

The Integrated Postsecondary Education Data System (IPEDS)

Advancing Quality in U.S. Postsecondary Administrative Data

Christopher A. Cody, PhD, Principal Researcher/IPEDS Project Director
Roman Ruiz, PhD, Senior Researcher/IPEDS Deputy Project Director

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中等後教育 総合データシステム (IPEDS)

米国の中等後教育管理データの品質の向上

Christopher A. Cody 主席研究員/IPEDSプロジェクトディレクター
Roman Ruiz 上席研究員/IPEDS副プロジェクトディレクター

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Agenda

1. Brief history of IPEDS and overview of current data collection
2. Data collection and quality control procedures
3. Engagement with data providers and data users
4. IPEDS resources

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2. データ収集と品質管理手順
3. データ提供者・データ利用者との関わり
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Brief History of IPEDS and Overview of Current Data Collection

Christopher A. Cody

IPEDSの沿革と 現在のデータ収集の概要

Christopher A. Cody

Milestones in IPEDS History

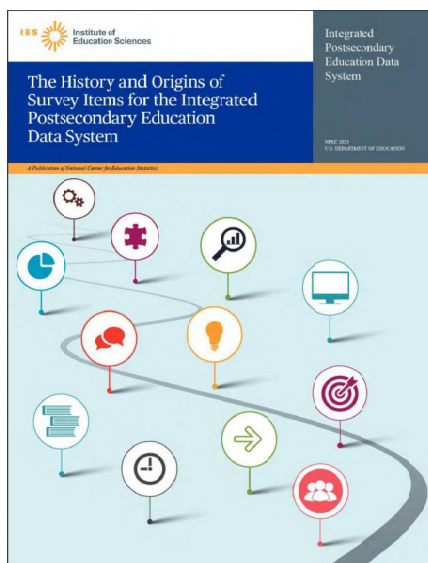
- **1867:** The U.S. Department of Education (ED) was established with the purpose of “collecting such statistics and facts as shall show the condition and progress of education in the several States and territories, and of diffusing such information. . .”
- **1966:** The Higher Education General Information Survey (HEGIS) was administered between 1966–67 and 1986–87 and included information on institutional characteristics, fall enrollment, earned degrees conferred, finances, and faculty salaries, among other topics.
- **1974:** The National Center for Education Statistics (NCES) was established and assigned the responsibility for collecting and disseminating statistics and other data related to education in the United States.
- **1985:** IPEDS was phased in between 1985–86 and 1988–89, beginning with the Institutional Characteristics (IC) survey. The universe included all institutions whose primary purpose was to provide postsecondary education programs that were open to the public.

IPEDSの沿革におけるマイルストーン

- **1867年：**米国教育省が「いくつかの州・準州における教育の状況・進展を示す統計と事実を収集し、そうした情報を広めること…」を目的として発足
- **1966年：**高等教育総合情報調査 (HEGIS) を1966～1986年度にかけて実施。機関の特性、入学者数、授与された学位、財務状況、教員の給与等の情報を調査
- **1974年：**全米教育統計センター (NCES) が設立。米国の教育関連の統計その他のデータを収集・発信する責務を担う
- **1985年：**IPEDSは機関の特性調査 (IC) から始まり、1985～1988年度にかけて段階的に導入。調査対象全体 (ユニバース) は、一般市民を対象とした中等後教育プログラムの提供を主たる目的とするすべての機関

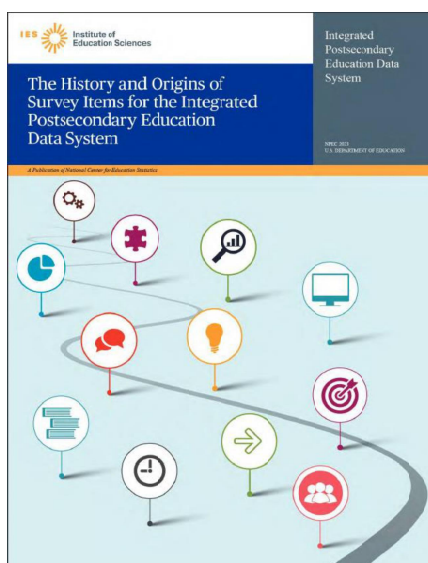
IPEDS History and Origins Report

The 2023 update of the IPEDS *History and Origins* report provides an inventory of IPEDS survey components and data elements and aligns them to their legislative origins and requirements.



IPEDSのレポート「歴史と起源」

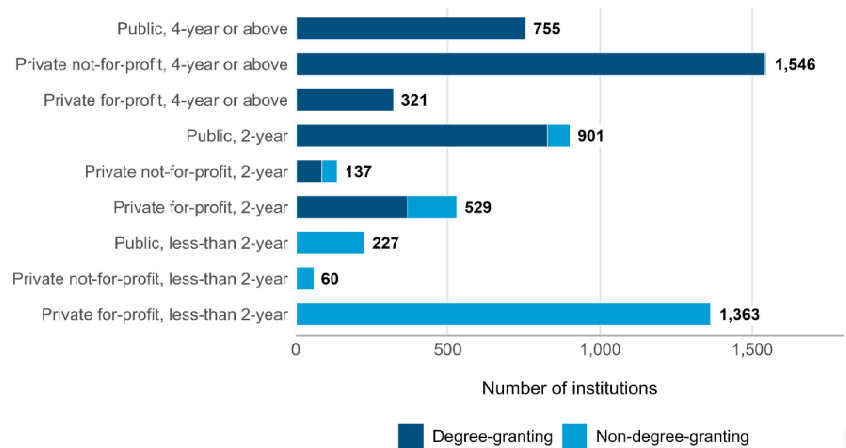
2023年版レポートではIPEDSの調査コンポーネントとデータ要素の目録を提供。法的根拠と要件に対応



IPEDS Universe

- Approximately 6,600 institutions of higher education (IHEs) report to IPEDS (this number varies by year).
- Institutions eligible for federal student aid programs (Title IV) are required to report to IPEDS.
- Some non-Title IV eligible institutions choose to report to IPEDS.

Number of Title IV U.S. postsecondary institutions, by sector and degree-granting status: 2021-22

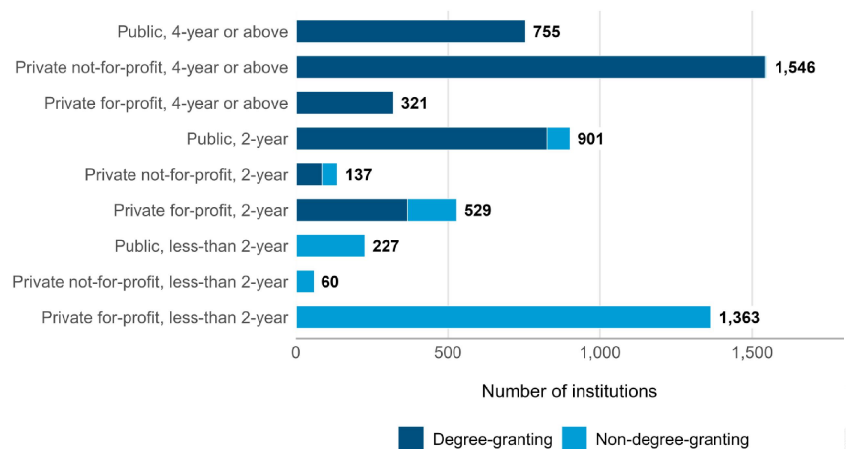


SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Institutional Characteristics component: 2021-22 final data.

IPEDSのユニバース

- 約6,600の高等教育機関がIPEDSに報告(数値は年度によって異なる)
- 連邦学資援助プログラム(通称 Title IV)の対象となる教育機関は、IPEDSへの報告が必要
- Title IV非対象の一部の機関もIPEDSへ自主的に報告

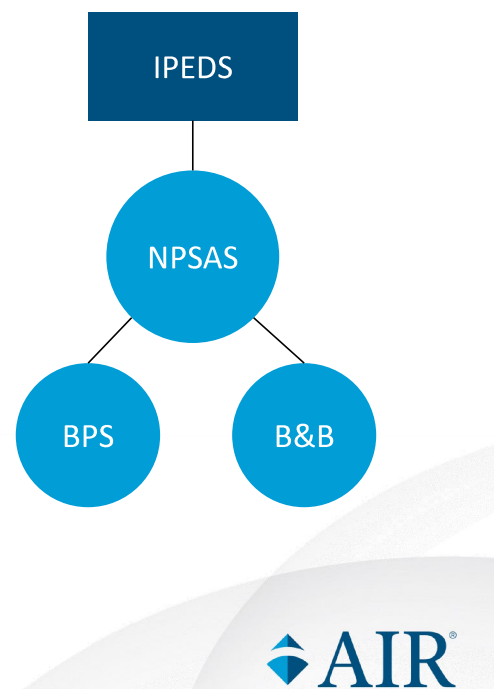
Number of Title IV U.S. postsecondary institutions, by sector and degree-granting status: 2021-22



SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Institutional Characteristics component 2021-22 final data.

