IPEDS Update

Mississippi Keyholder Conference Call

Tuesday, May 14th • 1:30 PM
Agenda

• Reporting Noncompliance

• Collection Updates

• IPEDS R & D

• IPEDS Tools / Training

• Other Business
Agenda

• **Reporting Noncompliance**

• Collection Updates

• IPEDS R & D

• IPEDS Tools / Training

• Other Business
Noncompliance encompasses both timely and accurate reporting.

Fine of up to $57,317 for each violation of any provision of Title IV, or any regulation or agreement implementing that Title.
One Last Chance Policy

- Allows institutions one chance to submit data after the deadline.

- After due date, Help Desk contacts institutions that have not already used OLC.
  - They are given 2 weeks
  - Help Desk enters, edits, works with keyholder to get it clean and locked
One Last Chance Policy

• Institutions that *have* used OLC are not contacted
  – If institution contacts Help Desk, they are given 24 hours to submit the data

• Most institutions using OLC are non-coordinated

• No coordinated Mississippi institutions have used OLC
Agenda

• Reporting Noncompliance

• **Collection Updates**

• IPEDS R & D

• IPEDS Tools / Training

• Other Business
## IPEDS Calendar: 2019-2020

<table>
<thead>
<tr>
<th>2019-20</th>
<th>Registration</th>
<th>Fall 6 weeks</th>
<th>Winter 9 weeks</th>
<th>Spring 17 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collection Opens</strong></td>
<td>August 7</td>
<td>September 4</td>
<td>December 11</td>
<td>December 11</td>
</tr>
<tr>
<td><strong>Collection Closes for Keyholders</strong></td>
<td>Register by August 28</td>
<td>October 16</td>
<td>February 12</td>
<td>April 8</td>
</tr>
<tr>
<td><strong>Collection Closes for Coordinators</strong></td>
<td>Register by August 28</td>
<td>October 30</td>
<td>February 26</td>
<td>April 22</td>
</tr>
<tr>
<td><strong>Components included</strong></td>
<td>Registration; Report Mapping; Institution ID; IC-Header</td>
<td>Institutional Characteristics; Completions; 12-month Enrollment</td>
<td>Student Financial Aid; Graduation Rates; 200% Graduation Rates; Admissions; Outcome Measures</td>
<td>Fall Enrollment; Finance; Human Resources; Academic Libraries</td>
</tr>
<tr>
<td>Preliminary Data available in the IPEDS Data Center*</td>
<td>Early summer</td>
<td>Early fall</td>
<td>Mid-fall</td>
<td></td>
</tr>
</tbody>
</table>

* Release dates are approximate.
IPEDS Data Feedback Reports

• If you would like to upload/update a custom comparison group for the 2020 Data Feedback Report, you can do so until **July 15th**.
IPEDS Changes

• General changes, 2019-2020

• Proposed changes, 2020-2021
General changes for 2019-20

• Replaced “formal award” terminology with “recognized postsecondary credential”

• Replaced “contact hour” with “clock hour”

• Added instruction to exclude students receiving Experimental Pell (e.g., high school)
General changes for 2019-20

- Added definitions for cohort year, cost of attendance, child institution, and parent institution to the glossary.
  - Cohort year: The year that a cohort of students begins attending college.
  - Cost of attendance: The amount of tuition and fees, room and board, books and supplies, and other expenses that a full-time, first-time degree/certificate-seeking student can expect to pay to go to college for an academic year. Costs reported by the institutions are those amounts used by the financial aid office to determine a student’s financial need.
  - Child institution: An institution that has some or all of its data reported by another institution, known as the parent institution.
  - Parent institution: An institution that reports some or all data for another institution, known as the child institution.
General changes for 2019-20

• Removed the term dual credit and replace with dual enrollment.

