Structure of Talk

- Overview (Purpose, Components, Schedule, Dissemination, Institutions, History)
- Role of Congress in Changes
- Four Dimensions to Changes in IPEDS
  1. Technology
  2. Content
  3. Use
  4. Relationships
- Good Practices for Using IPEDS
- Your Questions for Me
- My Questions for You
My Questions for You
(Sneak Preview So You Can Think About Them)

1. Which IPEDS item is most problematic for you?
2. If there were one thing you could change about IPEDS, what would it be?
3. If there were one measure you could add to IPEDS, what would it be?
4. Are there items that you think institutions may compute using non-consistent methodologies? Any items others may “cheat” on?
5. What potential problems might occur with proposed derived variables due to institutional idiosyncrasies? What can NCES do to reduce the impact?
Purpose of IPEDS

“IPEDS, established as the core postsecondary education data collection program for NCES, is a system of survey components designed to collect data from all primary providers of postsecondary education. IPEDS is a single, comprehensive system designed to encompass all institutions and education organizations whose primary purpose is to provide postsecondary education.”
Components of IPEDS

- Surveys Relating to General Information
  - Institutional Characteristics
- Surveys Relating to Students
  - Enrollment
  - Completions
  - Graduation Rates
  - Student Financial Aid
- Surveys Relating to Resources
  - Human Resources (Employees by Assigned Position, Fall Staff, Faculty Salaries)
  - Finance
Institutional Characteristics (IC)

- Core of IPEDS; controls
  - which other IPEDS surveys are required
  - which items are displayed
  - "sampling frame" for other NCES surveys (outside IPEDS)

- Required of all postsecondary institutions receiving federal financial aid (FA)
Data elements for IC

- Directory information (name, address, control/affiliation, levels of degrees and awards, calendar, etc.)
- Types of students (full-time/part-time [FT/PT], level)
- Admissions criteria, student services, athletic association
- Admissions numbers (applied, admitted, enrolled)
- Test scores (SAT, ACT)
- Tuition and fees, room and board, books and supplies, and other charges
Enrollment (EF)

- # of students enrolled in fall in courses for a degree or other formal award
- Disaggregated by level (undergraduate, first-professional, and graduate), FT/PT, gender, & race/ethnicity
- UGs also disaggregated to separate first-time and non-degree
- Includes students in vocational/programs, off-campus centers, & high school students taking regular college courses for credit
Other EF Data Elements

- # of FT first-time degree/certificate-seeking UGs & total # in entering class (first-time, transfer, & non-degree, FT & PT)—used in Graduation Rates Survey
- 12-month instructional activity and unduplicated headcount data—used to compute full-time-equivalent (FTE) enrollment statistic
- Retention rates for FT degree UGs and PT degree UGs
- Age distributions by level, FT/PT, and gender (odd-numbered years)
- Residence of first-time degr./cert.-seeking UGs & those who graduated high school in past 12 months (even-numbered years)
- Enrollment by level, FT/PT, gender, & race/ethnicity for nine selected fields of study (even-numbered years for 4-year institutions)
Completions (C)

- Degrees awarded for prior academic year by level
  - Associate's
  - Bachelor's
  - Master's
  - Doctor's
  - First-professional
  - Other formal awards by length of program

- Disaggregated by gender, race/ethnicity, and field of study (using 6-digit Classification of Instructional Programs [CIP] codes)

- Second majors are also reported with same disaggregation
Graduation Rate Survey (GRS)

- Cohort of FT first-time degree- or certificate-seeking students:
  - # in initial cohort (can revise from earlier EF)
  - # completing program within 150% of normal time to completion
  - # of exclusions (deaths & military or religious service) & # transferring to other institutions

- Disaggregated by degree/certificate & length of program, race/ethnicity, gender, and time to complete; sport (for those receiving athletically related FA)

- Helps satisfy Student Right-to-Know Act of 1990
Student Financial Aid (SFA)

- # of FT first-time degree/certificate-seeking UGs and # receiving any FA
- # and average award for students receiving
  - Federal grants
  - State & local government grants
  - Institutional grants
  - Student loans
Starting this winter, IPEDS combines Employees by Assigned Position (EAP), Fall Staff (S), and Faculty Salaries (SF) into a single integrated survey.

