

Methodological Notes

The *Stay Informed* series is designed to track the impact of COVID-19 on postsecondary enrollment, using the latest data available and the historical data from previous years as pre-pandemic baselines. The series started as rapid response reporting for fall 2020 by tracking enrollment changes once a month for various subgroups of students, programs, institutions, states or regions. These monthly reports showed that in-pandemic enrollment changes were highly consistent throughout the fall 2020. This led to a change in the reporting cycle to once per term, rather than monthly.

The current report reflects 10.3 million enrollments reported as of September 29, 2022, by 62 percent of Title IV degree-granting institutions in the U.S. that are participating in the Clearinghouse. Analyses focus on year-over-year percent changes in enrollment from 2020 to 2021, from 2021 to 2022, and from 2020 to 2022, based on the same institutions reporting the same time in the given year.

NATIONAL COVERAGE OF THE DATA

Clearinghouse data track enrollments nationally and are not limited by institutional and state boundaries. As of fall 2020, institutions actively submitting enrollment data to the Clearinghouse account for 97 percent of all enrollments at Title IV, degree-granting institutions in the U.S. Unlike the regular Current Term Enrollment Estimates report series, where enrollments are weighted to account for variation in data coverage rates by institution sector and state, the *Stay Informed* series uses unweighted enrollment counts. This is because the emphasis is on year-over-year changes in same-institution enrollment patterns rather than estimating the total enrollment numbers.

PRE-PANDEMIC BASELINE DEVELOPMENT

To accurately assess postsecondary enrollments, the analyses focused on a fixed panel of all institutions that submitted data to the Clearinghouse during the same time frame across all comparison years. We created the panel to control for year-to-year variations in institutional coverage as well as the variations in data submission dates.

To control for institutional coverage, only the institutions that submitted enrollment data across the three years 2020-2022 were included in the analyses. Institutions that discontinued or started submitting enrollments at any point within these years were excluded. To control for submission timing variability among these institutions, only fall term data that was submitted within the data submission window (specified in Term Definition, below) in each of the three years was included. However, it is important to note that even with these controls, enrollments at some institutions in the panel may still have been overcounted or undercounted for 2022 due to unusual file submission patterns. Our investigations suggest that such data noise is minor.

TERM DEFINITION

For Clearinghouse reporting, institutions provide the start- and end-dates for each enrollment, rather than formally designating a term. Each iteration of the *Stay Informed* updates contains the latest enrollments submitted by institutions within the time frames below.

Updates	Term Dates	Submission Window	Institutional Coverage	Enrollment Coverage
Fall 2022	7/1 - 12/31	7/1 – 12/1	62.0%	58.4% (10.3M/17.7M)

Note: Both institutional and enrollment coverages are calculated using the Fall 2021 data.

RACE AND ETHNICITY DATA COVERAGE

Not all institutions report race and ethnicity data to the Clearinghouse. Missing data (for institutions that do not report to the Clearinghouse) and Unknown data (for students that do not report to their institution) account for an average of 17 percent of all enrollments, combined. Graduate-level enrollment tends to record a higher missing rate than undergraduate enrollment. Also, not all institutions that report race and ethnicity data populate the *Non-Resident Alien* category, and not all international students may be non-resident aliens. This results in an undercounting of international students generally.

To account for higher missing rates for newer students who have less opportunity for their race/ethnicity to have been reported, adjustments were made to the fall 2022 undergraduates (including freshmen) based on previous years' patterns of data reporting.

ENROLLMENT INTENSITY

Unlike the regular Current Term Enrollment Estimates report series, enrollment intensity is identified based on the latest data submitted for a student in any given term. As a result, the intensity reflects the student's current workload as of the data cut-off date. The current analysis broadly categorizes enrollment intensity into full-time and part-time. The part-time category includes three-quarter time, half-time and less-than-half-time.

PRIMARILY ONLINE INSTITUTIONS

Primarily online institutions (POIs) are identified based on the IPEDS 2020 fall enrollment survey data, specifically, from the distance education enrollment survey items. Any institution that reports more than 90 percent of its undergraduate and graduate enrollments combined enrolling exclusively in distance education courses prior to the pandemic era is considered a POI. Following this method, a total of 30 institutions in the Clearinghouse data are identified as POIs, and 20 of these are included in this report. POIs are predominantly for-profit four-year, multi-state institutions.

HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

Defined by the Higher Education Act of 1965, HBCUs were established prior to 1964, with the principal mission of educating black Americans and are accredited by a nationally recognized accrediting agency or association determined by the U.S. Secretary of Education to be a reliable authority as to the quality of training offered. Currently, there are 101 HBCUs. For this report, 28 are included in the analysis.

