



Integrated Postsecondary Education Data System (IPEDS) Updates – IPEDS Coordinators

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2023-24 collection review

IPEDS research and development

Clearance process and proposed changes

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Reporting compliance

The Code of Federal Regulations permit a fine of up to \$69,733 for each violation of any provision of Title IV, or any regulation or agreement implementing that Title.

[20 U.S.C. 1094(c)(3)(B) (Section 487(c)(3)(B) of the HEA)]

Compliance includes reporting that is

Timely

Accurate

Complete

Response status

Coordinator close date was
Wednesday, April 17.

Help Desk is now working with
keyholders and coordinators who did not
lock on time.

Keyholders/coordinators that
were unable to report during
the regular collection period

Minor editing problems

One Last Chance (OLC) policy: Institutions that have not previously used OLC

OLC Policy allows institutions one chance to submit data after the deadline.

After close date, Help Desk contacts institutions that have not already used OLC.

Institutions have 2 additional weeks. The Help Desk can reopen the survey(s) or work with keyholder to get data clean and locked.

OLC policy: Institutions that have previously used OLC

Institutions that have used OLC are not contacted.

If an institution reaches out to the Help Desk, the institution is given 24 hours to submit the data.

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IPEDS 2024-25 Data Collection Schedule

	Opens	Keyholder close	Coordinator close
Registration			
Registration* Report mapping Institution identification** Institutional Characteristics (IC)	August 7, 2024	Register by August 28, 2024	
Fall collection			
Cost (CST) Completions (C) 12-Month Enrollment (E12)	September 4, 2024	October 16, 2024	October 30, 2024
Winter collection			
Student Financial Aid (SFA) Graduation Rates (GR) 200% Graduation Rates (GR200) Admissions (ADM) Outcome Measures (OM)	December 4, 2024	February 5, 2025	February 19, 2025
Spring collection			
Fall Enrollment (EF) Finance (F) Human Resources (HR) Academic Libraries (AL)		April 2, 2025	April 16, 2025

* Registration contact information can be updated starting August 7, 2024–July 15, 2025.

** Institution identification information can be updated starting August 7, 2024–May 31, 2025.

Prior Year Revision (PYR) system

Survey components will be open for revision during their regular data collection period.

Fall opens 1 week after the current year collection opens (September 11, 2024).

Revisions to cost of attendance data and must be made through the current year Cost survey component — *not* in PYR.

Other important dates

Update registration
contact information

August 7, 2024 – July 15, 2025

Update institution
identification
information

August 7, 2024 – May 31, 2025

Upload custom
comparison group for
Data Feedback
Reports

March 1, 2025 – July 15, 2025

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Additions/deletions/edits to glossary

2023–24		
Additions	Deletions	Edits
Transportation expenses	Hispanic-serving institution (HSI)	12-month Enrollment
Comprehensive transition and postsecondary program for students with intellectual disabilities		Fall Enrollment
Dependent care expenses		Allowable costs
		Room and board
		Recognized postsecondary credential

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Dual enrollment: 2023–24 changes

Changes in 2023–24

Collected an unduplicated count of high school students enrolled in college courses for credit by race/ethnicity and gender in E12 survey.

Replaced question on whether an institution accepts “dual enrollment” in IC survey with the screening question on whether an institution enrolls high school students in college courses for credit in IC Header survey.

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Incarcerated students: 2023–24 changes

Changes in 2023–24

Added FAQ: **Should incarcerated students be included in reporting?**

Include all students enrolled for credit even if enrolled at off-campus locations (e.g., federal or state penal institution). This includes, but is not limited to, students enrolled for credit in a recognized prison education program (PEP).

Changed Experimental Sites FAQ to remove the exemption for reporting incarcerated students who have received a Pell Grant while taking college coursework.

Added FAQs about reporting incarcerated students throughout each survey component.

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Student Financial Aid (SFA) groups

Changes in 2023–24

NCES removed all references to groups because NCES is considering some changes in future years that would require the groups to change.

Instead of groups, the forms now just refer to the student category. For example, Group 1 is now just ‘All undergraduate students.’

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National Postsecondary Education Cooperative (NPEC)

Mission

Promote the quality, comparability, and utility of postsecondary data and information that support policy development at the federal, state, and institution levels.

Objectives

Develop a research and development agenda for IPEDS.

Identify topics that will help improve the quality, comparability, and utility of IPEDS data for the postsecondary education community, consumers, and policymakers.

Provide expertise to NCES on related IPEDS research and development (R&D).

<https://nces.ed.gov/ipeds/join-in/npec>

Commissioned papers related to 2023-24 changes

Noncredit Enrollment and Related Activities

Updating and Aligning the IPEDS Institutional Characteristics Component

Improving and Expanding the IPEDS Admissions Survey Component

<https://nces.ed.gov/ipeds/npec/national-postsecondary-cooperative-education-npec-products>

Commissioned papers related to 2024-25 changes

Improving and Expanding the IPEDS Admissions Survey Component

Improving the IPEDS Student Average Net Price to be More Relevant for Consumers

Making the IPEDS Student Financial Aid Survey Data Meaningful

<https://nces.ed.gov/ipeds/npec/national-postsecondary-cooperative-education-npec-products>

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Technical Review Panel (TRP)

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What is the IPEDS Technical Review Panel?

RTI International (RTI) invites groups of technical experts to discuss and make suggestions related to the following:

Emerging areas of concern

Legislation and regulations affecting IPEDS

Minimizing the time burden of reporting data




Maintaining and enhancing federal data for data users, including policymakers, researchers, institutions, and the public

Hosted by RTI and available through the Technical Review Panel link on the IPEDS “Collaborate With NCES” page









[Home](#) [About IPEDS TRP](#)

Recent TRP Summaries Open for Comment

 **Beyond First-time Students: Capturing Non-first-time Student Enrollment and Transfer Outcomes in IPEDS** 
The Technical Review Panel met to discuss how IPEDS might improve its data collection to better capture transfer-in and non-first-time students and their outcomes. (Comments due January 31, 2024)
 10/24/2023 - 10/25/2023

Reports and Suggestions from Past IPEDS Technical Review Panels

 **Organizing a Working Group for the IPEDS Finance Survey Component** 
The Technical Review Panel met to set the direction for an IPEDS Finance working group. The Technical Review Panel discussed the mission, purpose, goals, composition, governance, expectations, and priorities for the working group.
 3/21/2023 - 3/22/2023

 **Nondegree Credentials** 
The Technical Review Panel discussed how to clarify terminology and definitions around nondegree credentials to provide guidance to data reporters. The Technical Review Panel also explored potential avenues to collect data from institutions on noncredit credentials.
 11/16/2022 - 11/17/2022

- TRP meeting summaries
- Calls for comments
- Dates for upcoming meetings
- Overview of TRP meetings and RTI contact info
- [Sign up for email notifications for news and updates](#)
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Recent Technical Review Panel meetings

Date	TRP Topic
April 2024	IPEDES Data Tools
October 2023	Beyond First-time Students: Capturing Non-first-time Student Enrollment and Transfer Outcomes in IPEDES
March 2023	Organizing a Working Group for the IPEDES Finance Survey Component
November 2022	Nondegree Credentials

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March 4, 2024

**OMB ICR posted to
Federal Register**

NCES posted proposed changes to the collection through the Federal Register to open the 60-day public comment period.

Changes available at <https://www.regulations.gov/docket/ED-2024-SCC-0040>

~ May 20, 2024

**30-day public comment
period opens**

NCES posts responses to 60-day comments to regulations.gov, along with any changes based on the comments. This opens the 30-day comment period.

August 7, 2024

**2024-25 data collection
opens**

2024-25 changes are implemented. 2025-26 changes have a preview year.

May 3, 2024

**60-day public comment
period ends**

This is the last day to comment for the 60-day comment period. The comment period ends at 11:59 p.m.

~ June 19, 2024

**30-day public comment
period ends**

This is the last day to comment for the 30-day comment period. The comment period ends at 11:59 p.m.

August 6, 2025

**2025-26 data collection
opens**

2025-26 changes are implemented.

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How to know when changes are happening/where changes are posted

IPEDS announces open comment periods in This Week in IPEDS

<https://nces.ed.gov/ipeds/this-week-in-ipeds>

Information Collection Requests (ICR) are announced in the Federal Register

<https://www.federalregister.gov/documents/2024/03/04/2024-04509/agency-information-collection-activities-comment-request-integrated-postsecondary-education-data>

Documents are posted at <https://www.regulations.gov>

<https://www.regulations.gov/docket/ED-2024-SCC-0040>

To review, go to ‘Browse documents’

Agency Information Collection Activities; Comment Request; Integrated Postsecondary Education Data System (IPEDS) 2024-25 through 2026-27	Federal register notice about comment period <hr/> ‘Comment’ button, which allows you to comment <hr/>
Supporting Statement	Part A: Background information, short summary of changes and burden estimates <hr/> Part B: Description of respondents, statistical methodology, and attendees for technical review panel meetings <hr/>
Forms and Instruments	Appendix A: Best summary of changes <hr/> Appendix B: Details communications we send institutions <hr/> Appendix C: Manual for Keyholders <hr/> Appendix D: Directed questions about potential changes related SFA <hr/> Survey packages: Shows the changes within each survey including for screens, instructions, and FAQs <hr/>

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2024-25 Proposed Changes

Glossary changes

2024–25

Additions	Deletions	Edits
Attendance status		Continuing/returning student (undergraduate)
Cost (CST)		Entering students (undergraduate)
Student aid assets		Non-first-time student (undergraduate)
Student level		Transfer-in student
		Transfer-out student
		Undergraduate student

2024-25 new Cost (CST) survey component

Reason for new survey component

Many institutions want to revise cost of attendance data when they are submitting data for net price of attendance but are not able to.

Creating College Affordability and Transparency Lists is easier with all data in one data file.

NCES is looking into changing the financial aid period for the SFA survey component, however, the academic year reported for CST will remain the same.

Changes

Most of the data in CST have been moved from IC and SFA and do not represent a change in what has previously been collected.

This survey will include questions on whether postsecondary institutions ask for other financial information not on the FAFSA form and whether they collect asset data even when students qualify for having their assets exempted from the federal need analysis as this information required by the FAFSA Simplification Act.

2024-25 new Cost (CST) survey component screen

In addition to selected screening questions from IC, new questions to collect information required by the FAFSA Simplification Act have been added:

9. For the purposes of awarding institutional financial aid, does your institution require asset information from students who qualify for the exemption from asset reporting on the FAFSA form?

RB	No
RB	Yes

10. For the purpose of awarding institutional financial aid, does your institution require additional financial information separate from the FAFSA form?

RB	No
RB	Yes (please include a website link to where your institution's website explains what additional financial information is required.
	Link:

2024-25 cost and net price of attendance changes

IC	Removed the Cost of Attendance and Tuition Elements to the new Cost survey component.
SFA	Removed the cost of attendance and net price calculation elements to the new Cost (CST) survey component.
CST	New survey component encompassing the elements needed to calculate net price (moved from IC and SFA) as well as other tuition and fee questions from IC and SFA. Will be open in fall for cost of attendance reporting, and in Winter for net price reporting.

2024-25 new Cost (CST) survey component

Opens in the fall for the reporting of cost of attendance

Cost of attendance data must be submitted by the end of fall collection; net price data can be submitted but is not required until end of winter collection.

Opens again in the winter for the reporting of data necessary to calculate the net price of attendance

Cost of attendance data may be revised if necessary.

Data for all years are reported and edited within the CST survey component

Data are not revised in the PYR system.

2024-25 Institutional Characteristics (IC)

Moved the Cost of Attendance and tuition data elements to the new Cost survey component.

New IC includes

All prior IC data elements except for tuition and cost.

All prior IC Header data elements.

Moved Dual Enrollment screening question to the 12-month Enrollment survey component.

2024-25 Student Financial Aid (SFA)

Moved the cost of attendance and net price calculation data elements to the new Cost (CST) survey component.

Applied the screening question for Section 2 - Participation in U.S. Department of Veterans Affairs Post-9/11 GI Bill or U.S. Department of Defense Military Tuition Assistance Benefit Programs to all institutions.

Did your institution participate in the U.S. Department of Veterans Affairs Post-9/11 GI Bill or U.S. Department of Defense Military Tuition Assistance benefit programs during the 2023-24 award period? (You are required to complete Section 2 of the SFA Survey if you answer “Yes” to this screening question).

Clarified that institutions should include private education loans in loans to students reported in Section 1, Part C, Line 7.

Clarified that Fall Enrollment (EF) student counts are carried forward and used to calculate average aid amounts and percentages for academic reporters whereas 12-Month Enrollment (E12) student counts are carried forward and used to calculate average aid amount and percentages for program reporters throughout the SFA survey component.

2024-25 12-month Enrollment (E12)

Moved the screening question for the high school students enrolled for credit from IC to E12.

Indicate whether the institution enrolled high school students in college courses for credit during the **12-month reporting period**.

This change was prompted by feedback from the IPEDS Help Desk and the IPEDS data reporters that separating the screening question and enrollment count reporting on two different survey components led to confusion and timing misalignment.

Added FAQ on “transfer-in” and “non-first-time.”

This change clarifies the relationship between ‘transfer-in’ enrollment status on the Fall Enrollment (EF) and 12-month Enrollment (E12) survey components and the ‘non-first-time’ cohort on the Outcome Measures (OM) survey component.

This addition was prompted by feedback from the Technical Review Panel #69, IPEDS data reporters, and data users that the IPEDS survey materials conflated the concepts of “transfer-in” and “non-first-time,” which led to misunderstanding in interpretation. This change will clearly separate these two concepts in IPEDS survey materials to improve clarity and understanding of these terms.

Removed mention of “non-first-time” on survey screens and instructions when discussing “transfer-in” student enrollment status to clarify the distinction between these two terms.

This change was prompted by feedback from the IPEDS data reporters and data users that IPEDS survey materials conflated the concepts of “transfer-in” and “non-first-time,” which led to misunderstanding in interpretation. This change will clearly separate these two concepts in the IPEDS survey materials to improve clarity and understanding of these terms.

2024-25 12-month Enrollment (E12) screening question

Enrolled High School Students

2. Did your institution enroll high school students in college courses for credit during the 12-month Enrollment (E12) reporting period of July 1, 2023 - June 30, 2024?

If you answer **Yes** to this question, you will report the unduplicated count of high school students enrolled in college courses for credit on Part C of the E12 survey component.

RB	No		
RB	Yes		
	CB	Within a dual enrollment program	
	CB	Outside a dual enrollment program	

Note: Within a dual enrollment program is defined as within an organized system with special guidelines that allows high school students to take college-level courses. The guidelines might have to do with entrance or eligibility requirements, funding, [limits](#) on course taking, etc.

Outside a dual enrollment program is defined as high school students who simply enroll in credit courses through your institution, and are treated as regularly enrolled college students.

2024-25 Outcome Measures (OM)

Clarified instructions about including students who change from non-degree/non-certificate-seeking to degree/certificate-seeking at the IPEDS reporting institution.

This change clarifies that the term “entering” does not just apply to students who are new to the reporting institution (i.e., students who change their degree/certificate-seeking status are included despite having already attended the reporting institution).

Added FAQ on “transfer-in” and “non-first-time.”

This change clarifies the relationship between ‘transfer-in’ enrollment status on the Fall Enrollment (EF) and 12-month Enrollment (E12) survey components and the ‘non-first-time’ cohort on the Outcome Measures (OM) survey component.