• Dual enrolled students (dual enrollment):
  – Students who enroll in college courses offered by an institution of higher education while enrolled in high school or seeking a recognized equivalent. Student performance is recorded on a college transcript and postsecondary credit is awarded for a passing grade in the course.
  – Includes: All postsecondary courses, independent of course delivery mode, course location, course instructor, whether secondary credit is also offered, and whether the student enrolls through a formal state/local program or enrolls outside a formal state/local program.
  – Excludes: Credit-by-exam models such as Advanced Placement and International Baccalaureate in which the student is not enrolled in a postsecondary institution.
Proposed Changes: OMB Clearance

• The IPEDS 2019-20 through 2021-22 (1850-0582 v.21) package is currently in the 60-day comment period.
  – Comment period closes **May 20, 2019**
  – NCES will respond to comments, submit any changes to OMB, then the proposed changes will undergo a 30-day comment period.

• Some minor changes will happen in 2019-20.

• Majority of changes are proposed with a preview year of 2019-20 with implementation in 2020-21.
Sources of Proposed Changes

• Recent TRPs
  – Sub-baccalaureate Certificates
  – Evaluating Distance Education Elements
  – Topical Issues in Higher Education
  – Dual Enrollment
  – Finance

• Other changes
  – Human Resources
  – Academic Libraries
  – Instructions and Definitions
Proposed Changes to IPEDS

• Institutional Characteristics (IC/ICH)
  – Added an FAQ to explain how to report room and board when an institution provides one but not the other
  
  – Segment sub-baccalaureate certificates that are less than one year in length on ICH (Former category 1 will be split into 1a (< 9 hours) and 1b (9-29 hours))
  
  – Remove academic year equivalencies (e.g., One academic year equals 900 contact or clock hours of instruction, 30 semester credit hours or its equivalent, or 45 quarter credit hours.)
Proposed Changes to IPEDS

• Completions (C)
  – Segment sub-baccalaureate certificates that are less than one year in length and remove academic year equivalencies.
  
  – Refine question to get more differentiation out of distance education indicator for programs of study
  
  – Add a new FAQ: What certificates should be included?
Proposed Changes to IPEDS

• Completions (C)
  – Segment sub-baccalaureate certificates that are less than one year in length and remove academic year equivalencies.
  – Refine question to get more differentiation out of distance education indicator for programs of study
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Proposed Changes to IPEDS

• Completions (C)
  – Refine question to get more differentiation out of distance education indicator for programs of study
Proposed Changes to IPEDS

• 12-Month Enrollment (E12)
  – Added categories to allow for the same groups in E12 as those that are in Outcome Measures survey component

  – Added new distance education screen
Proposed Changes to IPEDS

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  – Added categories to allow for the same groups in E12 as those that are in Outcome Measures survey component
  – Added new distance education screen
Proposed Changes to IPEDS

• 12-Month Enrollment (E12)
  – Disaggregate reporting of undergraduate students by race/ethnicity and gender into the following categories:
    • Full-time/Part-time, first-time degree/certificate-seeking
    • Full-time/Part-time, transfer-in degree/certificate-seeking
    • Full-time/Part-time, continuing/returning degree/certificate-seeking
    • Full-time/Part-time, non-degree/non-certificate-seeking
  – The attendance level (full-time vs. part-time) of students is determined on the first full term (i.e., semester or quarter) at entry.
  – Graduate students will be reported on a separate screen
Proposed Changes to IPEDS

• 12-Month Enrollment (E12)
  – Added categories to allow for the same groups in E12 as those that are in Outcome Measures survey component
  – **Added new distance education screen**
Proposed Changes to IPEDS

- 12-Month Enrollment (E12)
  - New Distance Education screen
  - Report number of undergraduate degree/certificate-seeking, undergraduate nondegree/non-certificate-seeking, and graduate students that are:
    - Enrolled exclusively in distance education courses offered at your institution
    - Enrolled in at least one but not all distance education courses offered at your institution
    - Not enrolled in any distance education courses offered at your institution
Proposed Changes to IPEDS

• Academic Libraries (AL)
  – Inclusion of Digital/Electronic Serials in Digital/Electronic Circulation (impacts instructions and FAQs)
  – Adding Staff by FTE to the AL survey
Proposed Changes to IPEDS

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  – Adding Staff by FTE to the AL survey
Proposed Changes to IPEDS

• Academic Libraries (AL)
  – Adding staff by FTE to the AL survey:

```
<table>
<thead>
<tr>
<th>Does your institution have Library Staff?</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Library Staff</th>
<th>Number of FTEs</th>
<th>Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Librarians</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Professional Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Other Paid Staff (Except Student Assistants)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Assistants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
```
Proposed Changes to IPEDS

