

# IPEDS

## REPORTING GUIDEBOOK FOR TECHNOLOGY CENTERS



**OKLAHOMA**  
**CareerTech**

---

**IMD** Information Management Division

Revised  
September 2021

---

## Table of Contents

INTRODUCTION .....	1
REGISTRATION .....	2
Institution Identification.....	2
IC Header .....	2
Part A.....	2
Part B.....	3
Part C.....	4
FALL COLLECTION SURVEYS .....	6
Institutional Characteristics.....	6
Part A.....	6
Part B.....	6
Part C.....	6
Part D .....	7
Completions .....	9
Completions Data.....	9
12-month Enrollment .....	10
Part A.....	11
Part B.....	12
WINTER COLLECTION SURVEYS.....	13
Student Financial Aid .....	13
Section 1: Part A.....	13
Section 1: Part B.....	14
Section 1: Part D.....	15
Graduation Rates.....	16
Graduation Rates for at least two-year, but less than four-year institutions:.....	16
Graduation Rates for less than two-year institutions:.....	18
Graduation Rates 200.....	19
Admissions.....	20
Admissions Considerations .....	20
Selection Process – A/A/E .....	20
Outcome Measures.....	21

---

SPRING COLLECTION SURVEYS .....	21
Human Resources .....	21
Part A.....	21
Part B.....	22
Part C.....	22
Human Resources Survey Evaluation.....	22
HR Resources .....	22
Fall Enrollment .....	23
Part A.....	24
Part B.....	25
Part C.....	25
Part D .....	26
Part E.....	26
Part F.....	27
Finance.....	27
Public Institutions’ Reporting Standard .....	27
General Information .....	28
Completing the Remaining Finance Survey Components.....	28
Recommendations and Tips.....	29
Technology Center Resources and Information.....	31
Technology Center Keyholders .....	31
Technology Center Information Systems .....	32
Additional Resources and Information .....	33
Accessing Survey Specific Form Instructions and Definitions.....	33
Searching for a Specific Definition.....	35

---

## INTRODUCTION

This guidebook is intended to assist you in understanding and completing the IPEDS surveys. It is our goal to provide high quality, consistent data; therefore, it is important for each technology center across the state to report data that is comparable to that submitted by peers. Please contact the Information Management Division Manager if you have any questions or assistance.

Information Management Division  
Oklahoma Department of Career and Technology Education  
1500 West Seventh Avenue  
Stillwater, OK 74074-4364  
405-743-6882

## REGISTRATION

In August, IPEDS will issue information to keyholders prompting registration for the data collection cycle. Registration surveys include the Institution Identification and IC Header. Registration will close on August 25, 2021. Failure to register by the deadline will result in NCES sending a letter to the CEO of your district/site requesting a new keyholder.

### **IMPORTANT:**

There are no deadline extensions for the IPEDS survey components.

### Institution Identification

The Institution Identification survey consists of two tabs; General Info and Web Addresses. Fill in the requested information for your institution on each tab. If your school will be providing a Web address, please read the instructions. You will find the instructions by clicking on the instructions icon at the upper right of the survey page for specific information regarding institutional webpage requirements.

### IC Header

The purpose of the IC Header survey is to gather general information about your district/site. The answers in this survey will determine the screens you will receive in other surveys. This survey must be completed and locked before any other survey can be started.

#### Part A

##### *Educational Offerings*

**Question 1-** Select the types of programs/instruction offered at your district/site.

- All districts/sites should be checking Occupational.
- If a district/site offers a program with courses that could be counted as credits toward an associate, bachelors, masters, or first-professional degree at a college in the future, then they should check the Academic Program box. This includes courses that will count as advanced standing hours at a college or university.
- If your district/site offers ACD/Short-Term/BIS courses, check the Recreational or avocational (leisure) programs box.
- Selecting Adult Basic as an Education Offering will not affect any of your other surveys. If your district/site offers GED prep courses and the GED prep program is designed to help students prepare for taking the GED tests (the program is strictly classes to prepare for the exam), but the exams themselves are not a part of the program, check the Adult Basic box.
- All districts/sites should check the Secondary box. Secondary (high school) students should be included in your educational offerings survey.

### **NOTE:**

Regardless of a program's Title IV eligibility, all program types offered at the tech center should be reported in this section.

## Part B

### *Controls and Levels*

#### **Question 1-** What is your institutional control or affiliation?

- Select Public. Oklahoma technology centers are operated by publicly elected or appointed officials and are primarily supported by public funds. The primary control should be state, and the optional secondary control can be school district or city.

#### **Question 2** - What award levels are offered by your institution?

- Select all award levels that apply to your district/site under the Below the Baccalaureate section.
- If your district/site offers programs with less than 300 clock hours, check Postsecondary award, certificate, or diploma of less than 300 clock hours.
- If your district/site offers programs with less 300-899 clock hours, check Postsecondary award, certificate, or diploma of less than 300-899 clock hours.
- If your district/site offers programs with at least 900 clock hours, but less than 1800 clock hours, check Postsecondary award, certificate, or diploma of 900-1799 clock hours.
- Associate's degree should not be checked in **line 3**.
- If your district/site offers programs with 1800 or more clock hours check Postsecondary award, certificate, or diploma of more than 1800 clock hours.
- Check the box for Yes, I confirm that I reviewed the award levels offered by my institution above to verify that the information is correct.
- Provide a context note in the provided space (optional).

#### **NOTE:**

Regardless of a program's Title IV eligibility, all award levels offered at the tech center should be reported in this section. (Verified by IPEDS 6/11/19)

### *Calendar System*

#### **Question 3** – What is the predominant calendar system at the institution?

- Oklahoma technology centers will report based on a full-year cohort, so under Program Reporting Method (other calendar system), choose the calendar system that pertains to your district/site.

### *Student Enrollment*

#### **Question 4** – Does your institution enroll any of the following types of students?

- Answer as it pertains to your district's/site's full-time and part-time students.

#### **Question 6** – For the referenced academic year, did your district/site enroll any full-time, first-time students?

- If you choose yes to this question, you will be required to provide graduation rates data for the selected cohort in the winter collection. If you choose no, you will indicate the reason.

**NOTE:**

Secondary/high school students are not considered first-time students. First-time refers to adult students who are entering a post-secondary institution for the first-time. If you don't know if a student has ever attended another postsecondary institution, you should assume they are first-time. Students marked as unknown, should be counted as first-time. HINT: Students marked with education level codes 32-37 are not first-time.

*System*

**Question 7** – Multi-institution or multi-campus organization

- Determine whether your institution is part of a multi-institution organization. If your district is made up of more than one campus, you will choose Yes. If you are a single campus district, please choose No.

Part C

*Open Admission*

**Question 1-** Does your institution have an open admission policy for all or most entering first-time degree/certificate-seeking undergraduate-level students?

- Determine whether your district/site has an open admission policy. Per IPEDS, if the only requirement for admission is a high school diploma or GED/other equivalent, your institution is still considered open admission. Institutions that require only an Ability to Benefit or similar test beyond the diploma/equivalent, and only reject a very small number of students based on the test, are also considered open admission.
- If you choose No, that your institution does not have an open admission policy, you will be required to report Admissions component on your admissions procedures and admissions yield, and the following information will be required:

Select the option that best describes how your institution uses the following considerations as part of the selection process for entering first-time, degree/certificate-seeking students. For each consideration, indicate whether it is required, considered but not required, recommended, or neither required nor recommended:

- Secondary school GPA
- Secondary school rank
- Secondary school record
- Completion of college-preparatory program
- Recommendations
- Formal demonstration of competencies (e.g., portfolios, certificates of mastery, assessment instruments)
- Admission test scores
- SAT/ACT
- Other test (ABT, Wonderlic, WISC-III, etc.)
- TOEFL

**NOTE:**

If ABT, Wonderlic, WISC-III (or similar) test is the only requirement other than a diploma or equivalent, and few students are not admitted due to this test, you are an open admission institutions. Please call the IPEDS Help Desk so that your response to the screening question for this component can be corrected if you have entered incorrectly.

**IMPORTANT:**

If none of the above apply to your district/site, you are considered to have an open admissions policy and will choose Yes for this question.

## FALL COLLECTION SURVEYS

September 1, 2021, IPEDS will open the Fall Collection Surveys to keyholders. Fall Collection surveys include the Institutional Characteristics, Completions, and 12-month Enrollment surveys. Collections will close on October 13, 2021 for keyholders.