Headcounts (as of November 1 of current academic year)

Disaggregated by FT/PT, primary function/occupational category, faculty/tenure status, and medical school/non-medical school (if applicable); graduate students also disaggregated (old EAP)
Additional Data for Full-Time Instructional Faculty

- # and total salary outlay, disaggregated by gender, academic rank, and length of contract
- # covered and total expenditures for fringe benefits categories by length of contract
- Required only of degree-granting institutions with FT paid instructional staff

Old Faculty Salaries
Additional Disaggregation of HR in Odd-Numbered Years

- # of FT staff whose primary responsibility is instruction/research/public service by faculty/tenure status, academic rank (where appropriate), gender, & race/ethnicity; also by contract length
- FT employees by gender, race/ethnicity, & salary class intervals; FT instruction/research/public service staff also disaggregated by contract length and other staff by primary function/occupational activity
- PT employees by gender, race/ethnicity, and primary function/occupational activity
- New FT hires by faculty/tenure status & primary function/occupational activity, gender, & race/ethnicity
- For institutions with 15+ FT employees only

Old Fall Staff
Finance (F)

- General information
- Net assets/financial position, physical plant assets
- Revenues by source (tuition & fees, grants & contracts, appropriations, gifts)
- Expenses by function (instruction, research, academic support, institutional support)
- Scholarships, fellowships, & other FA grants
- Endowments
- Other information required by reporting standards (GASB & FASB)
Collection Schedule
Fall Collection

- **Surveys**
  - Institutional Characteristics
  - Completions

- **Dates**
  - Starts: September 7
  - Closes: October 19 (Coordinator access closes November 2)
Winter Collection

- **Surveys**
  - Human Resources
  - Enrollment (optional)
  - Finance (optional)

- **Dates**
  - Starts: December 7
  - Closes: January 25 (Coordinator access closes February 8)
Spring Collection

- Surveys
  - Enrollment
  - Finance
  - Student FA
  - Graduation Rates

- Dates
  - Starts: March 8
  - Closes: April 19 (Coordinator access closes May 3)
Dissemination of IPEDS Data
Stages in Collection Process

- Institutions enter, edit, lock (by institutional Keyholder; may also require locking at state level)
- NCES continues checking after locking (may phone)
- Perturbation (mask small cells before migrating to PAS): Fall Staff, Salaries, Graduation Rates
- Imputation (fill in non-responses using adjusted prior-year & group means) before Guest Level of Peer Analysis and publication: Enrollment, Completions, Salaries, Fall Staff, Finance
Peer Analysis System (PAS)

- Audience: IR offices and others interested in institutional data
- All IPEDS data now released through PAS
- Data available within around 2-3 months of closing
- Enables user to compare one institution (linchpin) to group of peers by generating reports using IPEDS variables

http://nces.ed.gov/ipedspas
PAS Options

- **Login**
  - Guest (adjudicated data)
  - Institutional (guest plus early release)
  - “Collection” (institutional data before migration; requires password from IPEDS Collection System)

- **Select “linchpin” and peers**
  - User-created (by name or variable)
  - Saved list
  - System-created
PAS Options (Cont.)

- **Variables**
  - Select from IPEDS data elements
  - Build calculated variables using IPEDS data
  - Select frequently used variables

- **Output**
  - Ranked listing of variables for linchpin & peers
  - Statistical summary report for selected variables for linchpin & peers
  - Half dozen pre-packaged reports
  - Forms facsimile (electronic version of old printed-survey format)
  - Display, print, or download
Dataset Cutting Tool (DCT)

- Audience: power users with a working knowledge of IPEDS data
- Quickly customize IPEDS datasets & choose peers
- Can customize report & download in various formats:
  - CSV for spreadsheets
  - SPSS (data and Read program)
  - SAS (data and Read program)
  - STATA (data and Read program)
- Customized data dictionary with detailed information on selected variables & labels

http://nces.ed.gov/ipedspas/dct/index.asp
Executive Peer Tool (ExPT)

- Audience: users at higher levels of administration who are unfamiliar with PAS
- Reproduces indicators in IPEDS Data Feedback Reports sent to college presidents
- Provides easy 5-step process to analyze predetermined set of variables
- Can produce reports for different groups of institutions

http://nces.ed.gov/ipedspas/ExPT
College Opportunities On-Line (IPEDS COOL)