Revised FAQ about “non-first-time” degree/certificate-seeking undergraduate students.

Added a new example to FAQ about students who change from non-degree/non-certificate-seeking to degree/certificate-seeking at the IPEDS reporting institution in response to recommendations from Technical Review Panel #69 to further clarify how non-first-time students should be reported in IPEDS. Finally, added additional information to FAQ about resources for tracking subsequent enrollment based on the IPEDS Help Desk recommendations for OM.

Other minor changes include a changed of the term “Attendance level” to “Cohort status” in the instructions.

This change clarifies and ensures consistency with terminology used in IPEDS publications and data tools.

2024-25 Graduation Rates (GR)

The Gender Unknown or Another Gender than Provided Categories question is removed due to concerns with privacy and ability of institutions to change data submitted numerous years prior.

2024-25 Human Resources (HR)

New Hires. For the Human Resources Instructions for Degree-granting Institutions with Less than 15 Full-Time Staff and Non-degree-granting institutions for the 2024-25 through 2026-27 Data Collections, removed references to New Hires in the instructions. This change was made to reduce confusion as “New Hire” information is not collected in the Human Resources Instructions for Degree-granting Institutions with Less than 15 Full-Time Staff and Non-degree-granting institutions survey form.

Instruction Clarification. Added a clarification to Part G4 instructions to report full year salaries, even if the employee did not work a full year (regardless of when hired). This change was made to clarify the intent of the previous instructions is that salaries should be reported based on their yearly amount, regardless of when hired.

2024-25 Finance (F)

Scholarships and Fellowships Expenses: Clarified for GASB reporting institutions (Part C-1, Line 10) that it is private awards to students where the selection of the student recipient is not made by institution are not included, as opposed to any awards/grants. This clarification was prompted by the feedback from the IPEDS data reporters.

Term Clarification. Replaced all references to the State Student Incentive Grants (SSIG) with Leveraging Educational Assistance Partnerships or LEAP (formerly State Student Incentive Grant or SSIG) to reflect renaming of the program.

2024-25 Fall Enrollment (EF)

Added note to the instructions for Part D to indicate that high school students enrolled in college courses for credit *should not* be included in any calculations to determine an institution’s entering class.

This change was prompted by feedback from the IPEDS Help Desk and IPEDS data reporters that it was unclear if and how non-first-time students who were high school student fit into an institution’s entering class. This change clarifies who should and should not be included in an institution’s entering class. The change is applicable to degree-granting institutions only.

Clarified in Part E - First-time Bachelor's Cohort Retention Rates (Line E4) that students from Fall 2023 cohort who completed their bachelor’s degree as of Fall 2024 are to be reported as retained.

This change will now align the survey screen with text changes that were made to the EF instructions in 2023–24, when this guidance was first provided.

This change is made address an inconsistency between the survey item and the related instructions; now both will be aligned. This change is applicable to 4-year degree-granting institutions with bachelor’s cohorts only.

Removed mention of “non-first-time” on survey screens and instructions when discussing “transfer-in” student enrollment status to clarify the distinction between these two terms.

This change was prompted by feedback from the IPEDS data reporters and data users that IPEDS survey materials conflated the concepts of “transfer-in” and “non-first-time,” which led to misunderstanding in interpretation. This change will clearly separate these two concepts in the IPEDS survey materials to improve clarity and understanding of these terms.

FAQ added to clarify the relationship between ‘transfer-in’ enrollment status on the Fall Enrollment (EF) and 12-month Enrollment (E12) survey components and the ‘non-first-time’ cohort on the Outcome Measures (OM) survey component.

This change was prompted by feedback from the Technical Review Panel #69, IPEDS data reporters, and data users that the IPEDS survey materials conflated the concepts of “transfer-in” and “non-first-time,” which led to misunderstanding in interpretation. This change will clearly separate these two concepts in IPEDS survey materials to improve clarity and understanding of these terms.

2024-25 Cross-cutting change: Gender unknown or another gender than provided categories

The Section on Gender Unknown or Another Gender than Provided Categories has been revised.

Clarification of reporting period for each survey component

Description of the purpose for the section

Additional response item

Impacts the following survey components:

EF

E12

ADM

C

2024-25 Gender Unknown or Another Gender than Provided Categories

EF survey screen example:

Part A – Fall Enrollment – Gender Unknown or ~~another gender~~ Another Gender than Provided Categories

The ~~'gender unknown'~~ category is to report students for whom the institution does not know a gender. Reporting Reminders:

- The purpose of this supplemental section is to determine whether institutions are able to report the number of students for whom gender is unknown and the number of students for whom gender does not align with the 'Men' and 'Women' categories. Note that these students must still be allocated into the 'Men' and 'Women' categories in all other sections of the survey component.
- Institutions should not ask students that do not select a binary gender to allocate themselves to a binary gender category; it is up to the institution to allocate unknown students and students that indicate another gender into the binary categories throughout the forms where required. One method commonly used by institutions is to allocate these students to the binary categories required in other parts of the form using the proportion of men to women reported.
- The 'gender unknown' category is to report students for whom the institution does not know a gender.

Is your institution able to report another gender for the Fall 2024-25 data collection reporting period? If you indicate 'No, my institution ~~does~~ is not ~~collect data on~~ able to report another gender,' leave the cells in the rows for 'Another gender' blank (i.e., do not report 0). If you indicate 'No, some cells will have a value of less than 5 students,' your institution collects data on another gender, but some cells will have a value of less than 5 students, do not report the data and leave the cells in the rows for 'Another gender' blank. If you indicate 'Yes', but no students identified as another gender, please enter '0'.

Undergraduate students:

RB	<u>Yes</u> No, my institution is not able to report another gender (do not report)
RB	No, some cells will have a value of less than 5 students (do not report)
RB	No, my institution does not collect data on another gender <u>Yes</u>

Graduate students:

RB	<u>Yes</u> No, my institution is not able to report another gender (do not report)
RB	No, some cells will have a value of less than 5 students (do not report)
RB	No, my institution does not collect data on another gender <u>Yes</u>

2025-26 Proposed Changes

2025-26 Institutional Characteristics (IC)

Move Admissions screening question from IC to ADM Admissions screening question from IC to ADM.

Remove Academic Libraries Expenses screening question from IC (no longer collecting AL).

2025-26 Student Financial Aid (SFA)

Section 1 of the SFA Survey will collect the same student counts and aid amounts for the current categories of undergraduate students (all undergraduates, degree/certificate-seeking undergraduates, non-degree/certificate-seeking undergraduates, and full-time, first-time degree/certificate-seeking undergraduates). The aid types listed were combined from previous collections (i.e., combined the aid types collected for first-time, full-time with the categories collected for all other student categories) and will now be reported for all student categories.

Grant or scholarship aid from the federal government, state/local government, the institution, and other sources known to the institution (Do NOT include student loans)

Grants or scholarships from the federal government, state/local government, or the institution (Do NOT include student loans)

Grant or scholarship aid from other sources known to the institution (Do NOT include student loans)

Federal grant and scholarship aid

Federal Pell Grants

Other federal grant and scholarship aid

State/local government grant or scholarship aid (includes fellowships, waivers, and employee exemptions)

Institutional grant or scholarship aid (includes fellowships, waivers, and employee exemptions)

Loans to students

Federal loans to students

Other loans to students (including private loans)

2025-26 Student Financial Aid (SFA)

Iraq and Afghanistan Service Grant (IASG) awards

These awards should be included in Federal Pell Grant student counts and award amounts reported to IPEDS due to a change mandated under the Fostering Undergraduate Talent by Unlocking Resources (FUTURE) Act.

Post-9/11 GI Bill Benefits

A federal education benefit for veterans, who served on active duty after September 10, 2001, administered by the Department of Veteran's Affairs that provides up to 36 months of education benefits at an approved institution for tuition and fees; books and supplies; and housing. The tuition and fees payment, which is the cost for an in-state student attending a public institution, is made directly to the postsecondary institution whereas payments for books and supplies and housing are sent directly to the student. Some benefits may be transferred to dependents. Do not include Yellow Ribbon Program institutional match.

Revised FAQ

Should Iraq and Afghanistan Service Grant, or IASG funded under the Children of Fallen Heroes Scholarship Act be reported to IPEDS? Yes, IASG **should** be reported to IPEDS as federal grants, not scholarships. Beginning with the 2025-26 IPEDS data collection, IASG awarded should be **included** in Federal Pell Grant student counts and award amounts reported to IPEDS. Even though the grants are awarded, in part, based on Federal Pell Grant methodology, the U.S. Department of Education does not consider these amounts to be Federal Pell Grants prior to the 2024-25 award year. As such, IASG awards should be **excluded** from Federal Pell Grant student counts and award amounts reported to IPEDS

2025-26 Admissions (ADM)

Move open admissions screening question from IC to ADM.

If an open admission institution requires an Ability to Benefit test, they will be asked to indicate which test(s) they use

- Wonderlic Basic Skills Test (WBST)
- Combined English Language Skills Assessment (CELSA)
- ACCUPLACER
- Texas Success Initiative (TSI) Assessment
- Other

Applicants, admits, and enrolled

- Adding data collection for transfer-in students
- Disaggregating applicants, admission, and enrolled by race/ethnicity for both first-time and transfer-in students

Data collection related to waitlist, early decision, and early action policies

- Did your institution permit first-time students to apply and be notified of an admission decision in advance of the regular notification date if the student commits to attending if accepted (Early Decision)? If yes, report the number of applicants received and the number of applicants admitted under the policy.
- Did your institution permit first-time students to apply and be notified of an admission decision in advance of the regular notification date that did not require the student to commit to attending if accepted (Early Action)? If yes, report the number of applicants received and the number of applicants admitted under the policy.

2025-26 ADM Open Admission Policy screening question

Move and revised open admissions screening question from IC to ADM.

Part A. Screening Questions

<p>1. For the Fall 2025 admission cycle, did your institution have an <u>open admission policy</u> under which virtually all students that completed a high school diploma (or received a GED/other equivalent) were admitted for all or most entering undergraduate-level programs?</p> <p>Institutions that require only an Ability to Benefit (ATB) or similar test beyond the high school diploma/equivalent, and only reject a very small number of students based on the test, are also considered open admission.</p> <p>If your institution has one or more programs with admissions requirements, you should select 'no' to this question.</p>	
<p>Data reported to the Admissions survey component will vary based on response to this question.</p>	
RB	<p>Yes, all undergraduate-level programs at the institution are open admission.</p>
RB	<p>No, all or nearly all undergraduate-level programs at the institution have admission requirements (i.e., <u>all</u> or nearly all entering students are evaluated against admission criteria to be granted admission to the institution).</p>
RB	<p>No, only one or a few undergraduate-level programs at the institution have admission requirements (i.e., <u>all</u> or nearly all programs are open admission; only students applying to a limited number of programs are evaluation against admission criteria to be granted admission to the institution).</p>

2025-26 ADM Ability to Benefit (ATB) screening question

If an open admission institution requires an Ability to Benefit test, they will be asked to indicate which test(s) they use

2. Does your institution use an Ability to Benefit (ATB) or similar test beyond the high school diploma/equivalent? **[Open Admission institutions only]**

RB	Yes, please indicate test(s) used.	
	CB	Wonderlic Basic Skills Test (WBST)
	CB	Combined English Language Skills Assessment (CELSA)
	CB	ACCUPLACER
	CB	Assessment and Learning in Knowledge Spaces (ALEKS)
	CB	Texas Success Initiative (TSI) Assessment
	CB	Other
RB	No	

2025-26 ADM first-time and transfer-in students screening questions

Applicants, admits, and enrolled

Adding data collection for transfer-in students

3. For which entering degree/certificate-seeking undergraduate student type(s) does your institution have admissions requirements?

[Institutions that are not open admission]

	CB	First-time students
	CB	Transfer-in students

4. If your institution has admission requirements for both first-time students and transfer-in students, are these requirements the same?

[Institutions that are not open admission; if applicable based on Question #3]

RB	Yes
RB	No

5. Did your institution enroll **first-time** degree/certificate-seeking undergraduate students in Fall 2025? If no, you will not report admissions data for first-time students. **[Institutions that are not open admission; if applicable based on Question #3]**

RB	Yes
RB	No

6. Did your institution enroll **transfer-in** degree/certificate-seeking undergraduate students in Fall 2025? If no, you will not report admissions data for transfer-in students. **[Institutions that are not open admission; if applicable based on Question #3]**

RB	Yes				
	CB	Students may transfer credits earned from coursework completed at another postsecondary institution (e.g., college, university).			
	CB	Students must complete a minimum number of credit or clock hours to enter as a transfer-in student.			
		Report the minimum number of credit or clock hours	RV	RB	Credit hours
				RB	Clock hours
RB	No				

2025-26 ADM race/ethnicity disaggregation

Applicants, admits, and enrolled

Disaggregating applicants, admission, and enrolled by race/ethnicity for both first-time and transfer-in students

Screen below will show for each applicable student type (based on responses to screening questions).

- First-time students [institutions that indicate they have admission criteria for first-time students and enrolled first-time students during reporting period]
- Transfer students [institutions that indicate they have admission criteria for transfer-in students and enrolled transfer-in students during reporting period]

Women (Include 'another gender' and 'gender unknown' students allocated to this category)

	Applicable student type [First-time students, Transfer-in students]					
	Applicants	Admits	Enrolled			
			Full-time	Part-time	Total enrolled	Percent enrolled
U.S. Nonresident	RV	RV	RV	RV	CV	CV
Hispanic/Latino	RV	RV	RV	RV	CV	CV
American Indian or Alaska Native	RV	RV	RV	RV	CV	CV
Asian	RV	RV	RV	RV	CV	CV
Black or African American	RV	RV	RV	RV	CV	CV
Native Hawaiian or Other Pacific Islander	RV	RV	RV	RV	CV	CV
White	RV	RV	RV	RV	CV	CV
Two or More Races	RV	RV	RV	RV	CV	CV
Race and Ethnicity Unknown	RV	RV	RV	RV	CV	CV
Total women	CV	CV	CV	CV	CV	CV
Total women prior year	PY	PY	PY	PY	PY	PY

2025-26 ADM waitlist, early decision, and early action screens

Data collection related to waitlist, early decision, and early action policies

Part E. Waitlist, Early Decision, and Early Action [institutions that indicate they have admission criteria for first-time students and enrolled first-time students during reporting period]

Waitlist

For **Fall 2025**, did your institution maintain a waitlist for first-time students? A waitlist is a list of applicants who met admission requirements but were only to be admitted if space became available. [Applicable to first-time students at institutions that are not open admission]

RB	Yes. If so, check below if your waitlist is ranked.		
	CB	Waitlist is ranked. Indicate whether students are notified of their place on the list, as well as the number of applicants placed on the listed and admitted, accepted, and enrolled.	
		RB	Students are notified of their place on the list.
		RB	Students are NOT notified of their place on the list.
		Number of applicants placed on waiting list	
			RV
		Number of applicants from waiting list admitted	
			RV
		Number of applicants from waiting list that accepted	
			RV
		Number of applicants from waiting list that enrolled	
			RV
RB	No		

Early Decision

For **Fall 2025**, did your institution permit first-time students to apply and be notified of an admission decision in advance of the regular notification date if the student commits to attending if accepted (Early Decision)? [Applicable to first-time students at institutions that are not open admission]

RB	Yes		
	Number of applicants received for Early Decision		RV
	Number of applicants admitted for Early Decision		RV
RB	No		

Early Action

For **Fall 2025**, did your institution permit first-time students to apply and be notified of an admission decision in advance of the regular notification date that did not require the student to commit to attending if accepted (Early Action)? [Applicable to first-time students at institutions that are not open admission]

RB	Yes		
	Number of applicants received for Early Action		RV
	Number of applicants admitted for Early Action		RV
RB	No		

2025-26 Academic Libraries (AL)

NCES has proposed to retire the AL survey component starting with the 2025-26 data collection.

