Jessica Shed: All right and my name is Jessica Shed. I am with the National Center for Education Statistics, which is the federal statistical agency that is part of the US Department of Education. This group would probably know NCES best for IPEDS. We are the group that collects IPEDS data among actually several other postsecondary related data collections such as the National Postsecondary Student Aid Survey beginning postsecondary baccalaureate students and beyond that some of you may asked to be involved in at other points in time as well.

Before I get started, let me say thanks. I really appreciate the commitment to IPEDS. A noon session is tough and there's a good crowd here, so thank you.

Okay, so just a brief overview of what I'm going to touch upon today. Of course we'll start out with what is IPEDS for those of you who might have the pleasure of not already knowing what it is. The many uses of IPEDS data, I wanted to spend some time talking about this since we're seeing IPEDS data become more and more public and just to make you aware of how your IPEDS data is being used in many, many different ways. And then I'm talking specifically about the reporting of IPEDS data, in particular the student financial aid component part of IPEDS assuming that's the piece of the IPEDS data collection that this audience is most interested in, so we'll talk a little bit about that and make sure you're aware of resources that are available to you and then finally I want to spend some time talking a little bit about what we see coming down the pike for IPEDS, changes in the future to help you prepare, help get you started thinking about what those changes might mean for your campuses.

Okay, so what is IPEDS? If you're not aware of what IPEDS stand for, it is a mouthful, which is why we love acronyms. It's the Integrated Postsecondary Data System. It's an annual data collection that I mentioned is conducted by the National Center for Education Statistics. It is a compilation of nine different surveys that collect institution level data on a variety of areas, which I'll get into a little bit more detail about. It is required of all postsecondary institutions that participate in the Title IV federal financial aid program, so I imagine that's all of you. There's about 7500 of you, so it's a wealth of information.

So what are the components that make up IPEDS? So IPEDS is nine different survey components I mentioned and we collect those over three different survey cycles each year, a fall, winter and spring collection cycle and in the fall we collect what we call the

Institutional Characteristics Component and that is really some basic information about your institution, everything from the calendar system used, are you semester, trimester institution, to cost of attendance and tuition and fees, some admissions data, award levels offered, all that sort of background information on the institution. Then we also collect what we call completions information. It's degrees or certificates awarded over a given 12-month period by award level and program CIP code, the Classification of Instruction Programs code. This is the one area where IPEDS actually drills down the institute from the broad institutional level to actually get some program level information. That's end completions; that's just about the only place where we do that so that we can report out on the degrees or certificates awarded by each individual program at an institution.

Then finally in the fall we collect 12-month enrollment data, which in addition to being an unduplicated count of enrollment over a 12-month period, we also collect the instructional activity related to those students, so credit hours and contact hours generated, which allows us to produce a full-time equivalent student based on activity. And then we move onto the winter, which is actually what we're just about to open up, so the fall collection for this year has closed. The winter collection opens I believe it's December 7th, so not too long from now and closes on February 6th. The reason why I bring this up is because this is the collection period where the student financial aid component falls in and where I suspect many of you are called upon to help complete that component.

And then finally in the spring we have what might be a little bit counterintuitive, but the fall enrollment survey. It takes until the springtime for us to be able to collect data from you all on what your fall enrollment was just prior. So the fall enrollment survey is a far more traditional measure of enrollment. It's the enrollment based on the census data of the institution on or around October 15th and in addition to headcount by race, ethnicity, and gender, it has enrollment by age as well as residency status and this is where we collect retention information as well.

Then there's the graduation rates and what we call the graduation rate is 200, which is 200 percent of time. That's where we collect the student right to know defined graduation rate through IPEDS. Finance survey, which is some basic information on the finances of an institution typically comes from general-purpose financial statements that the institution already has available. And then our human resources component, which is basically just some

information based on some staff and faculty counts and personnel resources available at your institutions.

So that's a broad overview of all that composes IPEDS. So who is responsible for IPEDS reporting at institution we're hired to report. Well we have what we call our IPEDS Keyholder, which is our, the IPEDS team at NCES, the keyholder is our main point of contact at the reporting institution. They are responsible for coordinating data submission for the institution and in a lot of cases that responsibility resides in the institutional research or planning office; that's not always the case but we see that pretty commonly. In other cases there's enrollment management officers or others, but I think the most common instance is the IR office if you're lucky enough to have one on your campus. So in some cases they actually may have access to all the data that they may need in order to submit IPEDS data, but in others that may not be true and in that case, when that is the case, they are responsible for reaching out to the owners of the data across campus in order to make sure that they have the information that they need to submit their IPEDS data and do so on time. So as a result they're responsible for actually what we call locking the IPEDS survey, which indicates to the department that the data is complete and accurate and in the vast majority of cases on time.