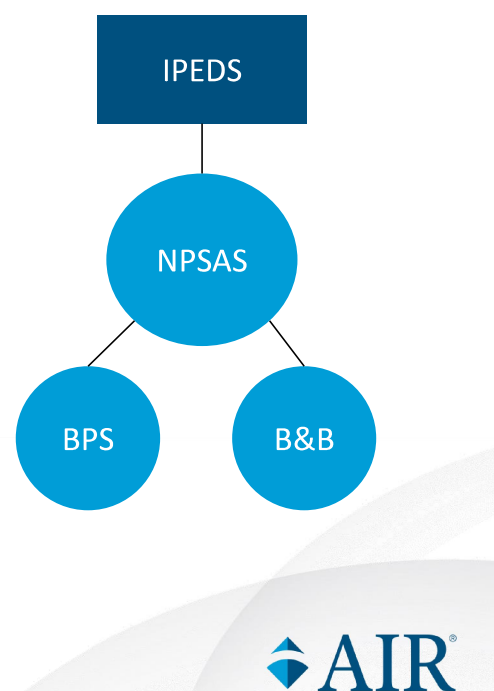
IPEDS Universe as Sampling Frame

- The National Postsecondary Student Aid Study (NPSAS) is a nationally representative sample study of postsecondary institutions and students within those institutions that collects data on the grants, loans, personal savings, and other sources that students and families use to finance higher education.
- The institution-level sampling frame for NPSAS is constructed from the IPEDS Institutional Characteristics (IC) and header files. Strata are formed by classifying institutions by control (public or private), level, and highest degree offering.
- NPSAS data provide the base-year sample for the Beginning Postsecondary Students (BPS) longitudinal study and the Baccalaureate and Beyond (B&B) longitudinal study.



サンプリングフレームとしてのIPEDSのユニバース

- 全米中等後教育学生支援調査 (NPSAS) は中等後教育機関とその在籍学生を対象とした全国的な標本調査の代表例。学生や家族が高等教育への支出に使う奨学金、ローン、個人の貯蓄、その他の資金源に関するデータを収集
- NPSASの機関レベルのサンプリングフレームは、IPEDSの機関特性データ (IC) とヘッダーファイルから構築。階層は、設置種別 (公立又は私立)、課程、及び授与される最高学位に基づく機関の分類により形成
- NPSASのデータは、中等後教育初年次生 (BPS)と学士学位取得後 (B&B) に関する各追跡調査の基準年の標本を提供



Legislatively Mandated Institutional Reporting

- The HEA Amendments of 1992 (P.L. 102-325) added a provision regarding IPEDS to the Title IV HEA Student Financial Aid Program Participation Agreement (PPA).
- HEA Sec. 487(a)(17) states that “the institution will complete surveys conducted as a part of the Integrated Postsecondary Education Data System (IPEDS) or any other Federal postsecondary institution data collection effort, as designated by the Secretary, in a timely manner and to the satisfaction of the Secretary (20 U.S.C. 1094(a)(17)).”
- The Code of Federal Regulations permit a fine of up to \$67,544 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)].
- Because Title IV institutions are the primary focus of IPEDS and are required to respond, overall response rates for Title IV institutions and administrative units are high. For example, the response rates in the 2022–23 IPEDS collection were greater than 99 percent for each survey component.

法令で義務付けられている機関報告

- 1992年改正高等教育法 (P.L. 102-325) では、高等教育法第4編 (Title IV) に基づく学資援助プログラム参加合意書 (PPA) に、IPEDSに関する条項が追加
- 高等教育法第487条(a)(17)には、「当該機関は、教育長官により指定された、IPEDS又は連邦による他の中等後教育機関のデータ収集活動の一環として実施される調査を、適時かつ長官の定めに従い完了すること (20 USC 1094(a)(17)) 」と規定
- 連邦規則集では、Title IVの規定又はその実施に関する規則・合意の違反ごとに、最大67,544ドル^{※1}の罰金が認められている[20 USC 1094(c)(3)(B) (高等教育法第487条(c)(3)(B))]
- Title IV対象機関はIPEDSの主たる対象であり、回答が必須とされているため、当該機関とその管理部門からの全体的な回答率は高い。例えば、2022年度の回答率は各調査コンポーネントで99%以上

(訳注)

※1 約979万円 (1米ドル145円で計算)

Maintaining the IPEDS Universe

- Each year IPEDS adds/removes institutions based on review of their Title IV eligibility in the Postsecondary Education Participants System (PEPS) maintained by the Office of Federal Student Aid (FSA).
- Eligible institutions are assigned an OPEID, a unique identifier in Office of Postsecondary Education (OPE) data systems. Only institutions with a main OPEID are required to report to IPEDS (format OXXXXX00; begins with “0” and ends with “00”).
- Institutions that have a location OPEID (e.g., ends with “01” to “99”) are sometimes required to report to IPEDS (e.g., large institutions with multiple campus locations); some of these institutions voluntarily report to IPEDS.

IPEDSのユニバースの保守

- IPEDSは毎年、連邦学資援助局 (FSA) が管理する中等後教育参加機関システム (PEPS) におけるTitle IV資格の審査に基づき、教育機関を追加／削除
- 対象機関には、中等後教育局 (OPE) のデータシステム上の一意的識別子であるOPEIDを割り当て。メインのOPEIDを持つ機関のみ、IPEDSへの報告が必要 (形式はOXXXXX00で、「0」で始まり「00」で終わる)
- 所在地OPEID (例：「01」から「99」で終わる) を持つ機関については、IPEDSへの報告が義務付けられる場合がある (例：複数のキャンパスを持つ大規模機関)。これらの機関の一部は自主的にIPEDSに報告している

Current IPEDS Data Collection

- IPEDS comprises 12 interrelated survey components administered annually to all postsecondary institutions that participate in Title IV federal student aid programs.
- Each collection year is divided into three collection periods: Fall, Winter, and Spring.

Registration	Fall (August–October)	Winter (December–February)	Spring (December–April)
<ul style="list-style-type: none"> • Institutional Characteristics Header (IC-H) 	<ul style="list-style-type: none"> • Institutional Characteristics (IC) • Completions (C) • 12-month Enrollment (E12) 	<ul style="list-style-type: none"> • Student Financial Aid (SFA) • Graduation Rates (GR) • 200% Graduation Rates (GR200) • Admissions (ADM) • Outcome Measures (OM) 	<ul style="list-style-type: none"> • Fall Enrollment (EF) • Finance (F) • Human Resources (HR) • Academic Libraries (AL)

- See Appendix for additional details on data elements collected by component.

現在のIPEDSデータ収集

- IPEDSは、Title IV連邦学資援助プログラムに参加するすべての高等教育機関に対して毎年実施される、相互関連性のある12の調査コンポーネントで構成
- 各収集年は、秋期・冬期・春期の3つの収集期間に分割

登録	秋期 (8月～10月)	冬期 (12月～2月)	春期 (12月～4月)
<ul style="list-style-type: none"> • 機関の特性ヘッダー (IC-H) 	<ul style="list-style-type: none"> • 機関の特性 (IC) • 修了 (C) • 12か月分の在籍状況 (E12) 	<ul style="list-style-type: none"> • 学資援助 (SFA) • 卒業率 (GR) • 標準修業年限×2.0年内卒業率 (GR200) • 入学者選抜 (ADM) • アウトカム測定 (OM) 	<ul style="list-style-type: none"> • 入学状況 (EF) • 財務状況 (F) • 人事関係 (HR) • 図書館 (AL)

- 各コンポーネントで収集されるデータ要素の詳細については付録を参照

Variation in IPEDS Data Collected by Institutional Characteristics

Data collected vary based on how institutions respond to certain questions on the IC-Header component (i.e., registration period) and on screening questions within survey components.

Institutional characteristics that affect specific data collected include the following:

- control (i.e., public, private nonprofit, private for-profit)
- level (i.e., less than 2-year, 2-year, 4-year)
- sector
- calendar system (e.g., academic reporter, program reporter)
- degree-granting status
- number of staff (HR component)
- if the institution has tenure system and/or medical school (HR component)

機関の特性調査で収集されるIPEDSデータのバリエーション

収集されるデータは、機関特性ヘッダー調査（登録段階）での特定の質問及び調査コンポーネント内のスクリーニング用質問に対する機関の回答方法により異なる

収集される特定のデータに影響を与える機関の特性には、次のものを含む

- 設置種別（公立、私立非営利、私立営利）
- 課程（2年未満、2年制、4年制）
- 分野
- 学事暦（例：「academic reporter」、「program reporter」）
- 学位授与権
- スタッフ数（人事関係の調査コンポーネント）
- テニユア制度や医学部の有無（人事関係の調査コンポーネント）

Data Collection and Quality Control Procedures

Roman Ruiz

データ収集と 品質管理手順

Roman Ruiz

Keyholders – IPEDS Data Providers

- The keyholder is the institutional point of contact with NCES and is responsible for making sure all applicable survey components are submitted accurately and on time.
- Keyholder tasks include entering data into the web-based data collection system; coordinating with other offices on campus to collect the necessary data; running data edits and resolving all edit issues and errors; and locking each component before data collection closes for keyholders.
- If NCES has questions about the data the institution has submitted, the keyholder will be contacted. The keyholder also will receive all prompting emails and other important notices sent during data collection periods.

キーホルダー：IPEDSのデータ提供者

- キーホルダーはNCESとの組織的な連絡窓口。該当するすべての調査に正確かつ期日内に必ず対応する責任をもつ
- キーホルダーのタスクとして、ウェブベースのデータ収集システムへのデータ入力、必要なデータを収集するための学内関係部署との連携、データ編集、編集時の問題・エラーの解決、キーホルダーのデータ収集終了前の各コンポーネントのロックアップがある
- NCESは、提出されたデータについて質問がある場合はキーホルダーに連絡。キーホルダーは、データ収集期間中の至急のメールや重要な通知も受け取る

Coordinators

- Many states and institution systems have IPEDS coordinators who are responsible for state- or system-level coordination of IPEDS submissions.
- Coordinator roles vary by state and system. Some states and systems submit data for institutions from their own information systems—relieving the institutions of some of the burden for reporting directly to IPEDS—and some coordinators may have different due dates for data submission that are not reflected in the federal IPEDS due dates.
- It is the keyholder’s responsibility to know how their role intersects with the coordinator’s role in terms of shared responsibilities for data submission and the timing of data submission.

