

Again, good afternoon. My name is Archie Cubarrubia. I am the Student Financial Aid Survey Director for IPEDS. Before you prepare your tomatoes to throw at me, because I know some of you probably brought tomatoes, I want to give you a little bit of background. I've been with the department for about five years, but I only recently joined the National Center for Education Statistics this February. So for those of you who experienced the IPEDS data collection last year I would like to apologize for all that you experienced last year.

They kind of threw me into the mix. So they said, "Hey, welcome to NCES. Here's your new job. Deal with the student financial aid survey." So I'll tell you a little bit about kind of the things that we've been doing about that and to kind of share – I wanted to share my experience with you because I wanted to let you know about the approach I'm taking with the student financial aid survey for IPEDS.

Okay, so we have a lot of things to cover this afternoon. As a heads-up, this session when I usually go around to the financial aid conferences, this session lasts about two and a half to three hours. So I've truncated all that so we could fit in the time allotted, but here's what we have for today. I will ask because we may not have time for questions. I will be available after the session to talk with you specifically about your campus if you are running into a couple of issues. And so I'll be right outside because there is a session after us here so they ask that we basically vacate the room immediately after the session.

Okay, so today I would basically like to go over some information about what IPEDS is. We realized in talking with financial aid administrators and the experience that we had last year, that there seems to be a disconnect because normally as the data folks over the department, our counterparts on your campuses are the institutional research folks, so the IR folks on your campus. But what we found was increasingly, and as a result of what happened during last year's collection, that financial aid administrators are becoming part of the IPEDS collection process. And so one of the reasons we're here is because we want to involve you in the process and give you a little bit of context for what we do.

I want to go over a little bit about why reporting is important. And I want to talk about the requirements of the Higher Education Opportunity Act that kind of exploded student financial aid, the student's financial aid survey into what it is today. For those of you who are IPEDS experts and have been doing the IPEDS data collection for SFA, you'll know that it went from a fairly simple survey into something that takes a lot of time. And so we wanted to explain a little bit about why that's the case.

I want to revisit what happened last year, but more importantly give you a little bit of preview of what's going to happen moving forward so that you know exactly what we're looking for in the IPEDS data collection. I want to talk about some key concepts of the survey and then I'm going to go through the data screens. Okay, for those of you who are very proactive and downloaded the presentation before you got here it'll probably help because I will go through the screens. So those of you sitting in the back, I also notice that we opted for what I call church seating or school seating where everybody's in the back. You may not see the screen or the screen shots, but again the handouts will be

available after the conference so you can follow along. And then I want to share some resources and tips for you, so again a lot to cover so I appreciate your attention as we move forward. Everybody ready? All right.

So what is IPEDS? IPEDS stands for the Integrated Postsecondary Education Data System. This is not an iPad. Unfortunately they didn't approve our iPad name. So we have IPEDS, but what it is, it's an annual data collection that's conducted by the department's National Center for Education Statistics.

So if you're not familiar with the structure of the department, for example, Federal Student Aid, the office within the department that handles and oversees the distribution of aid and who's in charge of this conference today, is one office within the department. And then another office is the National Center for Education Statistics. Like I said, we're the data arm of the department and so really we're kind of – I think it's an automatic timer. So I'm going to try to speak a little slow or fastly here. So the National Center for Education Statistics is the data arm for the department.

IPEDS itself is a system of nine interrelated surveys that collects institution level data. Before I go through, how many of you here are IPEDS key holders? Okay, fantastic. How many of you IPEDS key holders or even if you're not a key holder have been involved with IPEDS maybe four or five years or more? Okay, a good number of you. And how many of you are brand new to IPEDS and are seeking some information? Fantastic. Congratulations or I'm sorry, either one, but basically so this is the system of surveys that IPEDS is composed of.

So we basically divide the data collection into three areas, fall, winter and spring. As you know, student financial aid falls in the spring data collection and as you can see we collect a whole lot of other information at that time. For those of you who have, are old hat at this you know that there's a reason why we have kind of these staggered because of the information that we basically ask you. But you'll notice that a lot of information is collected in the spring and that has implications for your calendar.

IPEDS is required of every college, university, technical and vocational institution that participates in federal student financial aid programs. So the bottom line here is if you have a program participation agreement with a department, then you must complete IPEDS. And the data that you report to IPEDS are made available to the public in two ways. The first one is through college navigator and the other one is the IPEDS data center.

Here's why reporting is important. The first one is compliance and I don't usually like to start with a stick, but really it's required by the law. So institutions that have a PPA with the department have to report to IPEDS and any non-compliance issues could result in fines of up to \$27,500.00 per violation and it could put into jeopardy your eligibility to participate in Title IV programs. So the nice thing about being at NCES is that again, because we are the data arm, we don't do the compliance side of it. So what we do is we basically do the data collection and then any institution that doesn't complete the

requirement, we then provide to Federal Student Aid. And then FSA has its own process to kind of ensure the compliance piece.

Here's a chart of the compliance issues that we've had over the last decade. Guess when we started doing the fines? We went from 428 to 69. So in '09-'10 we had 25 institutions that were out of compliance. And really if you think about it, in the universe of IPEDS and the number of institutions which is about 7,000, 25 out of 7,000 is not bad at all. However, we want to make sure that everybody is in compliance so that we don't have to go through all of the kind of the fines, et cetera.

For us data folk I think what's more important is that we provide quality information to the public. Accurate data are important to students and parents through the College Navigator. They're important to your CEO's and college presidents because we provide them a publication and I'm going to talk about that shortly. And more importantly accurate data are important for use by a lot of folks in the public such as congress, researchers, media, policymakers, et cetera.

