IPEDS Updates

Mississippi Keyholder Conference Call

Wednesday, May 20th • 10:00am
Agenda

- Introductory Remarks
  - Revised contact information

- Review 2014/15 Collection

- 2015/16 Data Collection Changes

- Other Items

- Resources: EdEPS & Completion Arch
IPEDS Users

• Now have up to 16 additional users
  – Tools ➔ Additional Users/Passwords
  – Set user permissions
    • View
    • Update
    • None
Reporting Noncompliance

• Noncompliance encompasses both timely and accurate reporting
• Fine of up to $35,000 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 Mississippi coordinated institutions have used OLC
Review of 2014/15 Collection

• It’s over.

• IPEDS has continued investigating:
  – Explanations vs. Confirmations
  – Large changes in data
  – Coordinator outreach

• Prior Year Data Revision System
  – 11 instances across 7 surveys
    (Last year was 21 instances across 7 surveys)
Student Financial Aid

• 2012: Veteran’s/Service members benefits=

• School certifying officials were not aware ahead of time/some scrambling
  – VA’s GI Bill Post 9/11
  – DoD Tuition Assistance Program
  – Plan to work with AIR to create a quick tutorial for institutional researchers working with school certifying officials.
Student Financial Aid

• Servicemembers and Veterans benefits on College Navigator

• Information will be placed on College Navigator early summer

• Still thinking of the best way to present all information on College Navigator
Finance

• Finance form for private, for-profit
  – Expanded in 2014-15
  – Balance sheet, revenues, and expenditures collected in more detail

• Part F: Tax Expenditures

• Edit added for institutions treating Pell as pass-through

Finance

• Summary screens edited to reflect DFR

<table>
<thead>
<tr>
<th>GASB public</th>
<th>FASB private, not-for-profit</th>
<th>FASB private, for-profit</th>
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<td>Tuition and fees</td>
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<td>State appropriations</td>
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<td>Government grants and contracts</td>
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<td>Private gifts, grants, and contracts</td>
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<td>Investment income</td>
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Fall Enrollment

• Study abroad FAQ
  – Students who are enrolled in your institution and attend classes in a foreign country should NOT be included in your enrollment report if:
    • The students are enrolled ONLY in courses offered by another institution;
    • The students are enrolled at a branch campus of your institution in a foreign country;
    • Your institution does not provide the instructional resources (i.e., classrooms, instructors), even if the student pays tuition to your institution. Their enrollment at your institution serves only as an administrative record.

• Additional guidance to come
Fall Enrollment

• Reporting transfer students
  – General Rule: At the same institution, once in a cohort a student may not be reassigned to another cohort.
  – Regardless of how often the student leaves the institution and returns, they remain in the originally assigned cohort.
  – Additionally, students who attend or transfer into the institution for the first time the prior summer term as degree-seeking students are to be included in the first-time or transfer-in cohorts, as applicable.
Fall Enrollment

• Reporting enrollment by CIP Codes
  – How to report students with more than one major? Can CIP counts be duplicated?
  – Report student enrollment on any applicable CIP screen, even if there is duplication by CIP.

  – Undergraduate & Graduate fields
    13.0000 -- Education
    14.0000 -- Engineering
    26.0000 -- Biological and Biomedical Sciences
    27.0000 -- Mathematics
    40.0000 -- Physical Sciences
    52.0000 -- Business, etc.

  – Graduate-only fields
    22.0101 -- Law (LL.B., J.D.)
    51.0401 -- Dentistry (D.D.S., D.M.D.)
    51.1201 -- Medicine (M.D.)
Academic Libraries

• Institutions reported estimated total library expenditures value as part of the IC Header component in the Fall

• NCES has discovered that libraries may not have accurate estimates of expenditures in the Fall.

