IPEDS New Keyholder Handbook

2012 - 2013

U.S. DEPARTMENT OF EDUCATION

NATIONAL CENTER FOR EDUCATION STATISTICS

IPEDS New Keyholder Handbook

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Overview of IPEDS

WHAT IS IPEDS?

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

HOW IS IPEDS USED?

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

WHICH INSTITUTIONS REPORT TO IPEDS?

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

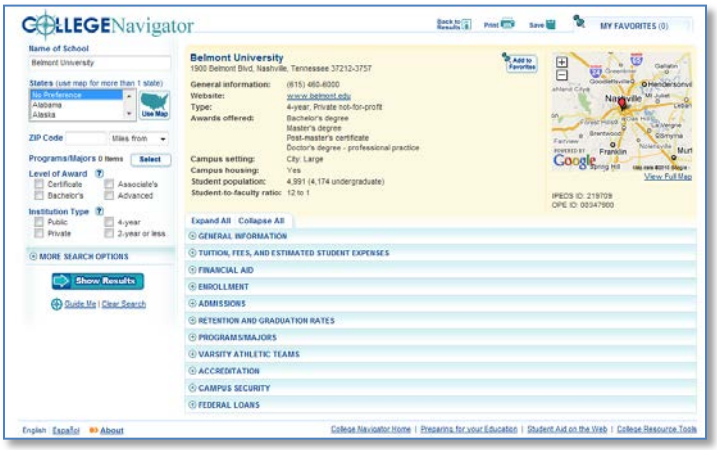
More than 7,000 institutions complete IPEDS surveys each year. These include research universities, state colleges and universities, private religious and liberal arts colleges, for-profit institutions, community and technical colleges, non-degree-granting institutions such as beauty colleges, and others.

Importance of the Keyholder's Job

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

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

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

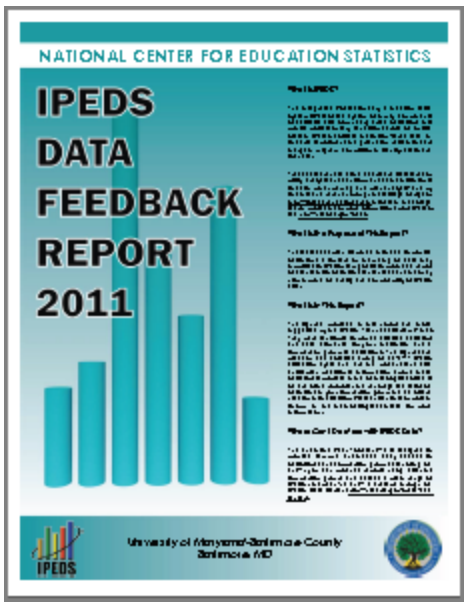


College Navigator is a consumer information and college search tool. It was designed to help college students, prospective students, and their parents understand the differences between colleges and how much it costs to attend college. Most of the data displayed on College Navigator is submitted through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

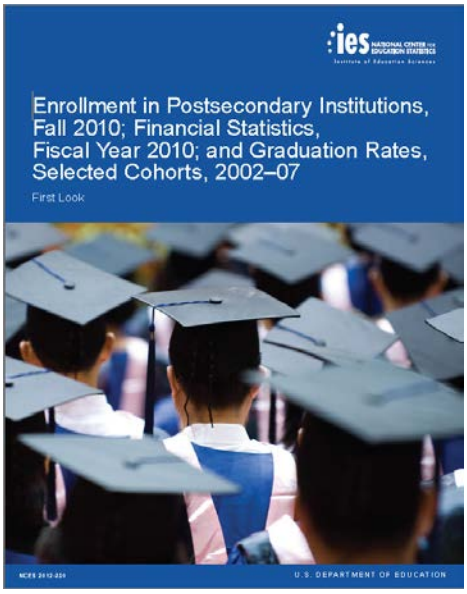
The **College Affordability and Transparency Center** displays information about tuition and net prices at postsecondary institutions. The site highlights institutions with high and low tuition and fees as well as high and low net prices (the price of attendance minus grant and scholarship aid). It also shows institutions where tuition and fees and net prices are increasing at the highest rates. These lists are made from the IPEDS data you submit.

IPEDS data are displayed on the **FAFSA online** form. As potential students apply for financial aid, they can see the tuition and fees, average net price, graduation rates, retention rates, and transfer rates for the schools they're interested in.

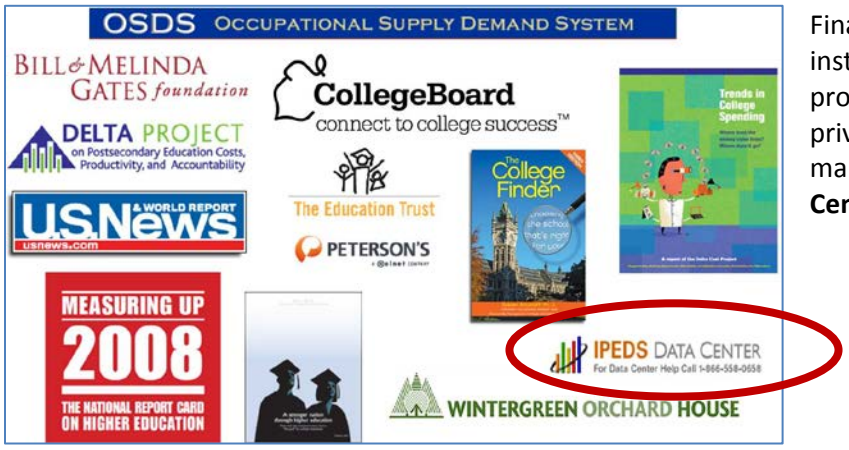
IPEDS data are used at the Federal, state, and local levels for **policy analysis and development**.



Each fall, you and your institution's Chief Executive Officer receive a copy of your institution's personalized **IPEDS Data Feedback Report.** This report uses graphs to compare your institution's data for selected items to data reported by a group of comparison institutions. The result is an annual report that is hopefully useful to institutional executives and institutions for benchmarking and peer analysis, and that can help improve the quality and comparability of IPEDS data. PDF versions of the reports are available to institutions and the public from the Data Center and Executive Peer Tool (ExPT).



IPEDS data are **published by NCES** in First Look publications, Web Tables state and sector reports, and are used in the Digest of Education Statistics and The Condition of Education.



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

Description of IPEDS Survey Components and Data

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

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

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

IPEDS Survey Components		
Collection / Component	**Cycle**	**Data**
REGISTRATION		
IC Header **Institutional Identification**	Annual	• Address; telephone number; websites • Control and affiliation • Calendar system • Levels of awards offered
FALL COLLECTION		
Institutional Characteristics (IC)	Annual	• Admissions requirements • Institutional price/cost data for full-time, first-time, degree/certificate-seeking undergraduate students o Displayed on College Navigator website, and used to calculate average net price of attendance, as required by HEOA • Tuition and required fees by level or program • Room and board charges
Completions (C)	Annual	• Number of awards conferred by program (6-digit CIP code), by level (associate's, bachelor's, master's, doctor's, certificates), and by race/ethnicity and gender of recipient • Number of completers, separately by race/ethnicity, gender, age, and level of award

IPEDS Survey Components		
Collection / Component	**Cycle**	**Data**
FALL COLLECTION, continued		
12-month Enrollment (E12)	Annual	• 12-month unduplicated headcount, by level of student and race/ethnicity and gender • Full year instructional activity, measured in credit and/or contact hours o Used to compute full-time equivalent (FTE) enrollment
WINTER COLLECTION		
Student Financial Aid (SFA)	Annual	• Number and percent of undergraduate and of full-time, first-time, degree/certificate-seeking undergraduate students receiving student financial aid, by type of aid and average amount of aid received o Displayed on the College Navigator website and used to calculate institutional average net price and net price by income, as required by HEOA
SPRING COLLECTION		
Fall Enrollment (EF)	Annual	• Full- and part-time fall enrollments by level, by race/ethnicity and gender of student o Four-year institutions report enrollment data by level, race/ethnicity, and gender for 9 selected fields of study (even-numbered years) • Number of students engaged in distance education, by level and location • Age distributions by student level (odd-numbered years) • State of residence of first-time first-year students (even-numbered years) • Total number of students in the entering class • Fall-to-fall retention rates of full-time and part-time, first-time degree/certificate-seeking undergraduate students (less than 4-year institutions), and first-time bachelor's degree-seeking students (4-year institutions)
Graduation Rates (GR)	Annual	• Numbers of students entering the institution as full-time, first-time, degree or certificate-seeking in a particular year (cohort), by race/ethnicity and gender • Number completing within 150% of normal time to program completion • Number transferred to other institutions • Developed to help institutions comply with requirements of Student Right-to-Know • Worksheets are provided to calculate rates
200% Graduation Rates (GR200)	Annual	• 200 percent graduation rates, as required by HEOA

IPEDS Survey Components		
Collection / Component	**Cycle**	**Data**
SPRING COLLECTION, continued		
Human Resources (HR)	Annual	• Employees by primary occupational activity, faculty status, full and part time (collected separately for medical schools) • Full-time instructional staff by academic rank, gender, and contract length/teaching period • Total salary outlay and number of months covered, by academic rank and gender
	Biennial (odd-numbered years)	• Full-time and part-time employees by primary occupational activity, race/ethnicity and gender • New hires by primary occupational activity, race/ethnicity and gender
Finance (F)	Annual	• Revenues by source (e.g., tuition and fees, government, private gifts) • Expenses by function (e.g., instruction, research, plant maintenance and operation) • Scholarships, physical plant assets and indebtedness • Assets, liabilities and net assets • Different formats are used based on the institution's accounting standards (GASB or FASB)

Keyholder Responsibilities

SUBMIT ACCURATE DATA ON TIME

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

MANAGE AND COORDINATE ALL ASPECTS OF DATA SUBMISSION

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

BE THE INSTITUTIONAL POINT OF CONTACT

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

WORK WITH YOUR STATE AND SYSTEM

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

STAY INFORMED…

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

CONTACT THE HELP DESK…

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

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

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

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

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

Getting Ready for Data Submission

1 The first thing we suggest you do is to familiarize yourself with the data collection schedule for the year. The 2012-13 data collection calendar is shown below. At the end of this manual is a calendar that you can print out and post on your bulletin board for easy reference, and give to others in your institution who help with IPEDS data submission; an electronic version is available through the Data Provider Center.

DATA SUBMISSION CALENDAR

IPEDS 2012-13
Data Collection Calendar

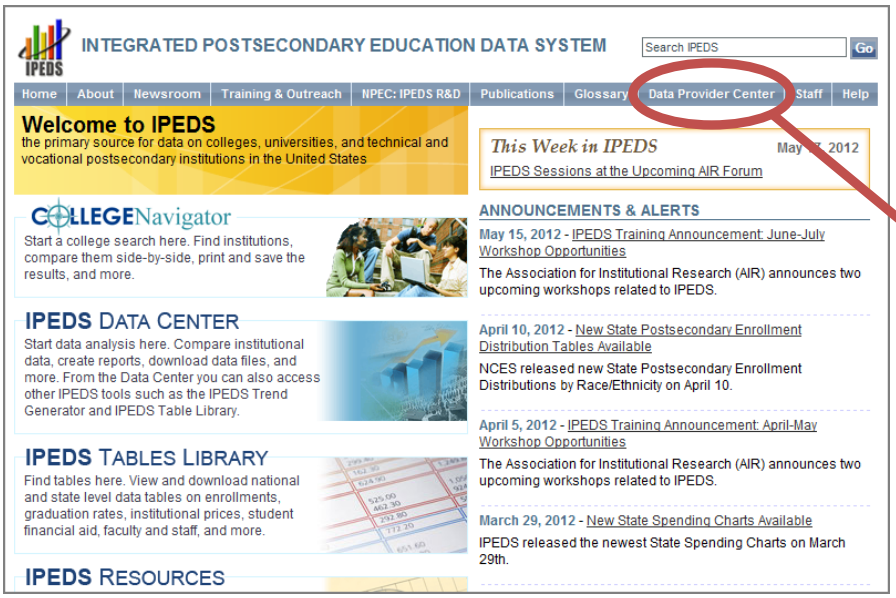
(Keyholder UserIDs start with P or 88G)

Registration	Opens	8/8	Registration Report Mapping Institution Identification IC Header
Fall Collection	Opens Keyholder close Coordinator close	9/5 10/17 10/31	Institutional Characteristics (IC) Completions (C) 12-month Enrollment (E12)
Winter Collection	Opens Keyholder close Coordinator close	12/5 2/6 2/20	Student Financial Aid (SFA)
Spring Collection	Opens Keyholder close Coordinator close	12/5 4/10 4/24	Fall Enrollment (EF) Graduation Rates (GR) 200% Graduation Rates (GR200) Finance (F) Human Resources (HR)

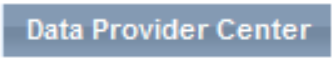
PRIOR YEAR REVISION SYSTEM CALENDAR

Revisions to data submitted by your institution last year (that is, during the 2011-12 data collection) can be made through the IPEDS Prior Year Revision System. Components will be open for revision during their regular collection period. For example, revisions to the Completions component submitted last year can be made during the current year Fall collection period.

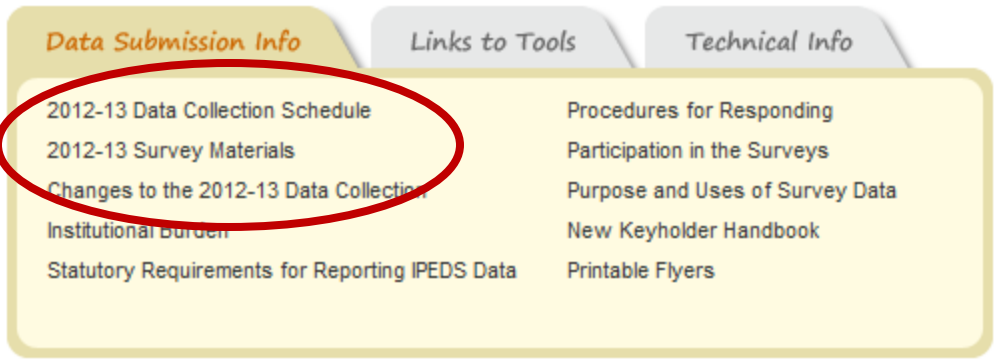
2 Next, you'll probably want to familiarize yourself with the survey reporting requirements by **reviewing the survey materials** for the year, and by **reviewing the posted changes** for the collection.