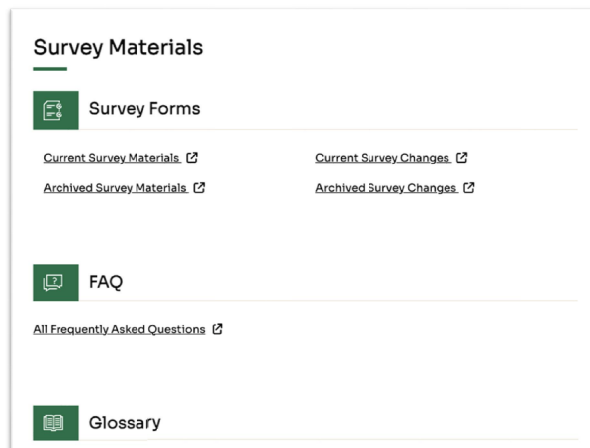
コーディネーター

- 多くの州や機関のシステムには、IPEDSへの提出内容について州又はシステムレベルの調整を担当するIPEDSコーディネーターが存在
- コーディネーターの役割は州やシステムによって異なる。ある州やシステムでは、独自の情報システムからデータを提出し、個々の機関がIPEDSに直接報告する負担を一部軽減。あるコーディネーターは、IPEDS側が設けた提出期限のほかに、様々な作業期限を管理する場合もある
- データの提出とその時期に対する共同責任に関して、自分の役割とコーディネーターの役割の交差関係を把握するのは、キーホルダーの責任

Opening Data Collection

At the beginning of each collection year, IPEDS provides extensive written guidance, technical documentation, and survey materials including

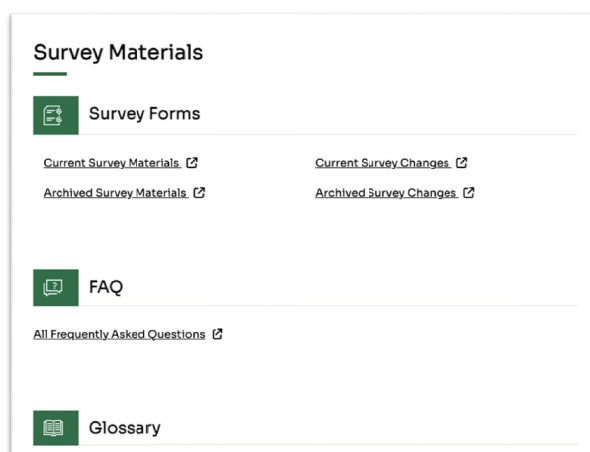
- survey forms;
- reporting instructions;
- frequently asked questions (FAQs);
- upload file formats (keyed, fixed-width, XML); and
- narrative edits (descriptions of the edits within the data collection).



データ収集の開始

各収集年の初めに、IPEDSは以下を含む網羅的なガイダンス資料、技術文書、調査資料を準備

- 調査フォーム
- 報告のための説明書
- よくある質問集 (FAQ)
- アップロード用ファイルフォーマット (キー付き、固定幅、XML)
- 編集説明書 (データ収集内の編集についての説明)



Edit Checks

- The web-based Data Collection System (DCS) includes programmed “edits” that check for potential data reliability and validity issues.
- There are two kinds of edit checks that are run in the DCS: screen edits and global edits.

Screen Edits	Global Edits
<ul style="list-style-type: none"> • Screen edits are run as the data are being entered onto the screen. • These edits might check for such issues as no data where data are expected and data that sum to unexpected totals. • Screen edit checks are those that can be performed with the data available within the IPEDS survey component. 	<ul style="list-style-type: none"> • Global edits are performed after the data have been entered and the data reporter clicks on the “Perform Edits” button. • These edit might check for values that are out of the expected range based on prior year data, other survey components, or other parameters as decided on by the Survey Directors.

編集チェック

- ウェブベースのデータ収集システム (DCS) には、潜在的なデータの信頼性と有効性の問題をチェックする、プログラムされた「編集」機能がある
- DCSで実行される編集チェックはスクリーン編集とグローバル編集の2種類

スクリーン編集	グローバル編集
<ul style="list-style-type: none"> • スクリーン編集は、データが画面上で入力される際に実行 • これにより、然る場所にデータがない、予期しないデータの合計値になっている、といった問題がチェックされる場合がある • スクリーン編集チェックは、IPEDSの調査コンポーネント内で利用可能なデータを使用して実行される 	<ul style="list-style-type: none"> • グローバル編集は、データ入力後にデータ報告者が「編集を実行する」ボタンをクリックした後に実行 • これらの編集では、前年度のデータ、他の調査コンポーネント、又は調査担当ディレクターが指定する他のパラメータに基づく予測範囲の外にある値がチェックされる場合がある

Edit Check Types

- Edits vary in their level of severity and in what steps data reporters must take to resolve them.
- All edits must be resolved before the survey components can be locked and considered complete.

Edit Type	Description	Example
Confirmation	An edit check in which the data reporter must simply confirm the data reported are valid.	An institution reports a 100% fall-to-fall retention rate for its bachelor's degree-seeking cohort.
Explanation	An edit check in which the data reporter must provide a written explanation as to why the data reported are valid.	An institution reports it offers distance education courses and programs (IC) but reports zero students enrolled in distance education courses (E12).
Fatal	An edit check that does not allow the data reporter to "lock" and submit the survey component but rather requires that data be corrected or overridden by the Help Desk or Survey Director.	An institution reports a greater number of admitted students than applicants.

編集チェックの種類

- 編集は、深刻度やデータ報告者がたどる解決の道筋により異なる
- 調査コンポーネントがロックされ完了したと見なす前に、すべての編集を解決しておくことが必要

編集の種類	説明	例
確認	データ報告者が、報告データが有効であることを確認するだけの編集チェック	ある機関が、学士の学位取得を目指す学生群の前年度秋期から今年度秋期にかけての修学継続率が100%であると報告
説明	データ報告者が、報告データが有効である理由を書面で説明する必要がある編集チェック	ある機関が遠隔教育課程を提供していると報告(IC)したものの、当該課程の在籍学生数は0名と報告(E12)
致命的	データ報告者に調査コンポーネントを「ロック」して提出することを許可せず、ヘルプデスク又は調査担当ディレクターによるデータの修正又は上書きを必要とする編集チェック	ある機関が、入学許可数を志願者数よりも多く報告

Context Boxes

- Context boxes are optional text boxes on survey screens in which data reporters can provide additional information to help in the interpretation of the data submitted.
- Some context boxes are published on the College Navigator website, an NCES college search tool.

FULL-TIME, FIRST-TIME BACHELOR'S COHORT RETENTION:		Prior year data (Fall 2021 cohort)	
E1	Full-time, first-time Fall 2022 bachelor's cohort	<input type="text"/>	
E2a	Exclusions from the Fall 2022 cohort	<input type="text"/>	
E2b	Inclusion to the Fall 2022 cohort	<input type="text"/>	
E3	Adjusted Fall 2022 cohort (line E1- E2a + E2b)		
E4	Students from Fall 2022 cohort still enrolled as of Fall 2023	<input type="text"/>	
E5	Full-time, first-time Fall 2022 bachelor's cohort retention rate (line E4 / line E3)	%	%

The notes below provide context for the data you've reported above and may be posted on the College Navigator website. Choose one option that best explains your data or choose "Not Applicable" if you do not wish to provide context notes. If none of the options provided explain your institution's data, then choose "Other" and write your own context notes. Therefore, you should write all context notes using proper grammar (e.g., complete sentences with punctuation) and common language that can be easily understood by students and parents (e.g., spell out acronyms).

Not Applicable

コンテキストボックス

- コンテキストボックスは自由に利用できる調査画面上のテキストボックス。データ報告者は提出データの補足情報を記載可能
- 一部のコンテキストボックスは、NCESの大学検索ツールであるCollege Navigatorウェブサイトで公開

FULL-TIME, FIRST-TIME BACHELOR'S COHORT RETENTION:		Prior year data (Fall 2021 cohort)	
E1	Full-time, first-time Fall 2022 bachelor's cohort	<input type="text"/>	
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E4	Students from Fall 2022 cohort still enrolled as of Fall 2023	<input type="text"/>	
E5	Full-time, first-time Fall 2022 bachelor's cohort retention rate (line E4 / line E3)	%	%

The notes below provide context for the data you've reported above and may be posted on the College Navigator website. Choose one option that best explains your data or choose "Not Applicable" if you do not wish to provide context notes. If none of the options provided explain your institution's data, then choose "Other" and write your own context notes. Therefore, you should write all context notes using proper grammar (e.g., complete sentences with punctuation) and common language that can be easily understood by students and parents (e.g., spell out acronyms).

Not Applicable

IPEDS Help Desk

Research Triangle International (RTI), the contractor for the IPEDS web-based data collection, staffs a Help Desk Call Center to assist data reporters with submitting accurate data on time.