• Change the IC Header question to a “Yes/No” regarding greater than “$0” expenditures

• Then place an additional question asking whether expenses were below or above $100,000 within AL as screener
## 2015/16 Data Collection

<table>
<thead>
<tr>
<th>Survey components</th>
<th>Registration (3 weeks)</th>
<th>Fall (6 weeks)</th>
<th>Winter (9 weeks)</th>
<th>Spring (17 weeks)</th>
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<tbody>
<tr>
<td>Open date</td>
<td>August 5</td>
<td>September 2</td>
<td>December 9</td>
<td>December 19</td>
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<td>Keyholder deadline</td>
<td>August 26</td>
<td>October 14</td>
<td>February 10</td>
<td>April 6</td>
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<td>Coordinator deadline</td>
<td>August 26</td>
<td>October 28</td>
<td>February 24</td>
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<td>Registration</td>
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<td>Mapping</td>
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<td>Institution ID</td>
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<td>IC Header</td>
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<tr>
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<td>Registration Mapping</td>
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- Upload Custom Comparison Group for 2015 Data Feedback Report: **July 17th**
2014/15 Changes: OM

• New Winter component for degree-granting institutions

• Collect outcome measures data on 4 degree / certificate-seeking undergraduate student cohorts
  – Full-time, first-time students
  – Part-time, first-time students
  – Full-time, non-first-time entering students
  – Part-time, non-first-time entering students
2014/15 Changes: OM

• What is meant by ‘still enrolled’?
  – A student actively enrolled at the institution during the most recent Spring term can be counted as still enrolled.

• Does any award really mean any award?
  – At this time IPEDS has not further defined this term, and any award means any award and can be a certificate or degree.

• Should stackable credentials count as any award?
  – Stackable credentials can count as an award.
IPEDS on Twitter

- Follow @ipeds_nces
- View profile https://twitter.com/ipeds_nces

IPEDS Twitter Goals:

1. Increase the general public awareness of the IPEDS data system
2. Share IPEDS and IPEDS-related updates, results, resources and information with data users
3. Publicize opportunities for collaboration and training to stakeholders
Recent Technical Review Panels

• #46 – Improvements to the Finance Component (March 2015)

• #45 – Outcome Measures (September 2014)

• #44 – Improvements to the HR Survey for Degree-Granting Institutions (July 2014)

• #43 – Defining an IPEDS Institution II (March 2014)

• https://edsurveys.rti.org/ipsds_trp/
IPEDS Training Opportunities

• Mississippi keyholder/staff training
• Face-to-face IPEDS workshops
  – Co-hosted by AIR & statewide/regional/national groups
• Online keyholder courses – in development
  – Self-paced training (10-15 hours)
• Online video tutorials
  – Overview of each survey component (~5 min)
  – IPEDS definitions and key concepts
  – Data tools
  – IPEDS related tutorials
    • New keyholders
    • Net price calculator
EdEPS & Completion Arch
Economic Development & Employer Planning System

• The Economic Development and Employer Planning System (EDEPS) is an analytical tool for business, education, workforce and economic planners.

• EDEPS facilitates the analysis of economic health, industry performance, population trends, labor supply and demand, training resources, income characteristics, and market potential.
EDEPS Data Sources

• National Center for Educational Statistics
• U.S. Census Bureau
• U.S. Department of Labor, Bureau of Labor Statistics
EDEPS Demonstration

www.edeps.org
The Completion Arch

• The Completion Arch is a web based tool that provides quick and easy access to national-, state- and initiative-level data that describe the progress and success of community college students.

• Why focus on community colleges?
  – Largest sector with 10 million + students
  – Broad academic mission (transfer, workforce preparation, developmental education)
  – Serve more students from underserved groups
  – Lower-cost and wider availability = Access and excellence
  – Key to meeting national and state goals for college completion and workforce competitiveness
Completion Arch Data Sources

- Achieving the Dream
- Complete College America
- The Community College Research Center
- National Center for Education Statistics
- U.S. DoEd Committee on Measures of Student Success
- Voluntary Framework of Accountability
The Completion Arch Demonstration

http://completionarch.org/
Contact Information

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