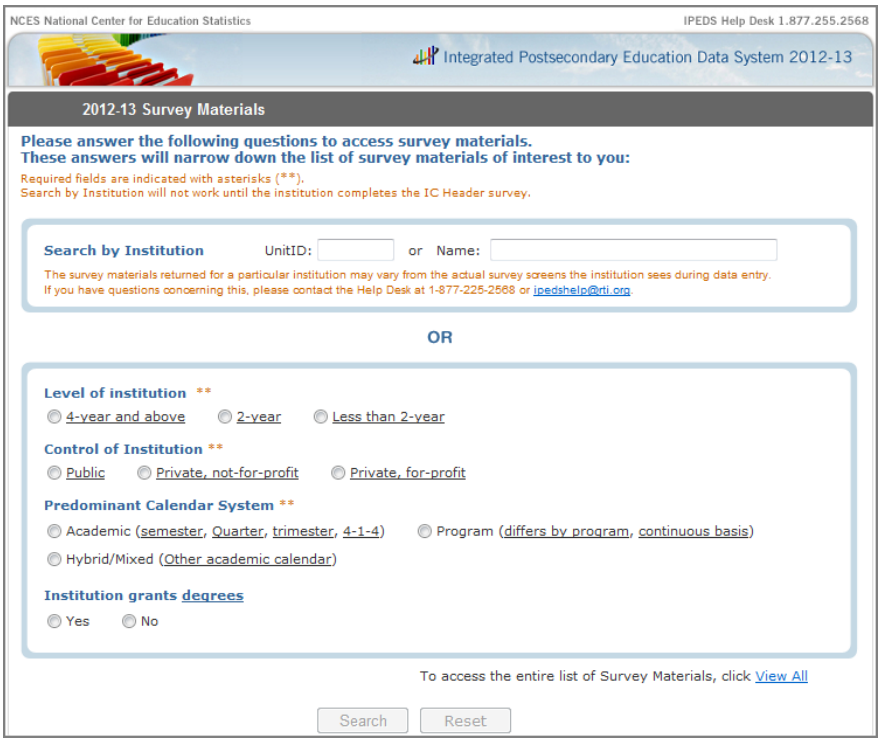


You can access the Data Provider Center from the IPEDS home page, or from https://surveys.nces.ed.gov/ipeds/.

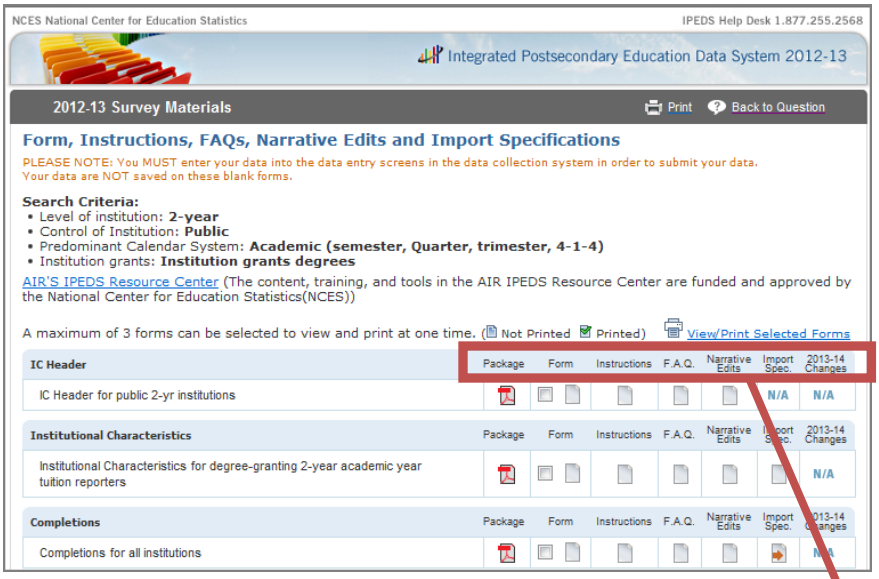


The **Data Provider Center** has lots of good information available from the tabbed menus. Here's where you'll find the Survey Materials and the Changes (also available from the Help menu once you log into the collection system).

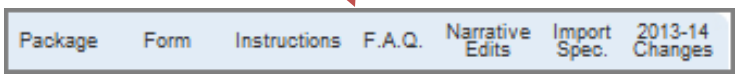




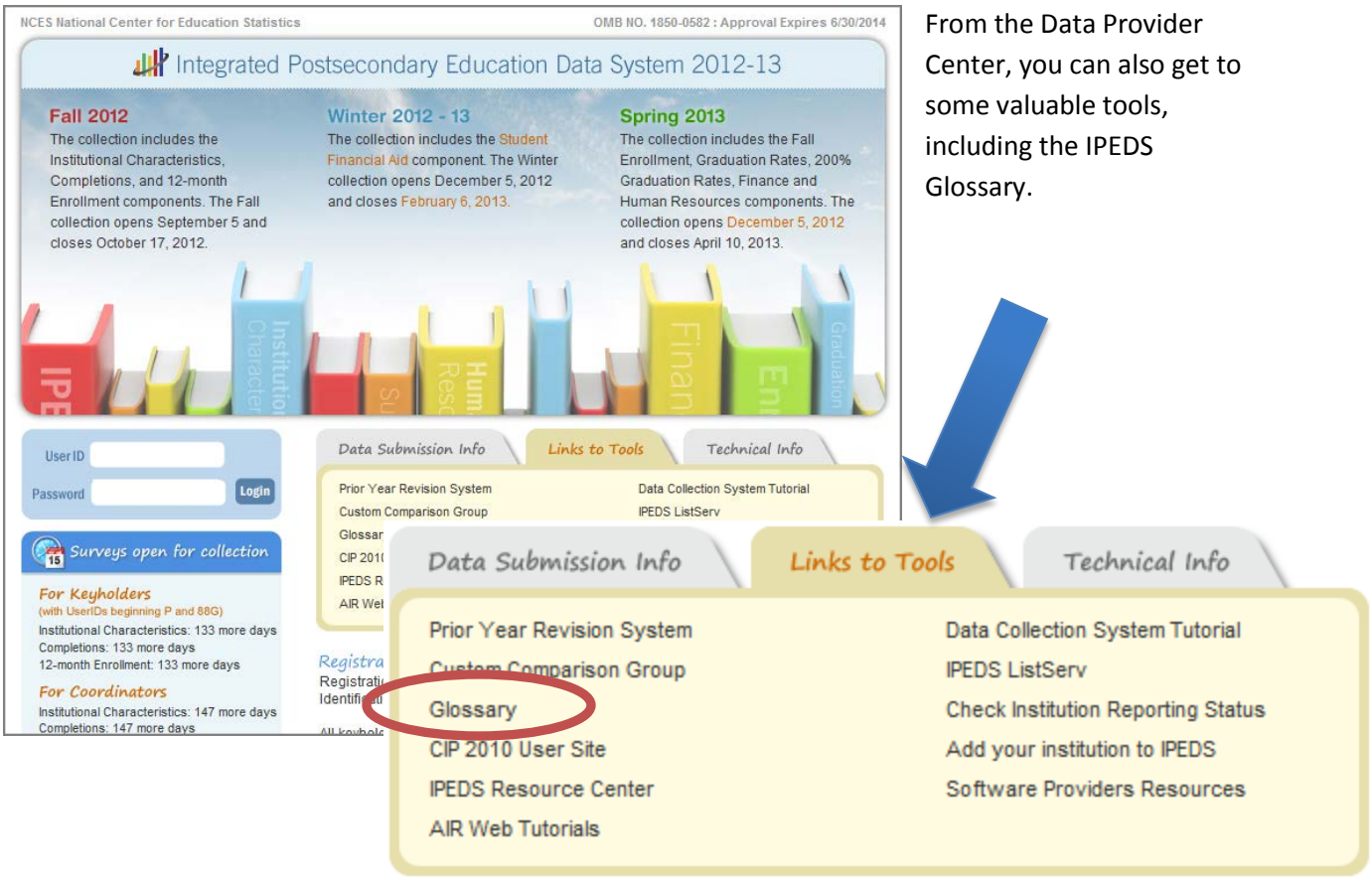
To access the ***Survey Materials***, answer a few questions on this screen to get a short list of surveys to choose from. Once you've completed your IC Header component, you can search for your institution's customized survey materials by entering your UnitID or institution name. Or, click ***View All*** at the bottom of the page to get the complete list of all survey component versions for all types of institutions.



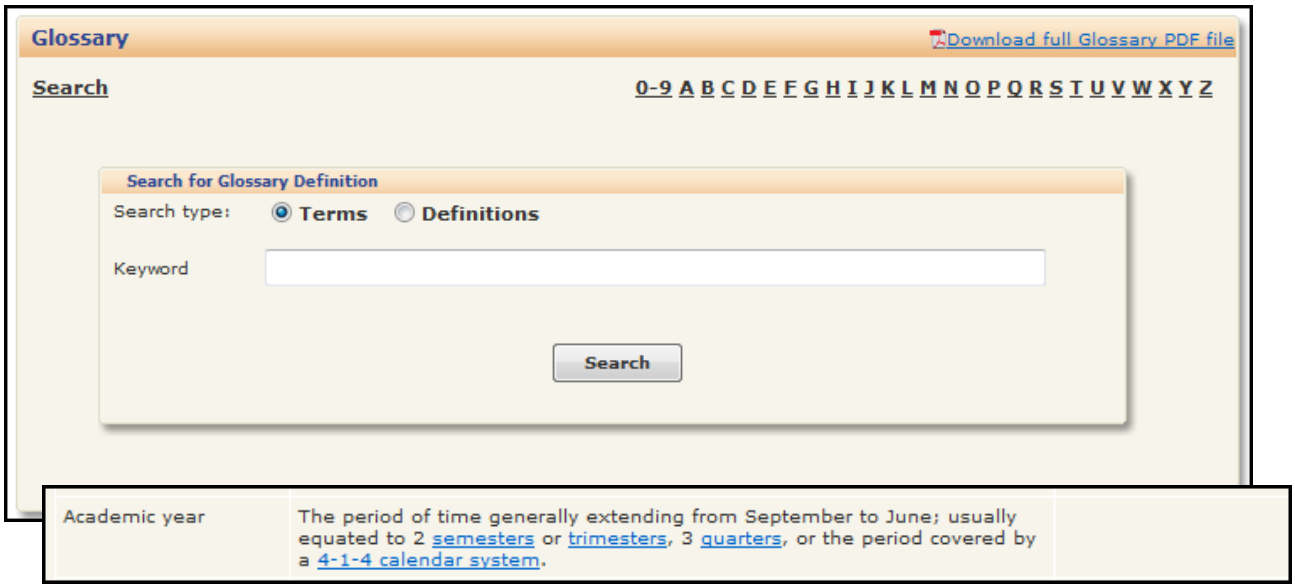
Using the Survey Materials option, you can download and print blank survey forms, instructions, FAQs, and edit and import specifications, so that you can prepare your data for submission, and alert others at your institution to the data you'll need them to provide to you for submission. The Package option puts all survey materials together in a pdf file for downloading. Note the 2013-14 changes column. If there are changes for next year, these survey screens will help you prepare for them.



Seasoned keyholders will tell you that it's best to start early so that you aren't trying to find and report all the data in a last-minute crunch. Also, if you submit all of your required data prior to the last three weeks before data collection closes, we'll send an email to your president or CEO alerting them to your accomplishment, and mention you by name in the email.



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



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

3 Identify areas for further training. There are web tutorials available for each survey component and one specifically for new keyholders. These are free and posted on the web, so you can do them on *your* schedule, when you have time. The component tutorials are also available from the survey screens, so you can access this "just-in-time" information as you're submitting your data. There are also face-to-face workshops around the country every year. See the ***Resources*** section of this manual, and the training flyers attached to the end of this manual for more information about training opportunities.

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

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

Key Survey Concepts and Common Pitfalls

GENERAL IPEDS

Edits and errors

You may receive error messages as you enter your data. Each survey component contains interactive edits that will check for blank fields, invalid values, or values that fall outside expected ranges. These edits are in place to protect the integrity of the data you report. They will not be triggered unless there is something unique about the data you report that requires additional attention.

Some errors will require you to confirm the values you entered. Some errors will require you to provide an explanation for the values you entered. Information entered to resolve explanation edits will not be made public. However, these edit explanations should provide adequate and reasonable information to explain anomalies in the data. Finally, some errors are 'fatal' and will require you to either fix a data problem or contact the IPEDS Help Desk for help with resolution.

> ⓘ **Common Pitfall:** Institutions should provide adequate and reasonable information to resolve system edits that require explanations. The IPEDS Help Desk will follow up with institutions that provide inadequate explanations for data.

Outsmarting IPEDS errors

The IPEDS system includes numerous interactive edits to ensure that institutions do not make errors in data reporting. These edits may help the keyholder to identify an error, or it may be that the data have been reported accurately, but the edit needs to be overridden. If an edit needs to be overridden, the keyholder needs to call the Help Desk, and should not attempt to 'trick' the edit by entering false data.

For example, institutions receive an error message if they do not report prior year tuition data. However, if an institution is new, they may not have prior year tuition data. They should call the IPEDS Help Desk to override the fatal errors that result, and not attempt to enter inaccurate data. Entering inaccurate data in this case would cause errors in multiyear tuition changes as well as inaccurate information for students available on College Navigator.

Fixing errors from the prior year

The IPEDS Prior Year Revision System is available to allow institutions to correct errors in their prior year data submissions. All survey components are available for revision during their regular collection period. For example, revisions to the Completions component can be made during the Fall collection period.

- Login to the Prior Year Revision System using your current year UserID and password.

- If you failed to respond to one or more of the prior year surveys, you may also supply your missing data using this system
- The availability of this system DOES NOT IMPLY that institutions are no longer required to report data according to the current year IPEDS collection schedule. This is NOT an extension of your due date and the office of Federal Student Aid will continue to take appropriate action against schools that do not meet their IPEDS reporting requirements.

Context boxes

Optional context boxes allow you to provide more information about the data you are reporting. For example, on the Student Financial Aid survey component, because institutions do not report on amounts of grant or scholarship aid from private sources for full-time, first-time students, you may want to note in the context box in SFA, Part C that *"Full-time, first-time undergraduate students are also awarded an average of $X,XXX from private sources."*

Information entered in these context boxes may be made public on College Navigator, so make sure that the information you enter is understood easily by students, parents, and the general public, and is free from grammatical or spelling errors.

> ⓘ **Common Pitfall:** Some institutions enter information in the context boxes that does not correspond with the data being reported on the screen or that is not appropriate for public consumption. NCES reviews the information in the context boxes and will not publish information that is not applicable or appropriate for public consumption.

Summary screens

Each survey component has one or more summary screens, which keyholders should review carefully. These screens contain reported values and calculated statistics and that will appear on College Navigator, the College Affordability and Transparency Center, and the Data Feedback Reports. Verifying the data before they appear in these very public places will prevent embarrassing mistakes.

REPORTING MAP

Each August, many keyholders are asked to verify their institution's Reporting Map. An IPEDS Reporting Map describes how the data from the various campuses that are listed on the institution's Program Participation Agreement (PPA) are accounted for in the institution's IPEDS reporting.

If there are differences between how your institution and additional locations are listed in IPEDS and how they are listed in on your PPA, you will need to explain what that means for your IPEDS reporting. You will be presented with screens on which to do this.

> ⓘ **Tip:** Not all Program Participation Agreements are currently accurate. As a keyholder, you may need to work with your Financial Aid office to reconcile the IPEDS Reporting Map, and your institution may need to contact the office of Federal Student Aid to get PPA inaccuracies corrected.

INSTITUTIONAL CHARACTERISTICS – HEADER INFORMATION

Classifying institutions

The questions about institutional control (public, private not-for-profit, private for-profit) and award levels (certificates and degrees) offered are used to determine which survey components and which versions of the survey components your institution must submit. Incorrect reporting of control can lead to your institution receiving the incorrect Finance form. Incorrect reporting of award levels can lead to incorrect reporting of tuition and enrollment. Beyond the reporting ramifications, control and award levels determine the classification of your institution on the College Navigator website and other places data are displayed.

Enrolling students

The enrollment levels question has implications for reporting tuition data in the Institutional Characteristics survey, as well as reporting enrollment. If your institution offers programs at an enrollment level, we ask that institutions answer ***Yes***, even if those programs do not have any current enrollment.

Full-time, first-time degree/certificate-seeking undergraduate students

Full-time, first-time students are a focus for many of the IPEDS survey components. Selection of full-time, first-time students in the enrollment question is key to seeing the cost of attendance page, as well as reporting information in the Student Financial Aid, Graduation Rates, and Fall Enrollment surveys. See the Fall Enrollment section below for more information about determining who is a first-time student at your institution.