Key Help Desk responsibilities:

- responding to questions via phone and email
- helping keyholders resolve edit errors
- performing email and phone follow-up prompting for nonresponse
- reviewing edit explanations and context notes
- alerting NCES to problems and data anomalies
- conducting quality control (QC) follow-up on potentially problematic data

IPEDSのヘルプデスク

IPEDSのウェブベースのデータ収集を請負っているリサーチ・トライアングル・インターナショナル (RTI) は、ヘルプデスク・コールセンターにスタッフを配置し、データ報告者が正確なデータを期限までに提出できるよう支援

ヘルプデスクの主な責務：

- 電話やメールでの質問への回答
- キーホルダーの編集上のエラー解決支援
- 無回答機関に対するメールや電話での回答の催促
- 編集に関する説明内容等のレビュー
- 問題やデータ異常時のNCESへのアラートの発信
- 潜在的に問題のあるデータに対する品質管理フォローアップの実施

One Last Chance (OLC) Policy

- IPEDS offers a One Last Change (OLC) policy that allows institutions a one-time chance to submit data in the event they miss a deadline.
- After each seasonal collection period closes, the IPEDS Help Desk contacts institutions that missed the reporting deadline and have not already used their OLC.
- Once the Help Desk makes contact, the nonreporting institution has 2 additional weeks to submit its data.
- The Help Desk staff can reopen the outstanding survey(s) or work with the keyholder to get the data cleaned and the survey component locked.

ワンラストチャンス (OLC) ポリシー

- IPEDSは、期限超過後にデータ提出を1回だけ認めるワンラストチャンス (OLC) ポリシーを運用
- 各期の収集期間終了後、IPEDSのヘルプデスクから、未提出かつOLC未使用の機関に連絡
- ヘルプデスクからの連絡後、当該機関にデータ提出のための2週間の猶予期間を付与
- ヘルプデスクのスタッフは、未処理の調査を再度開けるか、キーホルダーと協力してデータをクリーンにして、調査コンポーネントをロックすることができる

Quality Control

- Quality control (QC) is an iterative process and involves the entire IPEDS team (NCES and contractors).
- The first line of QC is the edits performed during the data collection process.
- After the data have been collected and migrated, RTI and NCES both perform a series of QC checks.
- Any cases that are flagged for further review are sent to the Help Desk and the Survey Director is notified. When necessary, the Help Desk will conduct additional follow-up with institutions to verify or correct submitted data.
- In the rare instance that an institution does not submit data—or does not submit complete data—data are imputed, usually using a nearest neighbor methodology. Imputed cases are flagged in IPEDS data files.

品質管理

- 品質管理は反復的なプロセスで、IPEDSチーム全体（NCES及び請負業者）が関与
- 最初に行われるのは、データ収集プロセスにおける編集作業
- データの収集・移行後、RTIとNCESの両者が一連の品質管理チェックを実行
- さらなる確認が必要と識別された案件はヘルプデスクに送られ、調査担当ディレクターに通知。必要に応じて、ヘルプデスクは提出データの確認・修正のため、当該機関に対し追加のフォローアップを実施
- 機関がデータを提出しない（又は完全なデータを提出しない）という稀な例では、一般的に最近傍法を用いてデータを代入。代入されたものはIPEDSのデータファイル内で識別される

Prior Year Revision System

- The Prior Year Revision (PYR) System allows institutions to correct errors made in their prior year data submissions.
- Survey components open for revision during their regular seasonal data collection period, except for Fall components, which open a week after the current-year data collection opens.

前年度修正システム

- 機関に対して前年度のデータ提出時に生じたエラーの修正を認める仕組み
- 調査コンポーネントでは、当年度のデータ収集開始から1週間だけ可能となる秋期を除き、通常 of データ収集期間中に修正が可能

Engagement With Data Providers and Data Users

Christopher A. Cody

データ提供者・データ利用者 との関わり

Christopher A. Cody

Data Collection Communications

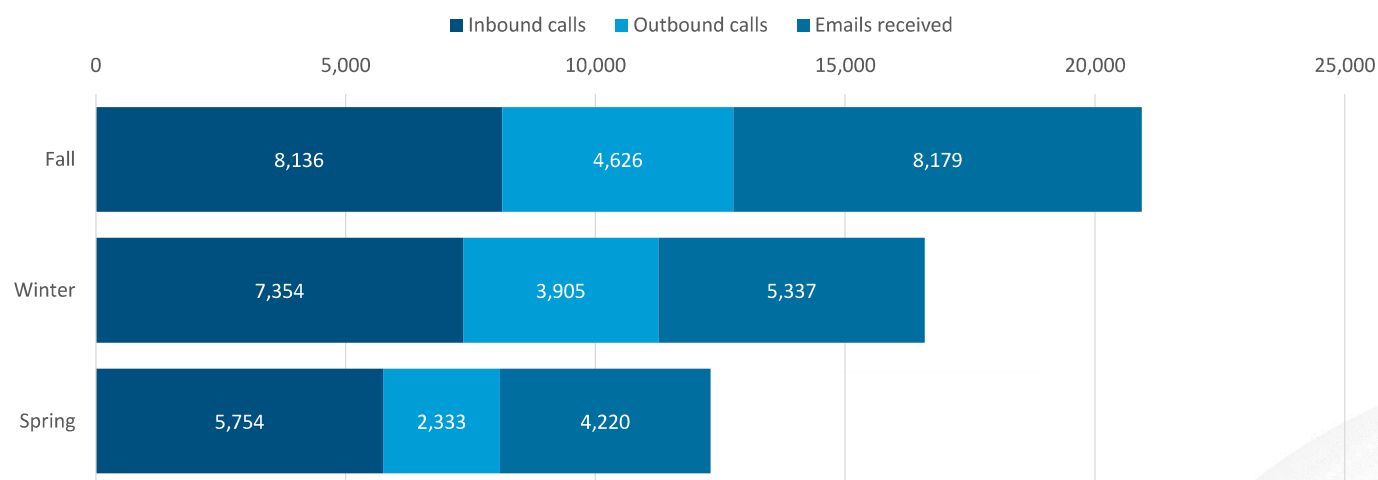
- RTI is responsible for all communications with keyholders, coordinators, and CEOs of institutions.
- Key communications include drafting and distributing This Week in IPEDS (TWII), sending reminder emails at scheduled intervals, and managing of prompting calls for nonrespondents.
- The IPEDS Knowledge Exchange (which also functions as a listserv) is a free online community for discussion of IPEDS-related questions and topics like best practices and methods for pulling data from student data systems.
- AIR develops the monthly editorial campaign for the IPEDS Twitter account (@ipeds_nces), which includes data reporting reminders, data release announcements, and topical statistics. In 2022, AIR published 166 tweets that earned 87,000 impressions.

データ収集におけるコミュニケーション

- RTIは、各機関のキーホルダー、コーディネーター、CEOとのすべてのコミュニケーションに関する責務を持つ
- 主なコミュニケーション手段は、「This Week in IPEDS (TWII)」の作成・配信、予定された間隔でのリマインドメールの送信、未回答機関への電話催促の管理等
- 「IPEDS Knowledge Exchange」（リストサーブとしても機能）は、学生データシステムからデータを取得するためのベストプラクティスや方法等、IPEDS関連の質問やトピックについて議論するための無料オンラインコミュニティ
- AIRは毎月、IPEDSのTwitterアカウント (@ipeds_nces)に、データ報告のリマインダー、データリリースの告知、話題の統計に関する投稿キャンペーンを展開。2022年に166件のツイートを投稿し、インプレッション数は87,000回

IPEDS Help Desk Communications

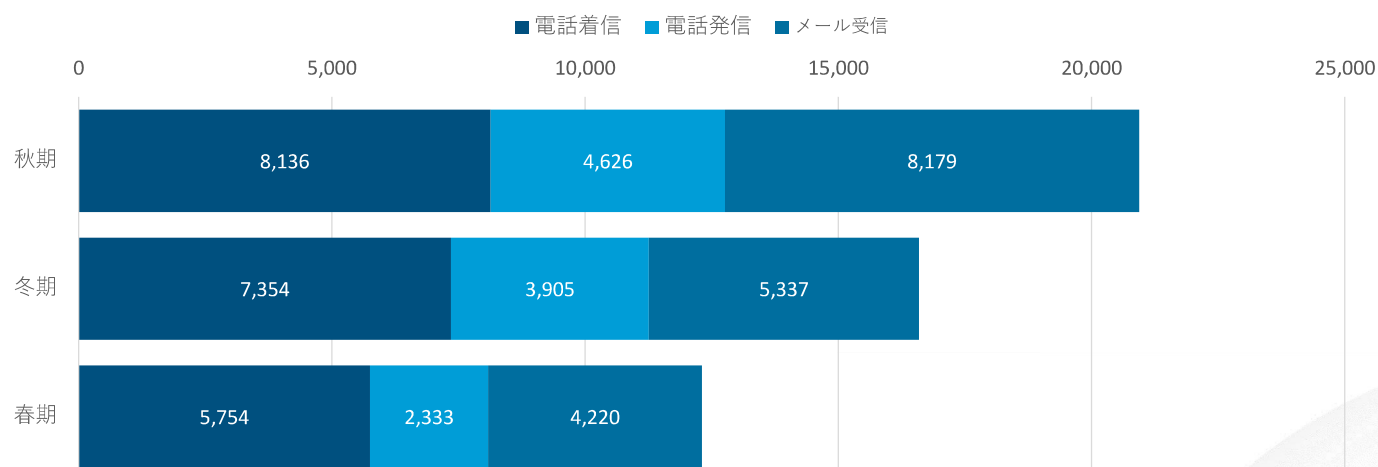
Help Desk Communications Activity for 2022–23 Data Collection, by Season and Mode



NOTE: Data are as of April 7, 2023.

