

For those of you who don't know me, my name is Elise Miller, and I actually work for a part of the Department of Education that is not Federal Student Aid, and it's also not the Office for Post-Secondary Education, which are those who have the primary responsibilities here. I'm from the National Center for Education Statistics, so we are sort of the Census Bureau of Education Statistics. I ___ ___ in our agency. We work very closely with FSA and with OPE, but we exist sort of in a separate world from them at the same time.

We're data geeks. But I think there are data geeks everywhere. I came from working for five years at one of the associations in DC that represented colleges and universities. They represented independent colleges who were very concerned about burden, especially reporting burden around IPEDS.

So even though I was told I went to the dark side when I came over five years ago to work on IPEDS, I tried to bring all those things I learned the five years I was at **Nyqu** with me in understanding that we need to consider the reporting burden whenever we're making changes to IPEDS as well. So quickly, what we're going to go over today is just a quick overview for those of you who are new to IPEDS and wondering what this thing is that's approaching quickly, that you'll be needing to work on. Why it's important – and this is getting more and more important to know why it's important. Some of you, if you ended up on a college affordability list over the summer, then you understand why.

There's some key concepts that set IPEDS apart from your day to day work and what you are doing to administer financial aid. Because we're a statistical agency, things are – The way you think about data's a little different than you do in just administering the programs. We're just going to show you, quickly, on accessing the data screens, talk a little bit about the college affordability list that came out last summer, and, an opportunity to revise data that you submitted last year, in case you made a mistake. That'll be important for you to do before the college affordability lists come out again.

Then, some resources that are available to you. So quickly, a reminder of what IPEDS is, it's an annual data collection by NCES. It's got nine different parts. So the financial aid component is one of nine different parts that are reported by a key holder on your campus. All data, every bit of it that is collected, is made available publically through various sites. College Navigator is one of them.

We also have the IPEDS data center where you can download huge amounts of data from there. Who must report it? It's required of all Title IV institutions, so I'm sure, if you're here today, you probably have to report it – or, if you're thinking about Title IV. So it's part of your program participation agreement to do it. Now, just a little more background.

IPEDS has actually existed for a really long time. It had a predecessor called HEGIS – the Higher Education General Information System. Then, it became required as part – IPEDS became required for Title IV around '92, '93, with the reauthorization of the Higher Education Act. Then, in '98, this is where the consumer information focus came

in. When Congress put in the '98 reauthorization that NCES needed to make information on college costs and financial aid available to students and parents in a comparable way.

There, from there has grown this big focus on consumer information that has resulted in what is College Navigator today. In the most recent reauthorization, as you are all aware, it had things about adding net price to our survey, and to College Navigator, and there is about 20 mentions of different things on College Navigator that Congress wanted us to collect. On your campus, hopefully you all know who your IPEDS key holder is. That person is ultimately responsible for locking the data.

They have to coordinate it across your offices on your campus. Sometimes, it's just a month by one person. Sometimes it's done across multiple offices. In addition to the financial aid component, there's a human resources component that often goes out to a different office on campus. Also, a finance one that is based on your official accounting statements – so that typically doesn't get filed out directly by the key holder, but goes off to someone else on campus.

So there are several that go to different parts of campus, but it's all coordinated through a central person, and that is your IPEDS key holder. Some institutions have coordinators. These coordinators often serve at the system or state level in states where they have rather sophisticated student unit record systems. Sometimes they actually populate surveys for the institutions, based on their data systems.

So sometimes, sometimes you might not even have to fill out the surveys yourself, just verify what the state or system filled in. But that isn't often the case, especially for private institutions. So we collect, as I mentioned, a whole bunch of different components over the fall, winter, and spring. We actually had a huge accomplishment this year.

Out of the over 7,000 Title IV institutions, every single one of them completed those three surveys in the left column this year – successfully. That's never happened that we've had 100 percent compliance across all three surveys during the fall. Of course, now we're being asked to do it for the full year, so we will be following up, as usual, trying to make sure that gets done. This is the big change.

This is something you all need to be aware. The student financial aid component used to be due in the spring. It is now, as of this year, due in the winter. So it will close on February 8th, 2012. Okay?

So it's going to be due sooner than usual. I'll explain why. There's a couple reasons. Part of it's the pressure. We're starting to get information out sooner, cause, as you know, there's lag time between when you're reporting – If you're reporting on the previous year. We're getting a lot of pressure to get information out sooner and the only way we can really do that is to collect it sooner.