For those of you who are not familiar with College Navigator, College Navigator is a free tool that we have at the National Center for Education Statistics that basically compiles all the information that you provide to us in IPEDS and we put it in one place. So this includes everything from financial aid information that you report to IPEDS, but also includes enrollment information, graduation rates, et cetera. So this is kind of the free interface that we provide to students and parents to take a look at a specific institution and the profile of that institution.

CEO's and presidents, we give something we call a data feedback report. And the data feedback report is basically a summary of the data that you provide to us and we send it back to the institution's CEO or president saying here's what you reported to us. Critically important that we have accurate information that you submit. As an example, we had a couple of years ago an institution president come to us and say the information in the data feedback report is incorrect. Where did you get this information? And then we said here's the name of the IPEDS key holder on your campus. You may want to talk with them about the information that they submitted to the department, so again, critically important that you provide accurate information.

I think probably more critically, the data are used by a lot of other folks. I mentioned the College Navigator piece, but we also have a data center. And the data center is basically a place where researchers and media outlets can basically take data that you've reported about your institution over the last few years and basically do any kind of analysis that they'd like to do with them. So, particularly as it relates to the cost of college and I'll talk a little bit about net price and where that fits into this.

I think we've been hearing a lot more about media sources, magazines, newspapers, going into our data sources to take a look at the data that you report to us. And because these data are public, we really have no control over what they do with the data. So we kind of give it to them and they run their analysis and they run their stories with those analyses.

And so that's something again that it behooves us to provide accurate data in your reporting to us at the department.

In case you're not familiar, who's responsible for IPEDS on your campus? We have what we call an IPEDS key holder and what the IPEDS key holder's role is, is basically to coordinate all aspects of data submission at the institutional level. They arrange for others at the institution to have access to the data collection system and they work with other offices to compile the necessary data for submission. Here's where a lot of you who may not be IPEDS key holders are probably getting involved.

So you have let's say an IPEDS key holder on your campus who is in the office of institutional research. And when it comes time to fill out the IPEDS survey for student financial aid, they forward you or they give you the form and say, hey, we need this filled out. Please fill this out. And what we found was that this practice was happening a lot more, but the financial aid administrators who were filling out this survey were not part of the conversation.

As a note, one of the things that we heard last year during this presentation was that we had campuses where the key holder would basically provide the financial aid director with the form, but not the instructions for example. We've tried to remedy that and I'll talk about that a little bit, but something like that where there really is no context for what it is that we're asking for. And we absolutely realized that completing the IPEDS requirement really, probably takes up .1 or less percent of your day to day jobs. You have more important things to do with your lives such as actually providing services to the students that you have on your campuses. And so we want to make this process even though it's required as simple and as user friendly as possible and I'll talk a little bit about what we've been doing to do that.

So you're probably, if you're not the IPEDS key holder but you're involved in the IPEDS data collection, you're probably another person on campus who assists in compiling IPEDS data. Here's the thing. As a person who is involved with collecting data for IPEDS, you also may obtain a username and password into the data collection system so that you can get access to all of the information including the instructions, et cetera that your IR key holder may not give to you. So talk to your IPEDS key holder if you haven't already done so to get access into the system.

I skipped the IPEDS coordinator. I apologize. IPEDS coordinators are – their roles differ from state to state, but basically an IPEDS coordinator is responsible for state or system level coordination of IPEDS submissions. It really depends and some of you work closely with IPEDS coordinators and some of you don't. In some states IPEDS coordinators at the state system actually do the entering of the data into the system. So what they do is they ask the folks on their campus to basically submit Excel files with the data and then at the coordinative level that's when they enter the information. And in other states the IPEDS coordinator basically serves as a check to make sure that once the information is submitted by the key holder that the information is correct.

Okay, let me provide a little bit of context to the changes to the student financial aid survey that happened last year. As you may know, the Higher Education Opportunity Act was passed in 2008 and along with this passing included many new reporting and disclosure requirements related to financial aid. As kind of a birds-eye view, some of the things that were required in the law were these things. One is what we call an A – Z consumer information list and will tell you your tuition calculator information about net price and college affordability lists. I'm going to talk about each of these briefly here.

Okay, here's the A – Z consumer information list. If you actually go into the statute and read the statute it almost laundry lists what it would like for the department to basically get out of institutions in terms of the information that you report to us. And it includes everything from a mission statement to admissions data, pricing data, for our purposes the student financial aid. It asks for total grant aid awarded to all undergraduates and total number of all students who received a Pell Grant and all sorts of other things. So again, this is part of the HEOA that required the department to start getting from institutions.

Another thing that they required was the multi-year tuition calculator. For those of you who are familiar with this it's already been posted on College Navigator. But basically it's a tool that allows users to calculate the estimated tuition fees for normal duration of a program at an institution and it basically used price of attendance data from the institutional characteristics component of IPEDS.

Net price is probably the thing that is on everybody's mind these days. So interestingly enough, the congress actually provided us a formula in the statute for how they would like for us to calculate net price. For those of you who are familiar with this type of thing, you know that it's very rare when congress puts into the actual law specific things like formulas. But in this case they provided us a formula and the formula for calculating net price is basically the institution's price of attendance for first-time fulltime students and you subtract from that the quotient of total need and merit based federal state and institutional grant aid that's awarded to first-time fulltime students divided by the number of first-time fulltime students receiving such aid.

In this case price of attendance includes average annual cost of tuition and fees, room and board, books supplies and transportation. We've provided additional clarification and guidance on this from – some of your colleagues had questions about personal expenses. And we've basically provided guidance that the personal expenses would be also included in price of attendance.

Okay, so what do we notice about this formula that's been provided to us by congress? It's only for first-time fulltime students. So if your institution enrolls a small percentage of first-time fulltime students, this has implications for you, okay? But again, this is the formula that congress provided us for net price. And what they included in the law was they asked for us to have available on College Navigator three years of average net price for grant recipients and one year of average net price just aggregated by income for Title IV recipients and this was also included in the law.