### NOTE:

It is good practice to wait to lock surveys until you have completed them all for the collection period. Once a survey is locked, you will no longer have access to edit data.

### Institutional Characteristics

The purpose of the Institutional Characteristics survey is to gather general information about your school.

#### Part A

##### *Mission Statement*

**Question 1-** Provide the institution's mission statement or a web address (URL) where the mission statement can be found. Typed statements are limited to 2,000 characters or less. The mission statement will be available to the public on College Navigator.

- Type in your district's/site's mission statement. If the mission statement is available electronically, you may alternately enter the Web address where the mission statement can be found.

#### Part B

##### *Services and Programs for Servicemembers and Veterans*

**Question 1-** Which of the following are available to veterans, military servicemembers, or their families?

- Check the available services your district/site offers.

#### Part C

##### *Special Learning Opportunities*

**Question 1-** Does your institution accept any of the following?

- Check all that apply.

**Question 2 -** What types of special learning opportunities are offered by your institution?

- Check all that apply.

##### *Other Student Services*

**Question 4 -** Which of the following selected student services are offered by your institution?

- Check all that apply.

**Question 5 -** Which of the following academic library resource or service does your institution provide?

- Check all that apply.

**Question 6 -** Indicate whether or not any of the following alternative tuition plans are offered by your institution.

- Indicate yes or no.
- If yes, check all that apply.

*Distance Education*

**Added for 20-21 collection:** When reporting distance education offerings, do not include remote learning implemented in response to COVID-19 unless the program anticipates maintaining this modality permanently. Allowing program completion via distance education is not the same as having planned full distance education programs.

**Question 7** - Please indicate at what level(s) your institution does or does not offer distance education courses and/or distance education programs.

- Distance education courses – Defined as a course in which the instructional content is delivered exclusively via distance education. Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education.
- Distance education programs are defined as programs for which all the required coursework for program completion is able to be completed via distance education courses.

**Question 8** - Are all the programs at your institution offered exclusively via distance education programs?

- The answer to question 8 should be No for all technology center districts/sites.

*Disability Services*

**Question 9** – Please indicate the percentage of all undergraduate students enrolled during Fall 2020 who were formally registered as students with disabilities with the institution's office of disability services (or the equivalent office).

- For questions 9 choose the answer that applies to your district/site with the percentage, if over 3%. This percentage should be calculated based on all students enrolled (including secondary/high school students).

**NOTE:**

Counting IEP students as students with disabilities is up to your school. If your school formally registers an IEP student as disabled, then you should consider them in this percentage.

Part D

*Charges Questions*

**Question 1**- Are all full-time, first-time degree/certificate-seeking students required to live on-campus or in institutionally controlled housing?

- The answer to question 1 should be No for all technology center districts/sites.

**Added for 20-21 collection:** If your institution typically has this requirement but such requirement is temporarily suspended due to COVID-19, please answer **Yes**.

**Question 3** - Does your institution offer institutionally-controlled housing (either on or off campus)?

- The answer to question 3 should be No for all technology center districts/sites.

**Question 4** - Do you offer board or meal plans to your students?

- The answer to question 4 should be No for all technology center districts/sites.

*Number of Programs*

**Question 5** - How many programs are offered at your institution?

- Question 5 requests the number of different programs offered by your district/site. Indicate the total number of programs offered (not the total number of courses within those programs).

**NOTE:**

You should count each individual program, rather than CIP code for the Institutional Characteristics survey. (Some of your programs may have the same CIP Code). This question is gathering information about your school, so if a prospective student sees that your school offers 60 programs on the NCES/IPEDS site, they should be able to go to your school's website and to get details for those 60 programs.

*Price of Attendance*

**Question 7** - Cost of attendance for entering students

- Question 7 seeks information about student charges for the largest program at your school. Enter the CIP code for the program with the largest enrollment and the length of that program in clock hours. (Your local program name and the name of the program that populates the survey in IPEDS will likely not be the same.) You should also indicate the number of months it takes a full-time student to complete that program. If your district/site charges an application fee, include that amount here. Only report application fees if they apply to all programs. For example, if a separate application fee applies to Practical Nursing students only, do not indicate that amount.

**NOTE:**

The largest program by enrollment should be determined by the 2019-20 enrollment. You can combine programs with the same CIP code for purposes of this question, but you are also free to use the individual program with the largest enrollment. If you choose to combine programs with the same CIP code, keep in mind, you'll be asked to provide the number of hours to complete the program, as well as the number of weeks, and the programs combined may not have the same hours. Enrollment includes students enrolled for credit regardless of their full-time/part-time status or if they are Title IV eligible.

**IMPORTANT:**

Your largest program is based on enrollment size and does not have to be Title IV eligible; however, you cannot report a program as your largest program if it is for secondary student enrollment only. For example, STEM programs cannot be reported as your largest program.

*Price of Attendance - Calculated Values*

Information in this section is calculated based on your answers on the previous screen. Check the information on the lines for Tuition and required fees and Books and Supplies for accuracy and make any changes necessary on the previous screen.

**NOTE:** Information highlighted in teal is based on an IPEDS formula. You won't need to verify this data.

#### *Program Data*

**Question 8** - Please list your second through sixth largest programs and provide the requested information for each program. To enter a CIP code and program title, click on the select button, and then click on the program from the list provided. Choosing clear will remove the CIP code and title. Report the tuition and fees and the cost of books and supplies for the TOTAL LENGTH OF THE PROGRAM. Also report the length of the entire program in terms of clock hours and provide the number of months it takes a full-time student to complete the entire program.

### Completions

The purpose of this section is to capture the number of program completers for your institution for the specified 12-month period (July 1, 2020 through June 30, 2021). Do not report completions for BIS courses, short courses, etc. Both adult and secondary completers should be included in this report. According to IPEDS, you should include any secondary (high school) student receiving an award in a postsecondary program concurrent with high school graduation, to include students completing STEM academies. (Verified by IPEDS 8/19/19).

#### Completions Data

##### *Select Programs and Enter Data*

The first section of this survey populates the programs by CIP code and award levels for each, reported on your previous year's submission.

- First, update your programs list to reflect the current collection period (2020-21) offerings. To add a program, click the 'Search/Add Program' button at the top of your list of programs. You then have several ways to proceed:
  - Enter all or parts of the program name and click the 'Search' key. This will bring up all the fields and programs with the text in the title. Make your selection from this list.
  - As an alternative, you can click the first letter of the name of the program from the menu of letters. For example, if you want to add Philosophy, click the 'P'. This brings up a list of all fields beginning with 'P'; then select the field name. After this, you may add programs within the field.
  - If you know the 2-digit or 4-digit CIP for the broad group of programs, enter the portion of CIP code and click 'Search' key. This will bring up a list of all the programs within the selected group.
- After selecting the program, designate the appropriate award level(s) using the IPEDS Award Levels descriptions. To find the IPEDS Award Levels descriptions, click on the View Award Levels link on the Completions>CIP Selection screen (just under the gray box, above the list of CIP codes).
- To delete a program no longer offered, click on the 'Delete program' icon. A field or program should NOT be deleted if you expect to report completions for it in future years. You will have to confirm any deletions.

**NOTE:**

Please check to be sure that the CIP codes that you listed in your responses to 2020 IC questions D7 and D8 are included in the 2021 IPEDS Completions CIP List.

- Once you have a complete list of your district's/site's programs, and have verified the award level(s) is correct, you can enter the data for each award level by clicking on the award level link. For example, you will click on the 2 in the 1<sup>st</sup> major column for Computer Systems Networking and Telecommunications to enter the number of students by gender and ethnicity in that program. Remember that this section deals with the number of awards conferred (given/awarded) rather than the number of students receiving an award. If a student completed more than one program, report them for each program completed. This count will be duplicated as one student may be reported more than once (if the student completes more than one program within the reporting period).

**IMPORTANT:** Your school will likely have more than one program within a CIP code.

- Report the combined student information from those programs within that CIP code.
- If you have more than one program within a CIP code and the programs have different award levels, choose both award levels in the 1<sup>st</sup> major column on the CIP selection screen. In the Completers section, the students should be reported in the appropriate Completer by level page depending on the Certificate level.

#### Enter Data

The second section of the survey deals with the number of individual students that earned an award. In this section you will provide the number of students that completed one or more programs by gender, race, and age. This count will be unduplicated, as one student that completes multiple programs would only be reported one time.

