
- 2016 IPEDS Workshop Presentation