Agenda

General updates

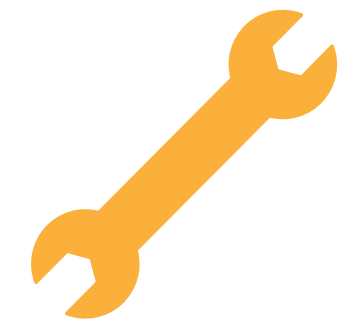
2023-24 collection
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and development

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Resources

IPEDS Help Desk



Resources

IPEDS Help Desk

IPEDS Help Desk



IPEDS Help Desks

RTI
International
manages the
two IPEDS
Help Desks

Data Collection Help Desk

ipedshelp@rti.org or (877) 225-2568

Tools Help Desk

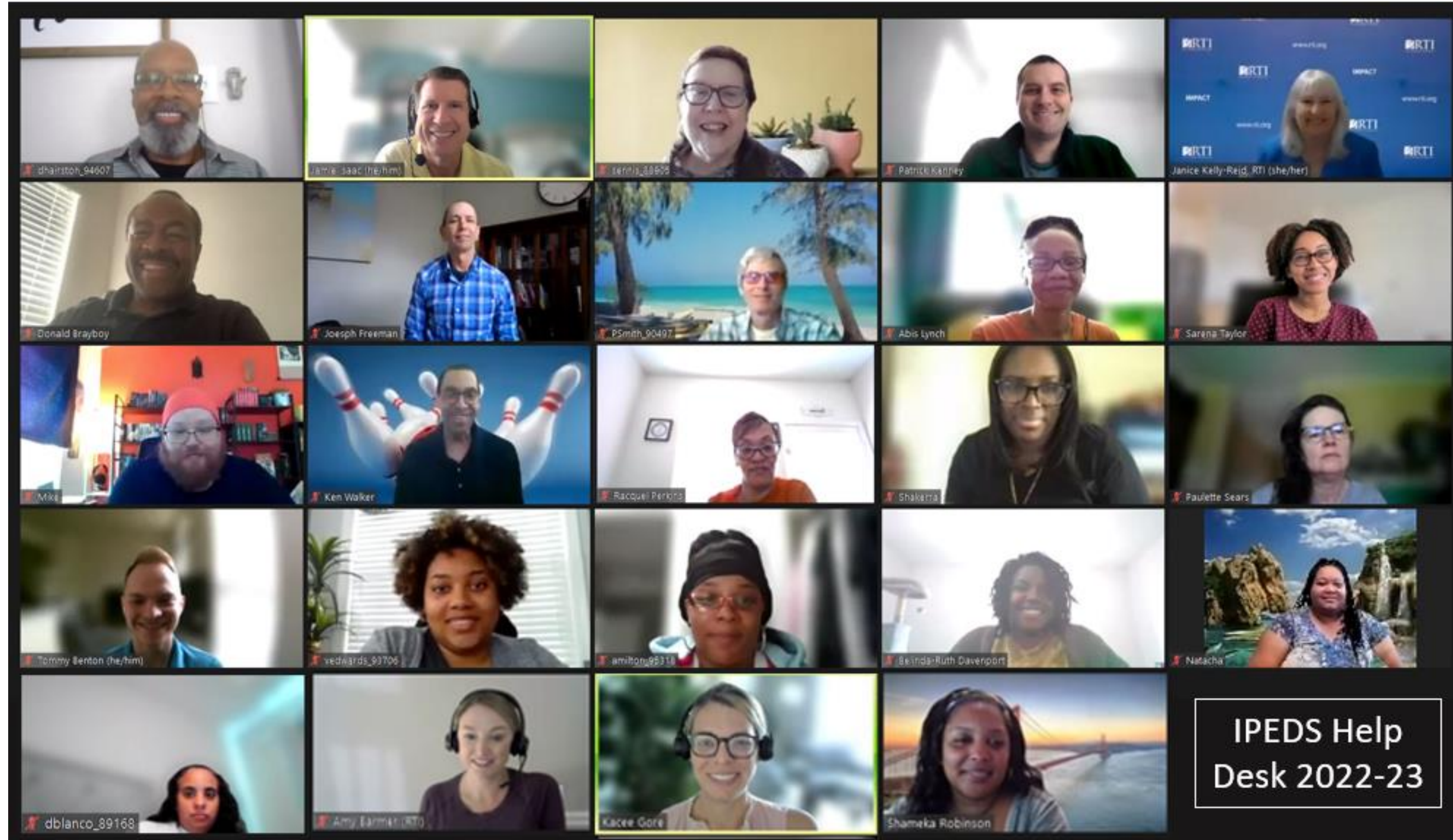
ipedstools@rti.org or (866) 558-0658

The Help Desk
provides
outstanding
service as
expert
representatives

M – F, 8:30a.m.–5:00p.m. ET

Additional weeknight and weekend
hours offered during the final 10
days of each data collection period

IPEDS Help Desk



Data Collection Help: 1-877-225-2568; ipedshelp@rti.org

Data Tools Help: 1-866-558-0658; ipedstools@rti.org

Help Desk activity 2023–24

	Fall 2023 collection (includes registration)	Winter 2023-24 collection	Spring 2024 collection	Total
Inbound calls	6,678	6,800	4,514*	17,992*
Outbound calls	4,307	3,423	2,087*	9,817*
Number of emails received	6,146	5,384	4,194*	15,724*
Total	17,131	15,607	10,795*	43,533*

*As of 4/19/2024

Help Desk responsibilities

Respond to questions via phone and emails

Assist with resolving edit errors

Make reminder calls to institutions

Review edit explanations and Context Notes

Conduct QC follow-up on potentially problematic data

Contact non-respondents for follow-up

Help Desk – Coordinator reminders

Let the Help Desk know if you need to have schools added/removed from your list.

Request locking order modifications when needed.

Use reports within the Data Collection System to monitor progress and prompt institutions.

Review edit reports.

Make data revisions during the 2-week coordinator period, if needed.

Ensure institutions are aware of your role and any expectations regarding communication.

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[IPEDS Help Desk](#)

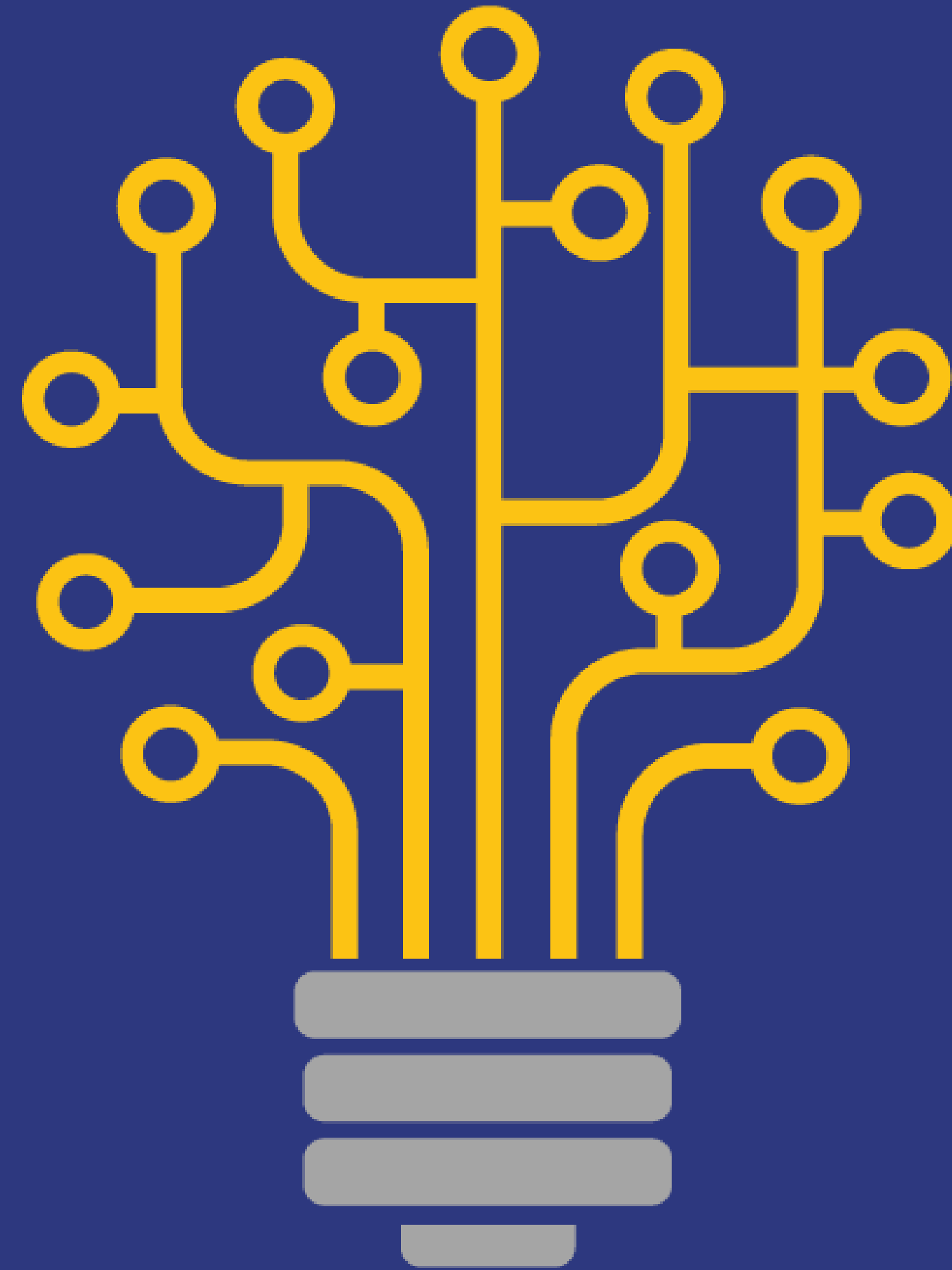
[Association for Institutional Research training](#)



Resources

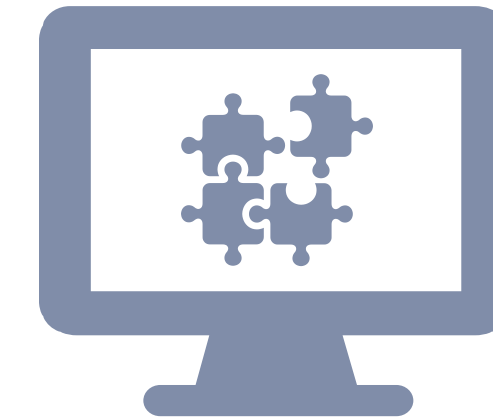
Association for Institutional Research training

Association for Institutional Research Training



Training

- Association for Institutional Research (AIR)
 - Holds the subcontract for IPEDS training
 - Provides training in a variety of modalities:
 - IPEDS Workshops: Virtual and In-person
 - IPEDS Keyholder Courses: Online
 - IPEDS Video Tutorials: Online
 - NCES Data Institute: Hybrid



<https://www.airweb.org/collaborate-learn/ipeds-training-center>

IPEDS workshops



Future IPEDS workshops

IPEDS Workshops

These training sessions are designed for Integrated Postsecondary Education Data System (IPEDS) data providers and users. Funding for IPEDS Workshops is provided by the National Center for Education Statistics ([NCES](#)).

Workshops can be either co-hosted by AIR and other higher education organizations or offered as an AIR stand-alone training. In either case, workshops are provided at no charge to the co-host and workshop participants.

Interested in co-hosting a workshop? [Learn more](#).

UPCOMING WORKSHOPS

CO-HOST A WORKSHOP

IPEDS TRAINING CENTER

Upcoming Workshops

We offer both in-person and virtual workshop options.

May 2024 in-person IPEDS workshops in Denver, CO

- May 27: Data Tools | 8:00 a.m.–11:30 a.m.
- May 27: Beyond Compliance | 8:00 a.m.–4:00 p.m.
- May 27: Best Practices | 8:00 a.m.–4:00 p.m. .



air
forum

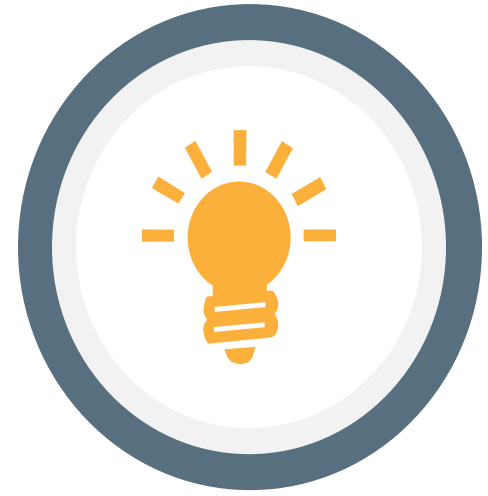
DENVER, CO

May 28-31, 2024

Pre-conference: May 27-28

<https://www.airweb.org/forum/2024/register>

Online IPEDS Keyholder course content



IPEDS Keyholder Essentials: A Beginner's Guide

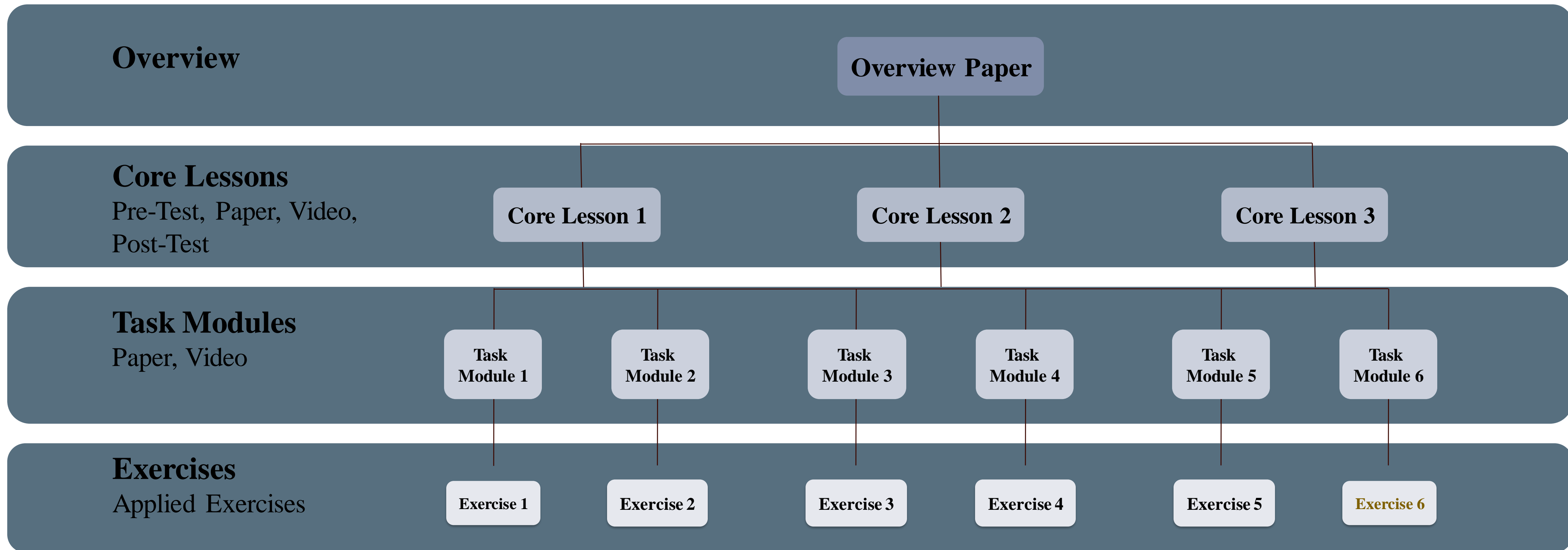
- For data providers with less than 9 months of experience
- Introduces basic concepts, knowledge, and skills to complete IPEDS submissions
- Provides resources needed to be successful in the keyholder role
- Offers tips and tricks on how to complete accurate and timely IPEDS submissions



IPEDS Keyholder Efficiencies: Reducing the Reporting Burden

- For data providers with 10 to 24 months of experience
- Introduces and expands upon concepts for IPEDS Keyholders, including cleaning data files; leveraging IPEDS data at your institution; reducing the burden of IPEDS reporting with process management and reporting; benchmarking data; and creating benchmarking reports

Structure of Online IPEDS Keyholder courses



- Courses are nonlinear, but only take one course should be taken at a time.
- One month is needed to complete 10 to 12 hours of content.
- Courses are self-paced and mentor supported.