• Human Resources (HR)
  – Throughout the form, replace reporting by occupational category to reporting by function; the following occupational categories with “Management” and “Non-Management”

• Education, Training, and Library Occupations
• Archivists, Curators, and Museum Technicians
• Librarians, and Media Collections Specialists
• Library Technicians
• Student and Academic Affairs and Other Education Services Occupations
• Management Occupations
• Business and Financial Operations Occupations

• Community, Social Service, Legal, Arts Design, Entertainment, Sports, and Media Occupations
• Healthcare Practitioners and Technical Operations
• Service Occupations
• Sales and Related Occupations
• Office and Administrative Support Occupations
• Natural Resources, Construction, and Maintenance Occupations
• Production, Transportation, and Material Moving Occupations

  – Also, eliminate reporting based on specific SOC codes other than for teaching for Part D – Graduate assistants.
Proposed Changes to IPEDS

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  – Throughout the form, replace reporting by occupational category to reporting by function; the following occupational categories with “Management” and “Non-Management”
    • Education, Training, and Library Occupations
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    • Librarians, and Media Collections Specialists
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    • Community, Social Service, Legal, Arts Design, Entertainment, Sports, and Media Occupations
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    • Sales and Related Occupations
    • Office and Administrative Support Occupations
    • Natural Resources, Construction, and Maintenance Occupations
    • Production, Transportation, and Material Moving Occupations

  – Also, eliminate reporting based on specific SOC codes other than for teaching for Part D – Graduate assistants.
Proposed Changes to IPEDS

- Finance (F)
  - For degree-granting and non-degree granting (1) GASB institutions:
    - Revised screening question to add defined benefit pension or postemployment benefits other than pension (OPEB) liabilities
Proposed Changes to IPEDS

• Finance (F)
  – For (1) GASB institutions as well as (2) private, not-for-profit institutions and public institutions using FASB, and (3) private, for-profit institution:
    • New screening question to determine where/whether institutions will report intercollegiate athletics revenues
Proposed Changes to IPEDS

• Finance (F)
  – For (1), (2), and (3):
    • New screen (Part N, Part I, and Part G, respectively) to collect numerator and denominator for calculating financial health ratios

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Description</th>
<th>Current year amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>01a</td>
<td>Operating income (Loss) + net nonoperating revenues (expenses)</td>
<td></td>
</tr>
<tr>
<td>01b</td>
<td>Operating revenues + nonoperating revenues</td>
<td></td>
</tr>
<tr>
<td>01</td>
<td>Net operating revenue/margin</td>
<td>CV</td>
</tr>
<tr>
<td>01</td>
<td>CV = Line 01a / 01b</td>
<td></td>
</tr>
<tr>
<td>02a</td>
<td>Change in net assets</td>
<td></td>
</tr>
<tr>
<td>02b</td>
<td>Total net assets</td>
<td></td>
</tr>
<tr>
<td>02</td>
<td>Return on net assets ratio</td>
<td>CV</td>
</tr>
<tr>
<td>02</td>
<td>CV = Line 02a / 02b</td>
<td></td>
</tr>
<tr>
<td>03a</td>
<td>Expendable net assets</td>
<td></td>
</tr>
<tr>
<td>03b</td>
<td>Plant-related debt</td>
<td></td>
</tr>
<tr>
<td>03</td>
<td>Viability ratio</td>
<td>CV</td>
</tr>
<tr>
<td>03</td>
<td>CV = Line 03a / 03b</td>
<td></td>
</tr>
<tr>
<td>04a</td>
<td>Expendable net assets</td>
<td></td>
</tr>
<tr>
<td>04b</td>
<td>Total expenses</td>
<td></td>
</tr>
<tr>
<td>04</td>
<td>Primary reserve ratio</td>
<td>CV</td>
</tr>
<tr>
<td>04</td>
<td>CV = Line 04a / 04b</td>
<td></td>
</tr>
</tbody>
</table>
Proposed Changes to IPEDS