That's for calculating net price as well. One of the important things is if you go in and fill out the FSA, or you work with your key holder to do that, it's going to calculate your net price based on the financial aid data you report at that time and the tuition and fees data that was reported in the fall. Now, let's say the calculation comes up and you're like, "That's not our net price. What's going on here? I did everything right!"

Well, something may have gone wrong in the fall, when the prices were provided. If that's that case, if we are collecting financial aid in winter, there's still time for us to go in and make a change to the pricing data from the fall. If we continue to wait till spring, there's no opportunity to do that, okay? So you would be getting incorrect net prices going up on College Navigator and then you'd get mad at us and you'd explain, "But you reported it!" and it's just not fun.

So we've moved it up really because we want to be able to have that extra data quality check during a time when we can correct the data so we can get good information out. So compliance – FSA, actually, are the ones who enforce compliance. So every year, we send them a list of institutions. It hasn't been that many in recent years, thank goodness.

Once they started enforcing it, the compliance rates really got excellent. As I said, we actually had full compliance over the fall, which we're very excited about. But it's not just the threat of a fine for your institution or a suspension of your Title IV programs, there's also a lot of other good reasons to report and to report accurately. As I said, here's the compliance numbers, and we're down to about 25 out of over 7,000 institutions.

So we have over 99.8 percent response rate. We'd love to have 100 percent, of course. But here's the other reasons. As I said, College Navigator is this source of information out there. It's a government site. Will it ever get as much hits as US News and World Report Rankings? No.

It probably won't. But we are getting over 1 million unique visits a month. So it is getting more and more popular. Congress is well aware of it. Even if a student isn't using it to compare colleges, often that's where a congressional member goes to look at information about their institutions in their district.

So this is really the public face of the information you're putting in your IPED survey. It's out there and available within three months of when you report the information to us. So you want to make sure that what you're reporting is correct, because you won't have an opportunity to correct it for some time after that. Also, your president receives a report every year that summarizes the IPED state.

Not just the financial information, but all the information that's reported, in a few short tables. That report just arrived on their desks about two weeks ago. It compares your institution to a peer group. Your IPEDS key holder can submit that peer group, or we select one for you if the key holder does not do that.

So often, this is when we get calls. We get calls because the president calls the IPEDS key holder, and then the key holder calls someone else, and then all of a sudden it's, you know, "We messed up. We didn't realize it until we saw our data feedback report." But guess what? That data's been out there on College Navigator for months now.

So you really want to catch this stuff early, so by the time this arrives on your president's desk, those conversations don't have to happen. Finally, we aren't the only ones disseminating the data. Because we make everything publically available through files that can be downloaded, there are a whole bunch of other external users of the data who also make the data available on their websites and in their publications. So we, again, highly encourage you to pay attention to the quality, cause we want correct information to be out there about your institutions.

Finally, I mentioned the college affordability lists – the watch list, for short. This came out of HOA. I'm going to spend a little more time talking about them further down in the presentation. But in general, it lists ranking institutions based on their tuition and fees and their net prices. The net price data is calculated based on some of the information you provide in the financial aid survey.

So what's in the component? Well, it's expanded significantly since the 2008 Higher Education Opportunity Act. Before that, we only collected data on a cohort of first time full time students. That cohort dated back to those '98 amendments, when they first told us to start collecting this information, to make it available in a comparable way.

Why? Only full-time students, why degree seeking students – they were trying to align it so you're comparing apples to apples across institutions. That was designated back in '98. But in the HEOA, they said, "No, we need more information for all undergraduates." Same with our graduation rate data that's only on first time full-time students.

Everyone wants more information on more students, because that type of student is becoming more and more rare in many campuses. So we get some information on all undergraduates. We still get the information on first time full-time degree seeking students. We calculate the net price for that group of students and only for those who've received grant aid. We also calculate a net price, broken down by income categories, for first time full-time degree seeking students who were awarded Title IV federal aid.

Now, the reason behind that is because it's the best bet that you have income data on students who are getting Title IV aid. If a student didn't apply for aid, then you're not going to have their income data, therefore you couldn't report their net price by their income. Then, just a reminder, we're going retrospectively back a year when you're reporting the information.