Calendar system

Reporting your institution's predominant calendar system correctly is important because it affects how you report data on many other IPEDS components. See the chart on the next page for details.

Understanding how IPEDS reporting is affected by calendar system			
	Academic Reporter Calendar Systems	**Program Reporter Calendar Systems**	***Hybrid Calendar Systems**
IC-Header (IC-H)	Item B3 asks the respondent institution to specify the predominant calendar system. For institutions that are NOT new to IPEDS, this item is preloaded and the Help Desk must be contacted in order to make changes.		
	Semester *Quarter* *Trimester* *4-1-4*	*Continuous enrollment* *Differs by program*	*Other academic*
Institutional Characteristics (IC) *Cost of attendance for full-time, first-time, degree/certificate-seeking undergraduate students*	Cost of attendance for an **academic year**	• Entire cost of the **LARGEST program** • Breakdown of living expense costs per month, for students in the largest program	Cost of attendance for an **academic year**
Institutional Characteristics (IC) *Average tuition & fees for all undergraduate students*	Average tuition & fees for an **academic year**	For 2nd – 6th largest programs, total tuition & fees for the **entire program**	Average tuition & fees for an **academic year**
Student Financial Aid (SFA) *Reporting period*	Standard **academic year**	Defined by the institution; must fall within the period of **July 1 through June 30**	Standard **academic year**
Student Financial Aid (SFA) *Student cohort*	Students enrolled on **October 15**, or the institution's official fall reporting date	Students enrolled at any time within the institution's **academic year**,	Students enrolled at any time within the period of **August 1 through October 31**
Fall Enrollment (EF)	Students enrolled on **October 15**, or the institution's official fall reporting date	Students enrolled at any time within the period of **August 1 through October 31**	Students enrolled at any time within the period of **August 1 through October 31**
Graduation Rates (GR & GR200) Student cohort of full-time, first-time, degree/certificate-seeking undergraduate students	**Fall cohort**: Students enrolled on **October 15**, or the institution's official fall reporting date	**Full-year cohort:** Students enrolled at any time within the period of **September 1 through August 31**	**Full-year cohort:** Students enrolled at any time during the period of **September 1 through August 31**

*Note: Hybrid institutions are those that offer programs with term-based cost of attendance (like an academic reporter, but enroll students throughout the year (like a program reporter).

INSTITUTIONAL CHARACTERISTICS

Reporting period for cost of attendance

Institutions report cost of attendance data for full-time, first-time, degree/certificate seeking undergraduate students in different ways, depending on reporter type.

Academic reporters and **Hybrid reporters**	Report cost of attendance for an academic year.
Program reporters	For the institution's largest program, report some cost of attendance items for the entire program (tuition and required fees; books and supplies), and some cost of attendance items for one month (living expenses; other expenses). This allows us to calculate both program cost of attendance and academic year cost of attendance.

Cost of attendance and tuition – what's the difference?

Undergraduate cost of attendance	Applicable to academic, program, and hybrid reporters, and collected only for full-time, first-time students. Costs include tuition and required fees, books and supplies, room and board/living expenses, and miscellaneous other expenses. Program reporters that enroll full-time, first-time degree/certificate-seeking undergraduate students report tuition & fees, and books & supplies for the largest 6 programs at the institution. Cost of attendance is reported for the institution's largest program; room & board and other expenses are not reported for the second through fifth largest programs.
Undergraduate tuition and required fees	Applicable only to academic and hybrid reporters, and collected for both full-time and part-time students. This tuition is an average of tuition and required fees charged to all levels (e.g., freshman through senior) of students.
Graduate tuition and required fees	Applicable only to institutions with graduate level programs; collected for both full-time and part-time students. This is the average for all graduate programs, with the exception of Doctor's degree – professional practice programs.

Doctor's degree – professional practice tuition and required fees	Collected for selected Doctor's degree – professional practice programs.

On campus housing requirement

Institutions are asked whether all full-time, first-time degree/certificate seeking undergraduate students must live on campus.

ⓘ **Common Pitfall:** Indicating that all students must live on campus when exceptions are made. Even if 1 in 10,000 students is allowed to live off campus, this should not be selected. This causes problems between the IC and Student Financial Aid components and the calculation of the institution's average net price.

Tuition guarantee

When reporting cost of attendance, academic and hybrid reporters are asked to indicate if the tuition and/or fees are covered by a tuition guarantee program. Additionally, they are asked to report the percentage that the tuition is guaranteed not to go up more than.

ⓘ **Common Pitfall:** Reporting the non-guaranteed rate and checking tuition guarantees (for institutions with different rates)

ⓘ **Common Pitfall:** Some institutions incorrectly report large numbers (e.g., 100%, 97%) when they should be reporting smaller numbers (e.g., 0%, 3%)

Open admission policy

Institutions that allow a majority of students that apply to enroll at the institution are considered to have an open admission policy. Exceptions may be made for extraordinary circumstances, but most students are allowed to enroll. For example:

Open admission	Students take the Ability to Benefit test, and 98% of students that take the test are allowed to enroll.
Not open admission	Students take the Ability to Benefit test, and 50% of students that take the test are allowed to enroll.

Selection process

ⓘ **Common Pitfall:** Only first-time, degree/certificate-seeking students should be reported.

ⓘ **Common Pitfall:** Students should only be reported at levels that were ALSO reported in IC Header.

ⓘ **Tip:** When adding together the men and women columns, the number can be less than the total, but not greater than the total.

ⓘ **Tip:** The number of enrolled students submitting ACT/SAT scores should be less than or equal to the total number of enrolled students.

Estimated enrollment

ⓘ **Common Pitfall:** Students should only be reported at levels that were also reported in IC Header.

ⓘ **Tip:** 0s should be entered for levels that are offered, but at which no students enrolled in the current year.

ⓘ **Tip:** Cells that are not applicable to an institution should be left blank.

Cost of attendance is more important than it seems

Cost of attendance is used, along with data submitted on the Student Financial Aid survey, to calculate the average net price of attendance at the institution. Incorrect reporting of cost of attendance on IC can have major implications for the calculated net price. The net price will be available to students via College Navigator, and will also be used in a series of 'watch lists' mandated by the HEOA and posted on the College Affordability and Transparency Center. It is important to make sure that you are reporting these data correctly so that you do not mistakenly end up on a watch list, or accidentally provide poor data to students.

STUDENT FINANCIAL AID

Reporting period: Academic year

Institutions report data for one academic year. What constitutes an "academic year" differs for academic reporters and program reporters. For the purposes of SFA, an "academic year" is defined as follows:

Academic reporters and **Hybrid reporters**	The period of time generally extending from September to June; usually equated to 2 semesters or trimesters, 3 quarters, or the period covered by a 4-1-4 calendar system
Program reporters	To be defined by the institution, so long as it falls within the full aid year period of July 1–June 30

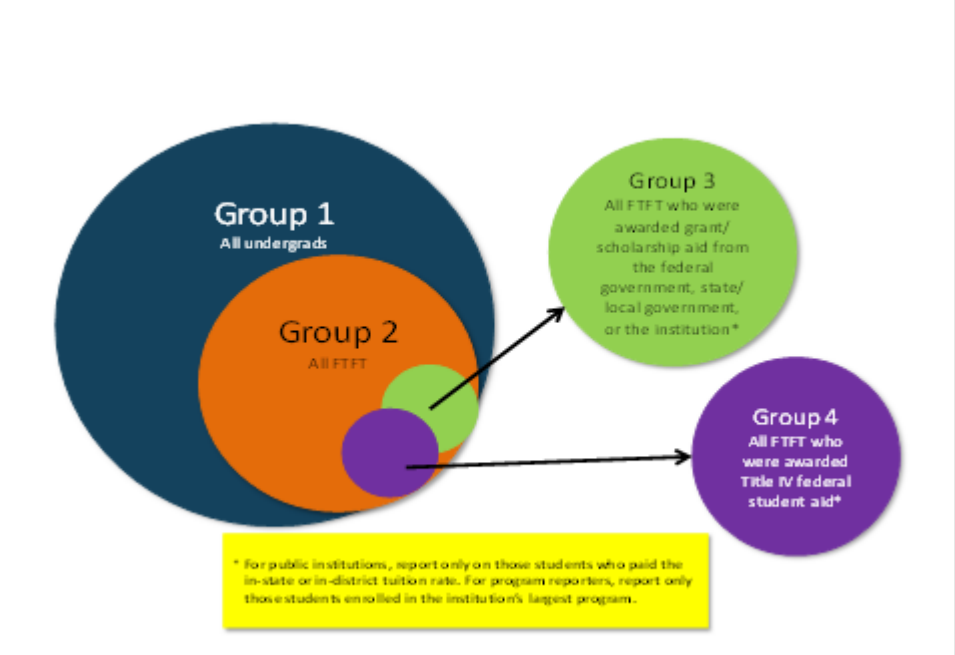
Student cohort

Institutions report on a cohort of students based on their reporter type. For the purposes of SFA, the student cohorts are defined as follows:

Academic reporters	Undergraduate students enrolled as of October 15 or as of the institution's official fall reporting date
Program reporters	Undergraduate students enrolled anytime during the academic year, as defined by the institution
Hybrid reporters	Undergraduate students enrolled at any time within the period of August 1 through October 31

Student groups

The Higher Education Opportunity Act requires the Department to collect information about financial aid awarded to different groups of students. In SFA, there are four groups of students for which financial aid data are collected:



Group 1: All undergraduate students

Group 2: Of Group 1, full-time, first-time degree/certificate-seeking students

Group 3: Of Group 2, students who were awarded any grant/scholarship aid from the federal government, state/local government, or the institution

- For public institutions: Only those paying in-state/in-district tuition rates
- For program reporters: Only those enrolled in the institution's largest program

Group 4: Of Group 2, students who were awarded any Title IV federal student aid

- For public institutions: Only those paying in-state/in-district tuition rates
- For program reporters: Only those enrolled in the institution's largest program

ⓘ **Tip:** Each part of SFA asks for different types of aid to be reported for each group. Consult the instructions and screens to make sure you are reporting the correct aid amounts for the correct groups of students.

ⓘ **Common Pitfall:** Group 1 includes all undergraduate students, which means that new and continuing full-time students, part-time students, degree/certificate-seeking students, and non-degree/certificate-seeking students should be included.

Types of financial aid that should be reported

Institutions should report on the following types of aid:

- Federal grants
  - Title IV
  - Educational assistance funds from other agencies
  - **Note:** Veterans education benefits should not be included, as they are no longer treated as Estimated Financial Assistance for Federal Student Aid purposes as of July 1, 2009
- Federal loans to students
- State/local government grants, scholarships, waivers
- Institutional grants, scholarships, waivers
- Private grants or scholarships
- Private loans to students
- Other sources of aid known to the institution

ⓘ **Common Pitfall:** Some institutions think that they should report Title IV federal student aid only. This is incorrect. Institutions must also report aid from other sources.

Aid awarded

- Institutions report on grant or scholarship aid that has been awarded to students. This may be different from aid that was actually disbursed to students. For example, a student may be awarded grant or scholarship aid at the beginning of the academic year but then leave the institution before the entire amount is disbursed. In this case, you would report the original amount of grant or scholarship aid that was awarded, even though the entire amount was not actually disbursed to the student.
- For reporting loans to students, institutions should report on loans that were awarded to and accepted by the student.

Data from other IPEDS components

The SFA component is connected to other IPEDS components. Examples of data that are carried forward from other IPEDS components and preloaded in the SFA component include the following:

- Data from the Institutional Characteristics (IC) component
  - Cost of attendance information
  - Living arrangement options
- Data from the Fall Enrollment (EF) and 12-month Enrollment (E12) components

- Undergraduate count

If you have any questions about the data that are preloaded in the SFA component, contact the IPEDS Help Desk.

College Affordability and Transparency Center

Net price amounts calculated in SFA will be used to populate the Department's College Affordability and Transparency Center.

ENROLLMENT

Who counts?

All students enrolled for credit (i.e., instructional activity that can be applied by the recipient toward the requirements of a postsecondary degree, certificate, or other formal award, *irrespective* of the activity's unit of measurement) are included in IPEDS enrollment reporting. This includes students who are enrolled for credit but are not seeking a degree or certificate.

> ⓘ **Common Pitfall:** There can be confusion around the fact that all students enrolled for credit should be reported to IPEDS, regardless of whether or not the students are enrolled in programs that participate in Title IV federal financial aid programs. Institutions may incorrectly think that they should only report students in Title IV eligible programs at their institution. If an institution is required to report to IPEDS (i.e., they have at least one Title IV program participation agreement with the Department of Education) then the institutions should report on all students enrolled for credit.

Reporting periods: 12-Month Enrollment vs. Fall Enrollment

Fall Enrollment is a count of students enrolled for credit on a particular date in the Fall. When the student count is taken differs for academic reporters and program reporters, as detailed below. In contrast, the 12-month Enrollment is a cumulative unduplicated headcount over the full 12-month period of July 1 – June 30.

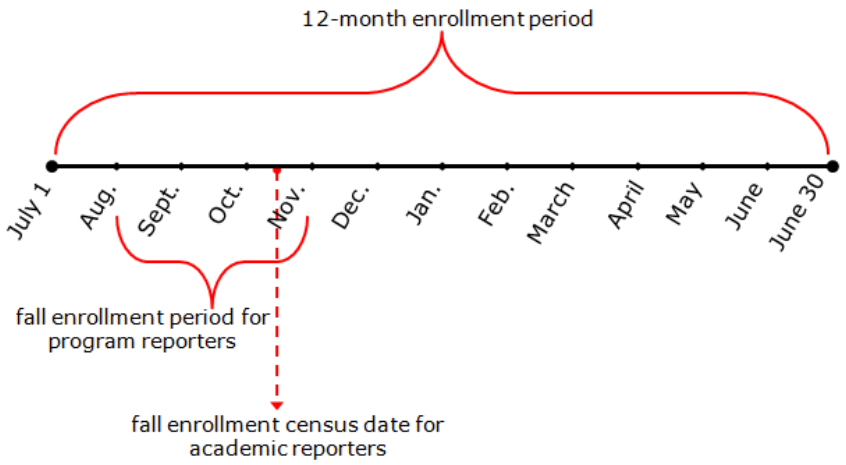
Fall Enrollment

Academic reporters	Students enrolled as of October 15 or as of the institution's official fall reporting date
Program reporters and Hybrid reporters	Students enrolled anytime between August 1 – October 31

12-Month Enrollment

All Institutions	Students enrolled anytime during July 1 – June 30

Because the 12-month Enrollment is a cumulative enrollment count over a full 12-month period, this count must be greater than or equal to the Fall Enrollment count that is encompassed within the 12-month time period. If no additional students enrolled after the Fall Enrollment reporting date/time period, then the 12-month count would be equal to the corresponding Fall Enrollment count.



ⓘ **Tip:** If the 12-month enrollment count reported in the current year's 12-month Enrollment survey component is not greater than or equal to the fall enrollment count reported in the previous year's Fall Enrollment survey component, a fatal error will appear. The data must be corrected or you must call the IPEDS Help Desk for assistance in resolving this error.

12-Month Enrollment

Instructional Activity and Full-time Equivalent (FTE) Students

FTE student enrollment, estimated from the instructional activity data reported on the 12-month Enrollment survey component, is intended to standardize student activity/course loads against a "normal' course load. FTE is used in many derived variables in the IPEDS Data Center and in indicators in the Data Feedback Reports provided to institutions.