**NOTE:**

The IPEDS glossary defines certificate, program, and completer as follows: A completer is a student who receives a degree, diploma, certificate, or other recognized postsecondary credential. In order to be considered a completer, the degree/award must actually be conferred (given/awarded). A certificate is a recognized postsecondary credential certifying the satisfactory completion of a postsecondary education program. A program is a combination of courses and related activities organized for the attainment of broad educational objectives as described by the institution.

### 12-month Enrollment

The purpose of this section is to collect unduplicated student enrollment counts and instructional activity data for a 12-month period. NCES will use the FTE (full-time equivalent) enrollment estimate to produce indicators such as expenses by function per FTE. Your data must reflect the enrollments for the period from July 1, 2020 to June 30, 2021.

## Screening Question

Undergraduate instructional activity data in Part B may be reported in units of clock hours or credit hours. Which instructional activity units will you use to report undergraduate instructional activity?

- Select clock hours.

## Part A

*Unduplicated Count for Full-time Undergraduate Students*

### **Changes to reporting for 2020-21:**

Unduplicated enrollment counts of undergraduate students are collected by gender, attendance status (full-time, part-time), race/ethnicity, first-time (entering), other (non-first-time entering or continuing/returning), and certificate-seeking statuses. (public 2-year and less-than-2-year non-degree-granting institutions)

Unduplicated enrollment counts of undergraduate students are collected by gender, attendance status (full-time, part-time), race/ethnicity, first-time (entering), all other (non-first-time entering or continuing/returning), and certificate-seeking statuses. (Private 2-year and less-than-2-year non-degree-granting institutions)

Unduplicated enrollment counts by distance education status are collected.

Part A will collect the 12-month unduplicated headcount by race/ethnicity and gender for the time period from July 1, 2020 to June 30, 2021.

- To determine your unduplicated count of students, include any full-time student (attended more than 24 clock hours per week) that was enrolled in a program during that 12-month period. If a student was enrolled in more than one program, only include that student once.
- Do not include students enrolled in BIS or short-term courses.
- You will report the race/ethnicity, age and gender of your unduplicated students.

### **HINT:**

12-Month enrollment can be pulled from CTIMS. If you are not a tech center full-time submitter in CTIMS, please see your institutions submitter for the report, or contact CTIMS support at [ctimssupport@careertech.ok.gov](mailto:ctimssupport@careertech.ok.gov) to request the Tech Center Full-Time Submitter role.

To pull the report, use the following steps:

1. Log in to CTIMS and make sure you are using your Tech Center FT Submitter role.
2. On the left navigation, click on Reports, then select Report Framework, then Report Generation.
3. On the Report Generation screen, choose Enrollment for the Module, Full-Time Program Reports for the Sub Module, Full-Time Student Quarterly Detail-528 for the Report Title, then District for the Report Type/School Type.

4. Select your Calendar Year, the Organization Type, and your Organization.
5. Click Generate Report.
6. Export the report to Excel by clicking on the Save icon  and choosing Excel from the drop-down.
7. This report will give you the list of reported enrollments for the fiscal year with the age, gender, and race/ethnicity.

## Part B

### *Instructional Activity*

Part B collects information on clock hour activity for your school for the same 12-month period.

- When reporting clock hours for your district/site, be sure to include clock hours for any student (high school or adult) enrolled in a program, in addition to clock hours for students enrolled in BIS or short-term/ACD courses.
- The clock hours reported here will be used to calculate an FTE for your district/site. This calculated FTE is combined with funding and tuition data from the Finance Survey to calculate funding and expenses per FTE student. Because revenue from tuition and fees is included in their calculations, you should include clock hours for any course supported by state and/or local funding and/or tuition and fees revenue. Please do not include clock hours for BIS program types 62, 75, or 78.

Clock hours can be obtained in CTIMS.

### **Steps to obtain clock hours for full-time programs:**

1. Go to <https://ctims.okcareertech.org/CTBDSWeb/> to log in to your CTIMS account. If you do not have a CTIMS account, you can contact your site/district full-time submitter for the report, or contact CTIMS Support at [ctimssupport@careertech.ok.gov](mailto:ctimssupport@careertech.ok.gov).
2. Verify that you are signed in with the Tech Center FT Submitter role.
3. From the menu on the left, expand Reports, then choose Report Framework, then Report Generation.
4. Complete the report generation screen by choosing Enrollment for the Module, Full-Time Program Reports for the Sub Module, Full-Time Summary by Cluster-531 report for the Report Title, then choose District for the Report Type/School Type.
5. Select your calendar year, the Organization Type, and your Organization.
6. Click Generate Report.
7. At the far bottom right of the page is your grand total FTE count based on the hours submitted by pathway. Take this number and multiply by 525 to obtain clock hours for full-time programs.

### **Steps to obtain clock hours for BIS/Short-term/ACD:**

1. In CTIMS verify that you are signed in with the Tech Center BIS Submitter role. If you do not have a CTIMS account, you can contact your site/district BIS submitter for the report, or contact CTIMS Support at [ctimssupport@careertech.ok.gov](mailto:ctimssupport@careertech.ok.gov).
2. From the menu on the left, expand Reports, then choose Report Framework, then Report Generation.
3. Select Enrollment for Module, ACD/BIS Reports for Sub Module, BIS Enrollment Summary by Campus-509 for the Report Title, then District for the Report Type/School Type.

4. Select your Calendar Year, the Organization Type, and your Organization.
5. Click Generate Report.
6. Take the total clock hours, found at the bottom right, and subtract the clock hours for type 62, 75 and 78 from the total. These program types should not be included in the clock hour totals for IPEDS.
  - Add together the clock hours calculated for full-time enrollment and BIS/Short-term/ACD. This is your total clock hour activity for your district/site.

## WINTER COLLECTION SURVEYS

December 8, 2021, IPEDS will open the Winter Collection Surveys to keyholders. Winter Collection surveys include the Student Financial Aid, Graduation Rates, and Admissions surveys. Collections will close on February 9, 2022 for keyholders.

### NOTE:

It is good practice to wait to lock surveys until you have completed them all for the collection period. Once a survey is locked, you will no longer have access to edit data.

### Student Financial Aid

The purpose of the Student Financial Aid survey is to gather general information about financial aid provided to various groups of students at your district/site.

#### Section 1: Part A

##### *Establish Your Groups*

Part A will establish the number of students in various groups. The numbers on this screen will carry forward to other parts of the Student Financial Aid component. Please report the requested groups based on enrollments for the period from July 1, 2020 to June 30, 2021.

- For Group 1, enter the number of all undergraduate students. IPEDS defines an undergraduate student as a student enrolled in a 4- year or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate level. Group 1 should include secondary (high school) students.
- For Group 2, report the number of student from Group 1 who were full-time, first-time. Of those in Group 2, on **line 02a**, also report the number of students who were awarded any Federal Work Study loans, grants or scholarship aid from the federal government, state/local government, the institution, or other sources known to your institution. Then, in **line 02b**, report the number of students who were awarded loans to students or grant or scholarship aid from the federal government, state/local government, or the institution. Group 2 should not report secondary (high school) students.
- For Group 3, report students from Group 2 who were enrolled in your district's/site's largest program (reported in the Institutional Characteristics survey, Part D) who paid the in-state/in-district tuition rate and who were awarded any grant or scholarship aid from the following sources: the federal government, state/local government, or the institution.
- For Group 4, report students from Group 2 who were enrolled in your district's/site's largest program (reported in the Institutional Characteristics survey, Part D) who paid the in-state/in-district tuition rate and who were awarded any Title IV federal student aid.

## Section 1: Part B

### *Enter Information about Group 1*

Part B reports information on all undergraduate students (including first-time students) enrolled any time during the academic year 2020-21.

- The first section is pre-populated with the number of full-time, first-time students carried forward from Part A.
  - **Line 01:** In the first column, report the number of students from Group 1 who were awarded state and local aid. Then in the third column, report the total dollar amount of aid awarded. Do not include federal student loans in this line.
  - **Line 02:** In the first column, report the number of Group 1 students who were awarded Pell Grants. Then, in the third column, report the total dollar amount awarded to these students.
  - **Line 03:** In the first column, report the number of students from Group 1 who received Federal student loans. This will be zero for all technology centers with the exception of Metro Tech, who will report the amount awarded to these students.