For those of you who did the IPEDS data collection last year, this is I think where we ran into some issues because we did not communicate well enough with you that the congress required us to collect three years worth of data. So a lot of you were forced to look back at 2007-2008, 2006-2007 to look through that data and we actually heard from institutions, particularly smaller institutions that basically said, look. Our files are not electronic. They're actually paper and they're in a storage facility in another state, and so getting that information was difficult for them to do.

We needed to do that. Basically we needed to pre-fill three years worth of information because it was required by the statute. So now that we do have the three years worth of information in there, moving forward basically we're going to be collecting just one year's worth of information. So that was kind of a one time we needed to get that filled up and then moving forward we'll have just one year's worth of data.

Why the net price information is critical – congress also included in the HEOA a provision about college affordability lists. And what they required us to do is basically by next year we need to post on College Navigator for each sector. And so this includes basically all the nine sectors that we have in the system whether you're a public four-year or a private less than two-year for profit. We're going to list for each sector the top five percent of institutions that have the highest tuition and fees, top five percent of institutions that have the highest percentage increases in tuition and fees, highest average net price, highest percent of increases in average net price and then on the flip side, bottom ten percent of the lowest tuition and fees and bottom ten percent of the lowest net price.

If this is not raising red flags for you it should. Okay? This is where – again this information will be made publicly available because it is required by the law that we have this available to the public. Again, this is one of those things where we ask you to make sure that the information you provide is accurate because it will have implications for the way that you do your business. Particularly let's say, once let's say the media get a hold of these lists and start looking at why this institution costs a lot versus why this institution does not cost a lot at all.

So again, something to keep in mind as you move forward. This is in the law, so we have to do this and so that's something that we want to make sure that's on your radar. And now it's not moving at all. Apologize for the technical difficulties. Okay, here we go.

Okay, I'm going to talk a little bit about the 2009-2010 data collection year in review. For those of you who are familiar with the process, you know that this past year in April the spring collection was scheduled to close on April 14th. And as of April 13th we found that the help desk was getting more than 1,200 calls a day. Callers had to be put on hold. They experienced long delays and anytime a lot of users try to get on a system you know that the data collection system slowed down.

Here's the more telling aspect of it. We found out that on the day before the survey was due, only half of all the spring surveys were complete. And not just the student financial aid survey but those other surveys that were due only half of them were complete. And so what we did was we extended the spring collection through 4/19 so we could get some more information in.

And really what we had found was that a lot of institutions were waiting 'til the last minute to complete the survey. And where it became an issue was they didn't realize that the survey went from a very, very simple survey to a very complex survey that required three years worth of data so that that institution that I talked about earlier that had paper records? They actually contacted me the week it was due and they basically said, "I just looked at it right now and it says you need to provide three year's worth of data. There's no way we can get that by the deadline."

So here is the schedule for this year's collection. If you're familiar with the process we actually opened the IPEDS registration for users back in August and we actually made the survey materials available to the public. So you can go to the website right now, to the IPEDS website right now and take a look at what the IPEDS form looks like for student financial A – Z to see exactly the information that's being required for you to be submitted. SFA collection opens next week and the collection closes for key holders on April 13th next year and closes for coordinators two weeks after that.

So my one take-away message for this slide in particular is please start early. That's why we have the information available to you already. That said, we wanted to work on a couple of improvements and I talked about this a little earlier in my presentation. Like I said, I started with NCES in February and actually I started with the department, I came into NCES with a student services mindset. I used to work on a campus. I wasn't in financial aid, but I was in the student services area.

And so again I realized that this is probably not the most important thing on your list. It's required, but it's probably not the most important thing. And so I came into it and I basically took a look at our survey instructions and our survey materials and I had a difficult time figuring them out. And I thought I'm a fairly – I consider myself at least a fairly educated person and you all are fairly educated people, but if it didn't make any sense to me and this is a good chunk of my job, what chance would it be, how difficult are we making it for you particularly if this is not a good chunk of your job?

And so what we did this year was we went through the instructions and we actually provided more detailed survey instructions, like a lot of detail in there. So here's the deal. I provided a lot more detail in the instructions so you have to agree to read the instructions when you fill out the survey. Because we had found as well was that people weren't reading the instructions.

It might be because your IR person didn't give you the instructions with the blank forms, but what we did this year we basically packaged the whole thing together so that even if you don't want the instructions anytime you download the materials you will get the

instructions. Okay, so the forms will have the instructions on the top and the glossary at the bottom so that again, if you download it as a PDF it's all going to be there.

This year we're also instituting two new things. We have an overview and summary screen as part of the data collection system. I'm a big fan of those kind of the tax programs that you fill out during tax season that basically walks you through the process like you're a two-year old because I consider myself sometimes like a two-year old and I need to make sure that I know what I'm providing the right information.

And I like when a system tells me here's the information that you need to have on-hand before you even start because otherwise I'm going to get frustrated. Kind of like when we tell students when they fill out the FAFSA that they need to have this information in-hand first. So as part of the overview screen we will tell you that this is the information that you need to have on-hand before you even start doing the financial aid survey. So make sure that you have this information before you continue.

On the other end of the survey, you know when you go to Amazon and you put something in your shopping basket and before you hit yes, I would like to buy this, it asks you are you sure that this is what you want to buy? So we actually provided a summary screen at the end that basically says here's the information that you reported to us and here's how it's going to look like on College Navigator. Are you sure? Because if you're not sure then go back and make sure that the information you entered is correct. So again, we put those kind of, those safeguards in place there to make sure again, because the information that you provide here will be made to the public, that the information you're providing as part of IPEDS is the accurate information that you need to submit.