Online IPEDS Keyholder courses

Months offered:

- October
- November
- February
- March
- June

Capacity:

- Essentials: 200
- Efficiencies: 120



IPEDS training videos

- More than 90 online on-demand just-in-time training videos
- More than 7 hours of educational content
- Small and consumable format to assist and answer specific questions

01

SURVEY COMPONENTS

- 50 concept tutorials
- 13 component overview tutorials
- IPEDS definitions, concepts, and issues
- Linked from Data Collection Survey screens

02

DATA TOOLS

- Instruction and demonstration for using tools effectively
- Tutorials on the benefits of each tool

03

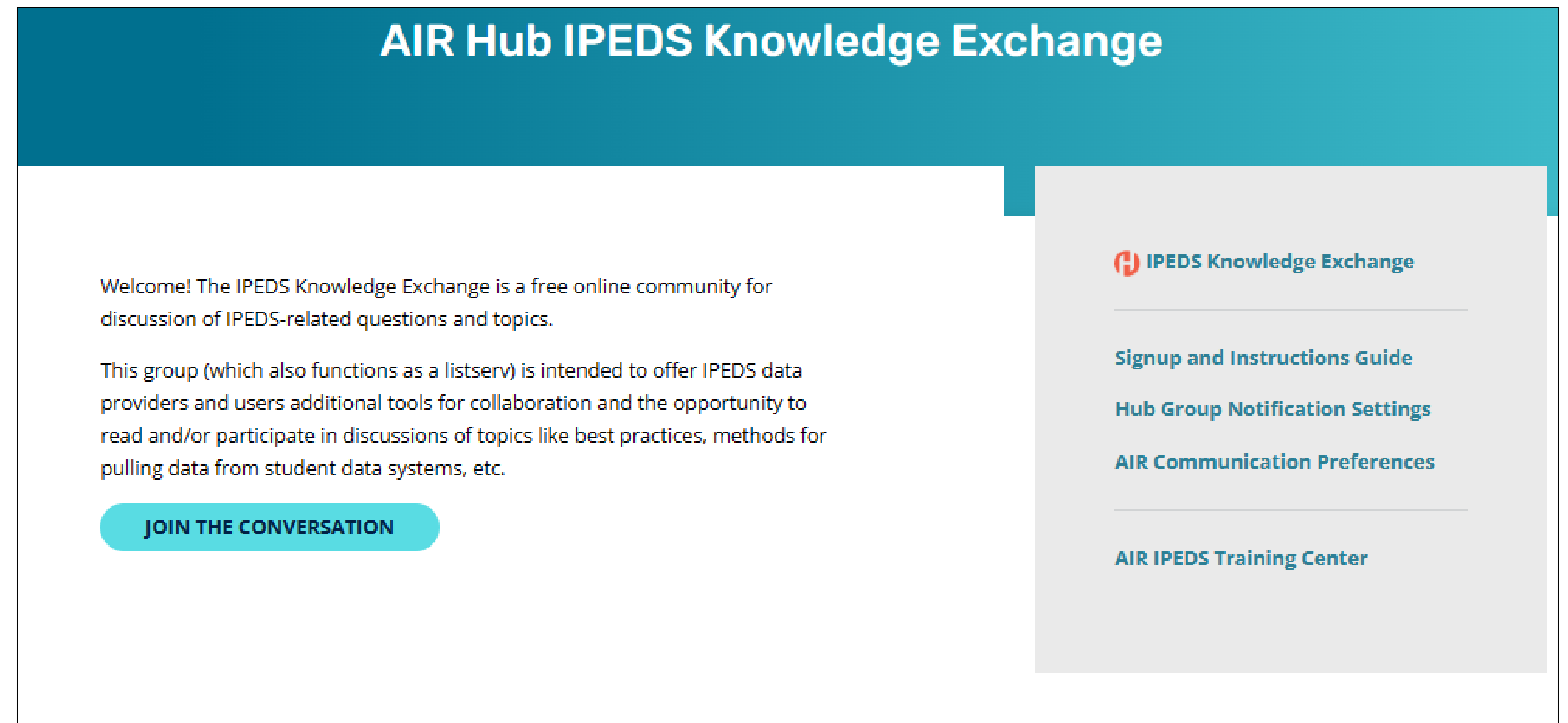
IPEDS RELATED

- New Keyholder and Annual IPEDS Update tutorials
- Data Release Stages, IPEDS Community, Net Price Calculator
- Additional tutorials related to IPEDS materials



IPEDS Knowledge Exchange

- A way for the IPEDS community to connect, share resources, and ask each other questions—the [IPEDS Knowledge Exchange](#)



The screenshot shows the landing page for the AIR Hub IPEDS Knowledge Exchange. The page has a teal header with the title "AIR Hub IPEDS Knowledge Exchange". Below the header, there is a white main content area with a teal button that says "JOIN THE CONVERSATION". To the right of the main content area is a grey sidebar with a list of links: "IPEDS Knowledge Exchange", "Signup and Instructions Guide", "Hub Group Notification Settings", "AIR Communication Preferences", and "AIR IPEDS Training Center".

AIR Hub IPEDS Knowledge Exchange

Welcome! The IPEDS Knowledge Exchange is a free online community for discussion of IPEDS-related questions and topics.

This group (which also functions as a listserv) is intended to offer IPEDS data providers and users additional tools for collaboration and the opportunity to read and/or participate in discussions of topics like best practices, methods for pulling data from student data systems, etc.

[JOIN THE CONVERSATION](#)

- [IPEDS Knowledge Exchange](#)
- [Signup and Instructions Guide](#)
- [Hub Group Notification Settings](#)
- [AIR Communication Preferences](#)
- [AIR IPEDS Training Center](#)

IPEDS Educator roles and opportunities

Keyholder Course Mentors



Provide support for data providers enrolled in two online courses

Lead Instructors



Are educators with prior presentation skills at the national level and thorough knowledge of IPEDS

Assistant Instructors



Assist with presentation, exercises and managing participants questions

Curricula Developers



Typically work in teams of 2 or 3 to assist AIR in developing and updating all workshop materials

NCES Data Institute

Participants will . . .

- Increase their knowledge of IPEDS and other NCES datasets
- Apply their new knowledge of IPEDS and other NCES datasets in a group setting
- Gain an understanding of how federal data are utilized in postsecondary education research
- Learn how to form their own higher education research agendas

The Institute comprises three components. Each element builds on the previous one to create a holistic learning experience.

- 5-week online course: January 16–February 18, 2024
- 18-week capstone project: February 19–June 21, 2024
- 3-day in-person meeting in Washington, DC: June 25–27, 2024

Call for applications for the 2025 NCES Data Institute opens Fall 2024

Agenda

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Resources

[IPEDS Help Desk](#)

[Association for Institutional Research training](#)

[IPEDS website and data tools](#)



Resources

IPEDS website and data tools

IPEDS Survey Components page

Survey components page

- Can be found within the “Use the Data” tab or by visiting <https://nces.ed.gov/ipeds/use-the-data/survey-components>.
- Includes information on data releases.
- Each survey component has links to survey screens, instructions/FAQs, related videos, helpful graphics, the glossary, and other resources related to the component.

IPEDS Integrated Postsecondary Education Data System

About IPEDS | Use The Data | Report Your Data | Find Your College | Collaborate With NCES

Home > About IPEDS > Survey Components

IPEDS Survey Components

Data are submitted at the aggregated-level from postsecondary institutions and do not have student-level information. Institutions submit data through 12 interrelated survey components about general higher education topics for 3 reporting periods.

[Click for more information on IPEDS methodology.](#)

Latest Data Releases

2022-23 Collection	Release Date
Spring.....	January 16, 2024 (PD)
Winter.....	December 12, 2023 (PD)
Fall.....	September 21, 2023 (PD)

Note: PD = Provisional Data; FD = Final Data

[View All Collection Release Dates →](#)

Sort By: Higher Education Topic | Collection Cycles

12-month Enrollment (E12) Fall	Academic Libraries (AL) Spring	Admissions (ADM) Winter
Completions (C) Fall	Fall Enrollment (EF) Spring	Finance (F) Spring
Graduation Rates (GR) Winter	Graduation Rates 200% (GR200) Winter	Human Resources (HR) Spring
Institutional Characteristics (IC) Fall	Outcome Measures (OM) Winter	Student Financial Aid (SFA) Winter

IPEDS Report Your Data page

Data providers page

The screenshot displays the IPEDS (Integrated Postsecondary Education Data System) website. At the top, the navigation menu includes 'About IPEDS', 'Use The Data', 'Report Your Data', 'Find Your College', and 'Collaborate With NCES'. The main content area is titled 'Report Your Data' and features a sub-header 'Report Your Data' with a description: 'Report your institution's data and access resources that will help with successful submission.' Below this is an 'Overview' button. A dropdown menu is open, listing categories: 'DATA REPORTING' (with sub-items: 'Answer the Current Survey', 'Revise the Prior Year's Survey', 'Request to be an IPEDS Institution'), 'REPORTING RESOURCES' (with sub-items: 'Reporting Guides', 'Reporting Tools'), and 'COLLECTION INFORMATION' (with sub-items: 'Collection Schedule and Survey Materials', 'Updates to the Data Collection', 'About the Data Collection'). Below the dropdown, there are two login boxes. The first box says 'Log in to report your institutional data to the IPEDS Data Collection System.' with a 'Login' button. The second box says 'The Prior Year Revision System is only open for revision during the current collection period, with the exception of the fall, which opens one week after the current fall collection opens.' with a 'Login' button. Below these is a section for 'Request To Be An IPEDS Institution' with a hand icon and a 'Login' button. At the bottom, there is a 'Data Collection Information' section with two sub-sections: 'Survey Schedule and Material' (with sub-sections 'COLLECTION SCHEDULE' and 'SURVEY MATERIALS') and 'About The Data collection'. The 'Survey Schedule and Material' section includes links for 'View Now' and 'Printer Friendly (353KB)' under 'COLLECTION SCHEDULE', and 'Current' and 'Archived' under 'SURVEY MATERIALS'. The 'About The Data collection' section includes links for 'Statutory Requirements' and 'Institutional Burden'.

2023-24 Survey Materials

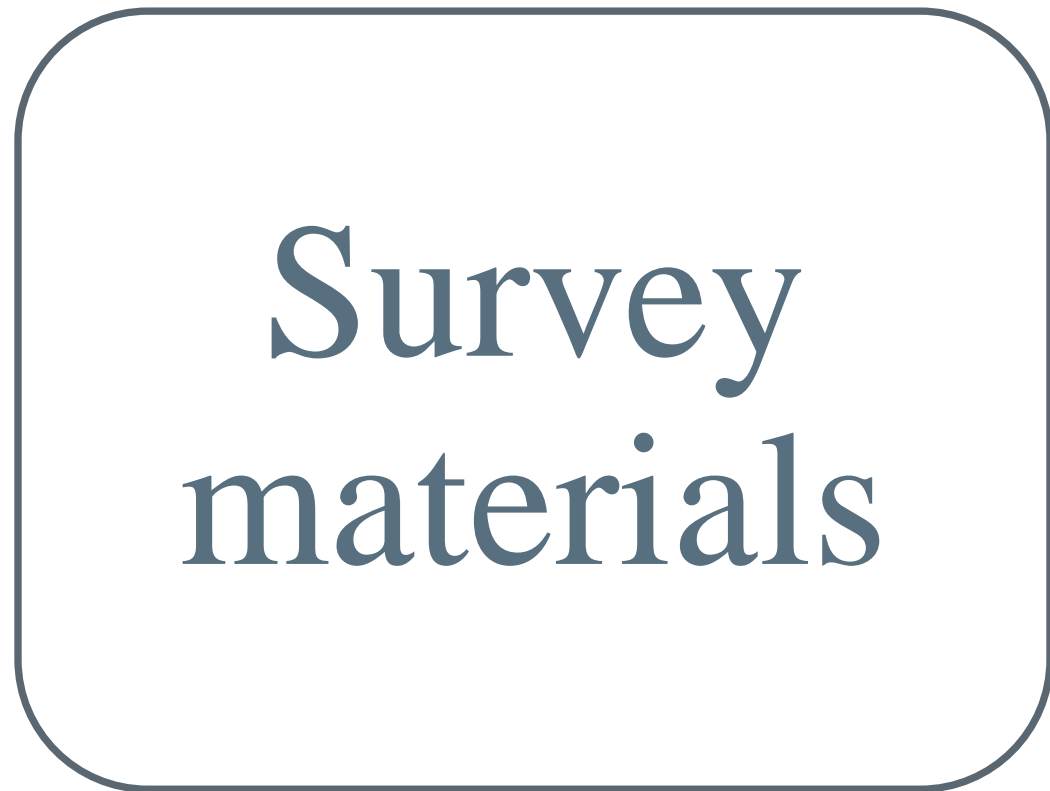
Print Back to Question

Form, Instructions, FAQs, and Import Specifications

You MUST enter your data into the data entry screens in the data collection system in order to submit your data. Your data are NOT saved on these blank forms. To save any screen as a PDF please use your browser print to PDF functionality