### **NOTE:**

You should be reporting amounts awarded, rather than amounts disbursed. According to IPEDS, “In this component, ‘aid awarded’ refers to grant or scholarship aid that was awarded to students or to loans awarded to and accepted by students. For reporting grant or scholarship aid, institutions should report on aid that was awarded to students. This amount may be different from the amount that was actually disbursed to students. For example, a student may be awarded grant or scholarship aid at the beginning of the academic year but then leave the institution before the entire amount is disbursed. In this case, institutions should report the original amount of grant or scholarship aid that was awarded. For reporting loans to students, institutions should continue to report on loans that were awarded to and accepted by the student.”

### *Enter Information about Group 2*

Section 1: Part C reports information on full-time, first-time students that make up Group 2.

- The first section is pre-populated with the number of full-time, first-time students carried forward from Part A.
- For each line under Aid Type, enter the number of students receiving the specified grants, scholarships, tuition waivers, etc. on lines 01 through 05b, as well as the total amount awarded.
  - **Line 01:** In the first column, report the number of students from group 2 that received grants or scholarships from the federal government, state/local government, or the institution.
  - **Line 02:** In the first column, report the number of students from group 2 that received federal grants.
  - **Line 02a:** In the first column, report the number of students from group 2 that received Pell grants. The, in column 3, report the total amount of aid awarded to these students.

- **Line 02b:** In the first column, report the number of students from group 2 that received other federal grants. Then, in column 3, report the total amount of aid awarded to that group.
- **Line 03:** In the first column, report the number of students from group 2 that received State/local government grants or scholarships (includes fellowships/tuition waivers/exemptions). Then in column 3, report the total amount of aid awarded to that group.
- **Line 04:** In the first column, report the number of students from group 2 that received institutional grants or scholarships (includes fellowships/tuition waivers/exemptions). Then in column 3, report the total amount awarded to these students.
- **Line 05:** In the first column, report the number of students from group 2 that received loans. (This will only pertain to Metro Tech).
- **Line 05a:** In the first column, report the number of students from group 2 that received federal loans. Then in column 3, report the total amount awarded to these students. (This will only pertain to Metro Tech).
- **Line 05b:** In the first column, report the number of students from group 2 that received other loans (including private loans). Then in column 3, report the total amount awarded to these students. Do not include loans to parents. (This will only pertain to Metro Tech).

*Section 1: Comparison Chart*

The comparison chart allows you to check data reported on previous screens for Group 1 and Group 2. The calculated fields for All Other Undergraduates should equal the number of students in Group 1, minus the number of students in Group 2. If not, please go back to the previous screens to correct your reported numbers.

*Section 1: Cost of Attendance*

Data on the Cost of Attendance and Cost of Attendance (calculated) screen is carried forward from the Institutional Characteristics survey reported in the Fall Survey Collection period. This data should only be changed if an error has been made in reporting.

Section 1: Part D

*Enter Information about Group 3*

Part C reports information on full-time, first-time students enrolled in your school's largest program that make up Group 3. The first section is pre-populated with the number of full-time, first-time students enrolled in your largest program from the Institutional Characteristics survey and Part A.

- **Line 01b:** Report the number of students that lived off-campus (with family).
- **Line 01c:** Report the number of students that lived off-campus (not with family).
- **Line 01d:** These numbers are pre-populated and calculated based on data entered in previous lines.
- **Line 02:** Report the total amount of grant or scholarship aid from the federal government, state/local government, or the institution awarded to Group 3 students.

- **Line 03:** These amounts are pre-populated and calculated based on data entered in previous lines.

#### *Military Servicemembers and Veteran's Benefits*

Report the total number of recipients and the total dollar amount received based on the following IPEDS guidelines when reporting the Post-9/11 GI Bill Benefit and the Department of Defense Tuition Assistance Program:

- Report the total number of student recipients and the total dollar amounts for each program.
- Student recipients can also include eligible dependents.
- Consult with your campus certifying official, who may not be in the student financial aid office.
- For Post-9/11 GI Bill Benefits, do not include the matching institutional aid provided through the Yellow Ribbon Program if your institution participated.
- Information reported to IPEDS is only what is known to the institution.
- Enter zero (0) if your institution did not have beneficiaries for a program.

## Graduation Rates

There are two different Graduation Rate surveys. The survey that you are required to complete is based on your school's classification as a two-year institution or less than a two-year institution. You determined this in the IC Header component during the registration period. If a technology center offers programs with at least 1800 clock hours, and it is reported in the IC Header component, then the Graduation Rates for at least two-year, but less than four-year institutions will be the survey option available to complete. If the technology center does not offer a program with at least 1800 hours, then the Graduation Rates for less than two-year institutions will be the survey option available to complete. Since the surveys are different, we will address each one separately.

### Graduation Rates for at least two-year, but less than four-year institutions:

A two-year institution, but less than four-year institution is defined as, "a postsecondary institution that offers programs of at least 2 but less than 4 years duration. Includes occupational and vocational schools with programs of at least 1800 hours and academic institutions with programs of less than 4 years. Does not include bachelor's degree-granting institutions where the baccalaureate program can be completed in 3 years." If a technology center offers programs with at least 1800 clock hours, it is considered an at least two-year institution.

#### *Cohort Data*

##### **Establishing a Cohort**

You will be asked to report graduation rates based on a full-year cohort. Your cohort of students will include all full-time, first-time degree/certificate-seeking undergraduate students that entered your district/site between September 1, 2018 - August 31, 2019. Enter the number of students in your established cohort.

### Completers within 150%

Of those students reported in your established cohort, report the number of students by who completed their program within 150% of normal time to complete for programs of less than 2 academic years and completers of programs at least 2 but less than 4 academic years.

**NOTE:** 150% of the time to complete refers to the amount of time a student takes to complete a program. For example, if a program length is 26 weeks (according to your financial aid office), and a student completes the program within 27 to 39 weeks (within 150% of time to complete), then they should be reported in this cohort. You can convert this time into months, or another time conversion that makes sense for your school.

### Transfers/Exclusions

This section requires that you report the students in your established cohort who did not complete a program as of August 31, 2021.

You may exclude students for the following reasons:

- Students who died or became permanently disabled
- Students who left school to join the armed forces or were called to active duty
- Students who left school to serve with a foreign aid service of the federal government
- Students who left school to serve on an official church mission

**Column 45:** The total number of exclusions should be reported here.

**Column 52:** This column is calculated for you. This represents your adjusted cohort of students.

### Completers 100%

This section requires that you report the students in your established cohort who completed their program within 100% of the normal time to complete.

- **Column 55:** Report those completers of programs of less than 2 academic years.
- **Column 56:** Report those completers of programs of at least 2, but less than 4 academic years.
- **Column 57:** This column is calculated for you. This represents the total number of students from your institution who completed within 100% of the normal time to complete.

**NOTE:** 100% of the time to complete refers to the amount of time a student takes to complete a program. For example, if a program length is 26 weeks (according to your financial aid office), and a student completes the program within the 26 weeks (within 100% of time to complete), then they should be reported in this cohort. You can convert this time into months, or another time conversion that makes sense for your school.

### Graduation Rates for less than two-year institutions:

A less than two-year institution is defined as, “a postsecondary institution that offers programs of less than 2-years duration below the baccalaureate level. Includes occupational and vocational schools with programs that do not exceed 1800 clock hours.” If a technology center does not offer a program with more than 1800 clock hours, it is considered a less than two-year institution.

#### *Cohort Data*

#### **Establishing a Cohort**

You will be asked to report graduation rates based on a full-year cohort. Your cohort of students will include all full-time, first-time degree/certificate-seeking undergraduate students that entered your district/site for the Fall 2018 Cohort. Then, enter the number of students in your established cohort.

#### **Cohort Data**

Because Oklahoma technology centers are classified as program reporters, the initial cohort column will be blank.

- **Column 10:** Report the number of full-time first-time students that entered your district/site anytime between September 1, 2017 and August 31, 2018. Secondary (high school) students should not be reported in this section.
- **Column 45:** Enter the number of exclusions. You may exclude students for the following reasons:
  - Students who died or became permanently disabled
  - Students who left school to join the armed forces or were called to active duty
  - Students who left school to serve with a foreign aid service of the federal government
  - Students who left school to serve on an official church mission
- **Column 50:** This column is calculated for you. This is the revised cohort minus the total exclusions to equal the adjusted cohort.
- **Column 11:** Report the number of students from column 10 enrolled in a program that completed that program within 150% of normal time to complete as of August 31, 2020.
- **Column 55:** Enter the number of students from column 11 that were enrolled in a program who completed within 100% of the normal time to complete.
- **Column 30:** You may enter the number of students from column 10 that did not complete the program, but transferred to another institution to continue their education. It is optional for you to provide this data. It will not affect your graduation rates. If you report this section, IPEDS will calculate student transfer-out rates for your district/site.
- **Column 51:** Enter the number of students from the cohort still enrolled in your district/site.
- **Column 52:** This column is calculated for you. This includes students who have dropped out, as well as students who completed in greater than 150% of normal time.