We're also providing more detailed edits and error messages. For those of you who did this last year I apologize. I know that there were a lot of issues with edits and errors and we'll talk a little bit about that a little bit later on. But I know for a fact because I went through the edits and errors myself that some of them basically said this number is incorrect. Please fix. Right?

So how vague is that? That's not very useful at all. So we're trying to provide a little bit more information in there to basically tell you the number that you entered here does not make any mathematical sense because so-and-so and so-and-so. Please either explain or please make sure that the numbers that you provide are correct.

The other thing we're doing this year and we're actually piloting this year is we're doing XML uploads for the student financial aid survey. I consider myself a little bit of a techie, but I really don't know much about XML other than that it stands for extremely magical language. But I know that basically if you have somebody on your campus who's tech savvy and can do uploads of the data from your system we have developed an XML schema so that you don't have to actually go into the screen and type in the numbers yourself. So it's basically an added way for you to ease the process if you have the capacity to do that. Our bottom line again for this data collection period is to please start early because it will probably save us a lot of headache moving forward if you take a

look at what the survey looks like at least and get yourself prepared for the kinds of data that we're looking for.

That said I want to give you a quick, quick update for 2011 and beyond. So the way that the department handles any changes to IPEDS system is that we hold what we call technical review panels. TRP's are as we call them are basically an opportunity for professionals in the field to tell us how we can improve our data collection system. And so we held one this past September and a couple of your colleagues actually attended and were part of the panel. And this panel's focus was to take a look at improvements to the student financial aid component particularly for program reporters. And I'll talk a little bit about what the program reporters are.

In the IPEDS universe we have what we call an academic reporter which is an institution that operates on a calendar year – I'm sorry, on an academic year system. So you may have, let's say, your traditional fall, spring, summer semester. And then we have what we call program reporters and program reporters are those institutions that may have different start times. They may be operating in clock hours. They may have continuous enrollment.

And so what we had found was in implementing the 2008 HEOA requirements, we basically tried to get that done as quickly as possible, but we made life miserable for a lot of our program reporters and we recognize that. And so what we wanted to do was basically try to alleviate and mitigate some of those issues that came up particularly for program reporters. So we had a fairly productive TRP on this and so changes that will result from this TRP will likely be implemented for the next year.

So I'm putting this again on your radar not to confuse you because the last thing I want to do is confuse you. But this is – we want to basically show that we're trying to be responsive to the concerns that we've heard particularly from our smaller institutions and our program reporters on how we can make this experience a lot better for all of you and your reporting. And so for the 2011-2012 data collection year, there may be some changes to the way we do data collection that will hopefully make it easier, okay? So I just want to put that on your radar just so you know.

Okay, let me go on to some key concepts here. So one of the things that we had found again because our normal interface with your campus is the IR office, we found out through kind of the experience that we had in this past year's collection that sometimes terminologies and definitions used for institutional research purposes are very different from terminologies and definitions used for financial aid purposes. And so once we started involving a lot more financial aid administrators, we wanted to make sure that we have, that we give you the right kind of definitions of how we are viewing a lot of these terms.

So the first thing that I want to clarify is the concept of aid received. Throughout the instructions and throughout the screens you're going to see the word "received" on there. And there were some discussions in 2008 when the HEOA was passed, the department

actually held another TRP to do the net price kind of issue. And the TRP suggested at that point a definition for aid received and their definition that they suggested was aid received should be aid awarded and accepted, not aid disbursed. This should be raising some questions marks in your head.

Okay, here's their justification or rationale for providing this. In the calculation of net price, basically I just saw in the formula. It's basically what the cost is or what the price is minus the grant aid will be the net price. So some of this TRP which was made up of some of your colleagues basically said if we include what was awarded and accepted by the student at the start of the year versus what was actually disbursed, particularly if the student leaves half-way through the academic year because theoretically they would still be eligible for that aid anyway, that the net price would be impacted in such a way that if you consider the whole amount of aid versus what was actually disbursed it would look more favorable for the institution in terms of what the net price is going to look like. Okay?

This has a lot of implications and in talking with some of your colleagues I went to the big NASFA conference and some of the regional conferences where we received some feedback on this term. That there was still some confusion about what this term is and this was actually a major topic during the September TRP. And unfortunately the TRP came up in September. It was too late for us to make any changes to this year's system because again, the materials were made available in August.

So for the purposes of IPEDS we consider aid received as aid awarded and accepted, okay? Likely, I will tell you this, in 2011 and 2012 you will not see the word "received" anywhere in the materials to avoid any kind of confusion. Again, this may have some issues or impact particularly if your institution does not have a formal acceptance process. We ran into a couple of smaller institutions that basically said when we award a student, when we provide them the award they don't really have to tell us yes, I accept this award. Basically that's what they're awarded, okay?

We want to hear from you. If this is kind of providing you an issue, I'm sure there are some smaller institutions that may not have the processes in place. I'll give you my contact information later. This is one of the things that we want some feedback from the field on as well so in order, so we can provide some more clarification to make this process easier. I talked a little bit about the reporter type already.

Okay, here's the other key concept that threw people for a loop last year, particularly if you are a program reporter. The reporting period and the cohort that we're looking at, for academic reporters it's fairly straight-forward. It's basically your academic year. And so if you have the traditional academic year we basically say this is the window that we're looking for and for the student, your student counts we're basically looking for the students that were enrolled as of October 15 or your official fall reporting date.

Where we had some issues were for the program reporters. So the program reporters, what we were looking for was basically anything that happens in between, in the calendar

year between, September 1 to August 31. This should also be raising some question marks. This was actually a major, major point of discussion during the TRP that we held in September because the program reporter said you know the September to August is a 12 month period that yes, it's a 12 month period, but it doesn't really align with any 12 month period that we use on our campuses. It's not aligned with the federal financial calendar. It doesn't align with the fiscal year calendar. It's basically a random year, a random 12 month period that was set up.

So we have this 12 month period because we needed to bound at least a calendar year, but this will probably change for the 2011-2012 data collection year to make it easier for program reporters. Because the issue became what if your program is less than 12 months? And so do you include the amount that's awarded? Let's say it's a 9 month program. Do you include the awarded amounts in those extra three months?

Per the definition that we currently provide because we basically say anything that happens between these 12 months is fair game. Per that definition, those three months would still be included. And if you're a program reporter, that's an issue for you because there's not an alignment between let's say, if your pricing information is 9 months, but your financial aid information is 12 months. So one of the things that we tried to do this past year in the system is that we tried to do a monthly average of the price and the monthly average of the financial aid award, but again it's still not aligned.

So again, that's one of the things that was a major point of discussion at the TRP. So I want to kind of put that again on your radar, but for the purposes of the 2010-2011 data collection year, our key concept for full aid year for the reporting period is still the calendar year between September 1, 2009 and August 31, 2010. We do recognize that there are issues with this and we are working to make sure that we mitigate this particularly for our program reporters.

Another key concept that came up last year was apparently we basically said particularly in our groups, and I'll talk about the groups shortly, is we were looking for information on students who receive Title IV federal student aid, but we didn't tell you what Title IV federal student aid included. And so in all of the materials we basically said here's what we consider as part of Title IV federal student aid.

Okay, groups – this is probably another cause of kind of headaches last year. So the HEOA basically required us to collect unfortunately, and this is kind of what made it difficult, unfortunately different types of information for different groups of students. And so what we tried to do in last year's system was we tried to identify these kind of groups of students. And so I want to walk through the groups with you so that we're all clear on what we're talking about in terms of the groups.

Group 1 is basically all undergraduates at your institution. This is basically everybody. This is the umbrella category. We're looking for everybody that's an undergraduate at your institution. Group 2 is a subset of Group 1 and basically what Group 2 is, is of all the undergraduates those who are fulltime first-time degree or certificate seeking. Group

3 is a subset of Group 2 and what Group 3 is, is basically those first-time fulltime students who received any grant or scholarship aid from the federal government, state or local government, or the institution, so three sources only. If there's a student for example who's first-time fulltime degree or certificate seeking but only received aid from a private source, let's say like a rotary club, that person would not be included in Group 3.

Group 4 is actually not a subset of Group 3 as some institutions had issues with last year. Group 4 is actually a subset of Group 2 and Group 4 is basically first-time fulltime students who received any Title IV federal student aid. I am a visual person and so what I did was I basically constructed a little diagram to help me figure out, okay. Who is it that we're talking about? Group 1 is basically everybody. Group 2 is a subset of that. Group 3 is a subset of Group 2. Group 4 is also a subset of Group 2.

And if you'll notice there is a little bit of overlap between Group 3 and Group 4 because if you receive let's say a Pell Grant, that's considered grant or scholarship aid from the federal government. So that applies to Group 3, but that's also considered Title IV aid so that's also, that student would be part of Group 4. This diagram is also on the instructions and on the screen so if you need a refresher on what the groups are defined as they are available to you.

A couple of other things that I want to note in terms of key concepts for the SFA survey and that is we do preload information into the SFA survey based on other IPEDS components that were submitted. Okay? We're trying to basically, since theoretically the information for example that you submit about pricing information or living arrangement options or undergraduate counts should be consistent. We preload that based on, for example, the institutional characteristics component or the 12 month enrollment or fall enrollment surveys in IPEDS.

If you are not the key holder, however, and you didn't submit this information you may come up into the system and say where did this number come from, particularly if another office was in charge of submitting that information. So particularly let's say if it's enrollment management or admissions or the registrar's office that provided that information. Do know that we do preload that information and so if you have questions and you're not the key holder on your campus, please make sure you talk to your key holder on your campus because that's where the information came from. We didn't just come up with that number and preload it there, so that was submitted by the institution. So if there's a disconnect there, that's something that we would encourage you to smooth out in terms of your communication.

And the kind of final key concept I want to share is that please consult the IPEDS glossary. Like I mentioned, we found out that there were some inconsistencies in the definitions and we're continuing to update our glossary based on the information that you provide to us based on new guidance that Federal Student Aid has provided to us. So we want to make sure that those are aligned as much as possible. So like I said, the IPEDS glossary is attached to the actual survey again so that you have the definitions of what the terms that we use in the survey.

Also, we've made some improvements to the screens themselves. So for those of you who are familiar with the screens, you're going to see a lot more terms that are underlined so that if you click on the underlined term it'll actually define it for you. It'll open a pop-up screen to define what that term is for you.

Okay, I'm going to go very quickly through the screens here. Before you begin, what we're asking you to have in-hand is the survey instructions. We ask for you to have information about each student group, okay, that I mentioned the four groups. And then we're asking you and this is for the purposes of calculating ed price, we're asking you to basically have information about living arrangement for Group 3 and Group 4 students and Group 4 students by income category. This is something I think where our communication to you broke down last year because we didn't tell you or we didn't tell you well enough that we would be needing this information.

So I'm telling you now that we need information about living arrangement for Group 3 and Group 4 students and income categories for Group 4 students. In talking with your colleagues, I basically said that they've used information on the FAFSA for example for living arrangement to – they used that information. For institutions that let's say have students that don't fill out the FAFSA, I talked with a couple of institutions when I was doing a session in Phoenix that basically what they're going to do is basically they've revised their institutional financial aid application form to start collecting that information as well so that they can find out where that student is living. And then the income categories piece, and I'll talk a little bit about it later when I show you the screen. The guidance that we're providing is basically – use the information that's available in your FISAPP for the income categories for the students.