IPEDSヘルプデスクのコミュニケーション

2022年度のデータ収集におけるヘルプデスクのコミュニケーション回数（収集時期・手段別）



注：データは2023年4月7日現在

Conferences and Meetings

Convening	Description
Conferences	NCES and contractors develop presentations on IPEDS-related topics and attend national and regional conferences (e.g., SHEEO, AIR Forum, SAIR, NEAIR, NASFAA) to share IPEDS updates and advances in data products directly with IPEDS data reporters and users.
Technical Review Panel (TRP)	Meetings of the IPEDS Technical Review Panel (TRP) are conducted by RTI to obtain peer review of IPEDS-related project plans and products and to foster communications with potential users of the data. TRP meetings are typically held twice a year over a 2-day period in the Washington, DC, area. RTI selects a group of TRP panel members (approximately 25) to attend.
National Postsecondary Education Cooperative (NPEC)	NPEC is a voluntary organization with members that encompass all sectors of the postsecondary education community, including federal agencies, postsecondary institutions, associations, and other organizations with a major interest in postsecondary education data collection. NPEC's mission is to promote the quality, comparability, and utility of postsecondary data and information that support policy development at the federal, state, and institution levels. NPEC shapes the research and development agenda for IPEDS by identifying topics that will help improve the data for the postsecondary education community, consumers, and policymakers.

カンファレンスとミーティング

会議体	内容
カンファレンス	NCESと請負業者が、全国・地域のカンファレンス (SHEEO、AIRフォーラム、SAIR、NEAIR、NASFAA等) でIPEDS関連のトピックについてプレゼンし、IPEDSの最新情報やデータ製品の進展についてデータ報告者や利用者とは直接共有
テクニカルレビューパネル (TRP)	TRPのミーティングはRTIが開催し、IPEDS関連のプロジェクト計画・製品のピアレビューや、データの潜在的な利用者との意思疎通の促進を図る。通常年に2回、2日間にわたってワシントンD.C.地域で開催。RTIは、出席するTRPのメンバー (25名程度) を選定
全米高等教育協会 (NPEC)	連邦政府機関、高等教育機関、協会、中等後教育のデータ収集に大きな関心を持つ組織等、コミュニティのあらゆるセクターからのメンバーを擁する任意団体。連邦、州、機関レベルでの政策・方針策定を支える中等後教育のデータ・情報の品質、比較可能性、有用性の促進をミッションとする。コミュニティ、消費者、政策立案者のためのデータの改善に役立つテーマを特定し、IPEDSの研究開発課題を形成

IPEDS Technical Review Panel (TRP)

- RTI invites groups of technical experts to discuss and make suggestions related to
 - emerging areas of concern;
 - legislation and regulations affecting IPEDS;
 - minimizing the time burden of reporting data; and
 - maintaining and enhancing federal data for data users including policymakers, researchers, institutions, and the public.
- TRP meetings occur twice a year. Recent past TRP topics include
 - The IPEDS Finance (F) survey component;
 - nondegree credentials; and
 - incarcerated students and federal Pell Grant eligibility.
- TRP summaries are posted on the RTI website for public comment.

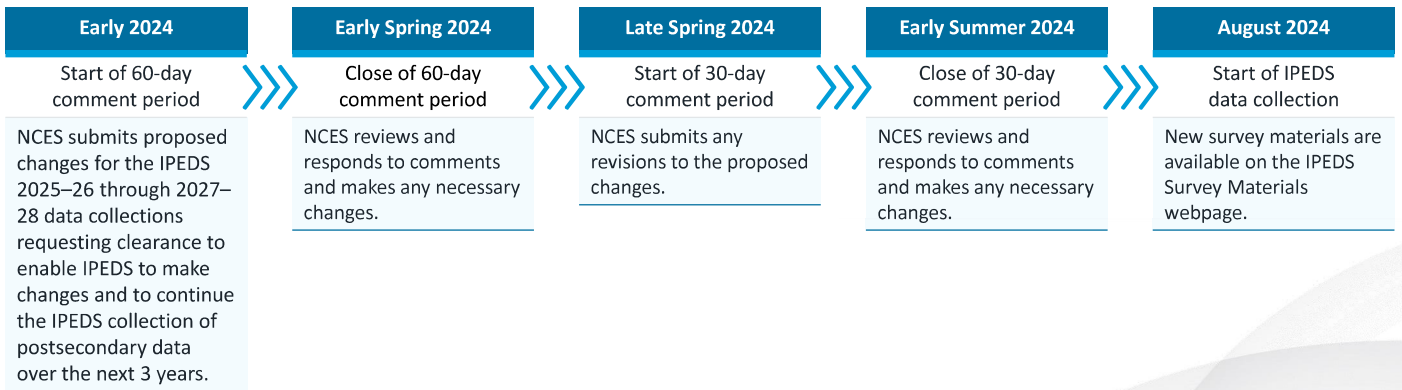
IPEDSテクニカルレビューパネル (TRP)

- RTIは技術専門家グループを招き、以下について議論・提案
 - 新たな懸念領域
 - IPEDSに影響を与える法令・規制
 - データ報告にかかる時間的負担の最小化
 - 政策立案者、研究者、教育機関、一般の人々等のデータ利用者のための連邦データの維持・強化
- TRPミーティングは年に2回開催。最近のトピック：
 - IPEDSの財務状況 (F) 調査コンポーネント
 - 非学位の資格
 - 収監歴のある学生と連邦奨学金ペルグラントの受給資格
- TRPの要旨は、意見収集のためRTIのウェブサイトに掲載

IPEDS Updates and OMB Process

IPEDS follows a cyclical research and development process that results in substantive changes to the data collection every 3 years following the Office of Management and Budget (OMB) clearance process.

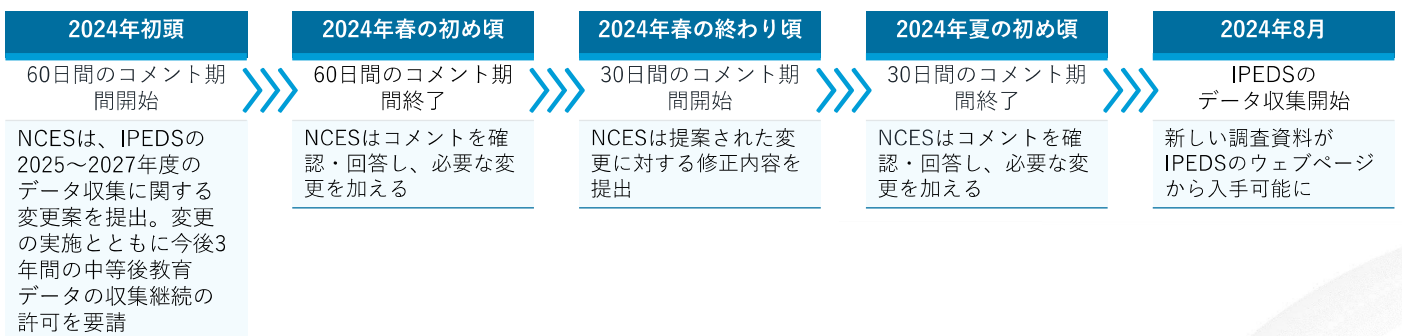
OMB Clearance Process: IPEDS 2025–26 Through 2027–28



IPEDSの更新とOMBのプロセス

IPEDSは周期的な研究開発プロセスをたどり、その結果、行政管理予算局 (OMB) の許可プロセスを経て、3年ごとにデータ収集について大幅に変更

OMBの許可プロセス：IPEDS 2025～2027年度



IPEDS Resources

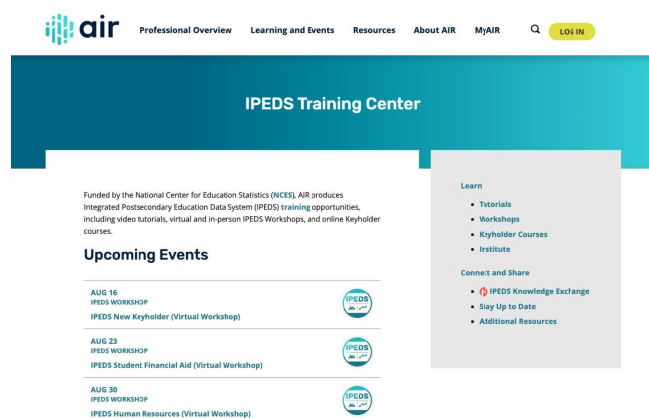
Roman Ruiz

IPEDSのリソース

Roman Ruiz

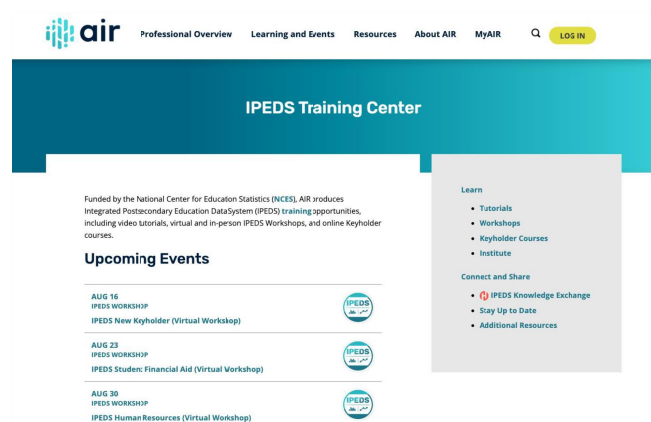
Association for Institutional Research IPEDS Training Center

- The Association for Institutional Research (AIR) is an international nonprofit membership organization that provides information, resources, and training for professionals who college, analyze, interpret, and communicate data in higher education. AIR holds the subcontract for IPEDS training.
- AIR 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)