### Grant

In this section, report the number of students in each sub cohort who received a Pell Grant (within the entering year), a Direct Subsidized Loan (within the entering year) that did not receive a Pell Grant, and those who did not receive either a Pell Grant or Direct Subsidized Loan (within the entering year).

- **Column 10:** Of the full-time first-time students that entered your district/site anytime between September 1, 2017 and August 31, 2018 (reported in the previous section in column 10), report the number of students who received a Pell grant within their entering year, the number in this cohort who received a Direct Subsidized Loan within their entering year that did not receive a Pell grant, and the number of students in this cohort who did not receive either a Pell grant or Direct Subsidized loan within their entering year.
- **Column 45:** Of the exclusions reported in column 45 in the previous section, report the number of students in this cohort who received a Pell grant within their entering year, then the number in this cohort who received a Direct Subsidized Loan within their entering year that did not receive a Pell grant.
- **Column 11:** Of the students reported in column 11 in the previous section that completed with 150% of the normal time to complete a program, report the number of students in this cohort who received a Pell grant within their entering year, then the number in this cohort who received a Direct Subsidized Loan within their entering year that did not receive a Pell grant.

### Worksheet

This screen is pre-populated with calculated totals from previous screens. Check the data, and choose if you wish to provide additional context notes.

## Graduation Rates 200

This section requires you to report on a cohort of first-time and full-time students enrolled in a program at your school between September 1, 2017 and August 31, 2018 or who entered your school in Fall 2016. You are required to report the status of those students as of August 31, 2021. Report information on any additional completers and exclusions from the cohort between 151% and 200% of normal time for students to complete all requirements of their program.

- Secondary (high school) students should not be included in this survey.

### Screening Question

Do you have students to report who, 1) received an award between 151% and 200% of the normal time to complete OR are still enrolled as of 200% of normal time?

- Indicate yes or no.

### Completers 200%

- **Lines 1 through 5:** These lines are pre-populated.
- **Line 6:** Report the number of students who did not complete but left your district/site between 150% and 200% of normal completion time because of one of the following reasons:
  - Students who died or became permanently disabled
  - Students who left school to join the armed forces or were called to active duty
  - Students who left school to serve with a foreign aid service of the federal government
  - Students who left school to serve on an official church mission
- **Line 7:** This line is calculated for you.
- **Line 8:** Report the number of students who completed within 150% to 200% of normal time.
- **Line 9:** Report the number of students who did not complete within 200% of normal time to complete and are still enrolled at your district/site.
- A text box is provided at the end of this survey if you wish to comment or give context to the data provided.

**NOTE:** 200% of the time to complete refers to the amount of time a student takes to complete a program. For example, if a program length is 26 weeks (according to your financial aid office), and a student completes the program within 39 to 52 weeks (between 150% and 200% of time to complete), then they should be reported in this cohort. You can convert this time into months, or another time conversion that makes sense for your school.

### Admissions

Not all technology centers will be required to complete the Admissions survey. This information is only collected for districts/sites who do not have an open admissions policy for entering first-time students. Requirement to complete the admission survey is determined by your answer to the Part C-Open Admission question 1 on the IC Header component completed during the registration period.

#### Admissions Considerations

Choose the options for admissions considerations that best describe your district/site by selecting the corresponding radial buttons. You may provide context for your data in the text box at the bottom of the screen.

#### Selection Process – A/A/E

Provide the number of first-time, degree/certificate-seeking undergraduate students who applied, who were admitted, and who enrolled (either full-time or part-time) at your institution for Fall 2020. Include early decision, early action, and students who began studies during the summer prior to Fall 2020.

#### **NOTE:**

You can click on the links for IPEDS definitions of applicants, admissions, full-time and part-time if you have questions about which students to include in this portion of the survey. Secondary (high school) students should not be included in the admissions survey data.

## Outcome Measures

This survey component is not applicable and will not be completed.

## SPRING COLLECTION SURVEYS

December 8, 2021, IPEDS will open the Winter Collection Surveys to keyholders. Spring Collection surveys are also made available at this time. Included in the spring collection period are the Fall Enrollment, Finance, Human Resources and Academic Libraries surveys. Collections will close on April 6, 2022 for keyholders.

### **NOTE:**

It is good practice to wait to lock surveys until you have completed them all for the collection period. Once a survey is locked, you will no longer have access to edit data.

## Human Resources

This survey collects data on your district's/site's staff. Employees should only be reported once, so if you have a staff member who could be coded in more than one occupation, code them in the occupation that requires the most skill. If the skill levels are the same, code them in the area they spend the most time.

### **NOTE:**

Staff members must be reported using the IPEDS occupational categories. For IPEDS HR/SOC information, click on the link in the resources section of the Overview screen. This link includes an SOC browsing tool, as well as a crosswalk of past and current categories to help you determine the correct categories for your staff.

### Screening Questions

This question asks if your district/site employs part-time staff. Provide your answer, then you can provide context for your answer in the text box if applicable.

### Part A

*FT Staff – 1 – 2 – 3*

On these three screens, report the number of full-time staff members as of November 1, 2020 by race/ethnicity, gender and occupational category.

*FT Staff – Total*

The A- FT Staff- total screen is the total of full-time staff members you have in each occupational category. Check your data for accuracy. If it is incorrect, go back to the previous screens to make your corrections.

## Part B

### *PT Staff – 1 – 2 – 3*

On these three screens, report the number of part-time staff members as of November 1, 2020 by race/ethnicity, gender and occupational category.

### *PT Staff – Total*

The B- PT Staff- total screen is the total of part-time staff members you have in each occupational category. Check your data for accuracy. If it is incorrect, go back to the previous screens to make your corrections.

## Part C

### *Total Number of Staff*

The total number of staff screen is the total of full-time and part-time staff members you have in each occupational category. Check your data for accuracy. If it is incorrect, go back to the previous screens to make your corrections.

## Human Resources Survey Evaluation

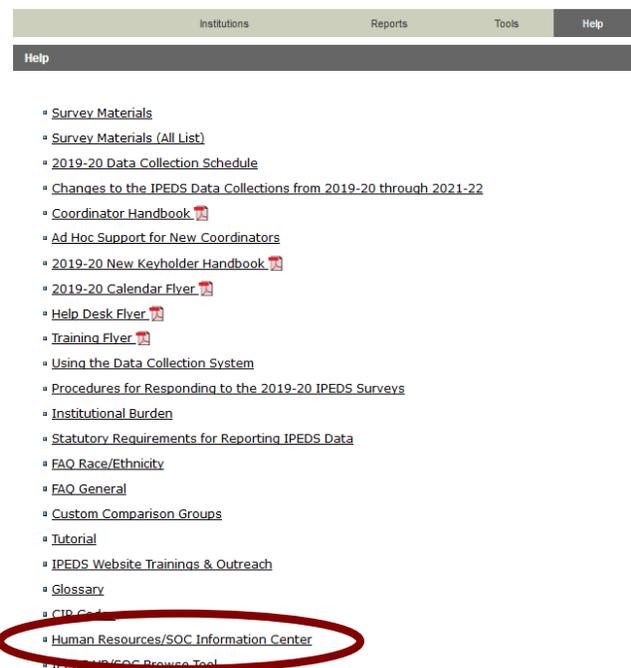
### *Survey Evaluation*

This text box allows you to send feedback if any of your staff members were difficult to categorize. It is an optional field.

## HR Resources

For additional resources to complete the HR survey, such as IPEDS Occupational Categories and an SOC Browse tool, you can access by following the steps below:

- Log in to IPEDS using your credentials.
- At the top of your screen, click on Help, then select the Human Resources/SOC Information Center link from the list.



- On the Resources page, you can choose from the links on the Resources menu, Tools menu, or the SOC Resources menu for additional help.



Search IPEDS



## Resources for Implementing Changes to the IPEDS Human Resources (HR) Survey Component Due to Updated 2018 Standard Occupational Classification (SOC) System

The IPEDS HR survey component uses the Standard Occupational Classification (SOC) system to assist institutions in classifying employees for IPEDS reporting purposes. The SOC is a system used by Federal statistical agencies to classify workers and jobs into occupational categories for the purpose of collecting, calculating, analyzing, or disseminating data. In 2018, an updated version of the SOC system (<http://www.bls.gov/soc/>) was released. Consequently, the IPEDS HR survey was revised to incorporate the 2018 SOC information.