HISPANIC-SERVING INSTITUTIONS

Hispanic-Serving Institutions are defined as institutions where 25 percent or more of their enrollment are Latinx students. We used the HSI list for 2020-21 by Excelencia. This results in 559 institutions. The Clearinghouse data covers 84 percent of HSIs for fall 2021; and 53 percent of these HSIs are represented in the panel of institutions used for the current analysis.

SELECTIVITY INDEX

The Barron's Selectivity index evaluates the competitiveness of an institution based on several admissions factors such as an institution's acceptance rate, SAT score, high school GPA, and high school class rank. Utilizing the 2016 Barron's selectivity list, the ranking categories are as follows:

- *Highly Selective* are institutions identified as either "Most Competitive" or "Highly Competitive" according to the Barron's Selectivity Index. Their definitions are as follows:
 - **Most Competitive:** Institutions that generally admit less than a third of their total applicant pool. Students that are admitted generally have a high school class rank in the top 10-20 percent of their graduating class, and high school grade averages from A to B+. SAT/ACT scores are in the top 80th percentile.

- Highly Competitive: Institutions that generally admit between a third to half of their applicant pool. Students that are admitted generally are in the top 20-35 percent of their high school graduating class, with high school grade averages from B+ to B. SAT and ACT scores are in the top 75th percentile.
- Very Competitive: Institutions that generally admit between 50-75 percent of their applicant pool. Students that are admitted generally are in the top 35-50 percent of their graduating class and have high school grade averages of a B- or better. SAT and ACT scores are in the top 67th percentile.
- Competitive: Institutions that generally admit between 75-85 percent of their applicant pool. Students that are admitted are generally in the top 50-65 percent of their high school graduating class and have a high school grade average of a B- or better. SAT and ACT scores are in the top 60th percentile.
- *Less Selective* are institutions identified as either “Less Competitive,” “Noncompetitive,” “Special Focus,” or “Unranked,” according to the Barron’s Selectivity Index. Their definitions are as follows:
 - Less Competitive: Institutions that generally admit more than 85 percent of their applicant pool. Students that are admitted generally rank in the top 65 percent of their graduating class and have high school grade averages below a C. SAT and ACT scores are below the top 60th percentile.
 - Noncompetitive: Institutions that either admit more than 98 percent of their applicant pool, admit all in-state residents, but have some requirements for out-of-state students, or require evidence of a high school diploma from an accredited school.
 - Special Focus: Institutions that are specialized, such as professional schools of art, music, or other disciplines. Schools oriented towards adult learners are also sometimes in this category.
 - Unranked: All institutions not otherwise categorized in the Barron’s selectivity index.

RECLASSIFICATIONS OF INSTITUTION SECTORS

This report defines institution sectors based on the IPEDS fall 2020 Institutional Characteristics data. Our reporting is restricted to the fixed panel of institutions, and the institution sector defined by the IPEDS data is applied consistently across all comparison years 2020-2022. This way we can estimate COVID-19’s effects without disruptions of the sector reclassifications in between years. For instance, community colleges that were converted to primarily associate degree-granting bachelor’s institutions in the intervening year would be categorized as primarily associate degree-granting bachelor’s institutions for all three comparison years, having no impact on year-over-year enrollment changes in the community college sector.

URBANICITY (CAMPUS SETTING)

Refers to the geographic location of a college categorized on an urban continuum ranging from city to rural, as defined by [IPEDS](#). The IPEDS codes incorporate the population size and distance from an urbanized area, resulting in 12 different codes, grouped into the following four categories:

- City: Territory inside urbanized area and inside a principal city.
- Suburban: Territory outside a principal city and inside an urbanized area.
- Town: Territory inside an urban cluster and outside an urbanized area.
- Rural: Territory outside of an urban cluster and outside an urbanized area.

MAJOR FIELD OF STUDY

Reporting on the field of study is based on the 2020 NCES Classification of Instructional Programs (CIP), first analyzing at the six-digit CIP level and categorizing into CIP families at the two-digit level. Science and Engineering majors are defined in accordance with the six-digit CIP levels used by the National Science Foundation, and the following disciplines are included: Biological and Agricultural Sciences; Computer Sciences; Earth, Atmospheric, and Ocean Sciences; Engineering; Mathematics; Physical Sciences; Psychology; and Social Sciences.

STATE-LEVEL DATA COVERAGE

Forty-two states have sufficient data to show in the interactive maps on the data dashboards for total enrollment, 42 states for undergraduate enrollment, and 37 states are shown for graduate enrollment, with at least three institutions reporting in the given state and a statewide enrollment coverage rate of approximately 50 percent.