- Audience: college and high school students, parents, & other consumers
- Searchable website with up-to-date profiles of postsecondary institutions
- Response to the Higher Education Amendments of 1998
  
  http://nces.ed.gov/ipeds/cool/
E.D. TABs

- Audience: policy makers, media, & the public
- Predetermined set of tables and findings for each IPEDS component
- National-level reports (not by institution)

Data Analysis System (DAS)

- Audience: those interested in variations on E.D. Tabs
- Dynamically generates summary tables with sums, counts, & percentage for 1 year of IPEDS data
- Table library with all E.D. TAB tables, compendium tables, & state tables
- First released in winter 2004-05

http://nces.ed.gov/dasol/
IPEDS Universe of Institutions

 вокруг 6550 институтов в трех категориях:
 – бакалавриат или more degree-/certificate-granting institutions
 – 2-year award institutions (at least 2-year program but < less than 4-year program)
 – less-than-2-year institutions

 Exclusions:
 – Institutions not open to general public (prisons, military, corporate training)
 – Hospitals offering only internships, residency programs, or training as part of medical school
 – Entities providing only non-credit continuing education

 Higher Education Act of 1992: mandatory IPEDS reporting for all Title IV institutions

 Non-Title IV institutions: around 200 voluntarily report IPEDS; Minimum Data Set project to identify these & their characteristics
## Milestones in IPEDS History

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1966-1986</td>
<td>Higher Education General Information Survey (HEGIS)</td>
</tr>
<tr>
<td>1986-present</td>
<td>Integrated Postsecondary Education System (IPEDS)</td>
</tr>
<tr>
<td>1992</td>
<td>HEA mandated IPEDS for Title IV institutions</td>
</tr>
<tr>
<td>1997-98</td>
<td>GRS (in response to Student-Right-To-Know Act)</td>
</tr>
<tr>
<td>1999-01</td>
<td>Institutional Price and Student Financial Aid (IPSFA)</td>
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<tr>
<td>2000-01</td>
<td>Conversion to web-based collection</td>
</tr>
<tr>
<td>2001-02</td>
<td>EAP added</td>
</tr>
</tbody>
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*Minor adjustments on an annual basis*
Role of Congress in Development of IPEDS (Not Always Intelligent Design)

- Authorized IPEDS
- Student Right to Know Act led to GRS, SFA, & expanded price information in IC
- HEA of 1992: IPEDS must be completed “in a timely manner and to the satisfaction of the Secretary” by all institutions receiving Title IV funding
- Those who don’t report face fines & potential loss of federal FA funding

Transformation of IPEDS from voluntary reporting to mandatory accountability
Recent Pressures to Change IPEDS

- Congressional desire for
  - Accountability (monitoring efficient use of federal aid dollars)
  - Affordability (reducing growth rate of college price)
  - Work-force development
  - Providing consumers with more transparent information

- Proposals in HEA Reauthorization for data to support these 4 interests
- Support from HE groups (ACE, SHEEOs) for more data on HE
- Consistent with consumer concerns about rising tuition
NCES Response So Far

- Some expansion of IPEDS (SATs, admission counts)
- College Opportunities On-Line (COOL)
- College Affordability Index on PAS
- Prepared to establish Technical Review Panel to respond to upcoming HEA requirements
- Feasibility study for student unit-record (UR) database
Plan A: UR Proposal

- Submit student unit-record records (with SSN) instead of current IPEDS surveys
- 40 variables (enrollment, completions, FA), edit checks
- Mandatory pilot (both race/ethnic categories), 5 historical GRS cohorts
- NCES proposed postsecondary student ID/bar code instead of SSN
- Privacy became political issue and UR initiative killed
Plan B: “BIG IPEDS” (10x as much detail)?

Note “Possibly” rather than “Will have” or even “Probably”

- Affordability: Possibly
  - more price-related information (net price, debt, College Affordability Index)
  - disaggregation of price & FA by dependency status, intensity (FT / ½ time / < ½ time), aid category (full Pell, other Pell, loans only, no federal aid, other), race/ethnicity, CIP, parents’ education, “non-traditional”
Plan B: “BIG IPEDS” (10x as much detail)? (cont.)