The resources available from this page are intended to assist institutions, systems, and state agencies with the transition to the new occupational categories.

### Resources for implementation:

- > [IPEDS Occupational Categories and 2018 SOC](#) (PDF, 203 KB)
- > [Current HR Survey Screens and Instructions](#)
- > [Comparison of New IPEDS Occupational Categories with Previous Categories](#) (PDF, 94 KB) (Updated 10/31/2012)
- > [Frequently Asked Questions](#)
- > [Web Tutorials](#)

### Tools:

- > [SOC Browse Tool \*New!\*](#)  
*Browse the entire SOC to see codes, titles, descriptions, and corresponding IPEDS occupational categories.*
- > Resources provided by CUPA-HR:  
*CUPA-HR has developed a [resource](#) that may assist institutions and keyholders. The position description spreadsheets are publicly available on the CUPA-HR website and provide suggestions for mapping administrator and professional positions to SOC codes and corresponding IPEDS categories.*

### 2018 SOC Resources:

- > [2018 SOC Home Page](#)
- > 2018 SOC Definitions
  - > [\(PDF, 1319 KB\)](#)
  - > [\(Excel, 141 KB\)](#)
- > [2018 SOC Principles and Guidelines](#) (PDF, 550 KB)
  - > *Classification Principles – these principles form the basis on which the SOC system is structured*
  - > *Coding Guidelines – these guidelines are intended to assist users in consistently assigning SOC codes and titles to survey responses and in other coding activities*
- > [2018 SOC and Coding Structure](#) (PDF, 703 KB)  
*The classification and coding structure describe the four-level tiered system and how the system is structured.*
- > [2018 SOC Direct Match Title File](#) (DMTF) (Excel, 204 KB)  
*This file, which is updated periodically, lists associated job titles for detailed SOC occupations.*

## Fall Enrollment

This survey collects enrollment counts for students by level, status, gender and race/ethnicity. The current collection period will require enrollment by age. The residence of first-time students is optional.

### Part Selection

Choose if you would like to complete Section B to report the residence of students. This section is optional this year. If you indicate that you want to report the data, you will be provided with additional screens to do so.

## Part A

### *Fall Enrollment for Full-Time Undergraduate Students*

This section of the survey captures enrollment information for students enrolled in any program for the current school year. Any adult or high school student enrolled in a program between August 1, 2021 and October 31, 2021 should be included in this report.

Part A is divided into two identical sections. The first section you'll be required to report data for full-time students, categorized by men and women. A full-time student is a student enrolled in 24 or more clock hours per week.

- **Column 1:** Asks for the total enrollment of first-time students. A first-time student is any adult student attending a postsecondary institution for the first time. A student should only be reported as first-time once. If a first-time student reenrolls in any program the following year, that student should then be considered "other certificate-seeking." If the status of the student is not known, you should assume they are first-time.
- **Column 2:** Asks for the total number of other certificate-seeking students. Include any adult student enrolled in a program that is not identified as first-time as other certificate-seeking.
- **Column 3:** Asks for the number of non-certificate seeking students. In this column, enter the enrollment of secondary (high school) students in programs. Most secondary (high school) students will be considered part-time.

### **NOTE:**

There may be a rare instance where a homeschool student, or a student with special circumstance will attend your district/site full-time. These students should be included in column 3.

### *Fall Enrollment for Part-Time Undergraduate Students*

This section asks for data for part-time students. IPEDS defines a part-time student as a student enrolled in less than 24 clock hours per week.

- **Column 1:** Asks for the total enrollment of first-time students. A first-time student is any adult student attending a postsecondary institution for the first time. A student should only be reported as first-time once. If a first-time student reenrolls in any program the following year, that student should then be considered "other certificate-seeking." If the status of the student is not known, you should assume they are first-time.
- **Column 2:** Asks for the total number of other certificate-seeking students. Include any adult student enrolled in a program that is not identified as first-time as other certificate-seeking.
- **Column 3:** Asks for the number of non-certificate seeking students. In this column, enter the enrollment of secondary (high school) students in programs. This should include any secondary student attending a 1-hour course at their high school, where the instructor is a technology center employee, and the course is a career tech course. (Per IPEDS, these students "should be reported as non-degree/non-certificate-seeking. Prior to receipt of a high school diploma or recognized equivalent, a student is non-degree/non-certificate-seeking. After receipt of the high school diploma or recognized equivalent, they can be classified as degree/certificate-seeking, if appropriate.") (Verified by IPEDS 8/12/19)

#### *Fall Enrollment by Distance Education Status*

For the students enrolled in programs at your district/site any time between August 1, 2020 and October 31, 2021, report the number of students who were enrolled exclusively in distance education courses by degree/certificate seeking and non-degree/non-certificate seeking. If your district/site does not offer a program that is delivered exclusively via distance ed., then you will report zeros. For example, if your district/site does not offer a program that can be completed entirely online or through other means outlined in the IPEDS definition of distance education, then you will report zero.

The second line in this portion of the survey asks for number of students in at least one, but not all, distance education courses. Report by degree/certificate seeking and non-degree/non-certificate seeking students who were enrolled in at least one, but not all distance education courses.

#### **NOTE:**

The IPEDS term, Distance Ed, is defined as a course in which the instructional content is delivered exclusively via distance education. Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education.

#### *Fall Enrollment Summary*

This screen shows the calculated totals for fall enrollment. Check the data for accuracy. If there are errors, you can revise the data on the previous screens.

#### Part B

##### *Enrollment of Students by Age*

This section is required for this reporting year. You will summarize the enrollments reported in Part A by age and gender. This part is also divided by full-time and part-time enrollments. The totals must match the totals from Part A.

#### Part C

##### *Residence*

Part C is optional for this reporting year. In the screening portion of the Fall Enrollment survey, if you selected yes, I will complete Part B, this survey will be open for entering data. If you chose no, I will not complete Part B, then this survey will not be available.

##### *Recent HS Graduates: Screening Question*

Did any of your first-time degree/certificate-seeking undergraduate students (reported in Part A) enroll within 12 months of graduating high school or receiving their GED?

- Answer appropriately for your district/site and provide the context for your answer in the text field. (The text field is optional.)

*First-time Undergraduates- 1 – 2 – 3*

In the next three screens, complete the information on your first-time student enrollments by state of residence. Remember, only adult students are considered first-time students.

**NOTE:**

You must enter at least one zero in a field on each screen to verify that the screen has not been skipped.

- **Column 1:** Report the total number of first-time students by state.
- **Column 2:** Report the number of students reported in column 1 who graduated from high school or received a GED in the past twelve months. The totals from this section must match the total number of first-time students reported in Part A.

Part D

Part D will not be included.

Part E

*First-Time Undergraduate Retention Rate*

This portion of the survey asks that you provide data in order for IPEDS to calculate retention rates for your district/site. The full-time and part-time sections are calculated exactly the same.

*Retention Rates Full-Time*

The following is an explanation for how to obtain the required data elements:

- **Line E1:** The pre-loaded cohort is from Part A of the 2019 Fall Enrollment survey. This is the total number of students reported as first-time, full-time. The attendance status (full-time/part-time) for this survey should be based on the student's status from the fall enrollment data from 2019.

**NOTE:**

Even if a student's status has changed over the past year, report the attendance status of the student from the previous year. This survey is calculating retention rates, so IPEDS is tracking the student based on the previous year's status.

- **Line E2a:** Exclusions: Of those students from the Fall 2019 cohort, you may exclude:
  - Students who died or became permanently disabled
  - Students who left school to join the armed forces or were called to active duty
  - Students who left school to serve with a foreign aid service of the federal government
  - Students who left school to serve on an official church mission
- **Line E2b:** Report any inclusions. Inclusions are any first-time students who were part of a studying abroad program their first year, but have enrolled in your institution for their second year. (This will not be applicable for Oklahoma technology centers.)
- **Line E3:** The adjusted Fall 2019 cohort is calculated for you (line E1-E2a+E2b).

- **Line E4:** Report students who have been retained through Fall 2021. Of those students from the Fall 2020 cohort, you should enter the total number of first-time, full-time students who either completed the program or reenrolled for the current school year.
- **Line E5:** This line is populated for you (line E4/line E3) to calculate the retention rate.