We do also have another role that we refer to as the coordinator and this most often happens at the state or system level where there is another sort of layer. In some cases they may just have access to view the institutions over which they coordinate, to view their data and in other cases they may actually enter data on behalf of or upload data on behalf of the institution. The role varies widely, but there is that additional layer of the IPEDS coordinator role for some institutions.

And of course I mentioned that the keyholder often will be reaching out to necessary folks on campus. They have a responsibility as well. I'm sure many of you, if you're not your IPEDS keyholder, are very familiar with who that person is on your campus. Like I said, they reach out to enrollment management offices, finance offices; they often need personnel, HR, in order to complete the surveys and I as well as they are very thankful for all the help that folks in roles like yours provide to them in order to do so.

So why is IPEDS reporting important? Well the first most obvious answer is it's required for part of your Title IV participation. It's required in a timely and accurate manner is the language that we

have. If that is not the case, fines can be charged up to $27,500 per violation and it could lead to suspension of Title IV eligibility. So obviously that makes it very important right off the bat.

I wanted to mention the instances of intentional or significant misreporting, sort of systemic or chronic problems that may be out there. If there are instances where those are occurring as well, FSA can take administrative action there as well. I've been asked that on a number of occasions recently as there's been more and more in the press related to some misreporting incidences to US News and other publishing houses and things. So it is not only timely, but accurate reporting responsibility to IPEDS and the department.

And just to mention in case you're not aware, there also is the ability or opportunity to provide revisions to IPEDS data should you discover after a submission is made that there were errors made in that data. The following year while IPEDS reporting is open, you can make any adjustments necessary to the immediate prior year data that was submitted and then go ahead and resubmit that and we will process that data and make that available as well. That's a fairly new opportunity for us just in the past few years, so we're trying to make sure that all folks know that that exists as well.

So in addition to the fact that it's required for all Title IV institutions, I think another key piece of why IPEDS reporting is important is ensuring that there's quality data about postsecondary institutions available to the public and this sort of gets to what I wanted to touch upon about how publicly available and widely used IPEDS data is becoming.

Before I move on though, just a quick slide about compliance with IPEDS reporting, you can see and I bet you can guess where actual enforcement started taking place in a much more regular and systemic way. The reason why I bring this up is just to show you all it's really just a handful of cases where there are institutions that are non-compliant and I wanted to take the opportunity on behalf of the department to thank you all for that and your work for making that be the case. We're really proud of this and thankful for you all and the work you do to make this be the case.

Okay, so the many uses of IPEDS data, of course the department is one of the major uses of this data. Increasingly the department has been using IPEDS data for consumer information purposes. I'm sure you've been in other sessions by now talking all about

consumer information and getting as much key information as we can out there to prospective students and their parents. I'll talk a little bit more about these in detail, but ways that we work towards meeting that goal is through our College Navigator website, through the FAFSA, and through the College Affordability and Transparency Center.

We also specifically from the IPEDS team at NCES develop data feedback reports that we send to CEO's and again I'll talk about that a little bit more and then the ability to download and use IPEDS data on your own is something the IPEDS data center provides and has really sort of broadened the scope and use of IPEDS data over the years as that's become an easier process for folks.

Okay, so College Navigator is not new. In fact, it's been around for a long time. It's first integration was you may recall COOL, a College Opportunities Online, which I think in the early 2000's became available. What's new about College Navigator is just how much it's growing. It is a subset of IPEDS data that is available on the College Navigator website and the simplest way to describe it is that it provides a profile of each institution that reports to IPEDS, but it is a wealth of information. It has grown tremendously since the passage of the Higher Education Opportunity Act where the law actually had an A to Z list of items that were required to be posted on College Navigator. So it's an enormous resource that, like I said, continues to grow. It is one of the most visited Department of Education websites. It gets 1.5 million page views and for those of you who are interested in the distinction and then 200,000 visits a month. It is widely used and if you haven't already seen what your institution's profile looks like on College Navigator, I encourage you to go ahead and do that.