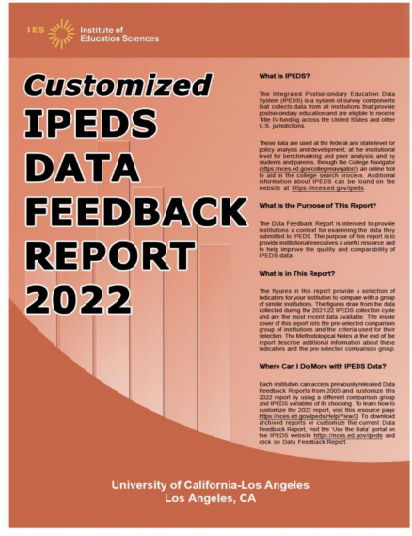
Association for Institutional Research (AIR) のIPEDS研修センター

- AIRは、高等教育データの収集・分析・解釈・意思疎通を担う専門人材に情報、リソース、研修を提供する、国際的な非営利の会員制組織。IPEDSの研修実施も請け負う
- AIRは、様々な形式の研修を提供
 - IPEDSワークショップ（バーチャル・対面）
 - IPEDSキーホルダー向けコース（オンライン）
 - IPEDSビデオチュートリアル（オンライン）
 - NCESデータ研修プログラム（ハイブリッド）



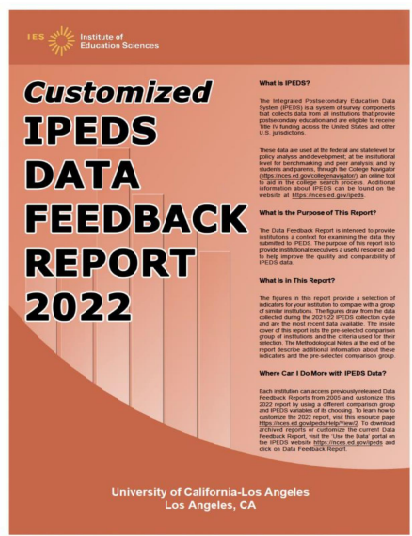
Data Feedback Report

- The Data Feedback Report (DFR) is an annual report published by NCES that graphically summarizes selected IPEDS data, such as enrollment demographics and student success outcomes.
- Institutions can use the DFR to compare and benchmark their reported data with a group of peer institutions.



データフィードバックレポート

- データフィードバックレポート (DFR) は、NCESが刊行する年次報告書。在籍者数の動態や学生の成果等、いくつかのIPEDSのデータを図表を用いて要約
- 教育機関はDFRを用いて、同等の機関群とのデータの比較やベンチマーキングが可能



Resource Pages

Interactive web-based resource pages provide guidance on key IPEDS topics for data reporters and users.

Students Cohorts And Subgroups	<h3>Student Cohorts And Subgroups In IPEDS</h3> <p>The Integrated Postsecondary Education Data System (IPEDS) consists of 12 interrelated survey components administered annually to all postsecondary institutions that participate in Title IV federal student aid programs. For many survey components (e.g., Admissions, Fall Enrollment, Human Resources) student or employee counts are the unit of information, whereas other survey components present the institution as the unit of information (e.g., Institutional Characteristics, Finance). For survey components that collect student or employee counts, individuals are often reported in disaggregated demographic groups (e.g., by race/ethnicity, gender) which allows for more detailed understanding of specific subpopulations at the institution. The table below provides details on the types of information and subgroups collected by each IPEDS survey component that collects counts of individuals.</p> <table border="1"><tr><td>Cohorts and Subgroups Collected in IPEDS, by Survey Component</td><td>Expand All Collapse All</td></tr></table>	Cohorts and Subgroups Collected in IPEDS, by Survey Component	Expand All Collapse All
Cohorts and Subgroups Collected in IPEDS, by Survey Component		Expand All Collapse All	
Students Cohorts And Subgroups Collected In IPEDS By Survey Component			
Aligning Student Counts and Cohorts Across IPEDS Survey Components			
Guidance For Data Reporters			
Guidance For Data Users			

IPEDS Integrated Postsecondary Education Data System	About IPEDS	Use The Data	Report Your Data	Find Your College	Collaborate With NCES
Home > Use The Data > Measuring Student Success In IPEDS					
<h3>Measuring Student Success In IPEDS: Graduation Rates (GR), Graduation Rates 200% (GR200), And Outcome Measures (OM)</h3> <p>Attending college is a big investment in terms of time and financial resources, but completing college provides a payoff. Measuring student success (i.e., college completion) can serve critical purposes for the higher education community. Students and their families may search for college choices that demonstrate high student success rates, and policymakers may make decisions informed by institutional performance on such measures.</p> <p>The Integrated Postsecondary Education Data System (IPEDS) is an important data source to understand institution-level college completion rates. IPEDS collects student success measures through three primary survey components: Graduation Rates (GR), Graduation Rates 200% (GR200), and Outcome Measures (OM).</p> <p>IPEDS introduced the GR survey component in 1997-98 to meet the requirements of the Student Right-to-Know and Campus Security Act of 1990 (P.L. 101-542), which requires colleges to report the completion rates of their full-time, first-time (FTFT) degree/certificate-seeking (DGCS) undergraduates. GR collects students' completion statuses at 100% and 150% of normal time to program completion. The GR200 survey component, which was fully implemented in its current form in 2009-10,² tracks the same cohort of students as GR but extends the observed outcome timeline to 200% of time to normal program completion.</p> <p>A key data limitation of the GR and GR200 student success measures is their limited scope of the student population—that is, their</p>					



リソースページ

インタラクティブなリソースページでは、データ報告者と利用者向けにIPEDSの主要なトピックに関するガイダンスを掲載

Students Cohorts And Subgroups	<h3>Student Cohorts And Subgroups In IPEDS</h3> <p>The Integrated Postsecondary Education Data System (IPEDS) consists of 12 interrelated survey components administered annually to all postsecondary institutions that participate in Title IV federal student aid programs. For many survey components (e.g., Admissions, Fall Enrollment, Human Resources) student or employee counts are the unit of information, whereas other survey components present the institution as the unit of information (e.g., Institutional Characteristics, Finance). For survey components that collect student or employee counts, individuals are often reported in disaggregated demographic groups (e.g., by race/ethnicity, gender) which allows for more detailed understanding of specific subpopulations at the institution. The table below provides details on the types of information and subgroups collected by each IPEDS survey component that collects counts of individuals.</p> <table border="1"><tr><td>Cohorts and Subgroups Collected in IPEDS, by Survey Component</td><td>Expand All Collapse All</td></tr></table>	Cohorts and Subgroups Collected in IPEDS, by Survey Component	Expand All Collapse All
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Brochures

Static PDF brochures serve as primers on key IPEDS topics, including specific survey components and broader concepts such as timing of data collection and data tools.

IPEDS
Integrated Postsecondary Education Data System

Admissions

Publication No. 2019037 | JUNE 2019

HISTORY AND LEGISLATION
In 2009-01, the Integrated Postsecondary Education Data System (IPEDS) began collecting admissions data—as part of the Institutional Characteristics survey component—in order to satisfy recommendations from the Higher Education Act (HEA), as amended (1998). Data were collected in the fall.

HEA, as amended (2008), required admissions data be provided in the consumer college comparison tool College Navigator (datacol.nces.edu/collegeavigator).

In 2014-15, Admissions became its own survey component and was moved to the winter collection to allow institutions sufficient time to gather data.

For more information on the history and origins of IPEDS items, see <http://go.usa.gov/x2cc>.

Introduction
Admissions data show the number of students that applied to a school, were admitted, and eventually enrolled. It provides prospective students with a range of factors used by selective institutions in their admissions process. Admissions data are used by a number of decision makers, including:

- policymakers to determine student success;
- institutions to benchmark against peers;
- high school counselors to guide students in the admissions process;
- parents and students to make college decisions; and
- researchers and members of the media to assess the education landscape.

Who completes the Admissions (ADM) survey component?
IPEDS data are collected at the institution level, not the program or student level. Only institutions without open admissions policies complete the Admissions (ADM) survey component. Open admissions institutions (see figure below) do not complete ADM.

Open Admissions institutions accept any student who applies regardless of:

- Admission Test Scores
- High School GPA
- High School Rank
- Recommendations

Because of their open admission status, it is important to note:

- Over 90 percent of two-year and less-than-two-year institutions do not complete ADM.
- Approximately 40 percent of four-year institutions do not complete ADM.

This publication was prepared for IPEDS under contract No. ED-05-12-0-0002 with American Institution Research. Mention of trade names, commercial products, or organizations does not imply endorsement by the U.S. Government.

IPEDS
Integrated Postsecondary Education Data System

Completions

Publication No. 2019007 | JUNE 2019

HISTORY AND LEGISLATION
Data on degree completion, by gender and level of study, have been collected by the U.S. Department of Education as far back as 1969-70. Over the years, the collection has expanded to include data on completion of awards other than the degree and to provide more detail on the completer.

SELECTED TIMELINE

- 1969-70: Completion data collected for the Bureau of Economic Research by the U.S. Department of Education.
- 1996-97: Completion data collected under the Higher Education Opportunity Act (HEOA) survey component.
- 1998-99: Collection of completion data moved to the IPEDS Completions survey component.
- 1997-98: Collection of completion data moved to the IPEDS Completions survey component.
- 1990-91: Collection of completions and program completion data by degree level.
- 2012-13: Collection of completions and program completion data by degree level.

For more information on the history and origins of IPEDS items, see <http://go.usa.gov/x2cc>.