IPEDS Website Trainings & Outreach

IC Header	Package	Form	Instructions	FAQ	Import Spec.
IC Header for 4-year degree-granting institutions					
IC Header for 4-year non-degree-granting institutions					
IC Header for public 2-year degree-granting institutions					
IC Header for public 2-year non-degree-granting institutions					N/A
IC Header for private 2-year degree-granting institutions					
IC Header for private 2-year non-degree-granting institutions					
IC Header for less-than-2-year institutions					
Institutional Characteristics	Package	Form	Instructions	FAQ	Import Spec.
Institutional Characteristics for 4-year academic year tuition reporters					
Institutional Characteristics for 4-year program tuition reporters					N/A
Institutional Characteristics for degree-granting 2-year academic year tuition reporters					
Institutional Characteristics for degree-granting 2-year program tuition reporters					N/A
Institutional Characteristics for non-degree-granting 2-year academic year tuition reporters					
Institutional Characteristics for non-degree-granting 2-year program tuition reporters					N/A
Institutional Characteristics for less-than-2-year academic year tuition reporters					
Institutional Characteristics for less-than-2-year program tuition reporters					N/A



View Glossary

[Print full Glossary](#) [Download full Glossary: CSV file](#) [JSON file](#)

Search ☆ ↶

Terms ▼

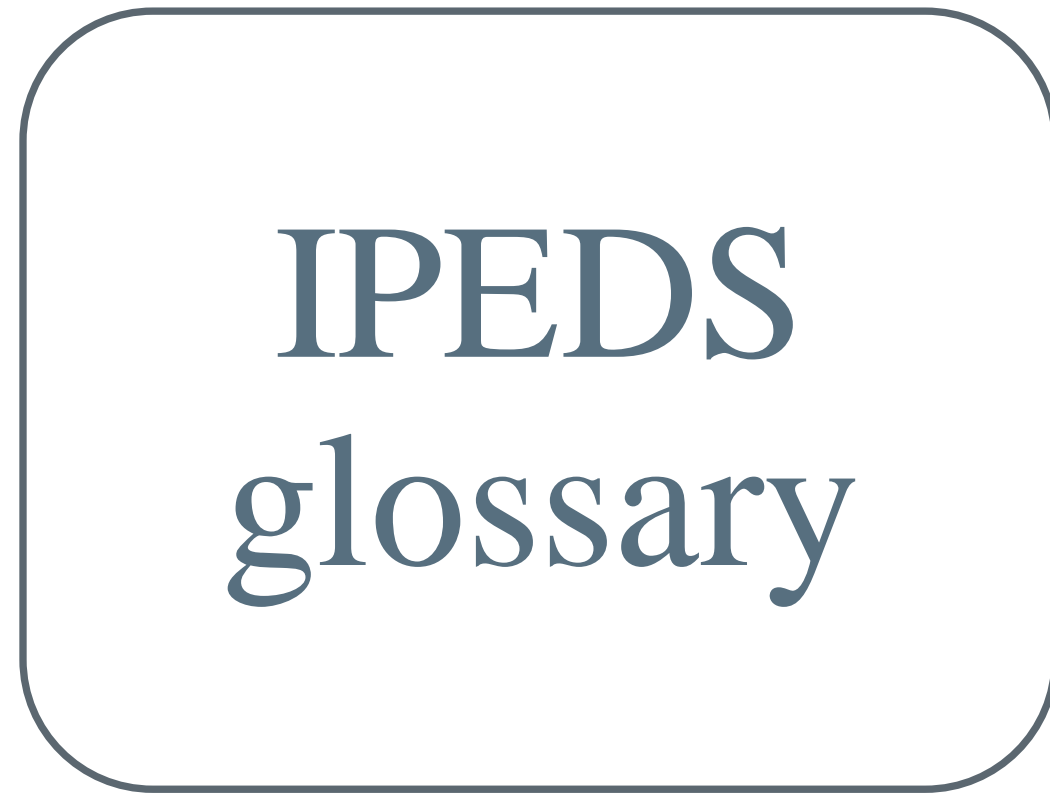
Keyword

Survey ▼

0-9 A **B** C D E F
 G H I J K L M
 N O P Q R S T
 U V W Y

Term ▲	Definition	Related Terms
Baccalaureate Colleges - General (Carnegie)	An institutional classification developed by the Andrew W. Carnegie Foundation for the Advancement of Teaching. Baccalaureate Colleges - General are primarily undergraduate colleges with major emphasis on baccalaureate programs . During the period studied, they awarded less than half of their baccalaureate degrees in liberal arts fields.	Carnegie Classification
Baccalaureate Colleges - Liberal Arts (Carnegie)	An institutional classification developed by the Andrew W. Carnegie Foundation for the Advancement of Teaching. Baccalaureate Colleges - Liberal Arts are primarily undergraduate colleges with major emphasis on baccalaureate programs . During the period studied, they awarded at least half of their baccalaureate degrees in liberal arts fields.	Carnegie Classification
Baccalaureate/Associate's Colleges (Carnegie)	An institutional classification developed by the Andrew W. Carnegie Foundation for the Advancement of Teaching. Baccalaureate/Associate's Colleges are undergraduate colleges where the majority of conferrals are below the baccalaureate level (associate's degrees and certificates). During the period studied, bachelor's degrees accounted for at least ten percent of undergraduate awards.	Carnegie Classification
Bachelor's degree	An award (baccalaureate or equivalent degree, as determined by the Secretary, U.S. Department of Education) that normally requires at least 4 but not more than 5 years of full-time equivalent college-level work. This includes all bachelor's degrees conferred in a 5-year cooperative (work-study) program . A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experience with their college studies. Also includes bachelor's degrees in which the normal 4 years of work are completed in 3 years.	

Showing 1 to 10 of 19 entries 10 ▼



IPEDS Use the Data page

IPEDS data tools page

IPEDS Integrated Postsecondary Education Data System

About IPEDS | Use The Data | Report Your Data | Find Your College | Collaborate With NCES

Use The Data
Access IPEDS data submitted to NCES through our data tools or download the data to conduct your own research and analysis.

Overview →

SEARCH EXISTING DATA

- Data Explorer
- Publications and Products
- Download IPEDS Data
- Custom Data Files
- Compare Institutions
- Complete Data Files
- Access Database

CREATE CUSTOM DATA ANALYSES

- Data Trends
- Statistical Tables
- Summary Tables
- Lookup an Institution
- Data Feedback Report
- Data Tools Shortcuts

products related to postsecondary education by keywords and filters.

Looks, Web Tables, methodology reports, and Digest Tables.

Create Custom Data Analyses

Data Trends >

Use the Trend Generator to view trends on most frequently asked subject areas including: Enrollment, Completions, Graduation Rates, Employees and Staff, Institutional Revenues, and Financial Aid.

Look Up an Institution ? >

Look up information for one institution at a time. Data can be viewed in two forms: institution profile (similar to College Navigator) and reported data (institution's response to each survey question).

IPEDS Find Your College page

[Home](#) > [Find your college](#)

Find Your College

Narrow down your college search from over 6,000 colleges, and explore resources to plan, prepare, and graduate from college.

Search Tools

Find Your College

Narrow down your college search from over 6,000 colleges, and explore resources to plan, prepare, and graduate from college.

[Overview](#) →

EXPLORE COLLEGES

- [Search for College](#)
- [Compare Colleges](#)
- [Map Your College](#)
- [College Stats](#)

GET FINANCING

- [Apply for Federal Student Aid](#)
- [Loan Counseling](#)
- [College Affordability and Transparency Center](#)
- [ACCESS CAREER TOOLS](#)
- [Career Options](#)

Search for College >

Use College Navigator to start your college search. Select the college characteristics that matter to you (e.g. majors, costs, location, types of degrees available, etc.).

Compare Colleges >

Compare colleges based on numerous criteria including costs, debt, earnings by field of study, and more through the College Scorecard

Map Your College >

Locate colleges by state or zip code. Then learn more about those colleges by easily connecting to their IPEDS data and websites.

College Stats

Review a few informational tables to help with your college search. Learn more about student enrollment, degrees, graduation rates, and financial aid.

Enrollment

- [Each Academic year](#)
- [In the fall](#)
- [Transfer Students](#)
- [Freshmen](#)

Awards

- [Degrees/Certificates](#)

Graduation Rates

- [At 4-year schools](#)
- [For bachelor students](#)
- [At 2-year schools](#)
- [At less-than-2-year schools](#)

Retention Rates

- [Full-time students](#)
- [Part-time students](#)

Financial Aid


- [Number of freshmen receiving aid](#)
- [Percent of Pell](#)
- [Percent of freshmen receiving aid](#)

Collaborate With NCES page

Collaborate With NCES

Collaborate with NCES to learn more about IPEDS activities, outreach, R&D, and federal grants and fellowships


Get Recent News and Updates

 **This Week IPEDS (TWII)** >


Read the latest information (updates to the data collection system, schedule, process, etc.) emailed to IPEDS data providers.

 **IPEDS on Twitter** >


Stay connected with IPEDS through our account: @IPEDS_NCES

 **National Postsecondary Education Cooperative (NPEC)** >


Explore the latest IPEDS research and development activities guided by a voluntary group represented by all postsecondary sectors.

 **Archived Research & Dissertation Grants** >

Learn about prior grant-supported studies that used data from NCES and NSF as well as addressed NPEC Focus Topic.

 **Technical Review Panel (TRP)** >

Learn more about the peer-review group that discusses IPEDS products, future plans, and potential uses.

 **NCES Data Institute** >

Learn more and apply to our postsecondary education data methodology research institute.

Get more
involved

Using IPEDS data

IPEDS data tools

IPEDS Integrated Postsecondary Education Data System

About IPEDS - Use The Data - Report Your Data - Find Your College - Collaborate With NCES -

Use The Data

Access IPEDS data submitted to NCES through our data tools or download the data to conduct your own research and analysis.

[Overview →](#)

SEARCH EXISTING DATA

- Data Explorer
- Publications and Products
- Download IPEDS Data
- Custom Data Files
- Compare Institutions
- Complete Data Files
- Access Database

CREATE CUSTOM DATA ANALYSES

- Data Trends
- Statistical Tables
- Summary Tables
- Lookup an Institution
- Data Feedback Report
- Data Tools Shortcuts

Create Custom Data Analyses

- Data Trends** >
Use the Trend Generator to view trends on most frequently asked subject areas including: Enrollment, Completions, Graduation Rates, Employees and Staff, Institutional Revenues, and Financial Aid.
- Look Up an Institution** ⓘ >
Look up information for one institution at a time. Data can be viewed in two forms: institution profile (similar to College Navigator) and reported data (institution's response to each survey question).
- Statistical Tables** ⓘ >
Create simple descriptive statistics (e.g., total, count, average, median, standard deviation, percentiles) on selected IPEDS institutions and variables.
- Data Feedback Report** ⓘ >
Download, print, or customize an institution's Data Feedback Report, a report that graphically summarizes selected institutional data and compares the data with peer institutions.

IPEDS tools and data files



Search existing data

- Search for a college or College Navigator
- Data Explorer ✓
- Standard Data Feedback Report
- Look up an institution



Create custom data analyses

- Custom Data Feedback Report
- Statistical tables
- Data Trends or Trend Generator ✓
- Summary tables ✓



Download data

- Raw data file downloads ✓

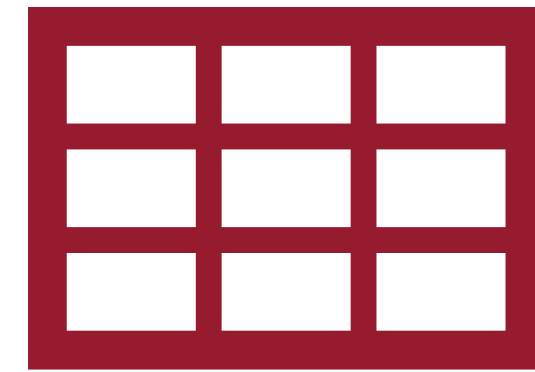
Overview of IPEDS tools and data files



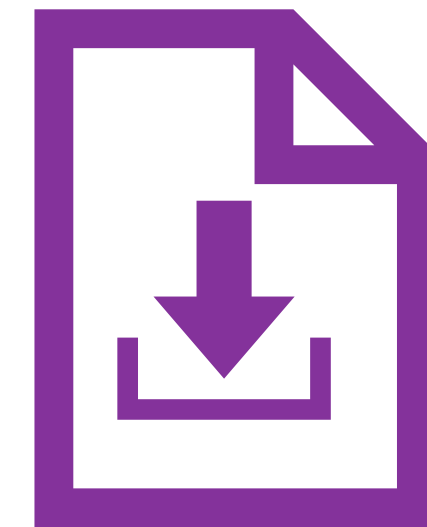
Data Explorer



Trend Generator



Summary Tables



Downloadable
Data Files

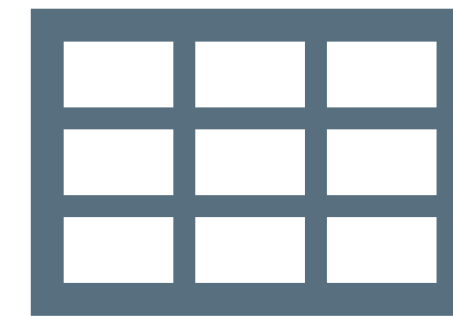
- Custom Data Files
- Complete Data Files

Data Explorer

IPEDS Data Explorer



Allows users to search for IPEDS web table reports and data tables that appeared in *First Look* publications and formerly the IPEDS Tables Library



Links to tables that use IPEDS Data from the *Digest of Education Statistics*



Links to tables that can be created using the Trend Generator function



IPEDS Brochures, Methodology Reports and, previous *First Look* Reports may be added

Most recent collection year of released data appears on main page

IPEDS Integrated Postsecondary Education Data System

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Home > Use The Data > Data Explorer

Enter keywords to search for tables, charts, publications, and other products related to postsecondary education.

All 1218 Text Tables 1087 Charts 131 Limit by: Surveys Collection Year Cohort Year Data Year Source Remove Filters

1218 items found - Filtered by: X Survey (Fall Enrollment (EF)) Sort By Date descending

Text Tables

- Number and percentage of students enrolled at Title IV institutions by control, student level, other selected characteristics**
Survey: Fall Enrollment (EF); Data Year: 2022-23 Collection Year: 2022-23 Source: *Tables Library*;
- Number and percentage distribution of students enrolled at Title IV institutions by control of institution, student level, level of institution, distance education status of student, distance education status of institution**
Survey: Fall Enrollment (EF); Data Year: 2022-23 Collection Year: 2022-23 Source: *Tables Library*;
- Number of first-time degree/certificate-seeking undergraduate students in the fall 2021 cohort, number still enrolled in fall 2022, and retention rates at Title IV institutions by enrollment status, level of institution, degree-granting status, control of institution**

How to find tables from prior collection years

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All 11 **Text Tables** 11 Charts 0

Limit by: Surveys Collection Year Cohort Year Data Year Source Remove Filters

11 items found - Filtered by: [X] Data Year (2022-23)

- Number of applications, admissions, and enrollments as first-time, transfer, and re-enrolling students at Title IV institutions that do not have an open admission policy, control of institution, and enrollment status**
Survey: Admissions (ADM); Data Year: 2022-23 Collection Year: 2022-23
- Number of Title IV institutions that do not have an open admission policy, admission consideration, control of institution, type of accreditation, and degree/certificate-seeking undergraduate students**
Survey: Admissions (ADM); Data Year: 2022-23 Collection Year: 2022-23
- Number and percentage of students enrolled at Title IV institutions by enrollment status, student level, other selected characteristics**
Survey: Fall Enrollment (EF); Data Year: 2022-23 Collection Year: 2022-23

Sort By Date descending

2022-23
 2021-22
2020-21
2019-20
2018-19
2017-18
2016-17
2015-16
2014-15
2013-14
2012-13
2011-12
2010-11
2009-10
2008-09
2007-08

How to find tables by survey component

[Home](#) > [Use The Data](#) > Data Explorer

Enter keywords to search for tables, charts, publications, and other products related to postsecondary education.