So also fairly recent, I believe this is in the past two or three years, in the federal school code search part of FAFSA, when a perspective student does a search for a school, part of the information that comes back is actually pulled from IPEDS data and that includes average net price information, graduate rate and retention rate information among other things, so I just wanted to make sure you're all aware of that as well.

And then the College Affordability and Transparency Center, this is a website that was born out of the Higher Education Opportunity Act as well. It is collegecost.ed.gov, which unfortunately I failed to put on there for those of you that would like to go take a look at

it. It has posted on it a number of different resources I'll say that were required by HEOA, but the one that I wanted to focus on here is the college affordability and transparency list. These are developed using IPEDS data per AGOA and what they are is a series of lists based on tuition and fees and net price. So we produce lists of the highest tuition and fees, the highest average net price, the lowest of each of those, and then in addition the highest percentage increases in tuition and fees and highest percentage increases in net price. We do all of those lists by each institutional sector so there's for example, a highest tuition and fees list for public four-year institutions and that same list for private, non-profit four-year institutions so you can imagine the number of lists starts to grow exponentially but this is the easiest way for me to sort of summarize what all of those lists are.

A key thing to be aware of is that the percentage increase lists, so the highest percentage increases in tuition and fees and the highest percentage increases in average net price, if we display the top five percent of institutions in each sector that falls on those lists and if your institution is on one of those lists, it actually triggers some additional reporting that's required by the department, that is the college affordability and transparency explanation form, which the short version…it's not an incredibly long form to fill out, but it is asking for information about how…what the institution is doing in order to control costs, why those costs have been increasing, what they're doing in order to control costs and what future plans are.

Okay, so we have now produced two iterations of these lists. We're required each year to produce these lists by July 1st so you can see they've been coming out around the June timeframe and again like I mentioned already, they use data that's reported in IPEDS through the Institutional Characteristics Survey, where we capture the tuition and fees and cost of attendance information and the student financial aid survey.

A key point here is that what we've actually been doing is that we have been using the iterations of data that have already had the opportunity to go through that prior year revision system that I mentioned. So for example the most recent lists that were published used IPEDS data that were reported in 2010-11, which allowed that data to then have that additional year ___ added onto it. For you all to make any necessary changes to errors that you might have noticed and then we go ahead and use that data in order to produce those lists. We're trying to provide as much time and as much opportunity as possible to make sure that data is

absolutely as accurate as it can be before we start producing things like these lists that trigger additional reporting.

So opportunities for reviewing this data before it becomes finalized, each survey component in IPEDS at the very, very end has a summary screen where we actually will display for you some of the data, the most sort of public and visible information that's coming out of that survey and when appropriate we actually make the calculations for you related. So if there are two elements for example, instruction costs per FTE, there are two pieces of information there, we'll pull the two costs together, do the calculation, and display that on the summary screen for you so you can see it. So one opportunity to see that great example in the student financial aid survey, you'll see your average net price calculated there in front of you. Obviously you can always be checking College Navigator and then your data feedback reports that come to your institution. Once the lists are published, the data cannot be changed. They've already been through that year of prior year revisions, so we really, really encourage you to take a look at it in advance.

Okay so finally the data feedback report, this is a report that we develop at NCES based on your IPEDS data. We produce several different metrics, at least one per IPEDS survey component and compare your institution or benchmark your institution to a set of comparison institutions on each of those metrics. This feedback report is provided to your IPEDS keyholder, but then also mailed to each institution's CEO. So we actually provide it to the IPEDS keyholder about two weeks in advance of us mailing it to the CEO so that there's a chance for the keyholder to review and see what it looks like and be prepared to answer any questions that they may receive, but then it does go out to your institution's CEO.

One thing worth mentioning here is that your IPEDS keyholder has the opportunity to provide us with what your custom comparison group might be, what you consider your peer institutions to be and we can use that comparison group in your data feedback report in order to make it as useful as possible to you as we can. If you don't provide a custom comparison group, then we go ahead and create one for you based on an algorithm. We do our best but it has been my experience that institutions prefer and find it far more useful when they actually upload their own comparison group in the feedback report, so I encourage that.