ⓘ **Tip:** FTE student enrollment on the 12-month Enrollment survey component is calculated directly from the credit hour and contact hour data reported. In order for the FTE calculated for your institution to be accurate, the instructional activity data (credit and contact hour data) must be reported correctly.

ⓘ **Tip:** If credit and/or contact hour data are correctly reported and the system calculated FTE estimates are not reasonable for your institution, there is an opportunity to enter more accurate FTE data for your institution. However, the option to report an alternate FTE should be used only if the system calculated estimates are not reasonable and your alternate calculation method should be

clearly detailed if an edit is received.

ⓘ **Common Pitfall:** Institutions that report instructional activity in contact hours have, at times, confused the length of a program with the instructional activity reported on Part B of the 12-month Enrollment survey component. Institutions should report the total contact hour activity (or credit hour activity) over the 12-month period, not the average hours for a student or the program length. Program length is reported on the Institutional Characteristics survey component.

Fall Enrollment

First-time degree- or certificate-seeking undergraduate student

A first-time degree/certificate-seeking undergraduate student is a student with no prior postsecondary experience who enrolled with the intention of earning a degree or certificate. Students who enrolled for the first time in the preceding summer term and students entering with advanced standing (i.e. college credits earned before graduation from high school) are also considered first time for IPEDS reporting purposes.

ⓘ **Tip:** First-time student counts reported in Part A of the Fall Enrollment survey component have an impact on other sections of the Fall Enrollment component and several other IPEDS survey components, such as the Graduation Rates survey (GR) component and the Student Financial Aid (SFA) component. For example, an institution's Graduation Rates Survey (GR) cohort is determined by the full-time, first-time degree/certificate-seeking undergraduate students reported in the corresponding year's Fall Enrollment component.

Non-degree/certificate-seeking undergraduate student

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

Undergraduate entering class

Degree-granting, academic reporting institutions report entering class data in Part D of the Fall Enrollment survey component. Entering class data are intended to represent all students new to your institution in a given Fall and provide context for the GR cohort. The entering class includes not only first-time and transfer-in undergraduate students, but also non-degree/certificate-seeking undergraduate students new to your institution in the Fall. The percent of the entering class that is represented by the institution's GR cohort is then included on College Navigator with the GR data.

ⓘ **Tip:** The entering class data are particularly useful for institutions that enroll a large number of part-time undergraduates or non-degree/certificate-seeking undergraduates. For these institutions, the GR cohort (full-time, first-time degree/certificate-seeking undergraduates) may reflect a very

small percentage of their enrollment. Showing the GR cohort as a percentage of the undergraduate entering class can indicate to data users when this is the case.

First-time degree/certificate-seeking undergraduate student retention

Retention data, reported in Part E of the Fall Enrollment survey component, is a Fall-to-Fall retention rate that tracks the number of first-time degree/certificate-seeking undergraduates enrolled in a particular Fall and counts the number of those students who are still enrolled in the following Fall. For 4-year institutions, the retention rate is for bachelor's-seeking students only. But for 2-year and less-than-2-year institutions, all first-time degree/certificate-seeking undergraduates are tracked.

ⓘ **Tip:** Two-year and less-than-2-year institutions report first-time degree/certificate-seeking students from the prior Fall that are still enrolled but should also include those who completed their 1-year or less-than-1-yr program in that timeframe. For these institutions, the retention rate is calculated as:

[(First-time students from Fall 20xx who are still enrolled in Fall 20xx+1

+

(First-time students from Fall 20xx who completed their program by Fall 20xx+1)]

/

First-time students, Fall 20xx

ⓘ **Common Pitfall:** For primarily associate's institutions that grant bachelor's degrees (and thus are classified as 4-year institutions in IPEDS), the fact that their retention data is based on bachelor's-seeking students only (not all first-time degree/certificate-seeking students) can be confusing. Even though bachelor's-seeking students may represent a small percentage of their first-time undergraduate students, their retention data should be based on these students only.

COMPLETIONS

Reporting period

Institutions should report completions data for degrees and certificates awarded for the 12-month time period beginning July 1 of the previous calendar year and ending June 30 of the current calendar year. For the Fall 2012 reporting period, then, the IPEDS Completions component will collect data on all degrees and certificates awarded between July 1, 2011 and June 30, 2012.

Program of study

Completions data are reported for each program of study at an institution. Programs of study are described using 6-digit Classification of Instructional Program (CIP) codes. Information about CIP codes can be obtained from the CIP 2010 User website: http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

ⓘ Tip: You must report data for all programs that are offered. If there are no completions for the year, just enter 0.

ⓘ Common Pitfall: Not entering "0" for programs that are still offered but for which there are no completions.

Award levels

Within each CIP code, data are reported by gender and race/ethnicity (using the new race/ethnicity categories) for each award level awarded by the institution. The 11 award levels are:

1. Postsecondary award, certificate, or diploma of (less than 1 academic year)
   - Less than 900 contact or clock hours
   - Less than 30 SEMESTER or TRIMESTER credit hours, or
   - Less than 45 QUARTER credit hours
2. Postsecondary award, certificate, or diploma of (at least 1 but less than 2 academic years)
   - At least 900, but less than 1800 contact or clock hours, or
   - At least 30, but less than 60 SEMESTER OR TRIMESTER HOURS
   - At least 45, but less than 90 QUARTER HOURS
3. Associate's degree
4. Postsecondary award, certificate, or diploma of (at least 2 but less than 4 academic years)
   - 1800 contact or clock hours, or
   - 60 or more SEMESTER OR TRIMESTER credit hours, or
   - 90 or more QUARTER credit hours
5. Bachelor's degree
6. Postbaccalaureate certificate
7. Master's degree
8. Post-master's certificate
9. Doctor's degree - research/scholarship
10. Doctor's degree - professional practice
11. Doctor's degree - other

ⓘ Tip: Only credit awards conferred as the result of completion of a recognized program of study should be reported (the instructional activity completed as part of the program can be measured in contact hours, credit hours, or some other unit of measurement). Do NOT report non-credit awards, such as informal certificates of completion or merit.

ⓘ Common Pitfall: Reporting completions for an award level that was NOT specified as offered on the previous year's last Institutional Characteristics survey component.

Completions vs. completers

The Completions survey component now has two sections, that collect different data:

- The Completions section collects data on the ***number of degrees and certificates awarded*** in the previous 12 months. These data are reported by program (CIP code) and award level; the race/ethnicity and gender of the student earning the degree or certificate are also reported
- The Completers section collects data on the ***number of students who completed a degree or award***. These data are reported at the total level by race/ethnicity and gender of the student; and by race/ethnicity, gender, and age within consolidated award levels.

ⓘ **Tip:** It is possible to have more completions than completers, because a student can receive more than one degree or certificate.

Difference between completions and graduation rates

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

GRADUATION RATES

Definition of Graduation Rates, per Student Right-to-Know (SRK)

The graduation rate is based on a cohort of all first-time, full-time degree/certificate-seeking undergraduate students. The rate is the number of these students who complete their program within 150% of the normal time of that program divided by the total number in the cohort.

Types of reporters and cohorts

Institutions report on a fall cohort or full-year cohort depending on the institutution's reporting type. Reporter types are based on the predominant calendar system of the institution (see the chart earlier in this section).

Academic reporters	**Report on a fall cohort**
Program reporters and Hybrid reporters	**Report on a full-year cohort**

Who is in the cohort

The cohort for GR is made up of first-time, full-time degree/certificate-seeking undergraduate students.

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

> ⓘ **Common Pitfall:** A student remains in the cohort even if their status changes after they enter. For example, if a student becomes part time after their first semester, they are still considered as part of the cohort.

Cohort Revisions

Institutions have the option to revise their preloaded cohort if:

- there are eligible students they omitted in the past;
- students that were originally included should really not be part of the cohort because they were not first-time, or full-time;
- better information regarding race/ethnicity or gender is found out on eligible students.

> ⓘ **Common Pitfall:** The cohort should not be revised for students who have dropped out or transferred out.

> ⓘ **Tip:** If the initial cohort changes by more than 20%, please make sure to add a good edit explanation for the large change.

Non-completers

The No Longer Enrolled column is a calculated column which is the remainder of the revised cohort after all of the completers, transfers, exclusions, and students still enrolled have been subtracted.

> ⓘ **Common Pitfall:** Some institutions try to distribute all of their students in their cohort into the data entry columns, leaving zero students in the calculated No Longer Enrolled column. Please only include students in the transfer-out and exclusion columns if they actually are eligible to be reported there.

200% Graduation Rates

Cohorts

There are two types of cohorts tracked for the GR200. The cohort (fall or full-year) depends on the reporter type for the purposes of the GR component of IPEDS.

4-year and above institutions	Include only those students in the bachelor degree-seeking cohort
Less than 4-year institutions	Include all students in the cohort

ⓘ **Tip:** If a 4-year institution does not have a bachelor degree-seeking cohort in the cohort year, this component will be not applicable for them.

Reporting the completers within 151-200% of normal time

The number of completers for both 100% and 150% of normal time will be preloaded into the GR200 questionnaire. The GR200 component collects data for completers within 151-200% of normal time.

ⓘ **Common Pitfall:** While the data for 150% of normal time are cumulative (in that it also includes those who completed within 100%), the data reported for the 200% of normal time should include just those **additional** students who completed between 151 and 200%.

HUMAN RESOURCES

Reporting Employees

- Report employees on the payroll of the institution as of November 1, 2011
- Report each employee only once. If an employee in a single job could be coded in more than one occupation:
  - code the employee in the occupation that requires highest level of skill

    - OR -
  - if there is no measurable difference in skill requirements, code the employee in the occupation in which they spend the most time
- Report all staff using the new IPEDS occupational categories, which align with the Standard Occupational Classification (SOC) codes. More information can be found at the HR/SOC Resources page: http://nces.ed.gov/ipeds/resource/soc.asp.

ⓘ **Tip:** Report data in order of displayed screens.

ⓘ **Tip:** Report employees difficult to categorize in any of the context boxes, including the last screen called "Human Resources Survey Evaluation."

ⓘ **Tip:** If a screen is N/A, enter a 0.

Reporting "Postsecondary Teachers"

Degree-granting institutions	Non-degree-granting institutions
Postsecondary Teachers by Function • Instruction • Instruction/research/public service • Research • Public service } Instructional staff	***Postsecondary Teachers***

Reporting Salaries

ⓘ **Common Pitfall:** Average salaries inadvertently reported instead of total salary outlays.

ⓘ **Common Pitfall:** Salary outlays for part-time staff inadvertently included.

FINANCE

Reporter Types

There are six IPEDS finance survey component reporter types based on institutional control and degree-granting status. Public institutions generally fill out their financial information using the GASB reporting standards whereas private not-for-profit and for-profit institutions report their data using FASB standards. Degree-granting institutions report data on their financial position, changes in net assets, and details of endowment assets that non degree-granting institutions do not report. These are the six reporter types:

	Degree-granting	Non-degree granting
Public	√	√
Private, not-for-profit	√	√
Private, for-profit	√	√

Reporting period

The finance survey component data covers financial activities for the 12-month fiscal year. Institutions enter the start and end dates for the fiscal year they are reporting.

ⓘ **Tip:** The fiscal year reported for IPEDS in 2012-13 should be the most recent fiscal year ending before October 1, 2012.

ⓘ **Common Pitfall:** Institutions should not try to manipulate their current fiscal year data to make corrections to their prior year data. Those corrections need to be made in the Prior Year Revision System.

Data Source

Data are based on information from institutions' audited general purpose financial statement (GPFS). However, the GPFS is only a starting point for reporting; some figures will need to be modified to meet IPEDS reporting requirements. Many derived variables and indicators that show on the survey screens and in the Data Feedback Reports use Finance and Enrollment data together, such as "Core expenses per FTE student."

ⓘ **Common Pitfall:** If an institution gets an error message, they should revisit the IPEDS reporting instructions. Providing an edit explanation that, "the numbers are correct because they are pulled from the GPFS" is not a valid explanation.

Recent Changes

All institutions are now reporting expenditures in a similar format with total amounts (operating and non-operating combined) and require allocating operations and maintenance (O&M), interest, and depreciation amounts across the functional expense categories.

ⓘ **Tip:** NACUBO has provided a resource document to help GASB-reporting institutions do these allocations available at:
http://www.nacubo.org/Business_and_Policy_Areas/Accounting/Advisory_Reports/Advisory_Report_2010-1_Public_Institution_Methodologies_for_Allocation_Depreciation_Operation_and_Maintenance_of_Plant_and_Interest_Expenses_to_Functional_Expense_Categories.html

ⓘ **Common Pitfall:** Allocating O&M, interest, and/or depreciation into only one or two categories.

ⓘ **Common Pitfall:** Not allocating these expenses but including them in the total expenditures, with the result that these amounts are only captured in "Other" expenses.

Negative Values

There are only a few variables (such as investment income/returns and changes to net assets) where it is acceptable to report negative amounts. The vast majority of finance variables should be positive amounts. Unacceptable negative amounts most commonly appear in the "Other" variables for both revenues and expenses because they are calculated values that institutions do not directly report.

ⓘ **Tip:** If you have a negative value for "Other" variables it means that the reported revenue by source or functional expenditure amounts have been over counted somewhere resulting in a higher Total (revenue or expenditure) amount than the actual reported Total amount(s).

ⓘ **Common Pitfall:** Reporting negative revenues; these should most likely be counted as positive expenses. An example of an error explanation illustrating this pitfall: "Negative other revenue is a result of program expansion *expenses*."

ⓘ **Tip:** Most GPFS include only one category for "Non-operating revenue (expense)." Negative dollar amounts here are truly expenses, and should be reported as such. This particularly applies to negative interest amounts, which should be captured in the expense section.

ⓘ **Common Pitfall:** Reporting negative expenses; these should most likely be counted as positive revenues. An example of an edit explanation illustrating this pitfall: "Other expenses amount is negative due to *gain* on disposal of property, plant, and equipment."

ⓘ **Common Pitfall:** Trying to make revisions to prior year data by reporting a negative amount for current year data.

Student Grant Aid

Student grant aid amounts are reported in three different parts of the finance survey component:

- Scholarships and Fellowships
- Revenues
- Expenses

ⓘ **Common Pitfall:** When reporting student grant aid, many institutions do not report allowances to tuition and fees and auxiliary enterprises, even when those monies are, in fact, used as discounts/allowances.

ⓘ **Common Pitfall:** Following GASB accounting standards, Pell grants should be recorded as Federal non-operating revenue and should have an offsetting allowance for tuition and fees that shows the amount applied to students' accounts. This also applies to private institutions that do not treat Pell grants as pass-through transactions.

ⓘ **Common Pitfall:** Most loans, including FDSL, should not be reported as a revenue or expense because these are pass-throughs. These amounts are accounted for when they are paid to the institution from students as a tuition & fee and/or auxiliary enterprise revenue.

ⓘ **Tip:** There is a tip sheet explaining the treatment of scholarships and fellowships, discounts and allowances, and net scholarship and fellowship expenses on the IPEDS resources page: http://nces.ed.gov/ipeds/factsheets/fct_ipeds_finance_03072007_3.asp.