- Accountability: Possibly
  - graduation data for all students (FT & PT; transfers), up to 10 years
  - GRS & EF by aid category
  - C by time to degree & credits earned & by first-time versus transfer-in
  - Transfer credit acceptance
  - % of graduates employed
  - % with bachelor’s in graduate school
Plan B: “BIG IPEDS”
(10x as much detail)? (cont.)

- Workforce: Possibly
  - enrollment by 6-digit CIP code, intensity
  - more detail on full-year, co-enrolled, non-credit

We just don’t know how big “BIG IPEDS” might be

But only if authorized & only if appropriated
College Affordability Index (CAI)

- **Formula:**
  
  \[
  \% \text{ increase in tuition \\& fees for FT full-year entering freshman over 3-year period} \\
  \div \% \text{ increase in CPI over same 3-year period}
  \]

- **Exemptions (fortunately NCES calculates):**
  - Institutions in least costly quartile for their institution type (per current or 3-year average)
  - CAI in excess of 2.0 by <$500

CAIs currently on PAS Reports and Stats: [http://nces.ed.gov/ipedspas/](http://nces.ed.gov/ipedspas/)
Accountability Proposal

- Phase 1: Institutions with CAI > 2.0 must submit public report (explanation, management plan, action plan)

- Phase 2: Phase-1 institutions still > 2.0 during next 2 years must do more (quality-efficiency task force, have public & accrediting body notified, prepare more detailed report, face possible audit)
Four Dimensions to Changes in IPEDS (Past, Present, Future)

1. Technology
2. Content
3. Use
4. Relationships
Technology—Past

- Paper entry
- Paper printing
- Long delays in availability of data
Technology—Present

- Web-based submission
- Survey & items within surveys tailored to institutional characteristics (IC and screening questions)
- Edit checks with prior-year data (also displayed)
- Multi-step locking/PW system
- Option to upload instead of enter data
- Much faster availability of data
Technology—Future

- Excel file import in 2005-06 collection cycle starting with Finance and HR Surveys
- XML submission in future
- Submission in series of 3-week periods (1 per survey)
- Redesigned PAS (TRPs will advise), COOL (e.g., institutional comparisons), & collection (future)
- Potential branch in “evolutionary path” (UR) not taken
Content—Past

Still collected in some form
- Institutional Characteristics
- Opening Fall Enrollment
- Degrees and Other Formal Awards Conferred
- Employees (Salaries & Fringe Benefits)
- Salaries and Tenure of FT Instructional Faculty
- Financial Statistics
- Students Enrolled for Advanced Degrees
- Residence and Migration

No longer collected in IPEDS
- Libraries
- Inventory of Physical Facilities
- Adult/Continuing Education Activities
- Report of Projections for Selected Years
Content—Present

- Institutional Characteristics
- Completions
- Human Resources
  - EAP
  - Fall Staff
  - Faculty Salaries
- Fall Enrollment
- Finance
- Graduation Rates
- Student Financial Aid
- CIPs updated periodically
Content—Future (This Year)

- HR: Merge EAP, SF, and S
  - Simplify reporting & ensure consistency and accuracy across sections
  - EAP will determine display of other sections & EAP counts will carry forward to subsequent sections as much as possible
  - Single set of instructions for all 3 sections & clearer definitions
  - Use EAP functions to define “faculty” (eliminates current instruction letting institutions use own definition of faculty)
  - For faculty with less than 9-month contracts, HC only (no salary)
  - Report staff without faculty status in Fall Staff section so numbers correspond with EAP
Content Changes—Future (Beyond This Year)

- IC: Preliminary early estimate of fall enrollment
- EF: Reporting transfers-in separately from “other degree/certificate-seeking UGs
- EF & C: do away with “First Professional” Category
- F: Exploring use of Easy Audit Reports prepared by auditors to replace much of Finance data
Possible Additions—Future (Beyond This Year)

- **Possibly** more items & detail to support accountability, affordability, & workforce:
  - Net price
  - Debt
  - Dependency status
  - Aid category (per Pell & other FA)
  - First-generation (parents’ education)
  - “Non-traditional”
  - Co-enrolled
  - Non-credit
  - Transfer credit acceptance
  - % of graduates employed, in graduate school
  - Total assistance for students by state
  - Other TBD