All 230

Text Tables 193

Charts 37

Limit by:

Surveys ▾

Collection Year ▾

Cohort Year ▾

Data Year ▾

Source ▾

Remove Filters

193 items found - Filtered by: Survey (Admissions (ADM))

Number of applications, admissions, and enrollment of students at Title IV institutions that do not have control of institution, and enrollment status

Survey: Admissions (ADM); Data Year: 2022-23 Collection Year

Number of Title IV institutions that do not have admission consideration, control of institution, degree/certificate-seeking undergraduate students

Survey: Admissions (ADM); Data Year: 2022-23 Collection Year

305.30: Number and percentage of degree-granting postsecondary institutions with first-year undergraduates using various selection criteria for admission by control and level of institution

Survey: Admissions (ADM); Data Year: 2021-22 Collection Year: 2021-22 Source: Direct of Education

SELECT ALL UNSELECT ALL

12-month Enrollment (E12)

Academic Libraries (AL)

Admissions (ADM)

Completions (C)

Fall Enrollment (EF)

Finance (F)

Graduation Rates (GR)

Graduation Rates 200% (GR200)

Human Resources (HR)

Institutional Characteristics (IC)

Outcome Measures (OM)

Student Financial Aid (SFA)

Sort By

Date descendi ▾

ertificate-seeking undergraduate
level of institution, gender,

level of institution, level of
ons for first-time,

How to find tables by source

[Home](#) > [Use The Data](#) > [Data Explorer](#)

Enter keywords to search for tables, charts, publications, and other products related to postsecondary education.



All 194

Text Tables 194

Charts 0

Limit by:

Surveys ▾

Collection Year ▾

Cohort Year ▾

Data Year ▾

Source ▾

Remove Filters

194 items found - Filtered by: Source (Digest of Education)

308.10: Total 12-month enrollment in degree-granting postsecondary institutions by institution and state or jurisdiction

Survey: 12-month Enrollment (E12); Data Year: 2020-21 Collection Year: 2021-22 Source: *Digest of Education*;

308.20: Total 12-month enrollment in degree-granting postsecondary institutions by control of institution and state or jurisdiction

Survey: 12-month Enrollment (E12); Data Year: 2020-21 Collection Year: 2021-22 Source: *Digest of Education*;

701.40: Collections, staff, and operating expenditures of degree-granting postsecondary institution libraries

Survey: Academic Libraries (AL); Data Year: 2020-21 Collection Year: 2021-22 Source: *Digest of Education*;

305.10: Total fall enrollment of first-time degree/certificate-seeking students in degree-granting postsecondary institutions by attendance status, sex of student, and level and control of institution

SELECT ALL UNSELECT ALL

IPEDS Tables Library

IPEDS Trend Generator

Digest of Education

ascendi ▾

Related years allows quick access to tables by year

rer | Related years: 2020-21 View

Table 1 Enrollment in degree-granting postsecondary institutions, by control and level of institution and state or jurisdiction: Academic years 2019-20 and 2020-21

State or jurisdiction	2019-20					2020-21								
	Public 2-year	Private 4-year		Private 2-year		Total	Public 4-year	Public 2-year	Private 4-year		Private 2-year			
		Nonprofit	For-profit	Nonprofit	For-profit				Nonprofit	For-profit	Nonprofit	For-profit		
1	4	5	6	7	8	9	10	11	12	13	14	15		
United States	6,267,735	4,983,050	1,345,992	64,883	263,132	24,749,738	11,109,474	6,973,136	4,950,143	1,365,220	60,616	291,149		
Alabama	111,541	29,433	39,827	†	814	372,741	203,454	102,395	28,106	37,418	413	955		
Alaska	†	685	†	125	594	35,057	33,753	†	634	†	117	553		
Arizona	288,711	13,303	343,403	†	17,228	891,031	248,667	246,753	13,338	361,206	†	21,067		
Arkansas	63,023	16,623	737	1,270	70	184,886	109,545	56,507	16,678	725	1,384	47		
California	3,640,403	1,191,159	1,827,860	393,600	180,047	895	46,842	3,492,961	1,184,926	1,692,784	390,700	174,632	1,104	48,815
Colorado	502,014	339,643	29,242	45,034	70,451	†	17,644	473,756	322,400	26,254	44,041	57,163	†	23,898
Connecticut	244,222	74,238	63,746	84,279	21,959	†	†	237,702	71,980	55,370	81,255	29,097	†	†
Delaware	75,704	49,937	†	24,998	631	138	†	75,008	51,937	†	22,414	550	107	†
District of Columbia	117,188	5,676	†	91,427	19,502	†	583	114,606	4,837	†	91,649	17,172	†	948
Florida	1,420,515	1,011,143	41,153	227,732	78,072	31,312	31,103	1,394,363	974,674	37,568	231,816	84,257	30,935	35,113

Direct links to Digest version of table



Related years: 2020-21 ▾

[View on digest page](#) [Excel](#)

Table 308.10. Total 12-month enrollment in degree-granting postsecondary institutions, by control and level of institution and state or jurisdiction: Academic years 2019-20 and 2020-21

State or jurisdiction	2019-20							2020-21						
	Total	Public 4-year	Public 2-year	Private 4-year		Private 2-year		Total	Public 4-year	Public 2-year	Private 4-year		Private 2-year	
				Nonprofit	For-profit	Nonprofit	For-profit				Nonprofit	For-profit		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
United States	25,523,364	11,239,572	7,626,735	4,983,050	1,345,992	64,883	263,132	24,749,738	11,109,474	6,973,136	4,950,143	1,365,220	60,616	291,149
Alabama	383,316	201,701	111,541	29,433	39,827	†	814	372,741	203,454	102,395	28,106	37,418	413	955
Alaska	37,696	36,292	†	685	†	125	594	35,057	33,753	†	634	†	117	553
Arizona	901,714	239,069	288,711	13,303	343,403	†	17,228	891,031	248,667	246,753	13,338	361,206	†	21,067
Arkansas	195,215	113,492	63,023	16,623	737	1,270	70	184,886	109,545	56,507	16,678	725	1,384	47
California	3,640,403	1,191,159	1,827,860	393,600	180,047	895	46,842	3,492,961	1,184,926	1,692,784	390,700	174,632	1,104	48,815
Colorado	502,014	339,643	29,242	45,034	70,451	†	17,644	473,756	322,400	26,254	44,041	57,163	†	23,898
Connecticut	244,222	74,238	63,746	84,279	21,959	†	†	237,702	71,980	55,370	81,255	29,097	†	†
Delaware	75,704	49,937	†	24,998	631	138	†	75,008	51,937	†	22,414	550	107	†
District of Columbia	117,188	5,676	†	91,427	19,502	†	583	114,606	4,837	†	91,649	17,172	†	948
Florida	1,420,515	1,011,143	41,153	227,732	78,072	31,312	31,103	1,394,363	974,674	37,568	231,816	84,257	30,935	35,113

Digest version of table



[2022 Tables and Figures](#)

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Table 308.10. Total 12-month enrollment in degree-granting postsecondary institutions, by control and level of institution and state or jurisdiction: Academic years 2019-20 and 2020-21

State or jurisdiction	2019-20							2020-21						
	Total	Public 4-year	Public 2-year	Private 4-year		Private 2-year		Total	Public 4-year	Public 2-year	Private 4-year		Private 2-year	
				Nonprofit	For-profit	Nonprofit	For-profit				Nonprofit	For-profit		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
United States	25,523,364	11,239,572	7,626,735	4,983,050	1,345,992	64,883	263,132	24,749,738	11,109,474	6,973,136	4,950,143	1,365,220	60,616	291,149
Alabama	383,316	201,701	111,541	29,433	39,827	†	814	372,741	203,454	102,395	28,106	37,418	413	955
Alaska	37,696	36,292	†	685	†	125	594	35,057	33,753	†	634	†	117	553
Arizona	901,714	239,069	288,711	13,303	343,403	†	17,228	891,031	248,667	246,753	13,338	361,206	†	21,067
Arkansas	195,215	113,492	63,023	16,623	737	1,270	70	184,886	109,545	56,507	16,678	725	1,384	47
California	3,640,403	1,191,159	1,827,860	393,600	180,047	895	46,842	3,492,961	1,184,926	1,692,784	390,700	174,632	1,104	48,815
Colorado	502,014	339,643	29,242	45,034	70,451	†	17,644	473,756	322,400	26,254	44,041	57,163	†	23,898
Connecticut	244,222	74,238	63,746	84,279	21,959	†	†	237,702	71,980	55,370	81,255	29,097	†	†
Delaware	75,704	49,937	†	24,998	631	138	†	75,008	51,937	†	22,414	550	107	†
District of Columbia	117,188	5,676	†	91,427	19,502	†	583	114,606	4,837	†	91,649	17,172	†	948
Florida	1,420,515	1,011,143	41,153	227,732	78,072	31,312	31,103	1,394,363	974,674	37,568	231,816	84,257	30,935	35,113
Georgia	695,158	384,363	173,574	93,029	32,771	3,012	8,409	682,296	394,001	157,437	90,513	28,784	3,221	8,340
Hawaii	79,744	32,988	33,903	11,683	306	†	864	79,227	32,298	34,194	11,787	192	†	756
Idaho	180,033	80,157	30,687	68,530	†	†	659	176,497	76,514	29,353	69,590	242	†	798
Illinois	1,009,732	205,408	472,479	250,483	75,809	503	5,050	935,519	207,779	391,980	244,582	85,726	506	4,946
Indiana	581,996	313,580	162,646	101,473	573	469	3,255	572,481	310,984	159,624	97,527	614	†	3,732
Iowa	275,278	81,951	127,596	60,468	5,166	†	97	261,860	77,569	118,535	60,726	4,932	†	98
Kansas	278,429	114,464	120,402	31,057	10,727	†	1,779	263,330	112,089	110,262	28,649	9,923	†	2,407
Kentucky	334,243	140,263	107,892	74,185	9,928	†	1,975	318,979	139,234	92,993	73,529	10,732	†	2,491
Louisiana	297,148	169,136	91,046	30,988	283	864	4,831	295,670	175,390	81,773	31,631	396	933	5,547
Maine	93,116	38,398	23,416	30,849	396	57	†	89,909	38,710	21,417	29,288	443	51	†
Maryland	461,162	227,551	159,058	67,766	4,799	†	1,988	452,333	222,695	152,468	70,962	3,742	†	2,466
Massachusetts	614,541	151,613	112,432	347,826	836	1,701	133	592,633	148,246	101,535	340,460	646	1,608	138
Michigan	647,660	359,138	204,433	80,491	510	†	3,088	608,462	344,809	184,140	75,030	699	†	3,784
Minnesota	545,665	154,335	150,054	82,603	140,602	173	81	524,403	150,350	151,331	80,717	151,000	207	†

Data Trends – Trend Generator

Data Trends – Trend Generator (TG)



Trend Generator

[IPEDS](#) | [Data Tools](#) | [User Guide](#) | [Help Desk 1 866-558-0658](#)

The IPEDS Trend Generator is a fast and simple way to view IPEDS data over time.

QUICK START:

- Select a subject and question to create a trend
- View, download, or print the trend chart or table results
- Customize your results by a variety of options

SUBJECT:

[+ Expand all](#)

- Postsecondary Institutions
- Admissions
- Student Charges
- Student Enrollment
- Residence and Migration
- Degrees and Certificates Awarded
- Graduation and Retention Rates
- Outcome Measures
- Financial Aid
- Institutional Revenues
- Institutional Expenses
- Employees and Instructional Staff

TG in action

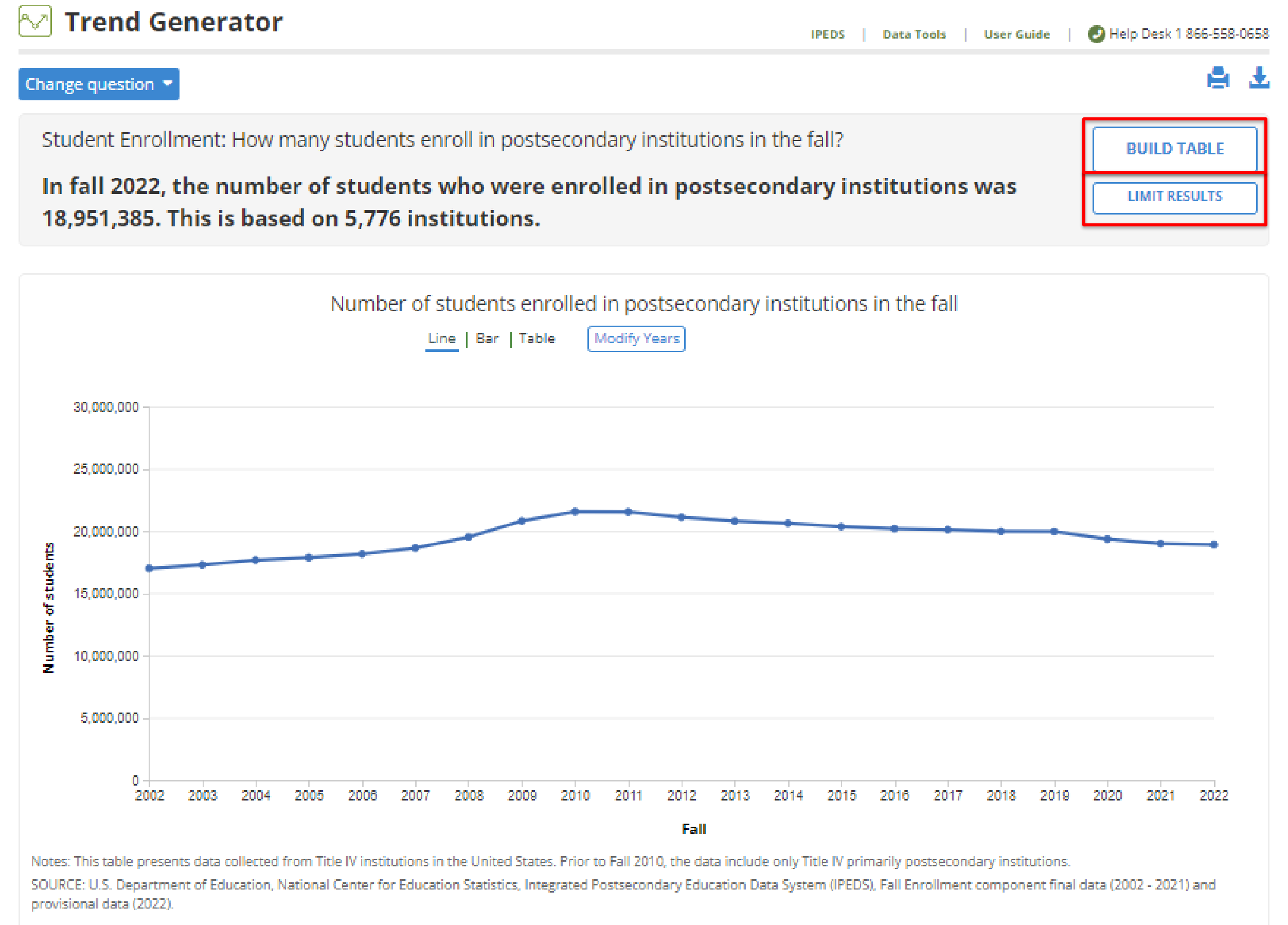
Sample research question:

How many students enroll in postsecondary institutions in the fall?

Students enrolled in the fall in TG

Steps:

1. Select the questions under Student Enrollment subject.
2. Limit your results by the following:
 - Sector of institution
 - Degree-granting status
 - Control of institution
 - Level of institution
 - State
 - Geographic region
 - Institutional category
 - Highest degree offered
 - Historically Black College or University
 - Degree of urbanization (urban-centric locale)
 - Level of student
 - Degree/certificate-seeking status of student
 - Attendance status (full-/part-time)
3. Build a one-dimensional or two-dimensional table by selecting variables from the row/column options.



Students enrolled in the fall in TG

- For example, you are interested in fall enrollment, by race/ethnicity and sector of institution.
- You may also modify your categories for your column/row variables, selecting some institutional sectors and/or certain race/ethnicity categories.
- You can print or download your table in Excel or CSV.

Trend Generator IPEDS | Data Tools | User Guide | Help Desk | 866-558-0658

Change question ▾

Student Enrollment: How many students enroll in postsecondary institutions in the fall? BUILD TABLE

In fall 2022, the number of students who were enrolled in postsecondary institutions was 18,951,385. This is based on 5,776 institutions. LIMIT RESULTS

Go Back ✕

Select variables from the row/column options below to build a text table and create new trends for table values over time.

Column: Sector of institution Modify categories ▾

Row: Race/ethnicity Modify categories ▾

Click on a column title, row title, or cell to trend value(s) over time

Number of students enrolled in postsecondary institutions in the fall, by race/ethnicity and sector of institution: 2022

Swap

Race/ethnicity	Sector of institution						
	Total	Public, 4-year or above	Private not-for-profit, 4-year or above	Private for-profit, 4-year or above	Public, 2-year	Private not-for-profit, 2-year	Private for-profit, 2-year
Total	18,951,385	9,040,080	4,081,822	800,799	4,510,800	31,698	
American Indian or Alaska Native	121,264	52,354	16,617	5,779	40,447	447	
Asian or Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	
Asian	1,326,181	713,954	285,419	35,684	273,820	1,088	
Native Hawaiian or Other Pacific Islander	43,606	15,658	9,127	4,608	11,628	90	
Black or African American	2,277,244	943,685	439,048	188,849	584,058	10,081	
Hispanic or Latino	3,716,545	1,765,574	497,951	127,975	1,190,160	3,383	
White	8,900,094	4,397,995	2,047,550	288,427	1,990,616	14,385	
Two or more races	746,185	372,791	145,785	28,863	180,104	805	
Race/ethnicity unknown	552,160	222,550	78,200	12,210	109,550	220	

Notes: The Asian, Native Hawaiian or Other Pacific Islander, and the two or more race/ethnicity categories were optional in fall 2008 and fall 2009 and became mandatory in fall 2010. The race/ethnicity titles reflect the new race/ethnicity categories that began in fall 2008 with the exception of Asian or Pacific Islander category which was the term used prior to Fall 2008. This table presents data collected from Title IV institutions in the United States. Prior to Fall 2010, the data include only Title IV primarily postsecondary institutions. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall Enrollment component 2022 provisional data.

Summary Tables

Summary tables

Create a wide-range of preformatted reports for a subgroup of institutions

Include both aggregate and institution-level reports

Compare between national default groups, user created subgroups, and a focus institution

Select data without drilling down the IPEDS variable tree

Create race/gender tables using a standard format

Download reports into Excel pivot table formats

Create trends by institution

Create visualizations

Summary tables by subject

Summary Tables

[IPEDS](#) [Data Tools](#) [Help Desk 1 866-558-0758](#)

The Summary Tables is a tool that allows you to create a wide-range of pre-formatted reports related to a variety of commonly referenced IPEDS data

Expand a subject, select a report table, and view your result.

[EXPAND ALL](#) [COLLAPSE ALL](#)

Institutional Characteristics and Student Charges	▼
Admissions and Test Scores (excludes institutions with an open admissions policy)	▼
12 Month Enrollment	▼
Fall Enrollment	▼
Completions	▼
Graduation Rates	▼
Outcome Measures	▼
Student Financial Aid	▼
Human Resources	▼
Finance	▼

Summary tables: Enhanced to allow users to modify default institution group

Select Institutions

Tabular | Chart | Excel

Data Release

Final Data

Report Options

Aggregate

Number or Percent

Percent

Number

Expand By

Total

Gender

Race/ethnicity

Race/ethnicity and gender

Select Status Dates

	Aug 31, 2022 N=1,937	Aug 31, 2021 N=1,924	Aug 31, 2020 N=1,932	Aug 31, 2019 N=1,953	Aug 31, 2018 N=1,985	Aug 31, 2017 N=2,070	Aug 31, 2016 N=2,092	Aug 31, 2015 N=2,155	Aug 31, 2014 N=2,145	Aug 31, 2013 N=2,143
Report limited by Title IV four-year institutions in the U.S. Modify Report Condition										
Adjusted cohort	1,521,134	1,508,201	1,490,794	1,470,054	1,453,754	1,474,513	1,466,388	1,435,470	1,422,295	1,384,679
Completed a bachelor's degree within 6 years	64.6%	64.6%	64.0%	63.4%	62.4%	60.4%	59.7%	59.4%	59.6%	59.4%
<small>N is the number of institutions reporting.</small>										
Aggregate Result - User-Selected Institutions (14)										
Adjusted cohort	15,932	15,143	15,174	14,871	14,722	14,824	15,338	15,756	16,184	15,895
Completed a bachelor's degree within 6 years	68.5%	68.5%	69.4%	69.7%	68.0%	67.0%	64.7%	64.7%	62.9%	62.8%

[+ Add Comparison Institution Result](#)

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Graduation Rates component.

Summary tables: Enhanced to allow users to modify default institution group

Summary Tables > Graduation Rates > Trends for bachelor's degree 6-year completion rates for bachelor's degree/certificate-seeking undergraduates

Select Institutions

Data Release
Final Data

Report Options
Aggregate

Number or Percent
Percent
Number

Expand By
Total
Gender
Race/ethnicity
Race/ethnicity and gender

Select Status Dates
SELECT ALL | UNSELECT ALL
 Aug 31, 2022
 Aug 31, 2021
 Aug 31, 2020
 Aug 31, 2019
 Aug 31, 2018
 Aug 31, 2017
 Aug 31, 2016
 Aug 31, 2015
 Aug 31, 2014
 Aug 31, 2013
[Show more years...](#)

	Aug 31, 2022	Aug 31, 2021	Aug 31, 2020	Aug 31, 2019	Aug 31, 2018	Aug 31, 2017
	N=606	N=579	N=580	N=578	N=598	N=598
Report limited by Title IV four-year institutions in the U.S. and sector of institution*						
Adjusted cohort	1,021,180	1,007,071	986,974	966,778	952,013	951,180
Completed a bachelor's degree within 6 years	63.5%	63.6%	63.1%	62.4%	61.2%	59.7%
*Results limited by: Sector of institution (Public, 4-year or above). N is the number of institutions reporting.						
Aggregate Result - User-Selected Institutions (14)						
Adjusted cohort	15,932	15,143	15,174	14,871	14,722	14,871
Completed a bachelor's degree within 6 years	68.5%	68.5%	69.4%	69.7%	68.0%	67.0%

|

Sector of institution (1)

|

- Administrative unit only
- Public, 4-year or above
- Private not-for-profit, 4-year or above
- Private for-profit, 4-year or above
- Public, 2-year
- Private not-for-profit, 2-year
- Private for-profit, 2-year
- Public, less-than 2-year
- Private not-for-profit, less-than 2-year
- Private for-profit, less-than 2-year

Level of institution

Geographic region

Control of institution

Historically Black College or University

Institutional category

State

Summary tables: Enhanced to allow users to modify default institution group

Summary Tables > Graduation Rates > Trends for bachelor's degree 6-year completion rates for bachelor's degree/certificate-seeking undergraduate students

Data Tools ✕

Select Institutions

Tabular | Chart | Excel

Data Release

Final Data

Report Options

Aggregate

Number or Percent

Percent

Number

Expand By

Total

Gender

Race/ethnicity

Race/ethnicity and gender

	Aug 31, 2022	Aug 31, 2021	Aug 31, 2020	Aug 31, 2019	Aug 31, 2018	Aug 31, 2017	Aug 31, 2016	Aug 31, 2015	Aug 31, 2014	Aug 31, 2013
	N=606.	N=579.	N=580.	N=578.	N=598.	N=593.	N=592.	N=590.	N=580.	N=586.

Report limited by Title IV four-year institutions in the U.S. and sector of institution*

Modify Report Condition

Adjusted cohort	1,021,180	1,007,071	986,974	966,778	952,013	951,267	932,667	921,138	917,781	899,060
Completed a bachelor's degree within 6 years	63.5%	63.6%	63.1%	62.4%	61.2%	59.7%	58.9%	58.6%	58.5%	57.7%

*Results limited by: Sector of institution (Public, 4-year or above).
N is the number of institutions reporting.

Aggregate Result - User-Selected Institutions (14)

Adjusted cohort	15,932	15,143	15,174	14,871	14,722	14,824	15,338	15,756	16,184	15,895
Completed a bachelor's degree within 6 years	68.5%	68.5%	69.4%	69.7%	68.0%	67.0%	64.7%	64.7%	62.9%	62.8%

+ Add Comparison Institution Result

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Graduation Rates component.

Summary tables: Enhanced Completions reports to allow for selection of multiple CIP codes and award levels

Summary Tables

[IPEDS](#) [Data Tools](#) [Help Desk 1 888-558-0758](#)

The Summary Tables is a tool that allows you to create a wide-range of pre-formatted reports related to a variety of commonly referenced IPEDS data

Expand a subject, select a report table, and view your result.

[EXPAND ALL](#) [COLLAPSE ALL](#)

Institutional Characteristics and Student Charges	▼
Admissions and Test Scores (excludes institutions with an open admissions policy)	▼
12 Month Enrollment	▼
Fall Enrollment	▼
Completions	▲
Degrees/certificates by gender	
Degrees/certificates for selected years	
Number of students receiving a degree or certificate, by award level	
Degrees/certificates by field of study	
Graduation Rates	▼
Outcome Measures	▼
Student Financial Aid	▼
Human Resources	▼
Finance	▼

Summary tables: Enhanced Completions reports to allow for selection of multiple CIP codes and award levels

Summary Tables > Completions > Degrees/certificates by race/ethnicity, and field of study, 2021-22 Data Tools

Select Institutions

Data Release

Provisional Data

Report Options

Aggregate

Expand by

Race/ethnicity

Gender

Race/ethnicity and gender

Qualifying variables

Award Level code

CIP Code - 2020 Classification

Select Data Year

2021-22

2020-21

2019-20

2018-19

2017-18

2016-17

[Show more years...](#)

Award Level	CIP Title	CIP Code	Total	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races	Race/ethnicity unknown	Nonresident alien
Report limited by Title IV degree-granting institutions in the U.S. This is based on 1,471 institutions. Modify Report Condition												
Degrees/certificates total	Grand total	99	4,990,937	27,980	350,915	537,942	874,928	11,099	2,539,791	176,554	200,817	270,931
Degrees/certificates total	Agricultural/Animal/Plant/Veterinary Science and Related Fields	01	47,792	296	1,229	1,796	6,624	68	33,169	1,665	1,261	1,684
Degrees/certificates total	Natural Resources and Conservation	03	29,909	242	1,147	791	3,215	55	20,881	1,319	956	1,303
Degrees/certificates total	Architecture and Related Services	04	17,893	50	1,366	958	2,958	20	8,315	613	398	3,215
Degrees/certificates total	Area, Ethnic, Cultural, Gender, and Group Studies	05	12,327	273	845	1,491	2,897	39	4,959	794	284	745
Degrees/certificates total	Communication, Journalism, and Related Programs	09	111,886	354	5,295	12,393	19,184	199	60,978	4,971	2,919	5,593
Degrees/certificates total	Communications Technologies/Technicians and Support Services	10	13,660	61	809	1,948	2,708	20	6,067	608	612	847
Degrees/certificates total	Computer and Information Sciences and Support Services	11	249,177	918	33,136	25,098	29,002	511	103,258	8,681	10,630	37,943
Degrees/certificates total	Culinary, Entertainment, and Personal Services	12	35,243	311	1,142	7,724	7,122	78	15,806	1,314	1,506	440
Degrees/certificates total	Education	13	316,677	1,977	9,821	33,614	43,931	602	197,475	8,487	14,396	6,374
Degrees/certificates total	Engineering	14	188,083	413	21,175	7,451	20,846	199	91,949	6,594	4,498	34,958

Summary tables: Enhanced Completions reports to allow for selection of multiple CIP codes and award levels

☰ MENU

Summary Tables > Completions > Degrees/certificates by race/ethnicity, and field of study, 2021-22

Select Institutions

Data Release

Provisional Data

Report Options

Aggregate

Expand by

Race/ethnicity

Gender

Race/ethnicity and gender

Qualifying variables

Award Level code

CIP Code - 2020 Classification

Select Data Year

2021-22

2020-21

2019-20

2018-19

2017-18

2016-17

[Show more years...](#)

Award Level	CIP Title	CIP Code	Total	American Indian or Alaska Native	Asian	Black or African American	Hispanic
Report limited by Title IV degree-granting institutions in the U.S. This is based on 1,471 institutions.							
Degrees/certificates total	Grand total	99	4,990,937	27,960	350,915	537,942	874,928
Degrees/certificates total	Agricultural/Animal/Plant/Veterinary Science and Related Fields	01	47,792	296	1,229	1,796	6,624
Degrees/certificates total	Natural Resources and Conservation	03	29,909	242	1,147	791	3,215
Degrees/certificates total	Architecture and Related Services	04	17,893	50	1,366	958	2,958
Degrees/certificates total	Area, Ethnic, Cultural, Gender, and Group Studies	05	12,327	273	845	1,491	2,897
Degrees/certificates total	Communication, Journalism, and Related Programs	09	111,886	354	5,295	12,393	19,184
Degrees/certificates total	Communications Technologies/Technicians and Support Services	10	13,680	61	809	1,948	2,708
Degrees/certificates total	Computer and Information Sciences and Support Services	11	249,177	918	33,136	25,098	29,002
Degrees/certificates total	Culinary, Entertainment, and Personal Services	12	35,243	311	1,142	7,724	7,122
Degrees/certificates total	Education	13	316,677	1,977	9,821	33,614	43,931
Degrees/certificates total	Engineering	14	188,083	413	21,175	7,451	20,846
Degrees/certificates total	Engineering/Engineering-related Technologies/Technicians	15	76,766	549	3,633	6,503	12,098
Degrees/certificates total	Foreign Languages, Literatures, and Linguistics	16	24,800	89	1,520	1,093	6,861
Degrees/certificates total	Family and Consumer Sciences/Human Sciences	19	52,751	364	3,038	7,131	14,434
Degrees/certificates total	Legal Professions and Studies	22	65,887	455	3,421	5,775	8,597
Degrees/certificates total	English Language and Literature/Letters	23	49,244	192	2,207	3,997	8,109
Degrees/certificates total	Liberal Arts and Sciences, General Studies and Humanities	24	537,066	3,581	31,504	59,078	148,402
Degrees/certificates total	Library Science	25	6,895	33	239	357	748

Award Level code ✕

Select/Deselect All [Clear All](#)

- Degrees/certificates total
- Degrees total
- Associate's degree
- Bachelor's degree
- Master's degree
- Doctor's degree - research/scholarship
- Doctor's degree - professional practice
- Doctor's degree - other
- Certificates below the baccalaureate total
- Certificates of less than 1 year
 - Certificates of less than 12 weeks
 - Certificates of at least 12 weeks but less than 1 year
- Certificates of at least 1 but less than 2 years
- Certificates of at least 2 but less than 4 years
- Certificates above the baccalaureate total
- Postbaccalaureate certificate
- Post-master's certificate

Apply

Summary tables: Enhanced Completions reports to allow for selection of multiple CIP codes and award levels

IES NCES National Center for Education Statistics MENU

Summary Tables > Completions > Degrees/certificates by race/ethnicity, and field of study, 2021-22

Select Institutions

Data Release
Provisional Data

Report Options
Aggregate

Expand by
Race/ethnicity
Gender
Race/ethnicity and gender

Qualifying variables
Award Level code
CIP Code - 2020 Classification

Select Data Year
2021-22
2020-21
2019-20
2018-19
2017-18
2016-17
Show more years...