*Retention Rates Part-Time*

Part-time retention rates are calculated exactly the same as full-time. Follow the full-time explanation/instructions for how to obtain the required data elements for your part-time cohort.

Part F

*Student-to-Faculty Ratio*

This section requires that you report a student-to-faculty ratio. A worksheet is provided to help you determine your student-to-faculty ratio. Click on the *click here* link above the student-to-faculty ratio question to access the worksheet.

Click here to use a worksheet to help you determine the student-to-faculty ratio

Student-to-faculty ratio	<input type="text"/>	to 1
Student-to-faculty ratio prior year	<input type="text"/>	to 1

**You may use the space below to provide context for the data you've reported above. These context notes will be posted on the College Navigator website, and should be written to be understood by students and parents.**

**Finance**

The business office, business manager or chief financial officer at each technology center typically completes the Finance portion of the IPEDS survey. If you need assistance with the Finance portion, please contact the IPEDS helpdesk at 1-877-225-2568 or [ipedshelp@rti.org](mailto:ipedshelp@rti.org), or the finance preparer from one of the Oklahoma technology centers. A list of finance contacts can be found on page 28-29 of this document.

Public Institutions' Reporting Standard

Choose the reporting standard used to prepare your financial statements. The response on this screen will determine the forms available throughout the survey. Currently, all Oklahoma technology centers use the GASB.

## General Information

This screen determines the general information about your institution's financial activities, such as fiscal year, audit options and pension. The finance data requested in this report should be provided from your institution's audited General Purpose Financial Statements (GPFS).

- **Question 1** - determine the fiscal year calendar. The fiscal year reported should be the most recent fiscal year ending before October 1, 2021. (July 1, 2020 – June 30, 2021)
- **Question 2** - determine your audit opinion. Did your institution receive an unqualified opinion on its General Purpose Financial Statements from your auditor for the fiscal year noted in question 1? If your institution is audited only in combination with another entity, answer this question based on the audit of that entity.
- **Question 6** - Does your institution include defined benefit pension or postemployment benefits other than pension (OPEB) liabilities, expenses, and/or deferrals in its General Purpose Financial Statements?

## Completing the Remaining Finance Survey Components

For IPEDS definitions, detailed direction, and line by line instructions for the remaining survey components, please go to the Survey Materials link in IPEDS, found on the Help tab.

- Click Help, then choose Survey Materials.

The screenshot shows the IPEDS 2019-20 Data Collection System interface. At the top left is the IPEDS logo and '2019-20 Data Collection System'. At the top right is the IPEDS Help Desk contact information: (877) 225-2568 or [ipedshelp@rti.org](mailto:ipedshelp@rti.org). Below the logo is 'NCES National Center for Education Statistics' and 'Technology Center'. A navigation bar contains 'Institutions', 'Reports', 'Tools', 'Help', and 'Log Out'. The 'Help' menu is expanded, showing 'Survey Materials' and 'Survey Materials (All List)'. A red circle and arrow highlight the 'Survey Materials' link.

- On the Survey Materials screen, type in the name of your site/district. Your institution will appear. You will click on the name of your institution.

**2019-20 Survey Materials**

Please answer the following questions to access survey materials.  
 These answers will narrow down the list of survey materials of interest to you:

Required fields are indicated with asterisks (\*\*).  
 Search by Institution will not work until the institution completes the IC Header survey.

**Search by Institution**    UnitID:     or    Name:

The survey materials returned for a particular institution may vary from the actual materials. If you have questions concerning this, please contact the Help Desk at 1-877-225-8337.

**OR**

**Level of institution \*\***  
 4-year and above     2-year     Less-than-2-year

**Control of Institution \*\***  
 Public     Private, not-for-profit     Private, for-profit

**Predominant Calendar System \*\***  
 Academic (semester, Quarter, trimester, 4-1-4)     Program (differs by program, continuous basis)  
 Hybrid/Mixed (Other academic calendar)

**Institution grants degrees**  
 Yes     No

- Under the Finance heading, click on the  instructions icon. This will open the instruction package for your survey.
- Detailed instructions can be found for each section along with a glossary of terms.

#### Recommendations and Tips

- Report 13<sup>th</sup> year allowance or tuition waiver.
- Report total cost, rather than the percentage based on the percentage of adult enrollment.
- Report data for ACD/Short-term students.
- Complete the VA Benefits portion of the Student Financial Aid survey, but do not report VA Benefits are not reported in the Finance survey.

#### Changes for 2020-2021 Collection Period:

- New screen added for collecting tuition and fees discounts and allowances and auxiliary enterprises discounts and allowances (then calculate a total) for:
  - 01 Pell grants (federal)
  - 02 Other federal grants (Do NOT include FDSL amounts)
  - 03 Grants by state government
  - 04 Grants by local government

- 05 Endowments and gifts
  - 06 Other institutional sources (calculated value = 07 – (sum of 01 through 05))
  - 07 Total (preloaded into new screen)
- Added fields to collect detail on changes to endowment net assets. This included new data elements added to Part H and rewording: Rewording of "endowment assets" to "endowment net assets"
- Added lines 03-03d to Part H to collect more detail on the change in endowments (see below)
  
- 03 Change in value of endowment net assets (calculated value = 02 - 01)
  - 03a New gifts and additions
  - 03b Endowment and investment return
  - 03c Spending distribution use
  - 03d Other (calculated value 03 – (03a+03b+03c))

## Technology Center Resources and Information

### Technology Center Keyholders

<b>Institution Name</b>	<b>Keyholder</b>	<b>Email</b>
Autry Technology Center	Rachel Snider	rsnider@autrytech.edu
Caddo Kiowa Technology Center	Jenna Bruer	jbruer@mycktc.com
Canadian Valley Technology Center	Bryan Hawk	hawkb@cvtech.edu
Central Technology Center	LaDonna Gear	ladonna.gear@centraltech.edu
Chisholm Trail Technology Center	Jami Adams	jadams@cttc.edu
Eastern Oklahoma County Technology Center	Jane Prior	jprior@eoctech.edu
Francis Tuttle Technology Center	Billy Gaston	billy.gaston@francistuttle.edu
Gordon Cooper Technology Center	Donna Barton	donnab@gctech.edu
Great Plains Technology Center	Dustin Davidson	ddavidson@greatplains.edu
Green Country Technology Center	Neesha Herring	nherring@gctcok.edu
High Plains Technology Center	Shannon Carrico	scarrico@hptc.edu
Indian Capital Technology Center	Beth Fritts	beth.fritts@ictech.edu
Kiamichi Technology Center	Darlynn Cast	dcast@ktc.edu
Meridian Technology Center	Jeremy Zweiacker	jeremyz@meridiantech.edu
Metro Technology Center	Roxie Snyder	roxie.snyder@metrotech.edu
Mid-America Technology Center	Melinda Simpson	msimpson@matech.edu
Mid-Del Technology Center	Tina Murphy	tmurphy@mid-del.net
Moore Norman Technology Center	Sarah Carper	sarah.carper@mntc.edu
Northeast Technology Center	Thomas Hudson	thomas.hudson@netech.edu
Northwest Technology Center	Sonja Williams	swilliams@nwtech.edu
Pioneer Technology Center	Holly Farmer	hollyf@pioneertech.edu
Pontotoc Technology Center	Jannice Williams	jawilliams@pontotoctech.edu
Red River Technology Center	Lisa Hill	lhill@rrtc.edu
Southern Oklahoma Technology Center	Lori Deardorff	ldeardorff@sotech.edu
Southwest Technology Center	Ericka Wiginton	ewiginton@swtech.edu
Tulsa Technology Center	Jessica Busse-Jones	jessica.bussejones@tulsatech.edu
Wes Watkins Technology Center	Tina Harjo	tharjo@wwtech.edu
Western Technology Center	Dana Ellis	dellis@westtech.edu