*Note “Possibly” rather than “Will have” or even “Probably”*
Use—Past

*Data sent to NCES but not much sent back in return*

- Printed reports, data aggregated at national level (no institution-level peer data)
  - E.D. Tabs—reports by survey
  - Digest of Education Statistics
- Projections of Education Statistics
Use—Present

Valuable peer tools & custom reports

- Continued use of printed reports
- Peer tools: PAS, Data Cutting Tool, ExPT
  - Derived and frequently used variables simplify use
  - Forms Facsimile with institution's reported data, similar to the old printed forms, for records
  - Data available much faster
- IPEDS Data Feedback Report sent to college presidents (enrollment, faculty, finances for your institution and comparison group)
  - Institutions can change default comparison group by uploading file to data collection system
Current Use by Other Groups

- Federal agencies (Office for Civil Rights, Equal Employment Opportunity Commission, Office of Vocational and Adult Education), Executive Branch, Congress
- State agencies (State occupational coordinating committees and career information delivery systems)
- National and regional education associations
- Media
- Business community
- COOL for consumers
- General public

IPEDS data are used a lot
So make sure your data are accurate
Use—Future

❖ PAS
  – Adding around 150 derived variables
  – Will add graphs

❖ Congress—more accountability, affordability, workforce
  – Rumor: may base eligibility for Pell grants on GRS

❖ Use by Public
  – Expanded COOL, including institutional comparisons
  – Possible public reports on price & affordability

*Want to avoid unintended negative consequences*
Relationships—Past

- Not very collegial
- Poor communications
- Institutions supplied data and got little back in return
Relationships—Present

- Susan Broyles
  - Works closely with AIR’s Higher Education Data Policy Committee
  - Edits AIR Alerts
  - AIR Outstanding Service Award
- Help Desk
- Technical Review Panels (TRPs) and Working Groups to get input on proposed changes
- Attempt to minimize work
  - Customization
  - Display prior-year data
  - Using available accountability data
  - Continuing expansion of features
- Education Programs
- Grant Programs
Education Programs

- State coordinator workshops—updates & information sharing; in conjunction with SHEEO/NCES Network Conference
- Training—workshops on web-based data collection & dissemination tools at conferences & other venues; in conjunction with AIR
- Web-based tutorials—instruction on gathering, entering, and using IPEDS data
- Early publication of forms, glossary, instructions, FAQs, Postsecondary Handbooks (CIPs, Handbook on Human Resources)
- This Week in IPEDS e-mails (keyholders & coordinators) & What’s New in IPEDS web site
Grants Programs

- Development of graduate certificate programs in IR (at Florida State, Indiana University, Penn State, & University of Missouri System) will expand; through AIR (http://www.airweb.org/page.asp?page=466)
- Senior fellowship to improve IPEDS (salary replacement & expenses for 1 year); in conjunction with AIR
- Research grants for IR using federal databases; in conjunction with NSF & AIR (http://www.airweb.org/page.asp?page=40)
  - dissertation fellowships (up to $15,000)
  - research grants for institutional researchers, administrators, & faculty (up to $30,000)
  - National Data Policy Institute fellowships (40 travel grants to 2-week intensive training in DC over summer)
Relationships—Future

- Susan’s replacement important
- Good process in place
- Continued enhancement and online tutorials and other resources
Good Practices
Monitor Upcoming Changes

- Changes to IPEDS likely
  1. Possible expansion of(changes to IPEDS data elements collected
  2. Possible changes in how IPEDS data used
- Institutional researchers tend to focus on #1 (burden) but not #2 (impact)
- Need to pay attention to #2 because more high-stakes performance indicators will be derived from IPEDS data
Mitigate Misinterpretation of Data

- Institutional policies & procedures affect how we collect, store, & report IPEDS data
- Sometimes idiosyncrasies in procedures affect data; not a problem for low-stakes data
- But high-stakes performance indicators based on idiosyncratic data could make institution an outlier
- Impact: erroneous accountability results & decisions
- NCES can’t know about our idiosyncrasies, burden, or comparability issues unless we tell them
FTE—Example of Impact of Idiosyncrasy