Some key concepts to remember. So how many of you in the room are program reporters? Okay. So there are two different types of reporters – academic reports are those who report on a traditional academic year, and program reporters actually report on

several reports and IPEDS for their tuition information. We do a net price for their largest program. That's because they charge for the full program, rather than for an academic year, and they're enrolling students on a continuous basis.

However, we were talking with a lot of the program reporters. We had a technical review panel after we first collected the net price information and realized that we weren't lining up well the price data, which was on the full program, and the aid data, which was on, basically, an academic year. So now, there aren't any big additions to IPEDS this year for you at all. There is some tweaking around how program reporters are reporting the data they'll be using to calculate net price, so that you're subtracting an academic year price from academic year aid.

You determine your academic year based on how you do it for the **Pall Grant** award as well. I'm looking to my right hand woman here. So, the two different reporters, the academic reporters, are based on students who are enrolled as of October 15th, or your official reporting date. And the program reporters enroll any time during the academic year that you defined for reporting this information.

Cause they vary institution to institution. So, because this is so complicated, we've decided we have to go into visual aids. This is the one we've included in the instructions to give some idea. Group one, this big blue circle, that's all undergraduates. So Congress said, in HEOA, we need some information on all undergraduates.

So group one, when you report information, is some high level information on grants and loans going to all undergraduates on your campuses. They haven't yet asked for graduate students, so maybe that's good. I don't know. So a subset of that is our traditional full-time first time cohort. That's the information, if you've been doing this for years, you've been reporting on all the way back, okay?

That's the same thing. Then HEOA brought around these group three and group four, which gets complicated. You can see that they are subsets of first time full-time students – both of them. They overlap, but they are not the same. So for group three, group three is the group on which we are reporting an average net price for those students on your campus who received grants, okay?

So how much did they pay after they received grant aid? That's what we're calculating for this group of students. Group four is the group of students that we want to report on how much aid did they pay after grant aid by their income category. So students who made – who come from backgrounds of \$30,000.00 or less income categories, how much did they pay after grant aid?

As I mentioned earlier, that gets restricted to Title IV students because we know you have income data on Title IV students. So that's your starting point – first time full-time students who got any type of Title IV aid. Put them in the bucket, right? Now, pick out the ones who just got loans, right?

Because you're going to be reporting only on the grant aid, okay? That way, you can break them down by income because you have that information because they actually applied for the Title IV aid. Just a reminder, here at the bottom, for public institutions, it is only for the in-state or in-district student if you're at a community college with different tuition rates. You're going to also just report it on those students so that we don't have to start reporting nine different net prices by living situation and also by in-state and out-state.

So, this is just a reminder that these student groups – it is complicated. That diagram's very helpful, but you'll want to go back and forth between the instructions just to remind yourself. You read through the HEOA and you're like, "Oh, this one doesn't include grants from private sources, but it did include it here." So that's why we have to try and be very clear that sometimes you're not always reporting on the same types of grant aid.

So a common pitfall we come across is that group one includes all undergraduates. Again, that's full-time, part-time, degree-seeking, non-degree-seeking, any undergraduates. You're going to be reporting the total amount of aid they received. The types of aid to report? Well, federal grants.

It used to be one big category of federal grants, but we do break it out in some sections, now, to know ___ from other types. This does not include the veteran's benefits. We did have a technical review panel just about a month ago. There's a lot of interest in veteran's benefits and being able to provide that information at the institutional level.

But right now, because that's not considered part of the aid package that you're awarding, we know that there's some issues around tracking it and it is not under the definition, included. So right now, do not include the veteran's benefits. Now, that being said, what if you want to? What if you want it known out there in College Navigator that there are a lot of veterans on your campus who are getting aid using their post 9/11 GI Bill?

Well, that's something you can put in a context box, which I'm going to talk about in just a second. We also need to report on federal loans to students, not to parents – so no plus loans. State and local grants and scholarships and waivers, institutional grants, private grants or scholarships, private loans to students, and other sources of net aid known to you. We know that not all sources come through your office, but those that are should be included – but read specifically, group to group, which goes where.

So, some institutions think they're only reporting on Title IV aid, and this is incorrect. So you want to be able to paint the fullest picture, because remember, ultimately, a lot of this data is used to calculate a net price or to give a student some information on how much aid is going to students at your institution. So you want to not just report your Title IV, even when you're reporting on Title IV students only.

If they get institutional grants, you want to include that grant amount in how much grant aid they got. So, here's another one of those com-sets that's going to be like, "Why? This does not make sense. Those crazy IPEDS people!" And that's aid awarded, okay?