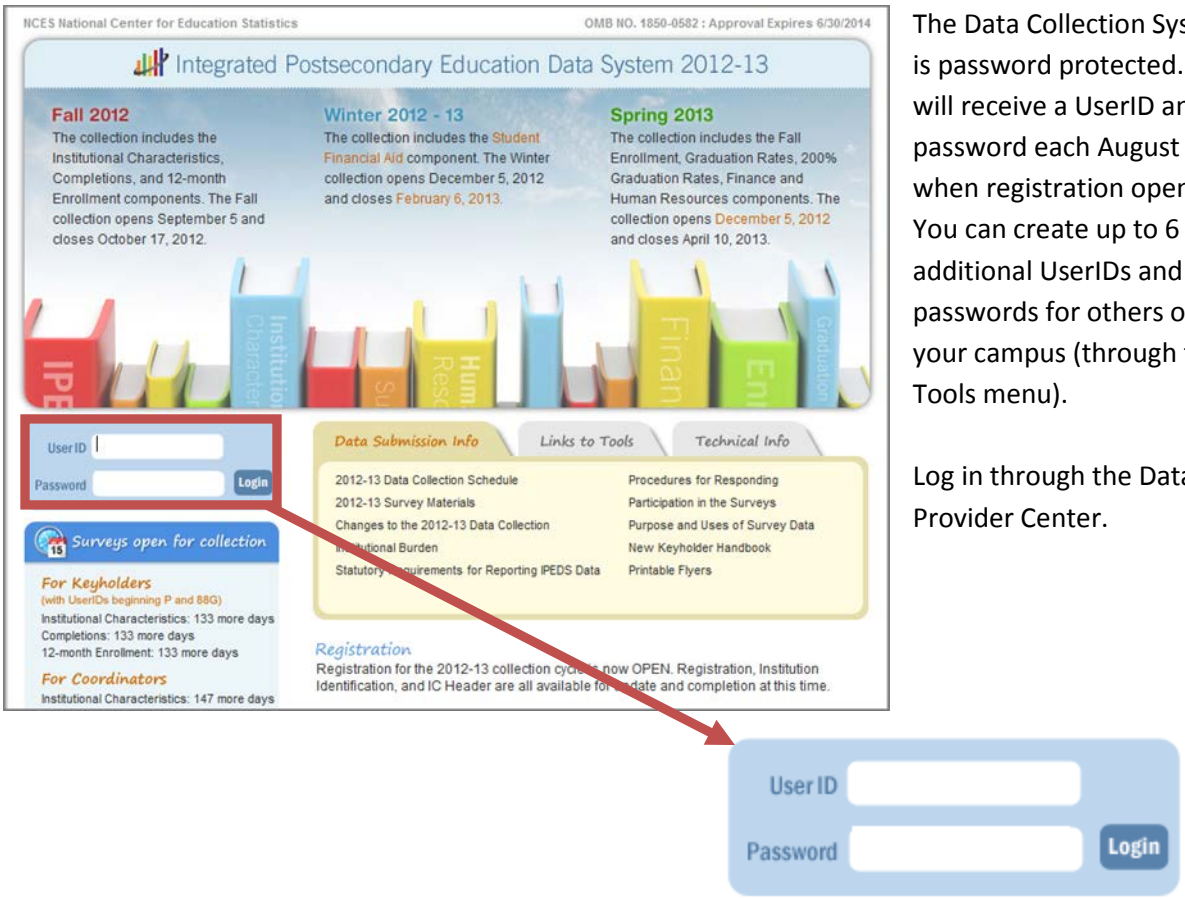
Endowment Assets

For FASB- and GASB-reporters, when reporting endowment assets at the beginning of the year, there were sometimes discrepancies with the end of the prior year. The IPEDS instructions state: "Report the amounts of gross investments of endowment, term endowment, and funds functioning as endowment for the institution and any of its foundations and other affiliated organizations. … For institutions participating in the NACUBO Endowment Study, this amount should be comparable with values reported to NACUBO."

ⓘ **Common Pitfall:** The value of endowment assets does not change overnight. It may be that some institutions realized that they controlled other entities that hold endowments assets and have included them in the current year data rather than in prior year revisions.

Using the IPEDS Data Collection System

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

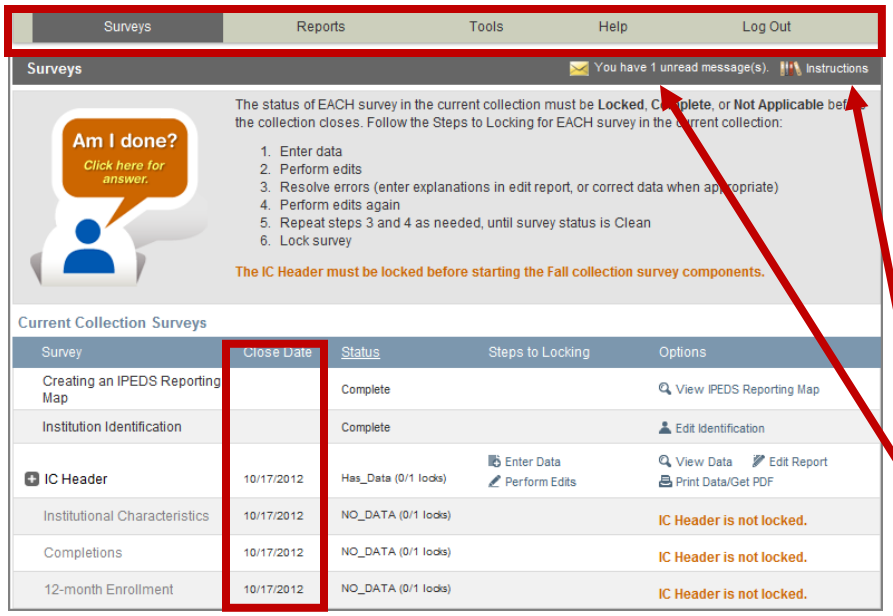


The Data Collection System is password protected. You will receive a UserID and password each August when registration opens. You can create up to 6 additional UserIDs and passwords for others on your campus (through the Tools menu).

Log in through the Data Provider Center.

Data Collection System Features:

- **Survey screens are customized for each institution, based on criteria such as institution level, degree-granting status, and responses to screening questions.**
- **The system calculates totals, differences, percentages, rates, and some derived variables (such as full-time equivalent enrollment and average net price of attendance), based on data entered.**
- **Built-in interactive edits flag potential data problems, discrepancies, and errors.**
- **The system pulls data forward from one section to another where totals need to match.**
- **Prior year reported values are included, in red, on many screens for comparison and editing.**



This is the screen you see once you log into the Data Collection System. Across the top is a menu bar; clicking ***Surveys*** will bring you back to this screen.

Instructions are included on most screens from a link in the upper right-hand corner.

The Message Center will tell you if you have new, unread messages.

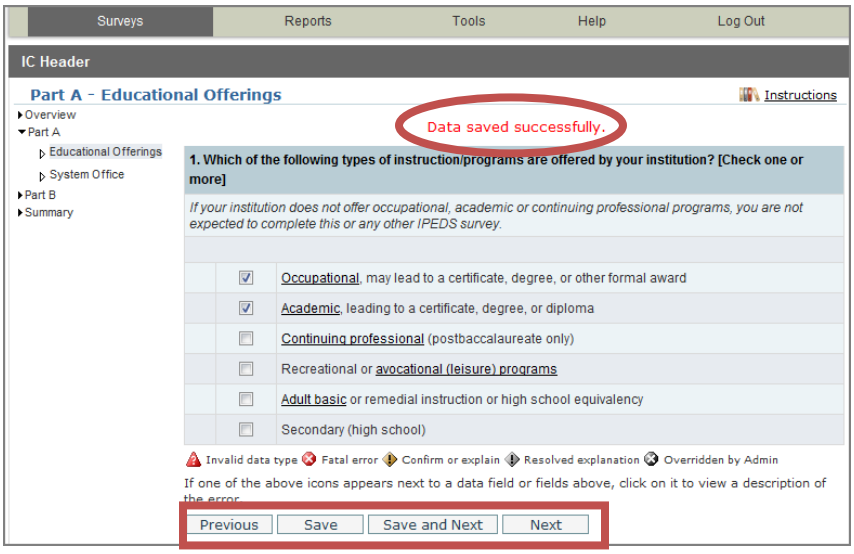
If you have any questions about whether you've submitted all required data for a particular collection, click the ***AM I DONE?*** icon for an answer.

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

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

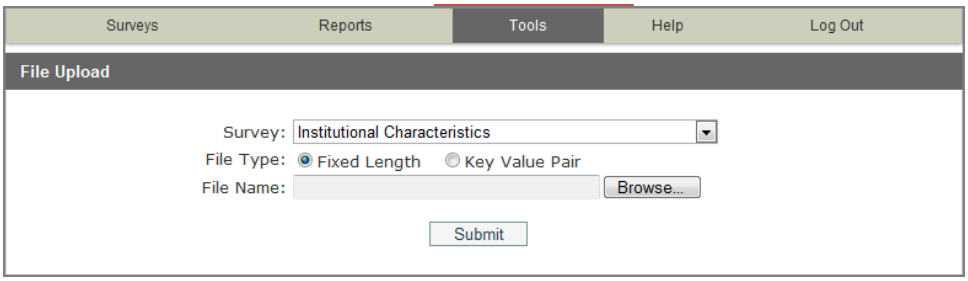
ENTERING DATA

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



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

Underlined terms that appear on the survey screens are linked to the glossary; mouseover the link for the definition. Instructions for each screen are available by clicking the ***Instructions*** link in the upper right-hand corner of the screen. Some screens have links to web tutorials applicable to the screen, also at the top of the screen.



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

IPEDS 2012–2013 Import Specifications
Fall Collection: 12-Month Enrollment for July 1, 2011 – June 30, 2012
Applies to: 4-year Institutions
File Type: Fixed Length/Positional (*.TXT)

Field ID (Key)	Column	Length	Data type	Description	Valid Entries
Part A: Unduplicated Count					
UNITID	1	6	N	UNITID	Valid UnitID
SURVSECT	7	3	AN	Survey Section	"E1D" = 12-Month Enrollment
PART	10	1	AN	Part of survey section	"A" = Unduplicated headcount
SLEVEL	11	1	AN	Student level	1=Undergraduate3=Graduate
FILLER	12	8	AN	Filler	Blanks
FYRACE01	20	6	N	Nonresident alien - Men (1)	0 to 999999
FYRACE02	26	6	N	Nonresident alien - Women (2)	0 to 999999
[illegible]	[illegible]	[illegible]	[illegible]	Hispanic/Latino - Men	[illegible]

There are 3 upload formats:

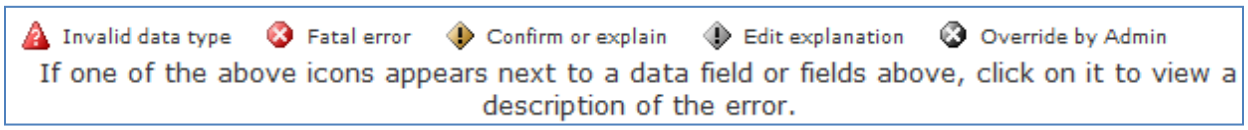
- Fixed width file
- Key value file
- XML

Keyholders who have done the programming to produce upload files say that it's a real time-saver in the long run.

EDITS AND ERRORS

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

The error icon descriptions are displayed on each screen:



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

RESOLVING ERRORS

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

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

Edit Report ?Instructions

For further assistance, please contact the IPEDS Help Desk at 1-877-225-2568

Fall Enrollment

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

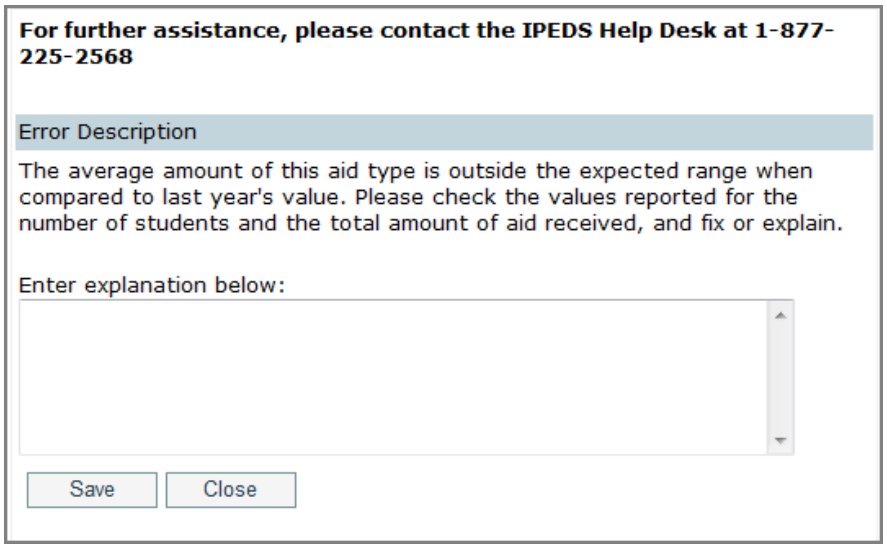
On this screen, you can see a description of each edit that has flagged out for your review. The ***Resolved*** column will tell you if action is still required on your part to resolve the error. All edits must show ***Yes*** in the ***Resolved*** column before you can lock your survey. Click on the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

Follow the Steps to Locking for EACH survey:

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

EXPLANATION EDITS AND CONTEXT BOXES

Explanation edits and context boxes are NOT the same, although they're similar because explanations and additional information are provided in both cases. The Help Desk reviews ALL edit explanations and context box text.



Explanations must be entered to resolve some edits. Please provide clear and comprehensive explanations for why the data are correct as entered. This will minimize questions and followup during the NCES data review process; you will be contacted if we cannot understand your explanation, or if the explanation does not speak to the problem. Explanations are NOT published, and do not appear on College Navigator.

Explanation edits are requesting ***reasons*** for changes or other data submitted. If we only need an acknowledgment that data are correct, a confirmation edit will be in place, and you will only need to click a button. But if we ask for an explanation, please enter a reason, not a confirmation.

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

More explanation edit examples that you can use as a guide:

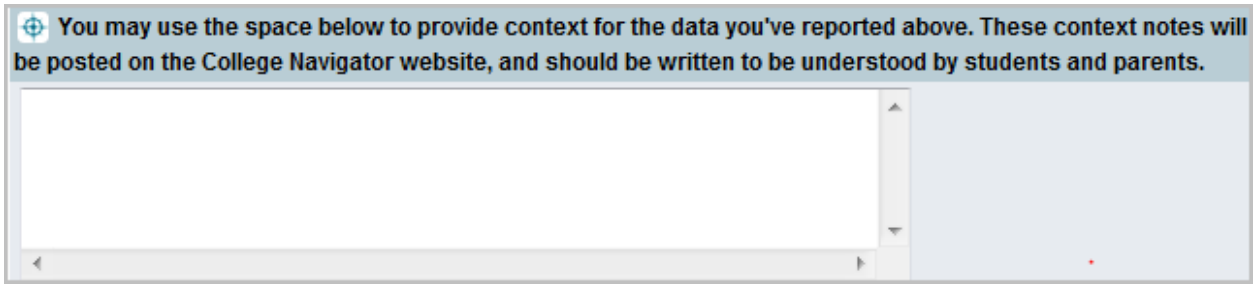
For large variances from the prior year:

- A popular new program in Massage Therapy fueled enrollment increases for first-time/part-time female students.
- Average institutional grants increased as we sought to emphasize scholarships for meritorious achievement, since Pell was increased for needy students.
- Graduation rates decreased in part because several programs were discontinued and students in those majors transferred elsewhere.
- Average tuition costs rose more than 20% for several reasons. First, the institution had not raised tuition in more than four years. Second, we have implemented more intensive programs that have higher tuition rates, and these programs are popular, which affects the average tuition rate. Third, students are choosing to take more credits per semester than previously, which also affects average tuitions.

For not having additional completers between 151-200%:

- Our accreditation body does not allow students to continue beyond 150%.
- All students who completed did so within 150%.