- Some institutions that don’t use CHs reported # of courses instead of # of CHs
- Result: FTE (based on full-year CHs) around was around 1/3 of what it should have been
- Impact: cost per FTE student & other ratios per FTE not comparable
Role for Institutional Researchers in Upcoming Changes

- Monitor proposed changes to IPEDS, especially high-stakes performance indicators
- Assess implications of your methodologies for derived variables
- Alert institution if you might look “bad” on new high-stakes performance indicators
- Be aware of political implications as well as increased burden
- When NCES announces a change or new variable, assess impact for your institution
- Provide feedback to NCES
Good Habits for Entering IPEDS Data, Part 1

- Read instructions, definitions (glossary), and FAQs
- Create & archive a “census” (“benchmark”) file (use for future GRS cohorts)
- Use census file for IPEDS, state, and other reporting (internal and external)
- Enter IPEDS data early (allow time to fix things without stress)
- Have someone else check data entry on web or spreadsheet
- Compare with prior-year (common-sense direction & magnitude)
- Double check edit checks from IPEDS carefully
- If you don’t understand instructions or your institution is different, ask
- Use Resources
Resources

- IPEDS home (http://nces.ed.gov/ipeds/)—suggest bookmarking because it links to all IPEDS resources:
  - What’s New in IPEDS, including reports on Technical Review Panels (TRPs)
  - IPEDS Peer Analysis System (view your CAI by selecting the “Institution’s Data” option on the “Reports and Stats” step and then choosing “Frequently used/Derived Variables”)
  - IPEDS Data Feedback Report (through ExPT)
  - College Opportunities On-Line (COOL)
  - Forms (e.g., new HR form)
  - Glossary
Resources

- AIR Alerts
  (http://www.airweb.org/page.asp?page=58)
Good Habits for Entering IPEDS Data, Part 2

- If you have a question or discover a problem, proactively contact NCES to prevent submission of flawed data
- Correct prior-year data if you find a problem (call NCES if it’s a major problem)
- Check your institution in COOL periodically
- Compare your data with peers using PAS
  - If outlier, double check (common-sense direction and magnitude); if no reason, assume an error
  - Example
- Especially compare your institution with others on new derived variables—these tend to be more important politically
Good Habits for Using IPEDS Data

- Use PAS to prepare reports for senior management
  - Peer data are valuable for planning and management
  - Bonus: improves quality of your IPEDS data because you spot “surprises” that are result of methodology

- Whenever possible (or if no instructions given), use IPEDS definitions and methodology for other reporting for consistency (Common Data Set references IPEDS)

- Encourage outside requesters to get their data from PAS whenever possible (less work for you & other institutions and more comparable data for them)

- “Never underestimate how data will be used”
Your Questions for Me
My Questions for You

1. Which IPEDS item is most problematic for you? Why?
   – Difficult or time-consuming to compute it
   – Uncertain how to compute it

2. If there were one thing you could change about IPEDS, what would it be? In particular, what could NCES do to improve quality of data and/or reduce burden?

3. If there were one measure or feature you could add to IPEDS, what would it be?
My Questions for You

4. Are there items that you think institutions may compute using non-consistent methodologies? Any items others may “cheat” on?

5. What potential problems might occur with proposed derived variables due to institutional idiosyncrasies? What can NCES do to reduce the impact?
   - FTE
   - College Affordability Index
   - Net price
My Questions for You

6. What problems might institutions experience if IPEDS reporting expands? What can NCES do to reduce the impact? **Possible** new measures:
   - GRS for up to 10 years, by FT/PT, by income (per Pell)
   - Enrollment by 6-digit CIP code & low income (per Pell)
   - More detail on full-year enrollment (gender, race/ethnicity)
   - SFA by race/ethnicity
   - Cumulative debt
   - Total assistance for students by state
   - Outcomes by independent versus dependent status
   - First-generation (per parents’ education)
   - Co-enrolled
   - Non-credit
   - Transfer credit acceptance
   - “Non-traditional” students
   - % of graduates employed, in graduate school
   - Total assistance for students by state
My Questions for You

7. Are there any issues related to reporting to state systems (or elsewhere) that need to be considered?