So in our instructions, we specifically say, “We’re not talking about actually dispersed aid to a student. We only want you to report us on what was awarded to them.”

Why? Let’s look at this example. A student may be awarded grants or scholarship aid at the beginning of an academic year, but then leave the institution and doesn’t come back for the second semester. Let’s come up with some random numbers. Let’s say that the tuition at your institution – I’m going to make it easy and say - \$10,000.00 for a full academic year, right? Let’s say they got \$4,000.00 in grants for the full academic year.

They left after the first semester, so they only got dispersed \$2,000.00. The other \$2,000.00 was going to be dispersed in the second semester, but they left. So if you didn’t report the second semester, because they left, then your net price is going to be \$10,000.00 minus the \$2,000.00 dispersed, rather than \$10,000.00 minus the \$4,000.00 they would have gotten had they continued to enroll. So we are trying to report on the price they faced, not if they dropped out, because that’s going to show your institution’s net price going up – and it really didn’t.

In other words, our pricing information, our cost of attendance information, is for a full year. So we want to align the financial aid information up with that, so when you’re subtracting one from the other, it makes sense. Okay? So that’s where that whole awarded aid concept comes from. Now, when we say it around loans, we add in “awarded to” and “accepted by” and you’re like, “What is that mean?”

Yeah, I know, it’s getting complicated and we’ve had all these conversations. What we don’t want here is reporting on loans that students turned down. So, again, in the case of grants, students aren’t turning grants down very often, from what I hear. But in loans, sometimes they are. Sometimes they find another source of grant aid or something else and decide they don’t want to take out those loans. In that case, we say awarded to and accepted by the student.

So, as I mentioned, some of the information that comes into net price comes from other components of IPEDS. One of them is the pricing information – You know, I don’t know why we came out with saying ‘price of attendance’. I know ‘cost of attendance’ is what the financial aid community says, so I’m going to say ‘cost of attendance’ information. As well as the living arrangement options that the campus offers, whether you offer on-campus living.

We also collect enrollment data in IPEDS. It’s different from the NSLDS enrollment data you’re reporting. This is aggregated up to different levels of students. But there’s an undergraduate count collected both on your fall enrollment and on your whole full twelve month enrollment. All these somewhat play a part in the information that ultimately becomes part of your financial aid and net price data.

So it’s important when you’re talking to your key holders – feel free to ask them what those numbers look like as well. They’re all on College Navigator. They go into things from our finance data – they might become the denominator in a student grants per FTE

number. There's other indicators that come from those. So feel free to collaborate and talk and try to get consistency across offices and what the numbers are for reporting. So hopefully, you know this information.

It was only about three short years ago when I came to one of these conferences and was told, "We never see the instructions for IPEDS, what are you talking about? We just get a blank survey form with the instructions on the page. There's more instructions out there?" How many people knew that already. Hopefully, a lot more this year.

There is tons of information out there that can be useful to you. It's not only available to your IPEDS key holder. It's available to anyone who wants to see it. It's located from the IPEDS website, which is NCES.ed.gov/IPEDS. You'll see, in the top toolbar, data provider center. That is the access point to get into our data collection system and there's tons of resources there that will be helpful to you – not just the blank forms you're filling out.

So, when you get in there, on the left hand menu, that's where you're going to see all the survey materials. One thing we learned from having conversations with you is that now we actually print out the form with the instructions. Simple things like that can make a difference. We used to have two separate files on there, so someone could get away with just printing the form without printing the instructions.

Now, it all prints together. Also, some information on key concepts, like some of the ones we were covering today and common mistakes are in there. Those are some enhancements we've been making in the last couple of years. Frequently asked questions that our survey directors build upon every year, based on things that come in.

We also have the Help Desk, which I hope you have taken advantage of, cause they're really great. They've got Southern charm, I think, cause they're located in North Carolina. They're just really good people. They do a great job. We're always hearing accolades about them.

They also provide us feedback at the end of each collection cycle on the types of questions they've been getting, so we can also improve our data collection. Now, there is an opportunity for you guys to have access to the actual data system. Again, your IPEDS key holder is the main person who's responsible, but you could fill it out online, as a proxy user, as a secondary user, for the system. So that's something to bring up with your key holder.