Okay, for those of you who are extremely familiar with this, this may be old hat to you, but I'm going to walk through kind of the steps to get to the data collection system for IPEDS. So this is our website and you basically want to go to the top right where it says data provider center. And in the data provider center you're going to actually see a couple of things here. You're going to see a login screen so that if you do have a login or a password you can enter there.

But over on the left-hand side of the screen, we have all our survey materials available to you, to the public so that you can right now actually go in, take a look at the calendar for when to submit. We have all the survey materials available for download and viewing already and things like a new key holder handbook. So if you're a new key holder, we developed this key holder handbook that will walk you through the process so you know exactly what you need to do. We developed a flier that has a collection calendar, et cetera, so all the stuff here on the left-hand side of the screen is available already to the public. You don't need a username and password to get into that.

If you do have a username and password, you can get into the system and once you get into the system you're going to be able to access the actual survey itself where you can enter the data. And just as an overview, basically this is what it looks like kind of at a

30,000 foot level and it seems fairly straight-forward. So part A is where we ask that you establish your groups. Part B you provide information about Group 1, Part C Group 2, et cetera. Parts F and G is where we do the net price calculations for Groups 3 and 4. Okay? And I'm going to talk about a little bit of this when I go through the screens.

Okay, so Part A, so we ask for you basically to report the number of students in the various groups. The one note I want to make about this screen is that the values that you enter on the screen will be entered – oh, I'm sorry, will be carried forward to other parts of the student financial aid component. And so basically anything that you enter here, because you're defining and telling us how many students are in each group, will be used in the subsequent parts. So please make sure that the information you provide in part A is as accurate as possible.

So basically we have information about Group 1, Group 2, Group 3, Group 4. We have a subset of information for Group 2A and basically what Group 2A is first-time fulltime students who received any federal work study, loans to students, grant or scholarship aid from the three sources and also aid from other sources known to the institution. So basically this is like aid to any first-time fulltime undergraduate student.

This year we're adding a 2B and what 2B basically is, and you can read the description here, but basically for simplicity what 2B is, is 2A minus federal work study and other sources known to the institution. We have these numbers because it's going to be used to make sure that the numbers that you enter later on in the screens make mathematical sense. Okay, so two basically – so 2's your first-time fulltime students. 2A is those who got any federal work study, loans to students, grant or scholarship aid from the three sources and other sources known to the institution. 2B is the same as 2A minus those who received only federal work study or other sources known to the institution. And as you'll see, basically what we're looking for is the numbers of students that fit in that category.

Part B is where we enter data on Group 1, and again Group 1 is all undergraduate students. So for this part, we're asking you to provide information about financial aid that was received by all undergraduates from all sources. This includes the federal government, state or local government, your institution or other sources known to the institution. Again, this is what the screen looks like. So basically the same – the concept here is going to be similar as we move through the screens as you'll see. We're asking for the number of students that fit in that category and the total amount that was received by those students.

So here on the left-hand side we're basically asking for the number of students in Group 1 who received grant or scholarship aid from our three sources and other sources known to the institution. But we've also just aggregated this including Pell Grant information and federal student loans. So, the number of students, all undergraduate students who received Pell Grants and the number of all undergraduate students who received federal student loans. This is information that's required to be collected by the law and so that's

why we had to just aggregate this information at this point. And then on the right-hand side in the third column we basically asked for the total numbers. And that's it for Part B.

For Part C we basically divided Part C into two pages. Again, for Group 2 which is in Part C, Group 2 is all first-time fulltime degree or certificate seeking undergraduate students. Part C, page 1 is mainly a calculated page, so if you get to this point all of the information there is calculated so you can just verify that the information is correct. The only exception is if you are a public academic reporter. If you are a public academic reporter, we're asking for the information of the number of Group 2 students who paid the differential tuition, whether it's in district, in state or out of state. If you are a program reporter or a private academic reporter you will not see this field. But basically if you are a public academic reporter we're asking for this information.

Part C, page 2 is probably where the meat and potatoes are of the data collection here. So for this part we're asking you to provide unduplicated student counts within a given aid category, for example Pell Grants. But we do know that a student can appear in more than one aid category and it'll make a lot more sense when we go through the screen. And we ask you to only provide information on grant or scholarship aid received by Group 2 students from the three sources that we were talking about. So we ask you not to include grant or scholarship aid from private or other sources for this part.

For this part as well, we ask you to provide information on loans that were provided to Group 2 students from both federal sources and other sources including private loans, but we ask that you not include plus loans. So anything that's provided to the parent of the student and not to the student directly we tell you to exclude. What we're looking for is aid to the student directly. There's some notes and all of this information is on the instructions and on the screen as well. So it'll again walk you through the process.

There are some notes here basically that say and it'll make more sense when I show you the screen. We have some edits in place to make sure that mathematically your answers make sense and here's where I'm going to illustrate it. Okay, so this is basically the screen for Group 2. Number one is we're asking for grant or scholarship aid from the three sources and we're asking for the number of students in Group 2 who received such aid.

And then basically 2 – 4 are just aggregation of that, so in line two we ask for the number of students who received federal grants. And then we actually just aggregate by Pell Grants and other federal grants. Three is the state or local government grants or scholarships. Four is institutional grants or scholarships. Five is loans to students and we also just aggregate that by federal loans and other loans.

Here's where we have the edits in place and where we want to make sure that we kind of – where I cover this because this is where a lot of people got caught last year in terms of edits and errors. Federal grants is kind of the category and Pell Grants and other federal grants are subcategories. So we had institutions last year that reported for example that 50 students received federal grants and 75 students receiving Pell Grants. That is not

possible, okay? So if 75 students received Pell Grants, at least 75 students should be up here on federal grants, okay? That's why we have those kind of mathematical systems in place.