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



Context box text examples

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

Examples of good context notes:

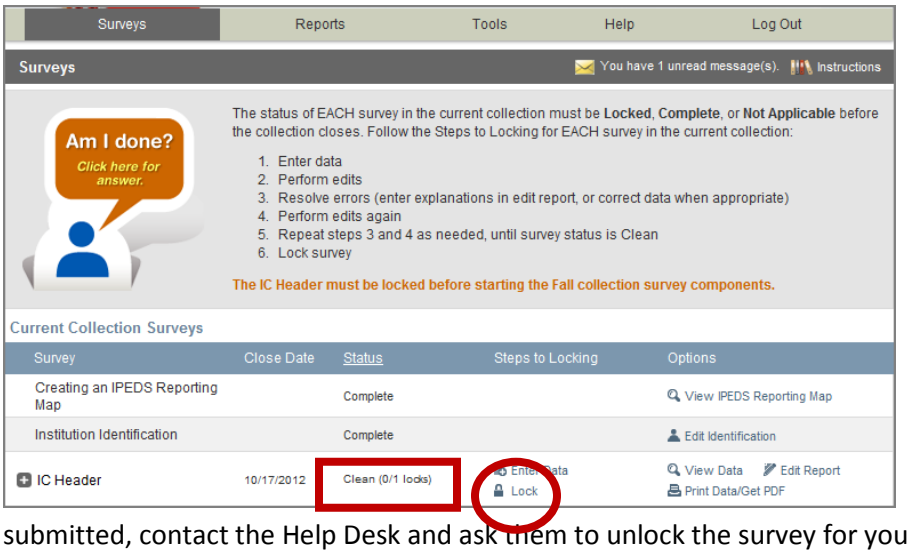
- Open admission is available only for the College of Professional Studies' non-traditional bachelor of science degree in Management and Organizational Development. All other programs do not have an open admissions policy.
- Tuition and fees for programs offered through the traditional on-campus format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

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

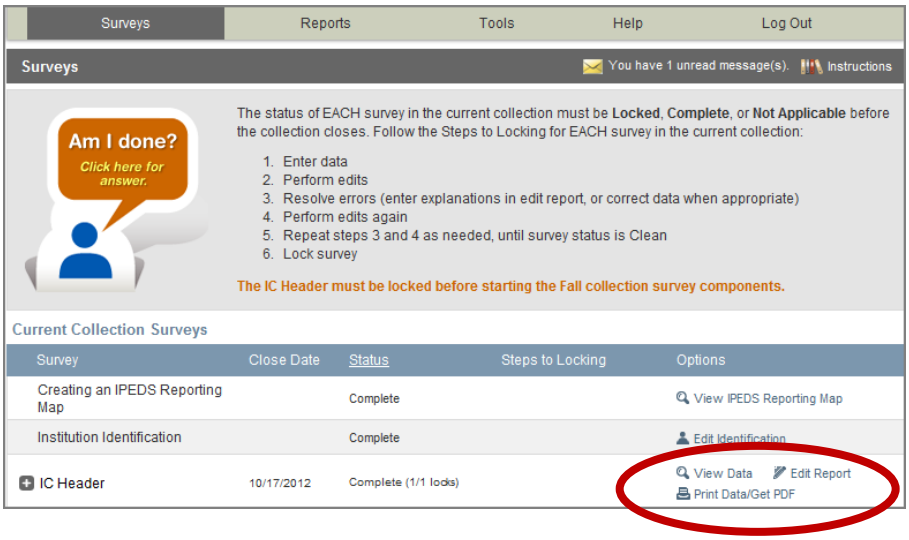
Examples of what to avoid:

- Example College is one of the nation's most innovative liberal arts colleges. In addition to strong academic majors in the humanities, social and natural sciences, the College features inventive programs of study…
  This is marketing and information should be factual, not flowery.
- Our tuition rates are the best public tuition rates in our state. We offer students the most opportunity for their dollar.
  This is advertising, and it may or may not be factual.

LOCKING A SURVEY

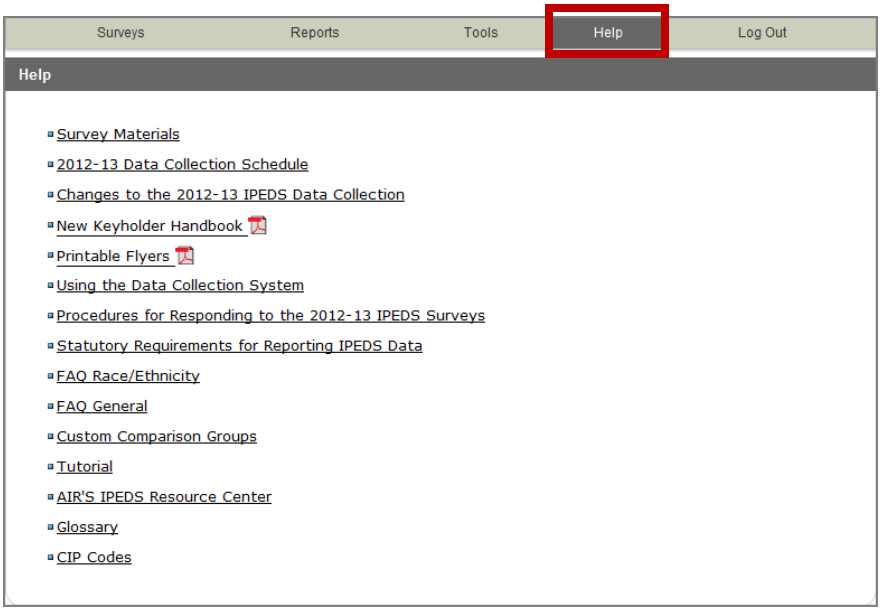


The survey status must be ***Clean*** before a survey can be locked. To lock a survey, click on the ***Lock*** link in the ***Steps to Locking*** column on the ***Surveys*** screen. Once a survey is locked, the data become "view only." However, if you discover later that you need to make a correction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



Once you've locked your survey, you can print out the data for your records and save a PDF to your computer; use the ***Print Data/Get PDF*** link in the ***Options*** column.

HELP MENU



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

Communications from NCES

REMINDER EMAILS AND PHONE CALLS

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

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

Additional reminders are sent during the Spring collection, because it is so long.

ONE LAST CHANCE POLICY

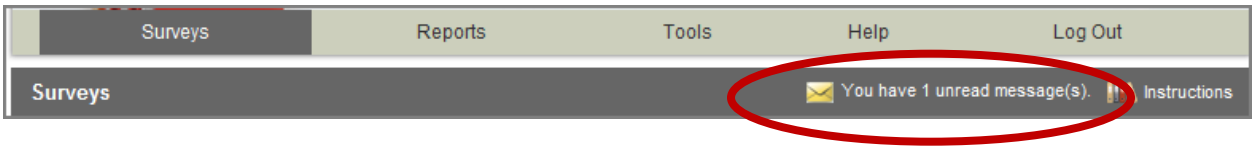
Remember, there are NO reporting extensions in IPEDS. However, every institution can get special post-collection assistance to finish up their reporting for ONE collection. We call this the One Last Chance policy. Contact the Help Desk if you anticipate needing this assistance.

DATA COLLECTION SYSTEM EMAILS

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

MESSAGE CENTER

Each time you log into the Data Collection System, check the upper-right-hand corner for new messages. You can re-read messages using the Message Center function under the Tools menu.



THANK-YOU EMAILS

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

THIS WEEK IN IPEDS

These emails are sent out whenever there is important information or announcements that need to be communicated to keyholders. This Week in IPEDS can also be found on the IPEDS website, in the Newsroom.

TRAINING OPPORTUNITIES EMAILS

Special emails are sent out periodically to alert keyholders to IPEDS training opportunities. See the Resources chapter of this handbook for more information.

SOME NOTES CONCERNING COMMUNICATIONS FROM THE HELP DESK

If you receive a communication from Help Desk personnel or NCES requesting a response, please do not ignore it. Many times, we are trying to prevent you from having compliance issues or unfavorable (and incorrect) data that will show on College Navigator, the FAFSA website, the College Affordability and Transparency Center, and in the Data Feedback Reports.

Many keyholders have complained about the emails that say that we will contact your CEO if you haven't responded by a particular date. This is not intended to be a threat, but a safeguard, as quite frequently a failure to respond indicates that the keyholder has left the institution and has not been replaced. These calls start approximately two weeks prior to the end of collection, which would still give a replacement keyholder time to get the data and complete the surveys. At the end of collection, we call regarding data quality issues. At this point, we would have either a request for clarification of an explanation or we have found a problem that needs to be addressed. Frequently, these issues can be resolved in just a minute or two, although sometimes there are deeper problems that do take more time. It's not that we want to bug you or don't understand that you have other things for which you are responsible. We are required to keep calling until we get the matter resolved.

Tips from Veteran Keyholders and the IPEDS Help Desk

GETTING READY

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

Donald Wonnell
Assistant Ohio IPEDS Coordinator

Start submitting data for your surveys early during each collection period. Since there are no extensions for submitting data, starting early will allow you to have sufficient time to address any questions or issues you may encounter. If you start within a week of the collection opening, you'll have plenty of time to research/find the data needed. The AIR web tutorials are a good place to become familiar with the key concepts you'll need in order to do your IPEDS reporting.

Puska Smith
IPEDS Help Desk

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

Sandra Kinney
Research Manager
Georgia Department of Technical and Adult Education

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

Donald Hairston
IPEDS Help Desk

Always print out a copy of the survey before you complete it or send it to an external office such as financial aid. To generate a survey form, you can either click the Survey Materials link from the Overview page of each survey or you can go to Survey Materials under the Help tab. If you need to access prior year data, you can click on Previously Reported Data on the Overview page or you can retrieve the surveys in the Prior Year Revision System at https://surveys.nces.ed.gov/ipeds_py using your current ID and password to make access. READ the survey before attempting to answer it. READ the instructions. READ the FAQs. They help.

Tammy Silva
Director, Institutional Research
University of Massachusetts-Dartmouth
&
Patricia Gerrald
IPEDS Help Desk

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

Eileen Brennan
Institutional Research
Oakland Community College

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

Claire Goverts
Office of Institutional Research
St. John Fisher College

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

Dianne Ferris
IPEDS Help Desk

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

Patricia DeWitt
Assistant Vice President for Planning and Institutional Effectiveness
Shorter College

ENLISTING THE HELP OF OTHERS

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

Sandra Kinney
Research Manager
Georgia Department of Technical and Adult Education

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

Yvonne Kochera Kirby
Assistant Director, Institutional Research
University of Arkansas

Keyholders can assign/designate additional users if necessary, so all reporting burden may not fall on just you, as the keyholder. There are up to six additional IDs and passwords that can be distributed to other folks on your campus so that they can assist with entering and reviewing data. As the keyholder, you have the ability to restrict these users' access to specific surveys if you desire. Only the keyholder may lock the data.

Racquel Perkins
IPEDS Help Desk

At the start of each year, I send the links to all of the new IPEDS survey forms, instructions, what's new, and upload instructions to the individuals who will be preparing the survey that year. I follow up with a reminder at the start of each collection period. Since people are prepared they complete their data entry earlier and that makes the edit and locking process much easier for the keyholder.

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

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

Jack Mahoney
Director of Institutional Research & Assessment
Rensselaer Polytechnic Institute

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

Mike Tamada
Director of Institutional Research
Occidental College

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

Janet H. Maddox
Director of Institutional Research
Oglethorpe University

Create a positive work environment for those who are part of your IPEDS Team. Thank folks for taking the time to gather the data you need. Be available to answer questions and provide your assistance. Always respect the timing of other projects your colleagues may be working on and schedule things you can, like prior year data collection, when workloads are lighter.

Donna Silber
Coordinator, Institutional Effectiveness
Maricopa Community College District

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

Patricia DeWitt
Assistant Vice President for Planning and Institutional Effectiveness
Shorter College

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

Sandra Kinney
Research Manager
Georgia Department of Technical and Adult Education

VERIFYING YOUR DATA

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

Jan W. Lyddon, Ph.D.
Director of Institutional Effectiveness
Franklin University

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

Yvonne Kochera Kirby
Assistant Director, Institutional Research
University of Arkansas

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

Duncan Hsu
Nebraska Coordinating Commission for Postsecondary Education

KEEPING RECORDS

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

Julie Saville
Institutional Assessment and Analysis
Brigham Young University

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

Angie Carrico
Southwestern Michigan College

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

Jion Liou Yen, Ph.D.
Executive Director of Institutional Research and Planning
Lewis University

I create binders for each of the individual IPEDS survey components with forms, instructions, FAQs, narrative edits, glossary terms, and upload instructions. Dividers are added as necessary for miscellaneous categories, for example: questions and resolutions; contacts for each individual section; supporting documentation; directions/links to all electronic copies of our completed reports. Every year I update the binder, making sure to save a copy of the blank forms and instructions. IPEDS forms can change from year to year, and if we have to use the Prior Year Revision System to resubmit one of our surveys, we have the blank prior year forms to work with.

Donna Silber
Coordinator, Institutional Effectiveness
Maricopa Community College District

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

Ellen Peters, Director
Institutional Research and Assessment Support
Bates College

GETTING ADVICE

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

Eileen Brennan
Institutional Research
Oakland Community College

GETTING HELP

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

Katherine Palmieri
20-year IPEDS veteran
Modern Welding School

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

Katy Hill
Director, Assessment & Institutional Evaluation
Westwood College

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

Tammy Silva
Director, Institutional Research
University of Massachusetts-Dartmouth

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

Mike Tamada
Director of Institutional Research
Occidental College

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

Dianne Ferris
IPEDS Help Desk

If you are not certain of the questions being asked, there are several ways to get assistance. On each page of the surveys, there is a hyperlink in the upper right hand corner to the instructions for that page. Also, each underlined word in the surveys is a hyperlink to the glossary definition of that word. The full set of instructions and FAQs is available under the HELP tab in "Survey Materials." Most importantly, do not hesitate to call the Help Desk for assistance. We deal with most of the questions that you will have on a daily basis, and know how to research more unusual questions efficiently. We can often save you a great deal of frustration if you call us.

Remember that during the last two weeks of each collection period, it is more difficult to reach the Help Desk for assistance with questions, override requests, or other assistance without waiting on hold. The middle weeks of each collection are often lull times, and Help Desk personnel have more time available to help you understand the surveys and learn how to use the system. If you do the surveys early, you have plenty of time to get help if you run into difficulty. Call early!