That way, when there's calculations being done on screen, when we're adding up numbers for you or calculating the net price, you would actually see that information as you filled out the screens. And also, we have a lot of built in edits in the system that will say, "Hey! Last year, you only reported this much. That seems funky." I don't think that it'd actually say 'funky' but something along those lines that draws your attention that this number seems odd compared to a prior year or compared to other information that's been reported for your institution.

So, if you can sit down with your IPEDS key holder and ask them for the opportunity to actually become one of the secondary users, then you would have the opportunity to actually go in and fill out the information and then they could review it and lock it before it's due. So that's another option. Just an overview of the screens – when you go in, you establish those four groups, the big diagram.

The purpose of doing it upfront is so, first of all, we can point things in the right direction, but also to remind you there's all these different groups, and establish those groups of students up front. Then, you're going to go through each of the groups. So, group one is undergraduates. Group two is your regular full-time first-time cohort. Three is going to be your grant-aided first-time full-time students. And group four is going to be your Title IV first-time full-time students.

Then, we calculate your net price and show you a worksheet for those two groups, so you actually do see your net price. It doesn't just all of a sudden appear on College Navigator three months later. So, here is the first screen. You go in, as I said. You're going to establish your cohort. What's nice, is if you go into the system, you will see your prior year data.

There's also an option to go into the IPEDS data center. We have a section there where you can look up an institution. You can look up your institution and we have your information as you reported it last year in there. So that's another thing – if you can't find it, ask your key holder, cause you can pull up, "Oh, what numbers did..." or you're new to the institution.

You've never had to do this before. What did someone report last year? You can go in and print out the actual reporting forms for what was filled out last year. But we do try to provide you the prior year data wherever possible so you can do that comparison right there on screen. Remember, I mentioned context boxes?

Well, this is because we know, even though I work at a statistical agency, that sometimes the data doesn't tell the full story and can be misleading. We want to give you the opportunity that, although a lot of these things are defined in law, you might want to get some additional information. So this is your opportunity to do it. We encourage you to do it, because we make these available on College Navigator.

So one thing you could do is go look at your institution on College Navigator and see how the information is presented to students and parents and say, "Oh, wow, I wish we had a footnote there." It can't be purely marketing or promotional, but it can provide additional information. So an example may be that because private sources of aid are not included in some of the information, let's say you want to include it in some of the information.

So you could say first-time full-time undergraduate students also receive an average of this much aid from private sources. So if there's additional context information that you

want to make available to consumers, that's the way to do it. We do ask you – because these are made available, we do go through them. The Help Desk reviews them.

Survey directors review them. But try to put it in less technical jargon that would make sense to students or parents and watch out for those grammatical or spelling errors. So this is a common pitfall. Sometimes, institutions enter information in context boxes that's more like an edit or is just not really made for public consumption. We do check for anything like curse words and “I hate IPEDS, why are you making me do this? That Elise Miller, oh my gosh, won't she stop e-mailing us?”

But we do ask that you think about that when you're filling out the information. Hopefully, we catch anything like that. I understand there's frustrating times. I've actually started – Call me paranoid. I occasionally scan Twitter, search for IPEDS, to see if people are complaining about IPEDS, cause I heard that American Express does this as a customer service effort, so that if they find someone badmouthing American Express, they do some proactive customer service.

We're not quite high-tech enough to have an IPEDS Twitter account. We're moving in that direction. There's a College Navigator Facebook page now. But I do scan, and if someone seems really upset, I'll give them a call and see what's going on. Things you learn from NPR.

So, again, I mentioned edits. Edits are things that are built in the system. The downside of filling – This is the big thing. The downside, if you're handed a paper form and said, “Fill in these numbers,” you don't have the luxury – I don't know if anyone's ever described our edits as a luxury – but a luxury of catching some errors that might have come up if you were entering the data yourself.

Instead, maybe your IPEDS key holder enters it based off the form, and then you start some e-mail exchange or phone exchange and it just takes much more time than necessary. So if you go onto the system, you will run some edit checks, and there's three types that will come up. There'll be a confirmation one, which is like, “Are you sure?” Then an explanation one that is a little more, “Are you really sure? Tell us why this makes sense to you, cause it's not really making sense to us.”

Then, the fatal edit is like, “This really makes no sense. You're going to have to call the Help Desk and tell us what's going on here.” So, sometimes, there's a good explanation, but we just want to make sure. We also review these to make sure it's like, “This is right.” We get a lot of explanations that says, “This is correct.”