Introduction
Degree completion data were initially collected to show the condition and progress of education in several states and territories. They have since evolved to become indicators of student, institutional, programmatic, and legislative performance and success. Completions data are used by a number of decision makers, including:

- policymakers to evaluate legislative and programmatic;
- states to determine funding allocations;
- higher education associations to drive organizational missions and priorities;
- institutions to benchmark against peers;
- parents and students to make college decisions; and
- members of the media to assess the education landscape.

Completions data in IPEDS
IPEDS data are collected as counts at the institution level and do not contain individual student information. The Completions (C) survey component collects data on undergraduate and graduate completions and completers in a 12-month period. COMPLETERS are the counts of postsecondary awards granted. COMPLETERS are the counts of students granted postsecondary awards. Additionally, C collects whether or not the institution offers a field of study via distance education.

Data Collected About All Students:

- Degrees
- Certificates
- Other Diplomas

All Undergraduate & Graduate Students

This publication was prepared for IPEDS under contract No. ED-05-12-0-0002 with American Institution Research. Mention of trade names, commercial products, or organizations does not imply endorsement by the U.S. Government.



パンフレット

PDF版のパンフレットは、特定の調査コンポーネントや、データ収集のタイミングやデータツールといった広範な概念等、IPEDSの主要トピックに関する入門書として位置づけ

IPEDS
Integrated Postsecondary Education Data System

Admissions

Publication No. 2019037 | JUNE 2019

HISTORY AND LEGISLATION
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HEA, as amended (2008), required admissions data be provided in the consumer college comparison tool College Navigator (datacol.nces.edu/collegeavigator).

In 2014-15, Admissions became its own survey component and was moved to the winter collection to allow institutions sufficient time to gather data.

For more information on the history and origins of IPEDS items, see <http://go.usa.gov/x2cc>.

Introduction
Admissions data show the number of students that applied to a school, were admitted, and eventually enrolled. It provides prospective students with a range of factors used by selective institutions in their admissions process. Admissions data are used by a number of decision makers, including:

- policymakers to determine student success;
- institutions to benchmark against peers;
- high school counselors to guide students in the admissions process;
- parents and students to make college decisions; and
- researchers and members of the media to assess the education landscape.

Who completes the Admissions (ADM) survey component?
IPEDS data are collected at the institution level, not the program or student level. Only institutions without open admissions policies complete the Admissions (ADM) survey component. Open admissions institutions (see figure below) do not complete ADM.

Open Admissions institutions accept any student who applies regardless of:

- Admission Test Scores
- High School GPA
- High School Rank
- Recommendations

Because of their open admission status, it is important to note:

- Over 90 percent of two-year and less-than-two-year institutions do not complete ADM.
- Approximately 40 percent of four-year institutions do not complete ADM.

This publication was prepared for IPEDS under contract No. ED-05-12-0-0002 with American Institution Research. Mention of trade names, commercial products, or organizations does not imply endorsement by the U.S. Government.

IPEDS
Integrated Postsecondary Education Data System

Completions

Publication No. 2019007 | JUNE 2019

HISTORY AND LEGISLATION
Data on degree completion, by gender and level of study, have been collected by the U.S. Department of Education as far back as 1969-70. Over the years, the collection has expanded to include data on completion of awards other than the degree and to provide more detail on the completer.

SELECTED TIMELINE

- 1969-70: Completion data collected for the Bureau of Economic Research by the U.S. Department of Education.
- 1996-97: Completion data collected under the Higher Education Opportunity Act (HEOA) survey component.
- 1998-99: Collection of completion data moved to the IPEDS Completions survey component.
- 1997-98: Collection of completion data moved to the IPEDS Completions survey component.
- 1990-91: Collection of completions and program completion data by degree level.
- 2012-13: Collection of completions and program completion data by degree level.

For more information on the history and origins of IPEDS items, see <http://go.usa.gov/x2cc>.

Introduction
Degree completion data were initially collected to show the condition and progress of education in several states and territories. They have since evolved to become indicators of student, institutional, programmatic, and legislative performance and success. Completions data are used by a number of decision makers, including:

- policymakers to evaluate legislative and programmatic;
- states to determine funding allocations;
- higher education associations to drive organizational missions and priorities;
- institutions to benchmark against peers;
- parents and students to make college decisions; and
- members of the media to assess the education landscape.

Completions data in IPEDS
IPEDS data are collected as counts at the institution level and do not contain individual student information. The Completions (C) survey component collects data on undergraduate and graduate completions and completers in a 12-month period. COMPLETERS are the counts of postsecondary awards granted. COMPLETERS are the counts of students granted postsecondary awards. Additionally, C collects whether or not the institution offers a field of study via distance education.

Data Collected About All Students:

- Degrees
- Certificates
- Other Diplomas

All Undergraduate & Graduate Students

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Tip Sheets

Tip sheets are short guidance documents written for data reporters on IPEDS topics that require specialized or supplemental information. These sheets help to improve understanding and ensure accurate reporting.

Data Tip Sheets And FAQs

Here you can find resources such as tip sheets and frequently asked questions that will assist you in reporting and using IPEDS data. In addition, links are provided to the IPEDS glossary and Data Center User Manual that are also helpful resources. Check back regularly for more materials.

Resources

[Expand All](#) | [Collapse All](#)

Data Tip Sheets

- [Mapping Old Post-baccalaureate Award Levels with New Award Levels](#)
- [Assistance Transitioning to the New IPEDS Data Center](#) (587 KB)
- [IPEDS Finance Data FASB and GASB - What's the Difference?](#)
- [Finance Reporting Solutions for Jointly Audited Institutions](#)
- [IPEDS Finance Survey Tips Scholarships, Grants, Discounts, and Allowances](#)
- [Reporting Students for Institutions in Consortia](#)
- [Reporting Study Abroad Students](#) (225 KB)
- [FASB - Crosswalk of ASU 2016-14](#) (827 KB)

Title: Reporting Study Abroad Students in IPEDS Survey Components

Purpose: The table provides supplemental guidance to existing survey instructions on reporting study abroad students enrolled for credit at the institution, by role of the institution and IPEDS survey component.

Description: The inclusion and exclusion of study abroad students in IPEDS survey components depends on the survey component and the role of the institution where the student is enrolled for credit. The table explains when an institution should report study abroad students in nine (9) IPEDS surveys. How an institution reports a study abroad student depends on the type of institution where the student is enrolled for credit: home institution or host institution. If a student is seeking a degree or certificate at a home institution but may be taking classes in a foreign location, then the data on the student is reported in IPEDS surveys based on the information in the home institution column of the table. If a student is visiting and taking courses for credit, but not seeking a degree or certificate at a host institution, then the data on the student is reported in IPEDS surveys based on the information in the host institution column of the table. As a reminder, for student to be reported by either home or host institution, the student must be enrolled for credit at that institution.

Key Terms:

- **Home institution** – student is seeking a degree or certificate at that institution but may be taking classes in a foreign location
- **Host institution** – student is visiting and taking courses for credit, but not seeking a degree or certificate at that institution

ティップシート

専門的又は補足的な情報を必要とするIPEDSのトピックについて短くまとめた、データ報告者向けのガイダンス資料。理解を深め、正確な報告に役立つ

Data Tip Sheets And FAQs

Here you can find resources such as tip sheets and frequently asked questions that will assist you in reporting and using IPEDS data. In addition, links are provided to the IPEDS glossary and Data Center User Manual that are also helpful resources. Check back regularly for more materials.

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Data Tools

- IPEDS offers a suite of data tools designed for users with a range of experience levels and data analysis needs.

Beginner	Intermediate	Advanced
<ul style="list-style-type: none"> • College Navigator • Data Explorer • Data trends (“Trend Generator”) • Look up an institution 	<ul style="list-style-type: none"> • Data Feedback Report (DFR) • Statistical tables • Summary tables • Compare institutions 	<ul style="list-style-type: none"> • Custom data files • Complete data files • Access database

- In addition to staffing the IPEDS Help Desk Call Center for keyholders and other data reporters, RTI staffs a second Help Desk to support data users with NCES data tools.

データツール


- IPEDSは、様々な経験レベルとデータ分析ニーズを持つ利用者向けに設計された、一連のデータツールを提供

初級	中級	上級
<ul style="list-style-type: none"> • カレッジナビゲーター • データエクスプローラー • データトレンド（「トレンドジェネレーター」） • 機関検索 	<ul style="list-style-type: none"> • データフィードバックレポート(DFR) • 統計表 • 概要表 • 機関比較 	<ul style="list-style-type: none"> • カスタムデータファイル • 完全データファイル • データベースへのアクセス


- RTIは、キーホルダーや他のデータ報告者向けのIPEDSヘルプデスク・コールセンターに加え、NCESデータツールの利用者向けのヘルプデスクも整備

Use the Data Webpage

Search Existing Data


 **Data Explorer** >

Search for tables, charts, publications, or other products related to postsecondary education by keywords and filters.


 **Publications and Products** >

Review publications using IPEDS data including First Looks, Web Tables, methodology reports, and Digest Tables.

Download IPEDS Data


 **Custom data files** >

Data are available starting with the 1980-81 collection year for the Custom Data Files function, which zip the data into comma separated value (*.csv).


 **Compare Institutions** >

Download IPEDS data files for more than 7,000 institutions and up to 250 variables. Data files are provided in comma separated value (*.csv) format.

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).

 **Complete Data Files** >


Data are available starting with the 1980-81 collection year for the Complete Data Files function, which zip the data into comma separated value (*.csv). Beginning with the 2004-05 collection year, data for each collection year are compiled into an Access database.