Patricia Gerrald
IPEDS Help Desk

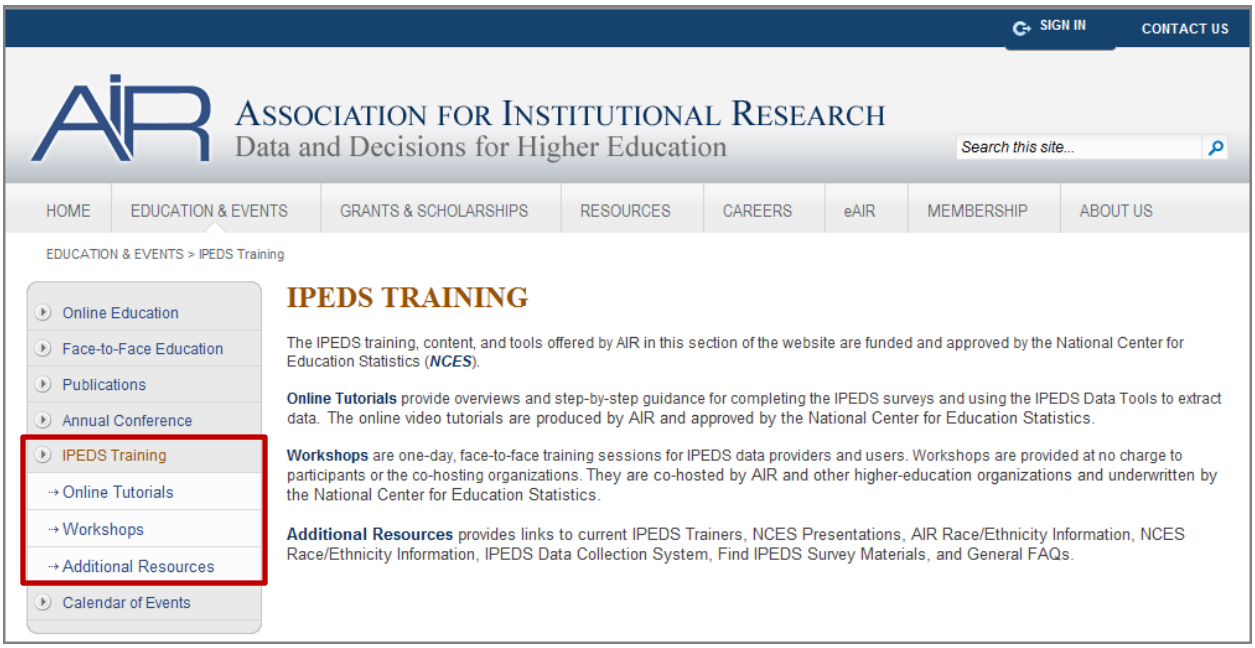
IPEDS Resources – Where to Get Help

IPEDS TRAINING

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

Direct links are also available from the Training and Outreach menu on the IPEDS website, through the Data Collection System Help menu, and from the Data Provider Center.

At the end of this manual are two flyers with training information that you can print out to remind yourself, and give to others on your campus. The flyers are also available in the Help Menu in the Data Collection System.



ONLINE TUTORIALS

Professionally produced online tutorials covering IPEDS data submission and data use are available from the AIR website. These are free, and are available 24 hours a day, so you can use them on *your* schedule.

The New Keyholder Online Tutorial is specifically for new keyholders, and provides an overview of keyholder responsibilities and how the IPEDS data submission process works.

The survey component web tutorials will assist you in understanding the key concepts and common pitfalls you need to know in order to accurately submit data for the different survey forms. These can be accessed from the survey screens, and through the Training and Outreach menu on the IPEDS website, the Data Collection System Help menu, and from the Data Provider Center. The survey component web tutorials are posted by the opening of each data collection period. You will be alerted through a training email.

FACE-TO-FACE WORKSHOPS

New IPEDS keyholders find the full-day **New Keyholders Workshop** particularly valuable. This workshop provides you with a thorough introduction to the IPEDS data collection cycle and reporting requirements. Created specifically for new IPEDS keyholders, this workshop outlines the roles and responsibilities of a keyholder and the resources available to assist in the IPEDS planning and reporting processes. The workshop also provides you an opportunity to create an IPEDS planning calendar for the upcoming data collection cycle. Attendance at this workshop is limited to new keyholders, there is no fee to attend, and you can request up to $500 to offset the cost of travel. Watch for special email announcements.

New this year is the **Best Practices for Reporting and Using IPEDS Data** workshop. This workshop focuses on best practices for efficiently and effectively submitting IPEDS data and maximizing the value of IPEDS by utilizing the data for other purposes on campus.

Other IPEDS face-to-face workshops for IPEDS data providers and users include the following topics:

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

There is no charge to attend any of these workshops. Some travel assistance is available. Attendance preference is given to keyholders.

Training emails sent to keyholders will alert you to these workshops.

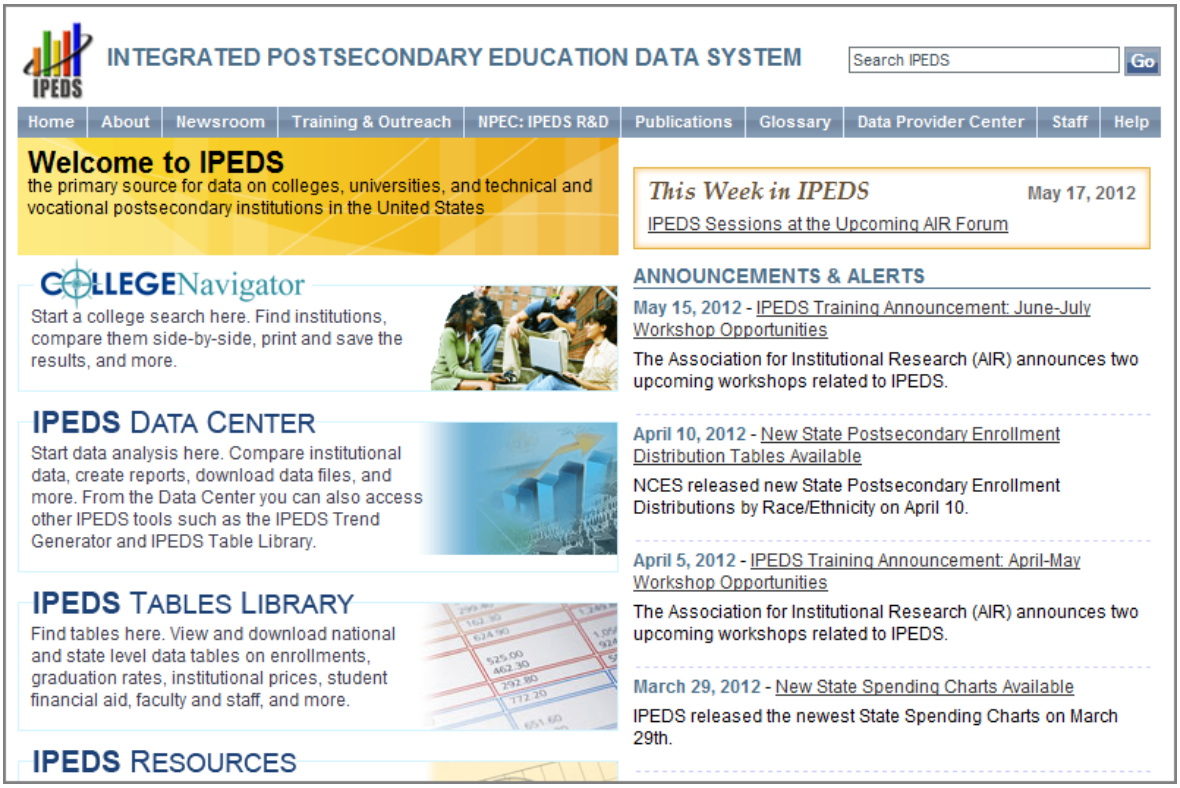
IPEDS LISTSERV

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

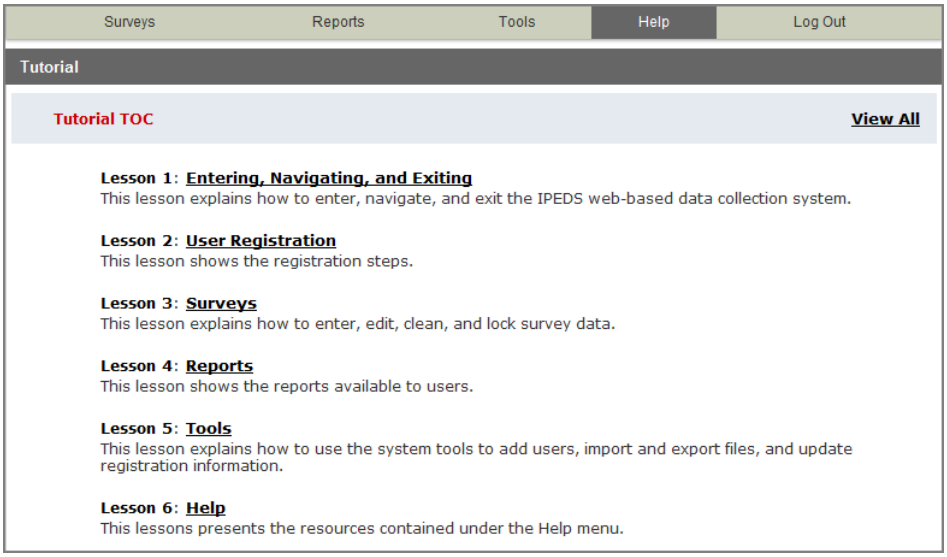
IPEDS WEBSITE

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

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



DATA COLLECTION SYSTEM TUTORIAL



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

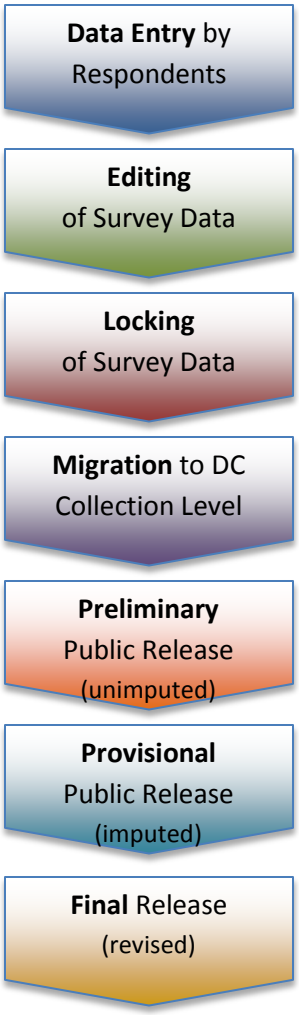
And, of course, don't forget the

IPEDS Help Desk:

1-877-225-2568

ipedshelp@rti.org

Using IPEDS Data



DATA AVAILABILITY

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

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

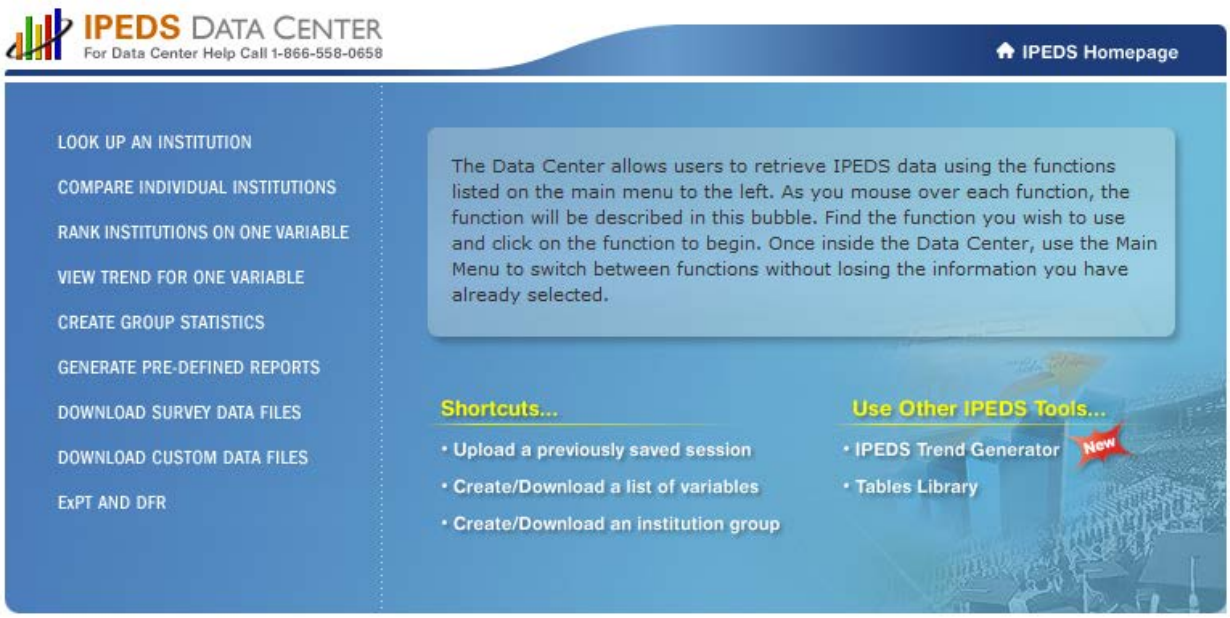
Once the data are migrated, NCES does additional Quality Control checks; keyholders may be contacted if questions arise.

Soon after the data collection closes, College Navigator is updated, the First Look publication is released, Preliminary (unimputed) data are publicly available through the Data Center.

Approximately 3 months after that, the First Look publication is reissued, and Provisional (imputed) data are publicly available through the Data Center.

Approximately 1 year after that, the Final data are made public through the Data Center.

IPEDS DATA CENTER



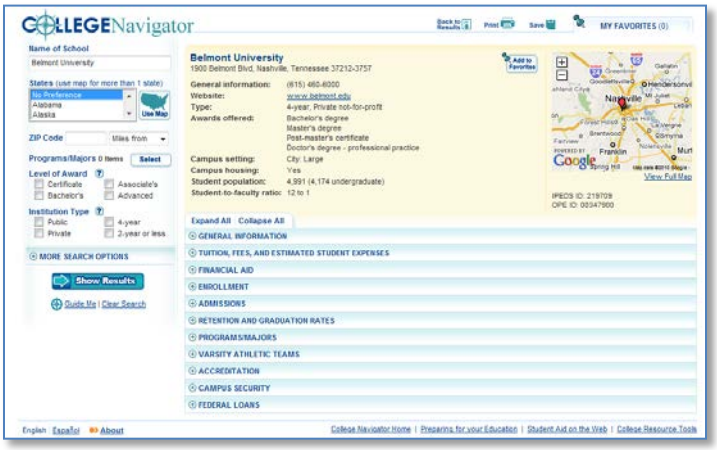
The IPEDS Data Center is the place to go to get IPEDS Data. A table that explains how to use the Data Center functions follows. Once you've accessed the Data Center, an extensive user manual is available under the Help icon in the upper-right-hand corner.

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

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

	How to Use the IPEDS Data Center Functions	
What do you want to do?	**What should you use?**	**What do you get?**
Generate large data files in multiple formats using all available IPEDS variables	**Download survey data files**	Download the full data files for each survey to use in SAS, STATA, or SPSS. This option also allows access the data dictionaries.
	Download custom data files	Select data using all available IPEDS variables, including variables not in the IPEDS variable tree, and use in SAS, STATA, or SPSS. This option also allows access the data dictionaries.
Generate a table or make simplified peer comparisons	**Executive Peer Tool (ExPT) and Data Feedback Report (DFR)**	Create a peer report, including statistical reports and graphs, using the variables used in the IPEDS DFR or download the IPEDS DFR.
	Trend Generator	Generate trend data for certain IPEDS data. Display trends at aggregate level, or by institutional and student characteristics.