We need a little more information than that to know that we're catching anything that might be going on here. So, I pretty much jumped the gun on this one. So institutions should provide adequate and reasonable information. If it isn't, you're going to get a call, and it's going to end up taking you more time anyway. So go ahead and provide that information up front about why the data might not make sense compared to last year's data.

Maybe you changed something. Maybe you offered a new grant program, so your grant amounts went up tremendously. Something like that, or maybe it's state cuts and something went down. Your state grant program went away or something. So there are good reasons, but we are just trying to catch anything that might lead to inaccurate information going out in consumers' hands.

So, how many of you know what the College Affordability and Transparency Center is? Okay, what if I just say the Watch Lists? Yeah. Well, that's good, cause that means you probably weren't on it. That is really good news. But it is something that's going to be done annually.

It was a requirement of the Higher Education Opportunity Act. It's something that – Net price data that you're reporting to us will be used to calculate. So I think I showed this screen before. The URL is CollegeCost.ed.gov. There was actually three pieces of information that the HEOA required we add in this section.

One was the College Affordability and Transparency List. One was State Spending Charts. One was information on proprietary for-profit institutions that failed the ninety-ten tests. We released this on June 30th, 2011, making the July 1, 2011 deadline by a day. We're going to be updating it annually, now that we got this website in place around April and May.

So what the lists are – It's based on tuition and fees, some of the list. It's going to show the highest tuition fees among your type of institution – the top five percent. So let's say public four-year institutions. Top five percent of tuition and fees among the public four year institutions are listed. Okay?

Next, the top five percent of tuition and fees of net price among public four-years are listed. Okay? Next we have the lowest ten percent of tuition and fees and net prices among that sector as well – public four-years. Then, finally, you have increased lists, and these are the ones that trigger additional reporting.

So, if you end up with the top five percent of increases in tuition and fees among your type of institution, or the top five percent of increases in net prices among your set of institutions, then that's going to trigger additional reporting for your institution. In the HEOA, we haven't collected that additional information yet, but you should have gotten an e-mail if you were on that list within the last few weeks, from me. It said, "You're on this list. We're going to have to collect this additional information that Higher Education Opportunity Act asked for."

Basically, it asked for information about why prices are going up, and maybe cuts in state funding, and maybe increases in energy bills, you know, whatever these cost drivers are that are driving up prices at your institution. You're going to provide some information on that and then what you're doing to respond to it. Now, because I got many a call that

the data – they realized, once they made the list, that their data was wrong. An institution realized it after the fact.

We are also providing a box where you can say, “Actually, we just reported our IPEDS data wrong, and this is the correct information, and this is what we’re going to do to put some checks in place to make sure we report accurately in the future.” So that will be one of the options. We have to summarize what we find out and send it to Congress.

So that’s underway. There’s a form out there that describes how we’re going to collect the information. We sent links to that from the e-mail that we sent out, if you were on the lists. But it’s in the federal registrar as well. So we’re just finishing up the 60-day comment period.

There’s still 30-day comment period, and we’ll collect the data around February, hopefully, if all goes well. But, let’s say you’re not on last year’s list, but you want to make sure you’re not on the one that comes out this April and May. That’s not based on the information you’re going to be reporting now, so not on – Because it’s just not enough time for us to produce the list.

It’s based on the data you reported last year at this time. We have a prior year revision system that allows you to go back and correct that if you realize now that it was wrong. So, you want to look on College Navigator. You want to look in IPEDS to see and verify that your net price numbers look right. As long as they’re right, you don’t have to do anything.

But if you realize something is off, you have until January 15 to correct the data, then that will be used for the lists that are produced this spring. So there are a lot of resources. I’ve mentioned our wonderful Help Desk. They are fantastic. Training – we actually have tons of training available. A lot of it is online and all of it is free.

The Association for Institutional Research is actually a subcontractor to our contractor who collects the data. So they build tutorials for every single part of the IPEDS data collection. They build tutorials on using the different data collections, but they also will come to you and do a session if you can collect enough people in the same room. So you can actually have in-person training done on a topic if you can get 50 people from around your state to decide to come together for a meeting.

So if you had – perhaps you wanted IPEDS hands-on training at a state NASFA meeting. You could actually contact them about possibly doing that. We’ve also got a new key holder manual out there with lots of information on providing information. Then, I pointed the data provider center to you, which has the blank forms, the instructions, the glossary, the frequently asked questions, narrative edits – so we do have information out there and we’ve tried to make these clear when you’re going to be getting those edit flags if you’re entering the information into the system.