## Technology Center Information Systems

<b>Technology Centers</b>	<b>Student Information System</b>
<b>Autry</b>	CRM Dynamics 365
<b>Caddo Kiowa</b>	CT-SIS
<b>Canadian Valley</b>	SONIS
<b>Central Tech</b>	PowerSchool
<b>Chisholm Trail</b>	In-house software
<b>Eastern OK County</b>	CT-SIS
<b>Francis Tuttle</b>	Colleague
<b>Gordon Cooper</b>	PowerSchool
<b>Great Plains</b>	SONIS (Jenzabar)
<b>Green Country</b>	PowerSchool
<b>High Plains</b>	CT-SIS
<b>Indian Capital</b>	PowerSchool
<b>Kiamichi</b>	Sasquatch - custom/in-house
<b>Meridian</b>	SONIS
<b>Metro Tech</b>	CT-SIS (Changing to Microsoft Dynamics 365, In-House)
<b>Mid-America</b>	PowerSchool
<b>Mid-Del</b>	PowerSchool
<b>Moore Norman</b>	CT-SIS
<b>Northeast</b>	Achademix
<b>Northwest</b>	Sonis/Jenzabar
<b>Pioneer</b>	PowerSchool
<b>Pontotoc</b>	Achademix
<b>Red River</b>	CT-SIS, last year searching for new
<b>Southern Oklahoma</b>	CT-SIS
<b>Southwest</b>	CT-SIS
<b>Tulsa Tech</b>	Colleague and Enrole for ACD
<b>Wes Watkins</b>	Schoology
<b>Western</b>	CRM Dynamics 365

## Additional Resources and Information

### IPEDS HELP DESK

Phone: 1-877-225-2568

E-Mail: [ipedshelp@rti.org](mailto:ipedshelp@rti.org)

Web Site: <http://nces.ed.gov/ipeds>

### ODCTE STATE IPEDS COORDINATOR

Information Management Division

1500 West Seventh Avenue

Stillwater, OK 74074-4364

PHONE: 405-743-6882

### IPEDS GLOSSARY

<http://nces.ed.gov/ipeds/glossary>

### IPEDS KEYHOLDER HANDBOOK

<https://surveys.nces.ed.gov/ipeds/api/downloads/IPEDS>

### REPORTING TOOLS

<https://nces.ed.gov/ipeds/report-your-data/reporting-tools>

## Accessing Survey Specific Form Instructions and Definitions

For a list of definitions and form instructions specific to a particular survey:

- Log in to IPEDS using your credentials.
- At the top of your screen, hover over Help, then select Survey Materials.

The screenshot shows the IPEDS 2020-21 Data Collection System interface. At the top right, it displays 'IPEDS HELP DESK (877) 225-2568 | [ipedshelp@rti.org](mailto:ipedshelp@rti.org)' and 'OMB NO. 1850-0582 v.27 : Approval Expires 8/31/2022 User ID: 40B0011'. The navigation bar includes 'Institution Search', 'Reports', 'Tools', 'Help', and 'Log Out'. The 'Help' dropdown menu is open, showing options: 'Survey Materials', 'Survey Materials (All List)', and '2020-21 Data Collection Schedule'. The 'Survey Materials' option is circled in red. Below the navigation bar, the 'Help' section lists: 'Survey Materials', 'Survey Materials (All List)', and '2020-21 Data Collection Schedule'. To the right of the dropdown, there are links for 'Procedures for Responding to the 2020-21 IPEDS Surveys', 'Institutional Burden', and 'Statutory Requirements for Reporting'.

- On the Survey Materials screen, type in the name of your site/district. Your institution will appear. You will click on the name of your institution.

**2019-20 Survey Materials**

Please answer the following questions to access survey materials.  
 These answers will narrow down the list of survey materials of interest to you:

Required fields are indicated with asterisks (\*\*).  
 Search by Institution will not work until the institution completes the IC Header survey.

**Search by Institution**    UnitID:     or    Name:

The survey materials returned for a particular institution may vary from the actual materials. If you have questions concerning this, please contact the Help Desk at 1-877-225-3333.

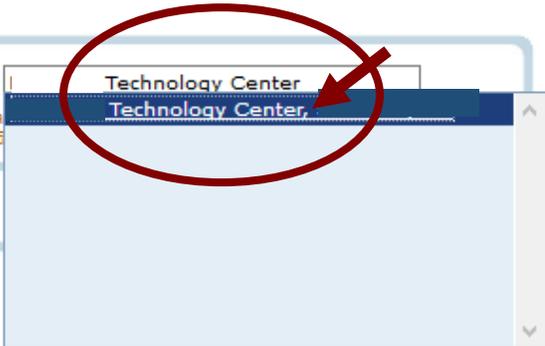
**OR**

**Level of institution \*\***  
 4-year and above     2-year     Less-than-2-year

**Control of Institution \*\***  
 Public     Private, not-for-profit     Private, for-profit

**Predominant Calendar System \*\***  
 Academic (semester, Quarter, trimester, 4-1-4)     Program (differs by program, continuous basis)  
 Hybrid/Mixed (Other academic calendar)

**Institution grants degrees**  
 Yes     No



- Under the heading for the survey you are completing, click on the  instructions icon. This will open the instruction package for your survey.
- For a list of definitions, on your keyboard, hold down CTRL plus the F key and type in Glossary. If there is more than one place in the document with the word glossary, you will continue to click on the Enter key until you have found the glossary (list of definitions).

**NOTE:** Not all of the survey component instructions contain a glossary.

- The glossary for each survey will appear in a table similar to the one below:

## Glossary

date: 8/21/2019

Term	Definition
12-month enrollment (E12)	These data were collected in the Enrollment component prior to the 2007 IPEDS collection. Data are collected for the entire 12-month academic year, while enrollment data collected in the Fall Enrollment component are fall data. Institutions report an unduplicated head count for the total number of students by gender, attendance status (full-time, part-time), race/ethnicity, and level (undergraduate, graduate, first-professional) enrolled throughout the reporting period. Students included are those enrolled in any courses leading to a degree or other recognized postsecondary credential, as well as those enrolled in courses that are part of a terminal vocational or occupational program. Institutions also report the total instructional activity for the same 12-month period for both undergraduate and graduate programs. Instructional activity data are reported in units of <u>clock hours</u> or <u>credit hours</u> .
12-month period	A 12-month period defined by an institution for reporting a full year of activity (usually either July 1 through June 30 or September 1 through August 31). This time period should be consistent across all <u>IPEDS</u> data collections and from year-to-year.
4-1-4 (calendar system)	The 4-1-4 calendar usually consists of 4 courses taken for 4 months, 1 course taken for 1 month, and 4 courses taken for 4 months. There may be an additional <u>summer session</u> .
American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.
Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
Audit/auditing (a class)	Term used when a student elects to take a course, but does not wish to receive <u>credit</u> for the course toward a <u>degree</u> or other recognized postsecondary credential.
Black or African American	A person having origins in any of the black racial groups of Africa.
Calculation of FTE students (using instructional activity)	The number of FTE students is calculated based on the <u>credit</u> and/or <u>clock hours</u> reported by the institution on the <u>IPEDS 12-month enrollment (E12)</u> component and the institution's <u>calendar system</u> , as reported on the IC Header component. The following table indicates the level of <u>instructional activity</u> used to convert the credit and/or clock hours reported to an indicator of full-time equivalents (FTE students): <ul style="list-style-type: none"> <li>- <u>Quarter</u> calendar system</li> <li>- Enrollment level (One FTE over <u>12-month period</u>)</li> <li>- Undergraduate 45 <u>credit hours</u>, 900 <u>clock hours</u></li> </ul>

## Searching for a Specific Definition

If you need to search for a term, IPEDS does have a glossary search feature.

- Log in to IPEDS using your credentials.
- At the top of your screen, click on Help, then select the Glossary link from the list.

The screenshot shows the IPEDS navigation menu with the following items:

- Institutions
- Reports
- Tools
- Help

The Help menu is expanded, showing a list of links:

- Survey Materials
- Survey Materials (All List)
- 2019-20 Data Collection Schedule
- Changes to the IPEDS Data Collections from 2019-20 through 2021-22
- Coordinator Handbook
- Ad Hoc Support for New Coordinators
- 2019-20 New Keyholder Handbook
- 2019-20 Calendar Flyer
- Help Desk Flyer
- Training Flyer
- Using the Data Collection System
- Procedures for Responding to the 2019-20 IPEDS Surveys
- Institutional Burden
- Statutory Requirements for Reporting IPEDS Data
- FAQ Race/Ethnicity
- FAQ General
- Custom Comparison Groups
- Tutorials
- IPEDS Website Training & Outreach
- Glossary**
- CIP Codes
- Human Resources/SOC Information Center
- IPEDS HR/SOC Browse Tool

The 'Glossary' link is circled in red in the original image.

- The glossary search screen allows you to search by terms, definitions, keywords, or by survey. You can download the full glossary as well.

## 2019-20 Glossary

### Glossary Search

[Download full Glossary CSV file](#) [Download full Glossary PDF file](#)

[Search 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](#)

Search Type:  Terms  Definitions

Keyword:

Survey: