Cross-REL Postsecondary Readiness and Success webinar series:

Conducting research with the Integrated Postsecondary Education Data System (IPEDS)

June 15, 2021
Goal and objectives

1. Increase awareness and knowledge of the Integrated Postsecondary Education Data System (IPEDS) and its utility in postsecondary research.

2. Discuss how IPEDS can support future research and training, coaching, and technical support needs across the RELs.

3. Gain familiarity and experience downloading and preparing raw IPEDS data files for analysis in Stata.
Webinar agenda

Part 1
- Overview of IPEDS.
- Surveys and examples of available variables.
- Examples of studies that use IPEDS.
- Discussion.

Part 2
- IPEDS data workshop.
Overview of IPEDS
What is IPEDS?

• Integrated Postsecondary Education Data System.

• Series of interrelated surveys collected annually by the U.S. Department of Education’s National Center for Education Statistics (NCES).

• Covers a range of topics, including institutional characteristics, admissions and enrollment, student outcomes, cost of attendance, and campus resources.

• Data are publicly available and aggregated at the institution level.
What is IPEDS?

• Includes all degree-granting and non-degree granting postsecondary institutions that participate in Title IV federal student financial aid programs (e.g., Pell Grants, federal student loans).

• Commonly used in institution-level studies where outcome and or independent variables are measured at the institution level.

• IPEDS data can also be aggregated to create system, county, region-, state-, or nation-level measures.

Sources: Bell, 2021; Kelchen, 2018; Sorensen & Hwang, 2021
IPEDS surveys
# IPEDS surveys

<table>
<thead>
<tr>
<th>Category</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institutional characteristics</strong></td>
<td>• Directory information.</td>
</tr>
<tr>
<td></td>
<td>• Sector, Carnegie classification, historically Black colleges and universities status.</td>
</tr>
<tr>
<td></td>
<td>• Tuition and fees.</td>
</tr>
<tr>
<td><strong>Admissions</strong></td>
<td>• Application, acceptance, and enrollment rates and counts.</td>
</tr>
<tr>
<td></td>
<td>• SAT and ACT scores.</td>
</tr>
<tr>
<td><strong>Student financial aid</strong></td>
<td>• Number of students who receive aid and the average amount received.</td>
</tr>
<tr>
<td></td>
<td>• Institutional, state, federal, and private grants and loans.</td>
</tr>
<tr>
<td><strong>12-month enrollment</strong></td>
<td>• Enrollment counts by student race/ethnicity, gender, enrollment intensity.</td>
</tr>
<tr>
<td>Fall enrollment</td>
<td>• Age, distance education.</td>
</tr>
</tbody>
</table>
IPEDS surveys

**Outcome measures**
- Degree outcomes by Pell eligibility for full-time, part-time, first-time, and transfer students.
- New survey in 2015/16.

**Completions**
- Degree, certificate, and other diploma completions.
- By field of study—Classification of Instructional Programs (CIP).
- By race/ethnicity, gender, age.

**Graduation rates**
- Graduation rates for first-time, full-time undergraduate students.
- 100, 150, and 200 percent of normal time-to-degree.
- By race/ethnicity, gender, Pell eligibility.
IPEDS surveys

Academic libraries
- Library resources, circulation, and usage.
- New survey in 2013/14.

Finance
- Revenues by source (tuition and fees, government grants, private gifts).
- Expenditures by function (instruction, research, academic support, institutional support).

Human resources
- Staffing by occupational category—Standard Occupational Classification (SOC).
- By gender, race/ethnicity, full-time/part-time.
Using IPEDS in education research
Using IPEDS in postsecondary research

• Combine with student-level data from other sources.
  – How do institution-level characteristics relate to student-level outcomes?

• Descriptive analysis.
  – Trends in college enrollment and pricing within a region.
  – Relationships between diversity of faculty and staff, diversity of student body, and student outcomes.

• Estimate the effect of a policy change on aggregate outcomes.

Sources: Bell, 2021; Kelchen, 2018; Riggs, Pierson, & Hodara, 2021; Sorensen & Hwang, 2021; Zhang, 2007
Using IPEDS in non-postsecondary education research

• Contextualize college-going culture and opportunity in a school district, county, or other geographic region for middle and high school studies.
  – What are the closest two-year and four-year college options?
  – What are the characteristics of these colleges and the students they enroll?
• Distances between schools and colleges to understand professional development opportunities for educators.
Next steps for research and technical assistance
Discussion

• What ideas or examples do you have for using IPEDS?
• How can IPEDS data support your REL work and meet needs in your region?
IPEDS data workshop
Data considerations

• The IPEDS year is not always the same as the academic year.

• Surveys that contain data disaggregated by student or staff groups contain multiple records per institution.

• Some indicator variables may need to be recoded.
Workshop

1. Open your web browser.
2. Open the “IPEDS workshop” document.
3. Open Stata.
Parent-child reporting

- When a multicampus institution responds to some surveys at the parent level (e.g., system wide) and others at the child level (e.g., individual campus).
  - In 2004/05, each of the 24 Pennsylvania State University campuses reported separate fall enrollment data, but all reported finance data as part of the University Park campus (Jaquette & Parra, 2014).
- Jaquette and Parra (2014) provide a detailed discussion of the issue and possible solutions.
## 2019 IPEDS Surveys

<table>
<thead>
<tr>
<th>Survey component</th>
<th>Collection</th>
<th>When data collected</th>
<th>Data release date</th>
<th>Period covered by data</th>
<th>Academic year</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-month Enrollment</td>
<td>Fall</td>
<td>Fall 2019</td>
<td>July 8, 2020</td>
<td>7/1/2018–6/30/2019</td>
<td>2018–19</td>
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<td>Completions</td>
<td>Fall</td>
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<td>July 8, 2020</td>
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<tr>
<td>Institutional Characteristics</td>
<td>Fall</td>
<td>Fall 2019</td>
<td>July 8, 2020</td>
<td>Fall 2019 (snapshot)</td>
<td>2019–20</td>
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<td>Admission</td>
<td>Winter</td>
<td>Winter 2020</td>
<td>October 14, 2020</td>
<td>Fall 2019 (snapshot)</td>
<td>2019–20</td>
</tr>
<tr>
<td>Graduation Rates</td>
<td>Winter</td>
<td>Winter 2020</td>
<td>October 14, 2020</td>
<td>Graduation rate as of 8/31/2019</td>
<td>2018–19</td>
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<tr>
<td>Outcome Measures</td>
<td>Winter</td>
<td>Winter 2020</td>
<td>October 14, 2020</td>
<td>Award and enrollment data as of 8/31/2019</td>
<td>2018–19</td>
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<tr>
<td>Fall Enrollment</td>
<td>Spring</td>
<td>Spring 2020</td>
<td>February 26, 2021</td>
<td>Fall 2019 (snapshot)</td>
<td>2019–20</td>
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<tr>
<td>Human Resources</td>
<td>Spring</td>
<td>Spring 2020</td>
<td>February 26, 2021</td>
<td>Fall 2019 (snapshot)</td>
<td>2019–20</td>
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</tbody>
</table>

Adapted from Jaquette & Parra, 2014
Closing
References