Then, if you're really sophisticated and don't want to be reporting your data every year by entering it screen to screen, you can import the data. We recently introduced XML as an option. I think that's used more often in financial aid offices than it is by our offices, considering only two people uploaded their data, last year, using XML. But we've heard that this is something you might be interested in.

The thing to remember is at the end of this year, when you're done reporting your data, you can export what you reported into XML format. So it'll be set up for you to fill in next year, okay? So one of the options, when you're in the system, or ask your IPEDS key holder, "Hey, can you get me the export file from this year's data?" Then, you'll have the file all set up and you just need to update it for the next year, okay?

If anyone else is requesting your IPEDS data, you can just send them that file. That's another part that brings down burden. Finally, I've listed my e-mail up here. E-mail's the best way to contact me, cause I have my Blackberry with me, always. But **Archie Cuperubia** is on my staff. He is the financial aid survey director and he knows more, in detail, the specifics of the survey.

He is actually really awesome and very responsive and very helpful as well. I am sure we have time left for questions, and I am happy to answer them. We still have half an hour, so you can either hit the tables, if you're done with IPEDS, or come on up to the microphone and I'll answer some questions.

Audience: We were one of the fortunate institutions that was reported as having increased costs. I think it was reported as more than 3 percent, was that correct? On the net price? Okay. And what had happened was we had increased our personal transportation sections of our cost of attendance, so that caused our net price to be increased. So when I called to check on this – or the president sent the e-mail and said, "Be prepared to respond to this." So I'm curious, when I look at the form that we're going to report on, it doesn't seem to address that issue. So I'm wondering if we can skip that? We reported our IPEDS data incorrectly. I'm sure that's not an option. But how do we handle that?

So his question was that his institution was on the list, and they figured out, from looking at the data, that it was because you changed the amount you were budgeting for personal expenses. That's really what drove up the net price and got them on the list.

Audience: It wasn't tuition and fees or anything like that. So those categories that are on that form don't address our issue.

Right, so there's this follow up form that we have out there for comment right now, where you can say, "This is why my costs are going up." He's saying that it doesn't adequately allow someone to respond to that. Therefore, we are accepting comments

right now. I believe I've already read the e-mail you sent. We're still making tweaks to the form based on comments we're getting right now.

Audience: The follow up to that is I'm wondering if College Navigator should more accurately reflect a situation like that. It makes it appear –

That's where you want to use your context boxes, cause we wouldn't know that. By the time we're going to find that out from you, College Navigator's going to have a different __ data there. That's where you're going to want to use that context box, when you fill out your IPEDS and say, "There was an increase in net price between these years because we re-examined how we budgeted for personal expenses and it might not actually reflect accurately reflect an increase in costs." So that's what those context boxes are made for, and we encourage you to use them.

Audience: So then, when is the final form going to be available for –

The final form we hope to put out for collection in February, but there's a whole other 30-day comment period. So based on the e-mails we received, we're going to make some tweaks. Then, we put it back out for comment for another 30 days. Then, around January, we should get approval for O and B. Then, in February, we'd actually send the forms to you.

Audience: Thank you.

You're welcome. More questions. Yes.

Audience: With the change in the Pall eligibility going from 200 to 100 percent, is that going to be taken into effect for reporting – we all need to put in an explanation when we report?

Okay. You have to explain to me a little more.

Audience: So with the Pall grants, for the last award cycle, we were able to award up to 200 percent of eligibility, so everybody's Pall increased. That required an explanation on the reporting. Now, we've gone back to 100 percent eligibility, so we're going to –

Reporting lower Pall, and therefore net prices are going –

Audience: Correct, and it affects everybody across the board.

Yeah, I think because it's going to affect everyone across the board, and you're judged relative to other institutions, it hopefully wouldn't make a difference, but it's worth something mentioning in the context box. That's certainly something we'll examine as we're looking at it. More questions. Yes? If you yell it, I'll repeat it.

So the question's actually about the net price calculator, which is different from IPEDS, although I will say that your URL for your net price calculator should have been reported by your key holder by October 29th. Those were going live – links to those will be going live on College Navigator next week. So if you don't have your net price calculator up yet, please get it up and have your key holder send the URL.