• Finance (F)
  – For (1), (2), and (3):
    • New screen (Part E2 & Part C2, respectively) to collect sources of discounts and allowances

<table>
<thead>
<tr>
<th>Line No.</th>
<th>Source of Discounts and Allowances</th>
<th>Amount of Source Applied to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tuition and fees discounts &amp; allowances</td>
<td>Auxiliary enterprises discounts &amp; allowances</td>
</tr>
<tr>
<td>01</td>
<td>Pell grants (federal)</td>
<td></td>
</tr>
<tr>
<td>02</td>
<td>Other federal grants (Do NOT include FDSL amounts)</td>
<td></td>
</tr>
<tr>
<td>03</td>
<td>Grants by state government</td>
<td></td>
</tr>
<tr>
<td>04</td>
<td>Grants by local government</td>
<td></td>
</tr>
<tr>
<td>05</td>
<td>Endowments and gifts</td>
<td></td>
</tr>
<tr>
<td>06</td>
<td>Other institutional sources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CV = line 07 - (line 01 + line 02 + ... + line 05)</td>
<td></td>
</tr>
<tr>
<td>07</td>
<td>Total</td>
<td>Preloaded from Part E1, line 08</td>
</tr>
</tbody>
</table>
Proposed Changes to IPEDS

- Finance (F)
  - For (1) and (2):
    - New data elements in Part H to collect change in value of endowment net assets
Agenda

• Reporting Noncompliance

• Collection Updates

• **IPEDS R & D**

• IPEDS Tools / Training

• Other Business
2020 CIP Update

• 2020 CIP will be released by June 2019
  – Updated CIP User Site and CIP Wizard
  – IPEDS institutions will have 1 year to update their reporting systems
  – Begin using CIP 2020 starting in the 2020 reporting year
2020 CIP Update

• Added approximately 325 new 6-digit CIP codes
• Moved only 8 CIP codes
• Reorganized Health Professions series
• Updated CIP-SOC Crosswalk expected by June 2020

• CIP-related questions: CIP2020@ed.gov
Technical Review Panels

• Technical Review Panels are convenings to discuss topics of interest regarding IPEDS data collection and dissemination.

• Hosted by RTI
  – Summaries of meetings
  – Calls for comment (30 day); and
  – Dates for upcoming meetings

• Available through the Technical Review Panel link on the ‘Join In’ page on IPEDS homepage.

• To be considered a technical expert for future TRPs, contact Janice Kelly-Reid at jrk@rti.org
## Recent & Upcoming TRPs

<table>
<thead>
<tr>
<th>Date</th>
<th>TRP Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 2019</td>
<td>Exploring Best Practices in Data Visualization (continued)</td>
</tr>
<tr>
<td>March 2019</td>
<td>Exploring Best Practices in Data Visualization</td>
</tr>
<tr>
<td>October 2018</td>
<td>IPEDS Financial Metrics</td>
</tr>
<tr>
<td>June 2018</td>
<td>CIP 2020: A Decennial Update to the Classification of Instructional Programs (CIP)</td>
</tr>
<tr>
<td>March 2018</td>
<td>Capturing and Clarifying Dual Enrollment Data</td>
</tr>
<tr>
<td>October 2017</td>
<td>Exploring Topical Issues in Higher Education</td>
</tr>
<tr>
<td>June 2017</td>
<td>Evaluating Distance Education Elements in the IPEDS Data Collection</td>
</tr>
</tbody>
</table>
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Use the Data Tools

• *First Look Reports* are going away; memos will replace them.

• Tables that were published in First Looks will still be made available through the new IPEDS Data Explorer tool.
  – These tables can be downloaded in Excel.

• Connects table functions to the Trend Generator
  – [https://nces.ed.gov/ipeds/trendgenerator/](https://nces.ed.gov/ipeds/trendgenerator/)
IPEDS Training Opportunities

• Face-to-face IPEDS workshops
  – Co-hosted by AIR & statewide/regional/national groups

• AIR Online keyholder courses – Self-paced training
  (4 weeks / 10-15 hours)
  – Keyholder Essentials
  – Keyholder Efficiencies

• Online video tutorials

• https://www.airweb.org/collaborate-learn/ipeds-training
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• **Other Business**
Contact Information

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