Okay and finally, the IPEDS data center, so this is not only used within the department, but I would say is an enormous resource

and used very heavily by policy analysts and researchers in the post-secondary education community that use IPEDS data in their work. All data that's reported to IPEDS is available for download through the IPEDS data center. It's all made publically available and you can do things as simple as looking at an institutions profile through the IPEDS data center all the way to actually creating your own calculated variables or derived variables in the data center. Again, you can compare your institution to a custom comparison group that you might create and use in here and all the way to the point where you can actually just download full survey data files of all institutions reporting to IPEDS and what's included in those is the syntax necessary for use in SPSS or SASS or STATA. So we try to make it as user friendly as possible.

So who outside of the department is using this data? This is just sort of an example to give you a sense of just how widely it's used; College Board, Peterson's of course, the publishing houses and US News as well as our trade press and others.

Okay, so again that's just sort of to raise your awareness of the many, many uses of your IPEDS data and just how critical it is for your institution. So now I'd like to turn a little bit to the actual reporting of IPEDS data and make sure you are aware of all the resources that are available out there for you.

Okay, so a great place to start is the IPEDS website and this is a way to…a portal for getting to what we call the data provider center where you'll actually upload or key in entry of IPEDS data, but before I move onto that, I just want to point out that this is actually an incredible resource. In addition to actually linking to College Navigator and the data center and other resources, there are under the IPEDS tables library and through other publications an enormous amount of prepared tables at the national and state level as well as publications on many different topics that you may find of use. Net Price has actually been a very popular one as of late so you may want to take a look at some of those.

Under the IPEDS resources section there is a number of different specific resources for IPEDS reporting, but one that I wanted to point out that we get asked for quite a bit is survey screens and instructions from prior reporting years. Often when folks are using our historic IPEDS data, they want to make sure they can see how the question was asked or what the instructions were at that time and those are actually all available here as well. Any news related to IPEDS and the ability to sign up for List Serve as well, which I'll talk about later.

Okay, so specifically the IPEDS data provider center, if you are a keyholder or coordinator, you already have a user ID and password. If you're not and would like to have access to the inside of the IPEDS data provider center, you can contact your keyholder on campus and they can work with you where appropriate in order to get you a user ID and password in order to help you view the survey screens if you'd like to, but it's really not necessary if you're not a keyholder because there are a number of resources that are available outside of the password protected area and I've highlighted or boxed around that in red. The data collection schedule is obviously always key to learn about deadlines and any upcoming changes, but the one that I wanted to focus on is the survey materials are available outside of the password-protected area.

We had received feedback from institutions actually and I imagine from several of you folks that actually started at the NAFSA a few years ago when the student financial aid survey was overhauled and I think your participation was even more critical than it had been in the past in providing IPEDS data, that there was frustration around being asked by your keyholder for just say a specific data point in order to provide IPEDS with no context, no understanding of where it was going or how it might relate to other data points within the survey. And so what we've tried to make available is all of the survey materials are available outside the password protected area so that you can actually go look at the forms themselves, what the survey screens look like and see the asking of the questions; all the instructions are available, any FAQ's that we've developed, explanations of the edits that are involved and the import specifications as well. So this is it. I mean this is the basic resources provided for submitting each component of the IPEDS data.

I want to highlight the column there furthest to the right because I want to talk about this a little bit later where it says 2013-14 changes. Something that we've just begun doing is actually showing what we're calling a preview screen of what will look different about these particular survey screens in the next year so that you can start to prepare for any of those changes. And in this case, in the student financial aid survey, it's NA; there actually are no changes to the survey screens for '13-14 which is very nice to be able to report, but that may not be the case in the future and so I think it's really nice to be able to get a sense of what that screen is going to look like before it's in front of you asking you to do so.

Okay I'm going to focus a little bit on the student financial aid survey itself. Broad overview, it collects financial aid data about all undergraduate students. I've received a number of questions actually here throughout the conference from institutions that only serve graduate students and lucky you, you're off the hook for this component of IPEDS because it really is focused entirely on undergraduates. In addition to collecting it on all undergraduates, it collects data on a subset of undergraduates, those that are full-time, first-time degree or certificate seeking students. From the data collected on those students, we go ahead and calculate the net price for full-time, first-time students who were awarded any grant aid and then full-time, first-time students who were awarded any Title IV federal student aid and that is by income.

So just a brief overview, this is an important aspect of the student financial aid component is that in IPEDS we have different institutional reporting types, three different exactly. You're either an academic reporting institution, which means that you operate on a traditional calendar, semester, trimester, quarter system, that type of thing, and then we also have program reporters that are typically institutions that either enroll students on a continuous basis or have several enrollment periods throughout a year, not your typical standard calendar. And then we do have a handful of institutions that do report some components as an academic reporter and others as a program reporter and we refer to those as hybrids. But the reason why this distinction is important for the student financial aid component is because we request data by your academic year and for academic reporters, that's fairly straightforward. That will be two semesters, three quarters, whatever that may be in your institution's case. But for program or hybrid reporters, that academic year is actually defined by the institution itself as long as it falls within the July 1-June 30 award year. And actually to get even more specific, for program reporters those institutions are actually reporting this component for their largest program only. So often in cases that's…probably the most popular cases where we see that happening is cosmetology schools; things of that nature report their tuition and fees as well as their student financial aid components by a specific program and in their case their largest program.

Okay, so that's the reporting period that you base it on and then student cohort stems from that. For academic reporters it's that pretty typical number of undergraduates enrolled on your census data and for the program and hybrid reporters it's the undergraduates enrolled with respect to the academic year that they've selected or defined.

Okay, so there are several different student groups for reporting the financial aid component. This is the best way that we can think to wrap our heads around all the subsets of students that you're reporting data on here. We have group one, all undergraduate students; really straightforward. Group two, the subset of those undergraduate students that are full-time, first-time and then from that group it's split out into a group three, which is the full-time, first-time students who were awarded any grant or scholarship aid, whether it be from the federal government, state, or institution itself. And group four, the full-time, first-time students that were awarded any Title IV federal student aid.

Okay and then for each of those groups you follow through and report data on the different types of aid that were awarded. So just a quick overview of this structure, why the groups are so important, we try to logically follow through, report on one group and then go through again and report on the next group in the same components and then at the end we go ahead and calculate that net price.

So what types of aid are you reporting for each of those four types of groups? Obviously federal grant aid; this does not include veterans educations benefits. We get asked that question quite a bit. Federal loans, and you can see all the other instances as well, state, local aid, institutional grants, and then any other sources known to the institution, so I know in some cases you may be aware of the rotary scholarship that went directly to the student; in other cases you might not. In the event that you do, we're asking that your report that. And then we're asking about aid awarded, not dispersed. Here obviously I don't need to explain to this group why that distinction is specifically important, but for net price purposes, we're asking for the aid that you've awarded and was accepted by the student. So your net price is reflective of that and isn't taking into account the fact that maybe later on in the year a student may have withdrawn or something and all that aid wasn't actually dispersed by the end of the year. It's specifically that was awarded and accepted by the student, not necessarily the parent, so Parent Plus loans are not included in here either.

We then go ahead and pull in some data from other IPEDS components, specifically the institutional characteristics component, which is where we collect the cost of attendance information and living arrangement options that are necessary in order for going ahead and calculating the average net price. And then we try to help you out a little bit with a reference price for that

undergraduate count by letting you see what was reported in your fall enrollment or your 12-month enrollment as well so you can just make sure that the different components are aligning.

Okay, with all that data that you report to us, we go ahead and calculate that average net price that was defined very clearly for us in the Higher Education Opportunity Act. It is for full-time, first-time students; it's their cost of attendance subtracted by the average grant aid received by that set of students.

Okay so some of you may actually be painfully aware of the fact that the IPEDS data collections system automates many edit checks to look for data points that may be out of range or look quite different from what was reported in a prior year, et cetera. I know that they can cause headaches for some folks, but they're actually there we hope to help. We want to make sure that we're putting out the most accurate data possible about your institutions and sometimes there are issues that are just as simple as a little keystroke and others are maybe a key piece of a definition or something was missed and if we can help you catch that, we try to go ahead and do that.

Several different types of edits in the system, sometimes we just as you to confirm that a number is true. Most often we're looking for an explanation of the data and in these cases it's when we're doing a prior year comparison and something looks quite off from what was reported in the prior year. We'll ask can you explain what the difference is here. And the reason why I bring this up is that we actually have a quite substantial quality control process that all of this data goes through and if there is not clear or sort of adequate explanation of say for example the difference I explained between a prior year and current year data, you're likely going to hear from either someone on the IPEDS staff or the IPEDS help desk looking for more information about that post submitting your data. And so if you can, to the extent that's possible where clear explanations can be provided, you're saving yourself that extra call from the IPEDS help desk and selfishly on my part you're saving us quite a bit of time too in our quality control review and it allows us to get the data out even faster.

There are some cases where we have what we call a fatal edit and we're not going to actually let you lock or submit the survey until that edit is resolved and those require speaking to the IPEDS helpdesk or to IPEDS staff in order to do so, but hopefully you're not seeing those quite as often.

Okay, so edits and errors aside, we also have the opportunity and there are many of these on the student financial aid component, for providing additional context for the data that's been submitted. We call them our context boxes. Unlike the explanation edits and other errors that you might receive, context boxes are always optional. You do not need to provide information in them, but you may actually see it as an opportunity for you to provide specifically in the case where there are some context boxes that actually make their way to College Navigator, those are clearly indentified in the data collection system; those I think are the cases where it can be most beneficial to you all to maybe take the opportunity to go ahead and do that and provide some extra explanation, reference, or context for some of the data points that may be posted on College Navigator. I have an example here of the fact that there is an institution that was looking to provide a little bit more information about funding that comes from private sources that may not be necessarily reflected in some of our data that's posted on College Navigator. Another very popular one is around our graduation rate data and the desire for institutions to provide a little bit more explanation about the fact that full-time, first-time students may not necessarily be their primary population, et cetera. But it is an opportunity for you to provide more information to perspective students and users of College Navigator.

In the case where you go ahead and do that, we just ask that you do your best to avoid spelling errors and grammar mistakes. They are going to be made public. We do our best to go through and correct them, but we just don't have the resources to make all those corrections, so we don't want the context box opportunity to backfire on you and instead of providing additional helpful information is displaying a misspelling by your institution. Pay extra special attention to those.

Okay, so resources for reporting, there are an enormous amount of resources available. Those of you that are intimately involved with IPEDS reporting probably have spoken to folks at the helpdesk. They are incredibly helpful and resourceful, so I encourage you to use them anytime, all the time that you need them. In addition to that resource, we have a number of training and tutorials that are available. We work and develop those in conjunction with the association for institutional research and recently have actually developed some real sort of short snippet tutorials that are based on some key concepts of each of the IPEDS components and those are available…they're sort of context specific and they're available from the particular survey screens in the data collection system

where appropriate and then also available from that front data, outside the password protected area, that front page of the data provider center as well as many different places, but they're a great resource. And we also provide some face-to-face workshops throughout the year and I hope that this will be able to continue, but right now we're in the situation where the Association for Institutional Research actually develops and puts on these workshops for us and we're able to provide funding for travel in order to attend them. So if you haven't had the opportunity to be able to take advantage of one of them, I encourage you to go take a look. There's really a very, very helpful one for new keyholders if any of you are finding yourself in that situation. There's also one that's dedicated to IPEDS data as the public face of your institution as well as some…a very new one around best practices for IPEDS reporting and using IPEDS data for benchmarking for your own purposes on your campus.

And then finally I showed you the front screen there of the data provider center where you can find the survey materials as well as a handbook for new keyholders, which I would suggest is helpful to more than just new keyholders. It has a wealth of information. And we do have an IPEDS list serve as well if you're interested in being a part of that. It's quite active but can be very, very helpful.

Okay, so what do we see coming down the pike for IPEDS in the future? So there are some changes that are occurring for this current data collection year that were already in the '12-13 year and where did those changes come from? Well we have a technical review panel process and I'll talk a little bit more about that and this details what some of the topics were for the technical review panels that actually resulted in some changes to IPEDS. We had a case where we actually went ahead and made a change on our behalf without necessarily going through the TRP process, which is quite rare. It's only when we're making a slight clarification or change to something that really doesn't need to go through the full process where we go ahead and do that and I'll talk about that change in a minute. And then another…how we end up making changes to IPEDS is federal requirements and the standard occupational classification is one of those. If you've been in any of the principles of excellence executive order sessions, this is a different talk. There's a service members opportunities colleges, which is a talk; this is the standard occupational classification and reporting occupations or jobs by this classification system is now required by any federal agency collecting data on employment information. Okay, so that's where they came from.

So what is this IPEDS technical review panel? This is a group of technical experts that we get together usually about three times a year; more recently we've been hitting four. They help us and actually RTI International, our contractor for data collection, to provide suggestions about implementing different or new regulations or new legislation related to IPEDS, addressing any areas of concern that might be sort of bubbling up in the post-secondary community, and then perhaps most importantly help us balance reporting burden with the necessary data for policy making that we're required to collect. Those meetings are conducted by our data collection contractor, RTI International. The TRP itself makes suggestions to RTI and RTI complies those suggestions and then goes ahead and makes recommendations to us at NCES about what they think we could do in order to improve IPEDS data collection. The summaries of all of those technical review panel meetings are actually posted on the TRP website that's accessible from the IPEDS website. The summaries are there as well as dates for any upcoming meetings if you're interested.

Okay, so I mentioned that…so one of the technical review panel meetings that resulted in changes to IPEDS was focused on distance education. This is an area that we had very, very little if not none, very minimal information on distance education in IPEDS. Of course this is an emerging area that not only the community itself but policy makers are quite interested in, and so with this 2012-13 year we're adding several different pieces to IPEDS around distance education. We're already collecting actually that started last year just an indicator of whether the institution itself is an exclusively distance education institution and then we're also asking on the institutional characteristics component whether an institution offers any distance opportunities and at what level, the undergraduate or graduate level.

Through the completions component where we collect the degrees and certificates awarded by program, we'll have an indicator there for each program where degrees or certificates have been awarded, whether or not that program is eligible to be completed exclusively via distance education. This is actually going to provide a wealth of information, particularly for College Navigator for students who may be looking to see if a program is available at an institution and then not only that, is it something that I could do at a distance.

And then finally through the fall enrollment component we'll be collecting information about the number of students by undergraduate and graduate level that are enrolled in any distance

education courses, exclusively distance education courses, and then of course the antithesis of that, none and for those that are enrolled exclusively in distance education courses, we'll be asking them further where is that student physically located, in the same state as the institution, in the US, not in the same state, et cetera, et cetera.

This is really going to help us get a better handle on some state-level analysis that has been quite difficult to do as distance education has been growing so rapidly. We have a very difficult time accurately representing the post-secondary activity in a particular state if the vast majority of it is actually distance ed. We end up showing what looks like a number of in-migrating students into the state when they're actually not physically moving location. It's just that that's where the institution itself's home office and servers are located. So we're trying to represent the student movement and residency a little bit more accurately or hopefully a lot more accurately.

Okay so the change that I mentioned that is actually something that NCES was the impetus behind was this slight modification to the institutional characteristics and student financial aid survey. When HEOA was originally passed we had a very, very tight timeline to provide three years of average net price data and so we collected all three years of that at one time and continued to do that for a few years. Well we've now caught up and we only need to collect one year of that data at a time and so we're just going to go ahead and do that. We're going to ask you one year at a time and display for you what you've shown us previously so that you can see what that prior year data is but only collect the one year at a time. Hopefully it helps out a little bit.

And then I mentioned this standard occupational classification, so this is requiring quite and overhaul to our human resources survey in order to align with the 2010 SOC, but it is done and there are a number of resources that are out there available to those that are interested for going forth and reclassifying all of the occupations at your institution by this classification. That is a spring survey component, so that is still to come.

And then okay, so that's what's changing in this current year, in 2012-13, but I also wanted to spend just a little bit of time talking about what we see coming down the pike beyond that so for the '14-15 collection years and beyond. IPEDS gets its clearance from the office of management and budget for data collection in intervals and so we are actually up for new clearance for the '14-

15, '15-16, and '16-17 collection years. So we are working to put together our clearance package for the office of management and budget and there are a number of things that we anticipate being a part of that. For those of you that might be familiar with academic library surveys, this is a fairly simple one. It used to be part of IPEDS, then it was pulled out; well it's coming back or at least we anticipate it is pending approval.

A year ago, last November, we held a technical review panel on collecting data on veterans and military service member students and had some really interesting conversations around that topic and actually what was appropriate to be collected in IPEDS and what might make sense to sit in other data collection systems particularly with the data systems that the Department of Veterans Affairs and Department of Defense actually already have and hold. And so what we anticipate and again this summary of this TRP is available on the technical review panel website if you're interested in reading a little bit more about it, but what that TRP ultimately suggested to us was that we, to the extent possible, we obtain data from the Department of Veterans Affairs and Department of Defense to look at any student outcome measures related to veterans that we might need to go forward with and those of you that are familiar with the principles of excellence, that executive order has actually required us now to go ahead and, not IPEDS, required the Department of Education, VA, and DOD to work together to produce student outcome measures for veterans and military service students. So we are working on that. It's not something that will be done through IPEDS. The VA and DOD systems are a much better place for that type of work to happen. We're just working close with the three agencies on what appropriate measures might be there and I would say one of the primary and best reasons for why it's less appropriate for IPEDS to be collecting that data and more appropriate for it to be sitting with the federal agencies that administer that data is that as you are I'm sure well aware as IPEDS is an institutional level data collection doesn't necessarily follow the student that might move from institution to institution for its graduation rate measures. This is a challenge and an issue for many institutions that their students are what we would have called non-traditional and probably becoming more of the majority, but that serve non-first-time students. The student rate to no graduation measures and the metrics that we collect in IPEDS are often less applicable and the veterans and military service member community is of course another example of a less traditional student population that would be more likely to move across institutions. We wouldn't be able to capture that in IPEDS, but the VA and DOD systems are similar to the National

Student Loan data system in that they follow the student where they go as benefits are dispersed to them. It makes a lot more sense to be looking at outcome measures from the student tracking perspective then, from the institutional perspective.

But what I do anticipate that will likely be part of our OMB package is adding just a few pieces of data collection to the student financial aid component where we would ask the total dollars from the Post 9/11 GI Bill program and the DOD Tuition Assistance program that are coming into your institution and the number of beneficiaries. At some point we hope that we wouldn't have to ask that of the institution and that's something that we would be able to pass from VA and DOD to Department of Ed and vice versa, but right now it is quite a challenge. We have very different identifiers for institutions, different universes, et cetera, so I think that given what we're being asked to do and what we're being asked as a result of the executive order to post on College Navigator, we'll be asking just that piece of information through IPEDS, so just about the dollars and the beneficiaries.

So I talked a little bit about the fact that our "outcome measures" in IPEDS are based right now on the Student Right to Know Act and the full-time, first-time subset of students at institutions. Well we have been doing an enormous amount of work around trying to broaden those cohorts and thinking beyond full-time, first-time students and looking at part-time students as well as transfer in cohorts and what makes sense for those students as they enter and following them through their work at your particular institutions. A lot of this work and the impetus for the technical review panel around this topic came out of the Committee for Alternative Measures of Student Success that was also something that came out of the Higher Education Opportunity Act, but we are working towards this and that is also something that I anticipate being part of our '14-15 package as broadening our outcome measures. And finally, we are looking at expanding the finance survey for profit institutions simply because right now the for profit institutions actually report quite a bit less finance data through their finance survey component in IPEDS and this change is just about getting from them the same information that we already get from the public and the non-profit institutions.

Again, I'm probably sort of beating this with a dead horse, but all of this is pending OMB clearance as part of the Paperwork Reduction Act and OMB's requirements to sort of make sure that what we're asking for is reasonable and not overly burdensome from institutions. We go through the OMB clearance process.

That, we expect, will take place probably within the first half of next year so as with any OMB clearance process, we'll be posted in the federal register and we'll be asking for public comment related to that and we always encourage folks to please provide any feedback that they may have.

Any approved changes will be displayed in the '13-14 year in that very, very right hand column in the survey materials screen I showed you where we have the preview option. We fully intend to give you the opportunity and ability to preview what new screens will be as a result of those changes in next year's data collection and then hopefully be implementing those in '14-15.

And that is a lot of information. That's all I have but I'm happy to take any questions that folks might have. We have got about 15 minutes.

Audience: Thank you Jessica. I'm Tom Dalton from Excelsior College. I just would like to ask you to provide us far in advance information you're going to require on veterans. It's, as you suggest, it's hard getting data. It's hard for schools to get data out of the A1's as well. So in anticipation of that, if you can provide what you're going to be requiring in the future, it'd be helpful.

Jessica Shed: Thank you. That's great. We really do our best to try to get the word out about any changes as far in advance as we can as we realize it requires a lot of work on your part. It's not just something that you snap your fingers and are able to pull for us and report in IPEDS, but that's an area where we can always improve on, so we will definitely do our best to let you know that. Anything else? It doesn't look like it. All right, well go enjoy lunch. Thank you so much for your attention and thanks for all that you do for IPEDS. *[Applause]*