And the same thing applies to the loans to students. So if you have, you know, you say 100 students received loans to students, but 150 received federal loans, then we want to know where, what happened to those other 50. So make sure that these numbers are as large or as equal to the numbers that you have here. Throughout basically the system, we have these edits in place to make sure that they make some sort of mathematical sense.

And then we also have here on the column three is basically the numbers, the dollar amounts that we're looking for and the average amounts are calculated for you. This is kind of where we have a lot of the information that we ask you to report and so a lot of you who did this last year may have encountered a lot of edits and errors, particularly as it relates to range edits. And I'll talk about range edits in a few minutes. But I want you to know that we heard your concerns regarding edits and we've worked to mitigate some of those to make the experience a little easier for you.

Part D is we asked for information on Group 3 and again, Group 3 are all of these students. For public academic reporters, we're adding another kind of piece here which is only, we're looking for only those students who are first-time fulltime degree or certificate seeking undergraduates who pay the in state or in district tuition rates. So those are Group 3 who received grant or scholarship aid from the three sources, so if you are not a public academic reporter since you don't have differential tuition you don't have to worry about that. If you are a public academic reporter, we're asking for those who only pay the in state or in district tuition rate.

For this part we're asking you to provide the grant or scholarship aid information received by Group 3 students from the three sources, our same federal government, state or local government or the institution. And we're also asking you, this is where we have the living arrangement information for the Group 3 students and this is what the screen looks like. So basically we're asking for the number of students who are living on campus, off campus with family or off campus not with family. So we tried to align some of the terminology with what was being used by Federal Student Aid. And then we basically asked for the total of grant or scholarship aid received by those students. So again, numbers of students and the total amount and everything else is calculated for you and that's Part D.

So Part E is where we have data on Group 4. Group 4 is a little tricky, so again Group 4 is all first-time fulltime students who receive Title IV federal student aid and for public academic reporters, same thing. We're asking you to basically tell us about the students who only pay the in state or in district tuition rate. Okay, for this group we're asking for same thing, the dollar amounts for grants and scholarships from the federal government, state or local government or the institution received by Group IV students. Here's where we caught, or here's what caused a lot of confusion last year.

The Title IV students in your universe are students who receive any Title IV aid, so that includes students who receive federal work study. That includes students who receive federal loans, but the dollar amount we're looking for is the grant or scholarship amount from the three sources. Does that make sense to folks? So basically your universe of students for Group 4 is anybody who received Title IV, but what the dollar amount we're looking for is basically the grant or scholarship amount that the group IV student received from the three sources. This is going to make sense when I show you the screen.

This is how unfortunately the statute defines this particular piece, and so this is how the law requires us to calculate this piece. So let me show you what the screen looks like. So the first part is the same thing as in Group 3. We're asking for living arrangement information for those Group 4 students. Here's where it kind of gets a little hairy.

So you know I mentioned how it was very unusual for the congress to actually write in the law specific formulas? They actually also included in the statute the specific income categories. These income categories don't align with any other income categories that probably exist in your systems, but that's what we have in the law, okay? So that's number one.

Number two is, here on the first line we're asking again for numbers of students for this line, but for the number of students, again we're asking for those students who received any Title IV Federal Student Aid. And then the total amount is we asked for the grant and scholarship aid information that was received by the Group IV students. If you're looking at this and you're going, hum, this has some issues, you're correct. And this is something that we actually discussed during the TRP as well.

And so there may be some adjustments to this, but what we're basically seeing here is in the first column and unfortunately again, this is how the statute defined this. We're asking for the number of students who received any Title IV Federal Student Aid. So that includes students who received only federal work study and only federal loans, but we're asking for the dollar amount of the grants or scholarships. So that becomes an issue particularly for net price because we're including students who did not receive grant or scholarship aid in the first column.

Okay, so that's something that was discussed like I said in the TRP and this is something that may be addressed in the future. But unfortunately again, this is how the statute defines this particular piece, so just as a note so you're not confused again. First column, Group 4 students receiving any Title IV Federal Student Aid and then the second column is basically the grant or scholarship aid received by those students from the three sources.

Parts F and G are basically worksheets. So we take the information that you provided, that your institution provided in the institution characteristics survey about pricing and then we pulled the information you provided in the SFA and then we calculate a net price for Groups 3 and Group 4 students. And then we provide you an opportunity to provide some contextual information about that. Here is the thing about the context boxes.

The context boxes are made public, so please do not use a context boxes to air your grievances against the federal government because we have seen some of this. We actually saw some folks who wrote things in their – they actually named people that they didn't like on their campuses for example. We see that just so you know and the context boxes that you provide are placed on College Navigator. So we ask that you please provide information that can be used by particularly students and parents who may be looking at this information.

Something that might be helpful, something like the information here is only for first-time fulltime students, which reflects only five percent of the student population at my institution. For more accurate information about the types of aid that's available to you, please visit our website at et cetera, et cetera. That's something that's helpful for folks who are going to look at this information.

We're also asking that you please make sure that the information you provide in the context boxes is spell checked and grammatically correct. You would think that this is something that we would check or that would be checked before they submit, but we found a lot of grammatical and spelling errors. Again, we need to go through that to make sure that it's available, that it's appropriate for the public on College Navigator. So again, as a note context boxes will be made public so please make sure that you don't put anything in there that you don't want attached to your institution on College Navigator.

Okay, edits and error checks. So there are three types of edits and error checks in the system and these are kind of automated edits and error checks. The first is a confirmation edit and a confirmation edit basically tells you hey, this information that you've provided looks a little weird to us. Are you sure this is the correct information? And then you basically hit yes and then proceed.