Award Level	CIP Title	CIP Code	Total	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	White
Report limited by Title IV degree-granting institutions in the U.S. This is based on 155 institutions.								
Master's degree	Grand total	99	880,249	3,467	58,384	92,691	1,011,122	95,011
Degrees/certificates total	Grand total	99	4,990,937	27,960	350,915	537,942	3,054,905	874,115
Doctor's degree - research/scholarship	Grand total	99	79,316	234	4,342	7,635	102,226	5,145
Doctor's degree - professional practice	Grand total	99	122,153	439	16,772	9,034	148,378	11,355
Doctor's degree - other	Grand total	99	2,415	11	188	567	2,145	159
Master's degree	Agricultural/Animal/Plant/Veterinary Science and Related Fields	01	3,031	9	116	124	2,776	207
Degrees/certificates total	Agricultural/Animal/Plant/Veterinary Science and Related Fields	01	47,792	296	1,229	1,796	44,541	6,820
Doctor's degree - research/scholarship	Agricultural/Animal/Plant/Veterinary Science and Related Fields	01	941	2	26	26	887	33
Doctor's degree - professional practice	Agricultural/Animal/Plant/Veterinary Science and Related Fields	01	3,396	14	154	81	3,107	291
Master's degree	Natural Resources and Conservation	03	5,025	29	190	135	4,671	408
Degrees/certificates total	Natural Resources and Conservation	03	29,909	242	1,147	791	27,729	3,215
Doctor's degree - research/scholarship	Natural Resources and Conservation	03	636	5	14	22	605	40
Master's degree	Architecture and Related Services	04	6,702	10	374	341	6,013	783
Degrees/certificates total	Architecture and Related Services	04	17,893	50	1,366	958	15,519	2,958
Doctor's degree - research/scholarship	Architecture and Related Services	04	218	1	9	11	207	8
Doctor's degree - professional practice	Architecture and Related Services	04	28	0	10	0	18	3
Doctor's degree - other	Architecture and Related Services	04	6	1	0	2	3	1
Master's degree	Area, Ethnic, Cultural, Gender, and Group Studies	05	1,465	38	99	165	1,163	279
Degrees/certificates total	Area, Ethnic, Cultural, Gender, and Group Studies	05	12,327	273	845	1,491	10,718	2,895
Doctor's degree - research/scholarship	Area, Ethnic, Cultural, Gender, and Group Studies	05	358	5	21	52	300	49
Master's degree	Communication, Journalism, and Related Programs	09	12,168	43	520	1,497	10,108	1,420
Degrees/certificates total	Communication, Journalism, and Related Programs	09	111,886	354	5,295	12,393	95,944	19,100
Doctor's degree - research/scholarship	Communication, Journalism, and Related Programs	09	801	1	25	29	746	23

CIP Code - 2020 Classification

- 29 - Military Technologies and Applied Sciences
- 30 - Multi/Interdisciplinary Studies
- 31 - Parks, Recreation, Leisure, Fitness, and Kinesiology
- 38 - Philosophy and Religious Studies
- 39 - Theology and Religious Vocations
- 40 - Physical Sciences
- 41 - Science Technologies/Technicians
- 42 - Psychology
- 43 - Homeland Security, Law Enforcement, Firefighting and Related Protective Services
- 44 - Public Administration and Social Service Professions
- 45 - Social Sciences
- 46 - Construction Trades
- 47 - Mechanic and Repair Technologies/Technicians
- 48 - Precision Production
- 49 - Transportation and Materials Moving
- 50 - Visual and Performing Arts
- 51 - Health Professions and Related Programs
- 52 - Business, Management, Marketing, and Related Support Services
 - Select/Deselect all 4-digit
 - 52.01 - Business/Commerce, General
 - 52.02 - Business Administration, Management and Operations
 - 52.03 - Accounting and Related Services
 - 52.04 - Business Operations Support and Assistant Services
 - 52.05 - Business/Corporate Communications
 - 52.06 - Business/Managerial Economics
 - 52.07 - Entrepreneurial and Small Business Operations
 - 52.08 - Finance and Financial Management Services
 - 52.09 - Hospitality Administration/Management
 - 52.10 - Human Resources Management and Services
 - 52.11 - International Business
 - 52.12 - Management Information Systems and Services
 - 52.13 - Management Sciences and Quantitative Methods
 - 52.14 - Marketing
 - 52.15 - Real Estate
 - 52.16 - Taxation
 - 52.17 - Insurance
 - 52.18 - General Sales, Merchandising and Related Marketing Operations
 - 52.19 - Specialized Sales, Merchandising and Marketing Operations
 - 52.20 - Construction Management

Apply

Summary tables: Enhanced Completions reports to allow for selection of multiple CIP codes and award levels

IES **NCES** National Center for Education Statistics MENU
Search Go

Summary Tables > Completions > Degrees/certificates by race/ethnicity, and field of study, 2021-22
Data Tools ✕

▼ Select Institutions
↓ Excel

Award Level	CIP Title	CIP Code	Total	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White	Two or more races	Race/ethnicity unknown	Nonresident alien
Report limited by Title IV degree-granting institutions in the U.S. This is based on 12 institutions. Modify Report Condition												
Master's degree	Grand total	99	880,249	3,467	58,384	92,691	95,011	1,608	441,475	23,422	47,968	116,223
Degrees/certificates total	Grand total	99	4,990,937	27,980	350,915	537,942	874,928	11,099	2,539,791	176,554	200,817	270,931
Doctor's degree - research/scholarship	Grand total	99	79,316	234	4,342	7,635	5,145	80	33,789	1,808	4,290	21,993
Doctor's degree - professional practice	Grand total	99	122,153	439	16,772	9,034	11,357	176	71,124	4,012	5,996	3,243
Doctor's degree - other	Grand total	99	2,415	11	188	567	159	5	1,210	51	122	102
Master's degree	Business Administration, Management and Operations	52.02	120,597	591	7,813	16,368	13,020	292	60,647	3,117	9,336	9,413
Degrees/certificates total	Business Administration, Management and Operations	52.02	394,044	2,433	26,957	51,089	65,441	1,154	188,279	12,111	25,714	20,866
Doctor's degree - research/scholarship	Business Administration, Management and Operations	52.02	3,067	9	134	679	178	7	1,042	38	509	471
Doctor's degree - professional practice	Business Administration, Management and Operations	52.02	149	2	6	41	2	1	54	7	36	0
Doctor's degree - other	Business Administration, Management and Operations	52.02	286	1	9	209	14	0	46	0	7	0
Master's degree	Business/Managerial Economics	52.06	71	0	6	11	12	0	31	1	2	8
Degrees/certificates total	Business/Managerial Economics	52.06	4,592	8	537	247	483	3	2,405	170	77	662
Doctor's degree - research/scholarship	Business/Managerial Economics	52.06	21	0	0	0	0	0	3	0	0	18

+ Add Comparison Institution Result

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Completions component.

Other improvements to data tools to enhance user experience and improve performance

- Implemented health monitoring that resulted in adding indices to several tables, in particular Completions and Human resources
 - Allows tables to run reports faster
- Added dynamic titles for reports
- Made enhancements to the display of footnotes
- Links in the data tools can be sent without saving sessions (e.g., a Summary table with selections made creates can be shared with URL instead of session)
 - Implemented the payload session management that allows sharing session and user behaviors
 - Allows for the retention of qualifying variable selection
 - The retention reports and filters used is included in shared URL

Complete data files

IPEDS complete data files

- Allows users to include all variables for all reporting institutions by survey component.
- Available to download by collection year.

Complete Data Files

[Data Release Info](#)

Years & Surveys

2022

Data files are available in ZIP format.

Year	Survey	Title	Data File	Stata Data File	Programs	Dictionary
2022	Institutional Characteristics	Directory information	HD2022	HD2022_STATA	SPSS , SAS , STATA	Dictionary
2022	Institutional Characteristics	Educational offerings, organization, services and athletic associations	IC2022	IC2022_STATA	SPSS , SAS , STATA	Dictionary
2022	Institutional Characteristics	Student charges for academic year programs	IC2022_AY	IC2022_AY_STATA	SPSS , SAS , STATA	Dictionary
2022	Institutional Characteristics	Student charges by program (vocational programs)	IC2022_PY	IC2022_PY_STATA	SPSS , SAS , STATA	Dictionary
2022	Institutional Characteristics	Branch campus locations listed on College Navigator	IC2022_CAMPUSES	IC2022_CAMPUSES_STATA	SPSS , SAS , STATA	Dictionary
2022	Institutional Characteristics	Response status for all survey components	FLAGS2022	FLAGS2022_STATA	SPSS , SAS , STATA	Dictionary
2022	12-Month Enrollment	12-month unduplicated headcount by race/ethnicity, gender and level of student: 2021-22	EFFY2022	EFFY2022_STATA	SPSS , SAS , STATA	Dictionary
2022	12-Month Enrollment	12-month unduplicated headcount by distance education status and student level: 2021-22	EFFY2022_DIST	EFFY2022_DIST_STATA	SPSS , SAS , STATA	Dictionary
2022	12-Month Enrollment	12-month instructional activity: 2021-22	EFIA2022	EFIA2022_STATA	SPSS , SAS , STATA	Dictionary
2022	12-Month Enrollment	Response status all survey components	FLAGS2022	FLAGS2022_STATA	SPSS , SAS , STATA	Dictionary
2022	Admissions and Test Scores	Admission considerations, applications, admissions, enrollees and test scores, fall 2022	ADM2022	ADM2022_STATA	SPSS , SAS , STATA	Dictionary
2022	Admissions and Test Scores	Response status for all survey components	FLAGS2022	FLAGS2022_STATA	SPSS , SAS , STATA	Dictionary

More complex analyses

- Users interested in more complex analyses often prefer to download complete data files to create their own analytic datasets.
- Common applications include
 - combining multiple years of data to create a panel dataset;
 - combining multiple IPEDS survey components within the same collection year; and
 - merging other data sources with IPEDS data.

Agenda

General updates

2023-24 collection
review

IPEDS research
and development

Clearance process
and proposed
changes

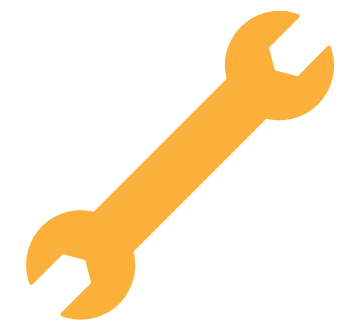
Resources

IPEDS Help Desk

Association for Institutional Research training

IPEDS website and data tools

Other resources



Resources

Other resources

IPEDS resource pages/brochures and NCEES blog posts

Resource Pages/Brochures

IPEDS Integrated Postsecondary Education Data System

About IPEDS | Use The Data | Report Your Data | Find Your College | Collaborate With NCEES

Home > Use The Data > Institutional Groupings in IPEDS

Institutional Groupings in IPEDS: Considerations for Data Use and Analysis

The Integrated Postsecondary Education Data System (IPEDS) represents the universe of U.S. postsecondary institutions eligible to participate in any of the Title IV federal student financial assistance programs, which included more than 6,000 institutions in 2022–23. In practice, however, data users are often interested in exploring only a subset of the broader universe of institutions.

For example, an academic researcher or policy analyst may be interested in “community colleges” in a particular state or “flagships universities” in all states. Similarly, an institutional research analyst may be most interested in comparing a small number of “peer institutions” for benchmarking purposes.

IPEDS data products—like web-based data tools and data files—include variables that may be useful for grouping institutions by selected characteristics. Data users may also identify their own institutional group of interest using sources or lists outside of IPEDS. This resource page provides an overview of how to understand, identify, and create institutional groupings within IPEDS data products.

Institutional Grouping Variables Available in IPEDS Data Products

Data users may find it useful to filter the IPEDS universe into smaller institutional groupings that are more meaningful for analysis and comparison. The following table presents common institutional grouping variables included in IPEDS data tools and files.

Common Institutional Grouping Variables Available in IPEDS

Survey Component	Variable ¹	Description
Institutional Characteristics Header (IC-H)	Control	Whether an institution is operated by publicly elected or appointed officials (public control) or by privately elected or appointed officials and derives its major source of funds from private sources (private control). Institutions under private control are further classified as either nonprofit or for-profit.

NCEES Blog

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National Center for Education Statistics

← Celebrating the ECLS-K:2024: Providing Key National Data on Our Country's Youngest Learners | Measuring Student Safety: New Data on Bullying Rates at School →

Using IPEDS Data: Available Tools and Considerations for Use

March 6, 2024 | NCEES Blog Editor | FAQs, General

The Integrated Postsecondary Education Data System (IPEDS) contains comprehensive data on postsecondary institutions. IPEDS gathers information from every college, university, and technical and vocational institution that participates in federal student financial aid programs. The Higher Education Act of 1965, as amended, requires institutions that participate in federal student aid programs to report data on enrollments, program completions, graduation rates, faculty and staff, finances, institutional prices, and student financial aid.

These data are made available to the public in a variety of ways via the IPEDS [Use the Data](#) webpage. This blog post provides a description of available IPEDS data tools as well as considerations for determining the appropriate tool to use.

Available Data Tools

IPEDS provides data tools for a variety of users that are organized into three general categories: (1) Search Existing Data, (2) Create Custom Data Analyses, and (3) Download IPEDS Data.

Search Existing Data

Users can search for aggregate tables, charts, publications, or other products related to postsecondary education using the [Data Explorer](#) or access IPEDS data via [NCEES publications](#) like the *Digest of Education Statistics* or the *Condition of Education*.

Create Custom Data Analyses

Several data tools allow users to create their own custom analyses with frequently used and

College Navigator

[College Navigator](#) is a free consumer information tool designed to help students, parents, high school counselors, and others access information about postsecondary institutions.

Note that this tool can be found on the [Find Your College](#) webpage (under "Search for College"), along with various other resources to help users plan for college.

Thanks!



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(877) 225-2568
ipedshelp@rti.org

IPEDS Tools Help Desk
(866) 558-0658
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