So you're saying there's a big change in the largest program's cost structure, and you think that the net price calculator, because it's based on previous year's data, might mislead students to thinking – What you can do is you – You don't have to use our template, you can use your own version. You don't have to only have one calculator. You could do one for each program and do estimates for what the new program will look like.

You want to do at the minimum what puts you in the requirement, but you can do as much more as you want. So you can create two calculators using our template, one based on a 450-hour program, one based on a 900, and show students that this is what it was and this is what it will be. So you just kind of have to get creative but meet the minimum.

That would be my best suggestion. But again, remember, you don't have to use our template if it doesn't fit what's going on at your institution. Well, I don't want to hear that (*laughter*). I want to hear good and accurate information's going out. I have another question.

Audience: Okay, I understand that veterans' benefits are not to be reported under federal grants, but what about the institutional portion of the Yellow Ribbon program, would that still be reported under institutional grants?

I don't know that that's going to be a question for Archie, so I'm going to write that one down. But would you do me a favor and e-mail Archie? Then, we'll put it in the frequently asked questions of the survey and I promise you we'll get an answer, cause I want to make sure we cover that.

Audience: I'm having trouble sorting out the aid awarded reporting requirement that's new and trying to figure out – The example you gave is a good one that makes sense, but when I look at data in my computer system, I awarded somebody \$2,000.00 of SEOG, but when all was said and done, I ended up being over-awarded SEOG, so I cancelled that and put in \$2,000.00 worth of institutional money. Do I now show the student got \$4,000.00 worth of grant money, because I can't tell – aid cancelled for a student that didn't come back in the spring, aid cancelled and replaced by something else, just cause we were doing accounting changes to make all our funds balance. So trying to get at that data seems difficult.

Unfortunately, I don't know data systems as well as your colleagues sitting around the room. I'm hoping – I honestly don't have an answer to that other than I can explain the reason we're doing it that way so you can understand our intention is to get at the best net price. I encourage folks who might be dealing with the same issue to talk about it. We find you guys talking to each other – Put it on the IPEDS listserv. A lot of questions get answered from people on other campuses.

If you're not on the IPEDS listserv, that's another resource. It's kind of like the common dataset listserv, if you're on that, where you can, instead of calling the Help Desk or contacting me or Archie, you can put the question out, because it more has to do with how you do something on your campus than how you report something in IPEDS. It's been very useful for folks to just dial up with each other about these reporting requirements.

Here, and then here.

Audience: Can I just piggyback on what he just said? Because I think what you're talking about is annualizing awards. Cause if we have somebody, we're reporting a full year of cost. If we know somebody's only going to be at our institution for one or two quarters, we're not ever going to give them a whole year's worth. They will get the whole year's if we're reporting a full-year cost, but we're only reporting what we ever awarded them. We never awarded them annually, but you're saying we would want to include it – Do you understand?

I'm not saying this very well. If I awarded somebody three quarters, and then cancelled spring, cause they weren't coming spring quarter, then I would report it. If I just gave them fall and winter, cause I knew they weren't coming spring, then I wouldn't report it, cause I'd never given it to them. What you're talking about is annualizing our awards, and that's a whole different thing than reporting awards not accepted. I want to make that distinction.

Sorry, there's a little background noise. It's a little hard to hear. But I think what you're saying was that there's a difference between saying 'awarded' and saying 'annualized' that amount. But we are talking about how much was presented to that student for a year. If you know they're only going to be enrolling in the fall, that's a little different. You didn't present to them a full year of awarded aid.

But basically, we are trying to line up a full year of prices with a full year of aid so that you can calculate a net price. I know you're not happy (*laughter*). Come up afterwards and we'll talk about it. Oh, this might help. So we have a clarification.

If you use what's on the final award letter as the amount awarded, that should be the amount you're reporting. Does that help? So the question is that the student comes in, and this is a program that goes beyond a year, into a second year, and so at the time they come in, they're actually told about aid, estimated loans, estimated – not just the first year but for the second year – and they sign an award letter at that time saying that they'd be eligible for that money. Is that accepted loan money?

Versus they may never even apply for those additional loans. The idea here is that you would actually get the loan that they applied for, not just that they were awarded, and that's why we say awarded and accepted. So if the student never accepted that they wanted that loan – like we said, sometimes they turn down loans – then that would not be recorded. Right.

More questions? Well, thank you all. I'm available up here for additional questions as well. I really appreciate it, and I hope you have a wonderful conference. It's my first time in Vegas, so I'm excited.

[Applause]