An explanation edit is something that looks, that's basically a little weirder and so we ask you to provide a written explanation for why that's the case. A suggestion – do not put in the explanation for the edit "because I said so." A couple of your colleagues put "because I said so" in there. That will guarantee you a call from the help desk.

If you want to be done with IPEDS and not ever hear from it again until the next year, you want to make sure that you put in the explanation, "We increased our recruitment this year and so we admitted a lot more students and so we provided a lot more aid this year." That's an absolutely acceptable explanation, but just don't put something that will probably trigger a call from the help desk folks. And then we have a fatal edit and this sounds really, really bad, but nobody is going to die if you get a fatal edit. But basically what a fatal edit is, it basically prevents you from continuing on in the survey and it requires you to call the help desk in order to address the issue.

Here's the take-away message I want to say about the edits and error checks. The edits are your friends, okay, because we want to make sure that the information you provide is accurate. Most institutions, about 85 – 90 percent of institutions will not have kind of issues with edits and error checks. You're going to be able to go through the system and

you're going to be able to do it without any problems. It's really designed to catch some of the outliers. And some of these outliers like increased enrollment or increased aid we now have explanations.

Particularly, let's say last year there was a big issue with number of students that were enrolled because of the economy. So that was a big issue, so your ranges from the previous year was impacted by that. Something like the double Pell Grants in a year, so some institutions started doing the double Pell Grants so that there was a lot more Pell Grant awarded to the student than they did previously and so that increased a lot.

Here's the thing that we did with the edits and error checks this year. Based on the feedback that you provided to us and to the help desk, we actually looked at our edits and made sure that they made a little bit more sense. I know a lot of you for example got caught up with the edit on the private loans last year because there was a limit to the private loans that didn't really make any sense because a student can get more private loans than probably the limit that we put in there. So we have adjusted the numbers so that it should be a fairly kind of – it should be a lot better process this year in going through these. But again, the take-away message I'd like to say with the edits and error checks is that they are there for a reason. And we want to again make sure because the data that you are providing will be made public, that the data you're providing makes sense and is correct.

Some resources for you, if you do not have a login you can still contact the IPEDS help desk and you can still participate in training which I'll talk about shortly here. However, if you do have a login you can access the data collection system and the survey screens. And so if you are intimately involved in providing data or collecting data for the student financial aid survey on your campus and you are not the IPEDS key holder, I would strongly encourage you to contact your IPEDS key holder and tell them that you want access to the system.

We're basically trying to empower others on campus to do this so you don't get – basically what happened was a telephone game. You know, we basically provide information to the key holder. By the time it got to you the information was a little distorted. So we want to make sure that if you have the data that we're looking for that you basically are part of the system. We're actually doing the same thing with our human resources survey, so we're encouraging the human resources folks who may be involved in the process to also be part of the system so that they can be kind of first-hand in that process.

Here's our IPEDS help desk and they are fantastic. If you had a fantastic – oh, yes?

[Inaudible question from audience member]

Okay, so the question was if you are a new IPEDS key holder, what kind of information do we have for you or who would be the IPEDS coordinators, et cetera. Yes, we do keep a list of all of that and actually if you – we've kind of vamped up our new key holder

package so we will be providing the information including the IPEDS key holder, the new IPEDS key holder handbook, some information about the IPEDS coordinator that's in your state. If you haven't received that yet, please feel free to contact the help desk to make sure that they get that to you.

Our IPEDS help desk folks are a tireless bunch. As you can see, they're a handful of folks, but they do some really, really good work and they are very, very committed to making sure that you get the information you need. However, they are people like all of us. They are not robots and so if everybody tries to call them during that last week of data collection, it may be difficult for them to get back to you.

Here's why we appreciate our IPEDS help desk very much is for our survey directors we only have to be experts in our own surveys, but the IPEDS help desk folks need to be experts in all nine surveys. And so if you had a good experience with the IPEDS help desk this year, despite all of the things that happened with FSA this past year, please feel free to send them a note because I know that they're going to appreciate it.

We do have training available for IPEDS and here's the thing. We have a partnership with the Association for Institutional Research and we actually have both online tutorials that basically do a step by step and screen by screen training like I did for you in a little bit more detail, but they also have face to face workshops. And those face to face workshops are actually workshops for which you can get some travel money from AIR. And so please feel free to visit the website, airweb.org to make sure that you take advantage of all the training that's available to you as part of this process.

I'm running out of time here, so the one tip that I want to leave you is to please start early. Again, the materials were made available in August and the data collection will open next week. So please take a look and just see even if you don't have all the data with you or if you still are kind of trying to see what kind of information we're asking for, just take a look at what the form looks like so that you know what we are looking for.

All right, here's – I'm giving you my direct line here. So, yes, I'm telling you to if you have any questions or concerns, please call me. My only ask of you is if you call me, please introduce yourself and tell me what it is that you are calling about before you start yelling at me. Because chances are I drew the short end of the stick at the department and I'm in charge of a couple of fairly controversial projects. And so on any given day people yell at me for different reasons. But if you want to yell at me or give me some feedback on the federal student aid – I'm sorry, the student financial aid survey, please feel free to do that.

Like I said, I'm coming from a student services prospective and so again, I know that this is last on your list of priorities, but we want to make sure that your experience is as easy as possible so to the extent that we're able to do that. Yes, it's required, so even though it's required, how can we make that experience better for you? If you're the type of person, so let me send out this invitation.

If you're the type of person who likes to go through our materials and provide us track changes information in a Word document, please feel free to send that. If there's anything in our materials that you think not clear or could be clearer, please feel free to send that information to us because we will definitely take that into consideration as we move the materials forward. Thank you so much for your attention. I appreciate it.

[End of Audio]