 **Access Database** >

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 **Statistical tables** >

Create simple descriptive statistics (e.g., total, count, average, median, standard deviation, percentiles) on selected IPEDS institutions and variables.


 **Summary Tables** >

Customize a summary table for a select subgroup of institutions on the following popular topics: tuition and fees, room and board, student financial aid, admissions, test scores, student enrollment, degrees/certificates awarded, and graduation rates.



データウェブページの利用

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Data Tool Examples

Compare Institutions Final Release Data (Change)

1. Select Institutions 2. Select Variables 3. Output

My Comparison Institution - None Selected ADD

How would you like to select institutions to include in your data file/report?

By Names or UnitIDs
 By Groups
 By Variables
 By Uploading a File

Continuous variable
 Alpha/String variable
 Categorical variable

Search for variable(s) When you have finished selecting variables from the tree, click Continue

- Frequently used/Derived variables
- Institutional Characteristics
- Admissions and Test Scores
- Student Charges
- Fall Enrollment
- 12-Month Enrollment
- Completions
- Retention rates, Entering Class and Student to faculty ratio
- Graduation Rates
- Outcome Measures
- Student Financial Aid and Net Price
- Finance
- Human Resources
- Academic Libraries

Trend Generator IPEDS | Data Tools | User Guide | Help Desk 1 866-558-0658

Change question

Degrees and Certificates Awarded: How many degrees/certificates are awarded at postsecondary institutions?

In completion year 2020-21, the number of degrees/certificates awarded at postsecondary institutions was 5,241,937. This is based on 5,832 institutions.

Number of degrees/certificates awarded at postsecondary institutions

Notes: This table presents data collected from Title IV institutions in the United States. Prior to 2009-10, 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), Completions component final data (2001-02 - 2019-20) and provisional data (2020-21).



データツールの例

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Christopher A. Cody

Principal Researcher/IPEDS Project Director
+1.202.403.5000

Roman Ruiz

Senior Researcher/IPEDS Deputy Project Director
+1.202.403.5000

Christopher A. Cody

Principal Researcher/IPEDS Project Director
+1.202.403.5000

Roman Ruiz

Senior Researcher/IPEDS Deputy Project Director
+1.202.403.5000

Appendix

付録

IPEDS Components and Data Elements

Institutional Characteristics (IC)

Directory information

Physical and web addresses	Levels of enrollment
Other identification numbers	Mission statement
Control (public, private not-for-profit, private for-profit)	Veteran's questions
Award levels	Percentage of students with disabilities

Student charges

Cost of attendance (tuition, fees, books and supplies; living costs; other costs) for full-time, first-time students	Tuition and fees for full- and part-time students for all undergraduate students, all graduate students, and selected professional practice programs
--	--

IPEDSのコンポーネントとデータ要素

機関の特性 (IC)

ディレクトリ情報

所在地・ウェブサイト	入学のレベル
他の識別番号	ミッションステートメント
設置種別 (公立、私立非営利、私立営利)	兵役経験者に関する質問
授与する学位レベル	障がいのある学生の割合

学生にかかる費用

正規生・入学初年度にかかる費用 (授業料、納付金、教材費、生活費、その他の費用)	すべての学部、大学院、一部の専門実務課程における正規・非正規生の授業料・納付金
--	---

IPEDS Components and Data Elements (continued)

Fall Enrollment (EF)	
Level (undergraduate, graduate) and full- or part-time status	Race/ethnicity and gender
Age category (odd years)	Migration (student state of residence; even years)
Distance education enrollment	Retention rates
12-Month Enrollment (E12)	
Unduplicated headcount	
Level (undergraduate, graduate) and full- or part-time status	Race/ethnicity and gender
Distance education enrollment	Dual enrollment (high school students enrolled for credit)
Instructional activity (number of credit/contact hours)	
Undergraduate, graduate, and doctor's professional practice	Used to calculate full-time equivalent (FTE) students

IPEDSのコンポーネントとデータ要素（続き）

入学状況 (EF)	
課程 (学部、大学院)、正規・非正規	人種/民族、性別
年齢区分 (奇数年)	出身地 (学生の本籍地、偶数年)
遠隔教育の在籍者数	修学継続率
12か月分の在籍状況 (E12)	
重複のない在籍者数	
課程 (学部、大学院)、正規・非正規	人種/民族、性別
遠隔教育の在籍者数	高等学校との二重在籍者数 (単位修得目的)
教育活動 (単位数/授業時間数)	
学部、大学院、博士の専門実務課程	フルタイム換算 (FTE) 学生の計算のために使用

IPEDS Components and Data Elements (continued)

Completions (C)

Number of degrees, certificates, or other recognized postsecondary credentials (completions)

Race/ethnicity and gender	Level of award	Classification of instruction program (CIP) code
---------------------------	----------------	--

Students who receive a degree, certificate, or other recognized postsecondary credentials (completers)

Race/ethnicity and gender	Level of award	Age category
---------------------------	----------------	--------------

Graduation Rates (GR)

Full-time, first-time students only	Race/ethnicity and gender
Bachelor's and other subcohorts	Completers within 100% and 150% of normal time to completion

Graduation Rates 200 (GR200)

Full-time, first-time students only	Completers within 200% of normal time to completion
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IPEDSのコンポーネントとデータ要素（続き）

修了 (C)

学位、証明書、その他の中等後教育の認定資格の授与数 (修了数)

人種/民族、性別	授与された学位等のレベル	教育プログラム分類 (CIP) コード
----------	--------------	---------------------

学位、証明書、その他の中等後教育の認定資格の取得学生数 (修了者数)

人種/民族、性別	授与された学位等のレベル	年齢区分
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卒業率 (GR)

正規生、中等後教育未修者のみ	人種/民族、性別
学士等の学生群	標準修業年限内修了者、標準修業年限×1.5年内修了者

標準修業年限×2.0年内卒業率 (GR200)

正規生、中等後教育未修者のみ	標準修業年限×2.0年内修了者
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IPEDS Components and Data Elements (continued)

Outcome Measures (OM)		
Cohorts		
Full- and part-time students	First-time and non-first-time students	Pell Grant recipients and nonrecipients
Counts		
Students who have received an award (4, 6, and 8 years)	Students still enrolled at reporting institution (4, 6, and 8 years)	
Students subsequently enrolled at another institution (8 years)	Students whose subsequent status is unknown (8 years)	
Admissions (ADM)		
Admissions considerations	Test scores (SAT/ACT)	Counts of applications, admitted, enrolled
Student Financial Aid (SFA)		
Aid awarded and average amount of different aid types for different student subgroups	Information on some Veteran and Defense Department benefits	
Calculation of the net price of attendance	Edits to prior years of cost of attendance	

IPEDSのコンポーネントとデータ要素（続き）

アウトカム測定 (OM)		
学生群		
正規・非正規生	中等後教育初年次生・非初年次生	ペルグラント受給者・非受給者
総数		
修了した学生（入学して4年後、6年後、8年後）	在籍中の学生（入学して4年後、6年後、8年後）	
別の教育機関に入学した学生（入学して8年後）	状況不明の学生（入学して8年後）	
入学者選抜 (ADM)		
選考方法	テストスコア (SAT/ACT)	志願者数、入学許可数、入学者数
学資援助 (SFA)		
援助の受給状況と学生群別・種類別の援助の平均額	兵役経験者・国防総省の援助に関する情報	
教育費の総額	過年度の教育費の編集	

IPEDS components and data elements (continued)

Human Resources (HR)	
Race/ethnicity and gender	Salaries for instructional staff
Tenure status for faculty	Standard Occupational Classifications (SOC) for staff
Finance (F)	
Revenues and expenses	Scholarships and fellowships (public)/student grants (others)
Endowments	Assets and liabilities
Academic Libraries (AL)	
Library collections/circulation	Expenditures

IPEDSのコンポーネントとデータ要素（続き）

人事関係 (HR)	
人種/民族、性別	教員の給与
教員の在職状況	スタッフの標準職業分類 (SOC)
財務状況 (F)	
収入・支出	奨学金・フェローシップ (公立) / 学生補助金 (その他)
寄付金	資産・負債
図書館 (AL)	
図書館の蔵書/貸出	支出

IPEDS Key Webpages

Webpage	URL
IPEDS survey methodology	https://nces.ed.gov/ipeds/survey-components/ipeds-survey-methodology
IPEDS survey materials	https://surveys.nces.ed.gov/ipeds/public/survey-materials/index
IPEDS survey components	https://nces.ed.gov/ipeds/survey-components
Use the Data	https://nces.ed.gov/ipeds/use-the-data
Technical Review Panel (TRP)	https://ipedstrp.rti.org/
National Postsecondary Education Cooperative (NPEC)	https://nces.ed.gov/ipeds/join-in/npec
Association for Institutional Research IPEDS Training Center	https://www.airweb.org/collaborate-learn/ipeds-training-center

IPEDSの主要ウェブページ

ウェブページ	URL
IPEDSの調査方法	https://nces.ed.gov/ipeds/survey-components/ipeds-survey-methodology
IPEDSの調査資料	https://surveys.nces.ed.gov/ipeds/public/survey-materials/index
IPEDSの調査コンポーネント	https://nces.ed.gov/ipeds/survey-components
データの利用	https://nces.ed.gov/ipeds/use-the-data
テクニカルレビューパネル (TRP)	https://ipedstrp.rti.org/
全米高等教育協会 (NPEC)	https://nces.ed.gov/ipeds/join-in/npec
AIR IPEDS研修センター	https://www.airweb.org/collaborate-learn/ipeds-training-center

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