COLLEGE NAVIGATOR

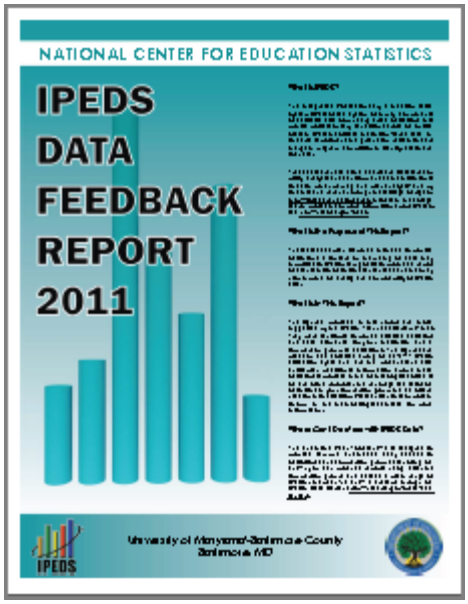


College Navigator is a consumer information and college search tool. It was designed to help college students, prospective students, and their parents understand the differences between colleges and how much it costs to attend college. Users can select colleges based on location, programs, degree offerings,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

COLLEGE AFFORDABILITY AND TRANSPARENCY CENTER

The **College Affordability and Transparency Center,** available at http://collegecost.ed.gov/, includes information for students, parents, and policymakers about college costs at America's colleges and universities. The Center includes several lists of institutions based on the tuition and fees and net prices (the price of attendance after considering all grant and scholarship aid) charged to students. These lists meet requirements outlined in the Higher Education Opportunity Act (HEOA) and will be updated annually and posted on the College Navigator website by July 1. These lists are generated using the IPEDS data that your institution reports. Since additional reporting requirements are mandated for institutions that appear on some of the lists, it's important to make sure that the data you've reported are accurate. Additional information about how the lists are generated can be found at http://collegecost.ed.gov/catc/about.aspx.

DATA FEEDBACK REPORT (DFR) AND EXECUTIVE PEER TOOL (EXPT)



The **Data Feedback Report** provides each institution a context for examining the data they submitted to IPEDS. The goal is to produce an annual report that is useful to institutional executives and institutions for benchmarking and peer analysis, and that can help improve the quality and comparability of IPEDS data.

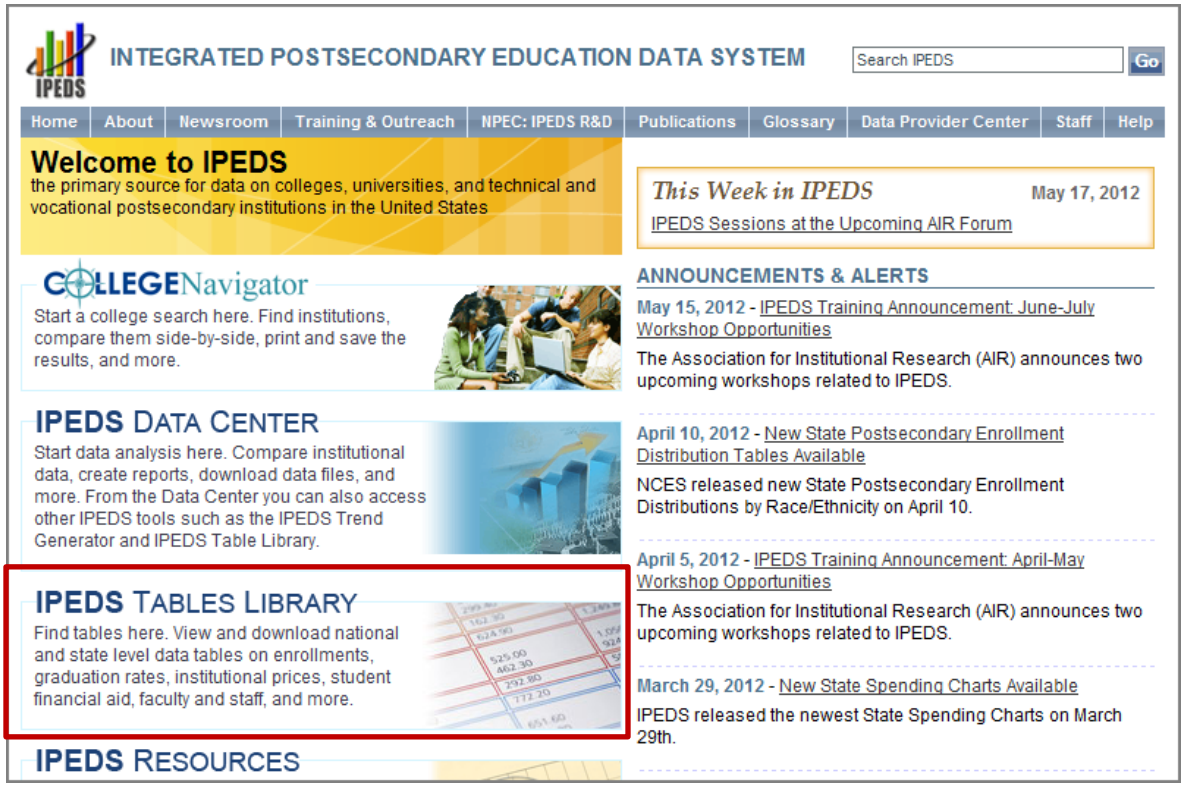
The report presents selected indicators and data elements for your institution and a comparison group of institutions. If the keyholder did not specify a comparison group to use, NCES selected one for this report. The figures are based on data collected during the most recent completed IPEDS collection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

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

The ExPT may be used to view printed IPEDS DFRs, create Custom DFRs, and create statistical reports on selected variables. Users can create and download a Custom DFR using different charts or a different comparison group than used in the printed report; create and download a Statistical Analysis Report showing statistics, tables, and graphs for the selected variables; download an institution's IPEDS DFRs for several recent years; download the most recent printed IPEDS DFRs for comparison group institutions; download a data file of ExPT variables for the focus and comparison group institutions.

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

TABULATED DATA



The IPEDS Tables Library can be accessed from the IPEDS homepage. The Tables Library has tabulated data on enrollments, graduation rates, institutional prices, student financial aid, faculty and staff, and more.

IF YOU NEED HELP USING IPEDS DATA….

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

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

IPEDS Data Tools Help Desk

1-866-558-0658

ipedstools@rti.org

Additional Information

LIST OF ACRONYMS

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

USEFUL WEBSITES

IPEDS Home Page http://nces.ed.gov/ipeds/

- Find links to
  - Data Provider Center
  - College Navigator
  - IPEDS Data Center
  - Glossary
  - Newsroom
  - Resources
  - Training information

IPEDS Data Provider Center https://surveys.nces.ed.gov/IPEDS/

- Log in to the Data Collection System
- Find information on
  - Data submission procedures and requirements, including survey materials and submission calendar
  - Links to tools, including AIR/IPEDS web tutorials, glossary, IPEDS Prior Year Data Revision System, IPEDS Listserv
  - Technical information

AIR/IPEDS Training Website http://www.airweb.org/ipeds

- Access IPEDS online tutorials
- Get information on face-to-face workshops

CIP 2010 User Website http://nces.ed.gov/ipeds/cipcode

- Get information on Classification of Instructional Programs codes for reporting IPEDS data

HR/SOC Information Center http://nces.ed.gov/ipeds/resource/soc.asp

- Get information to assist with reporting using the new IPEDS occupational categories

STATUTORY REQUIREMENTS FOR REPORTING IPEDS DATA; PENALTIES FOR NONCOMPLIANCE

GENERAL MANDATE

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

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

MANDATORY REPORTING FOR INSTITUTIONS WITH PROGRAM PARTICIPATION AGREEMENTS

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

The Department of Education relies on postsecondary institutions to accurately report data to IPEDS, and nearly all institutions do. Institutions themselves sometimes identify misreporting issues and work with ED to correct those problems without the need for further action by the Department. The Department is concerned about any instances of intentional or significant misreporting. Under these circumstances, the Office of Federal Student Aid may take administrative action to appropriately address the issue.

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

Each year, the Office of Federal Student Aid issues fine notices to institutions for not completing their IPEDS surveys in a complete and accurate manner within the required timeframes. Other institutions are sent warning letters. According to the Office of Federal Student Aid, an institution's failure to accurately complete and submit these surveys is a serious violation of its obligations under the Higher Education Act, and appropriate action will be taken.

VOCATIONAL EDUCATION DATA

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

DATA ON RACE/ETHNICITY AND GENDER OF STUDENTS

The collection and reporting of race/ethnicity and gender data on students and completers are mandatory for all institutions which receive, are applicants for, or expect to be applicants for Federal financial assistance as defined in the Department of Education (ED) regulations implementing Title VI of the Civil Rights Act of 1964 (34 CFR 100), or defined in any ED regulation implementing Title IX of the Education Amendments of 1972 (34 CFR 106). The collection of race/ethnicity and gender data in vocational programs is mandated by Section 421(a)(1) of the Carl D. Perkins Vocational Education Act.

FALL STAFF DATA

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

STUDENT RIGHT-TO-KNOW

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

CONSUMER INFORMATION

- Section 101 of the Higher Education amendments of 1965 (P.L. 105-244) requires that NCES collect the following information about undergraduate students from institutions of higher education: tuition and fees, cost of attendance, the average amount of financial assistance received by type of aid, and the number of students receiving each type.
- Section 132 of the Higher Education Opportunity Act (HEOA) of 2008 (P.L. 110-315) requires that NCES make the following consumer information about postsecondary institutions available on the College Navigator college search web site: the institution's mission statement; a link to the institution's website that provides, in an easily accessible manner, information on student activities, services for individuals with disabilities, career and placement services, and policies on transfer of credit; admissions rates and test scores; enrollment by race and ethnicity, gender, enrollment status, and residency; number of transfer students; students registered with the disability office; retention rates; graduation rates within normal time of program completion

and 150% and 200% of normal time; number of certificates and degrees awarded, and programs with the highest number of awards; student-to-faculty ratio and number of faculty and graduate assistants; cost of attendance and availability of alternative tuition plans; average grant aid and loans, and number of students receiving such aid, by type; total grant aid to undergraduates; number of students receiving Pell Grants; three years of tuition and fees and average net price data; three years of average net price disaggregated by income; a multi-year tuition calculator; College Affordability Lists and reports; Title IV cohort default rate; and campus safety information. Some of these items will be phased in over a 5-year period from passage of the bill. State spending charts and a link to Bureau of Labor Statistics information on starting salaries are also required

IPEDS Data Provider Center

https://surveys.nces.ed.gov/IPEDS/

IPEDS 2012-13
Data Collection Calendar

(Keyholder UserIDs start with P or 88G)

Registration	Opens	8/8	Registration Report Mapping Institution Identification IC Header
Fall Collection	Opens Keyholder close Coordinator close	9/5 10/17 10/31	Institutional Characteristics (IC) Completions (C) 12-month Enrollment (E12)
Winter Collection	Opens Keyholder close Coordinator close	12/5 2/6 2/20	Student Financial Aid (SFA)
Spring Collection	Opens Keyholder close Coordinator close	12/5 4/10 4/24	Fall Enrollment (EF) Graduation Rates (GR) 200% Graduation Rates (GR200) Finance (F) Human Resources (HR)

IPEDS Help Desk

Mon – Fri, 8:30 am – 5 pm Eastern

1-877-225-2568

ipedshelp@rti.org

Custom Comparison Group Upload for 2013 Data Feedback Report 1/2/13 – 7/16/13

Prior Year Data Revisions:

- *Revisions to data submitted for 2011-12 can be made through the IPEDS Prior Year Revision System. Components will be open for revision during their regular collection period. For example, revisions to the Completions component can be made during the fall collection period.*

Average Net Price for *College Affordability and Transparency Center (CATC) and College Navigator:*

- *The 2013 CATC lists will be generated using IC and SFA data submitted in 2011-12, and revised, if necessary, in the Prior Year Revision System. Cost of attendance data on IC can be revised during the fall data collection. Financial aid data can be revised during the winter collection. The lists will be posted by 7/1/13. Revised net price data will be posted on College Navigator in March 2013.*

Association for Institutional Research

Guide for NEW IPEDS Keyholders

AIR offers IPEDS training and information at no charge to participants through face-to-face workshops and online tutorials. The New Keyholder Overview Tutorial and New Keyholder Workshop are specifically designed for new IPEDS Keyholders. Funding for this work comes from the U.S. Department of Education's National Center for Education Statistics (NCES).

Suggested Path of Study for New IPEDS Keyholders

www.airweb.org/ipeds

New Keyholder Overview Tutorial

Video with instructions and tips on completing IPEDS survey components.

Online Tutorials

Videos explaining IPEDS definitions and concepts and demonstrating IPEDS data tools.

New Keyholder Training

Face-to-face workshops outlining the roles and responsibilities of IPEDS Keyholders.

Advanced Training

Information on advanced IPEDS workshops and online tutorials are available at AIR's IPEDS Resource Center.

IPEDS Resources

New Keyholder Training & IPEDS Workshops Questions?
AIR IPEDS Team: 850-385-4155 x202 or ipedsworkshops@airweb.org

Institution specific data collection questions?
IPEDS Help Desk: 1-877-225-2568 or ipedshelp@rti.org

Institution specific data tools questions?
IPEDS Help Desk: 1-866-558-0658 or ipedstools@rti.org

As a professional association of more than 4,000 institutional researchers, planners, and decision makers from more than 1,500 higher education institutions around the world, AIR helps advance research that improves the understanding, planning, and operation of higher education institutions.

Association for Institutional Research

AIR's IPEDS Resources: www.airweb.org/ipeds

AIR offers IPEDS training and information at no charge to participants through face-to-face workshops and online tutorials. Funding for this work comes from the U.S. Department of Education's National Center for Education Statistics (NCES).

Face-to-Face Workshops

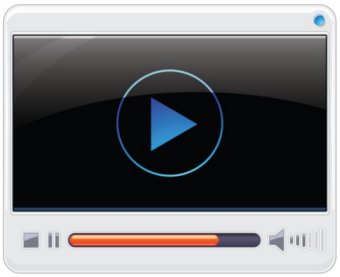
AIR's IPEDS curriculum includes full-day workshops for 40-60 participants. Travel assistance is also available. The New Keyholder and IPEDS Data for Office Efficiencies Workshops are specifically designed for IPEDS Keyholders.

New Keyholder Workshop
Outlines the roles and responsibilities of a Keyholder and the resources available to assist in the IPEDS planning and reporting processes.

Best Practices for Reporting and Using IPEDS Data to Improve Office Efficiencies
Focuses on best practices for efficiently and effectively submitting IPEDS data and maximizing the value of IPEDS by utilizing data for other purposes on campus.

Additional IPEDS Workshops
Training sessions for IPEDS data providers and users covering the following topics:
- IPEDS Data as the Public Face of an Institution
- IPEDS Data and Benchmarking: Supporting Decision Making and Institutional Effectiveness (Part 1 and 2)
- IPEDS Finance Training

Online Tutorials



Tools Tutorials: Overviews and guidance for using IPEDS data tools including the Data Center, Trend Generator, Executive Peer Tool, College Navigator, and Net Price Calculator.

New Keyholder Overview Tutorial: Instructions and tips on completing IPEDS surveys including entering, editing, and locking data.

Survey Component Tutorials: Guidance on specific terms and definitions (first-time, full-time students) for completing IPEDS surveys.

AIR's IPEDS Resource Center provides additional information, including: List of Current IPEDS Trainers, NCES Presentations and Links, and General FAQs.

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IPEDS Help Desk

The National Center for Education Statistics (NCES) has contracted with RTI International to provide the IPEDS Help Desk. We are proud to have served in this role since July of 2000.

The IPEDS Help Desk is comprised of 16 to 18 staff, many of them with years of experience on IPEDS, operating out of RTI's Call Center in Raleigh, NC. We respond to phone calls and emails, make prompting (reminder) calls during the last 2 weeks of each collection, and review all survey data after locked and complete. Please call or email if we may be of any assistance to you, or the schools that you coordinate.

The help desk is open weekdays 8:30am to 5:00pm Eastern time throughout the year. During the final 10 days of each collection, we also operate evening and weekend hours.

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

IPEDS Data Tools Help Desk
1-866-558-0658
ipedstools@rti.org

IPEDS Listserv

To read and/or participate in discussions about IPEDS, please join the IPEDS Listserv:
http://ipedslistserv.rti.org/