Integrated Postsecondary Education Data System (IPEDS) Coordinator Workshop and State Data Conference

Agenda

Monday, April 30, 2018—Preconference Training Sessions

8:00 a.m.–5:00 p.m.  Registration
Business Center Foyer Area

PRECONFERENCE TRAINING SESSIONS
(Preregistration required)

8:30 a.m.–12:15 p.m.  IPEDS Human Resources Training
Salon B
Eric Atchison, Mississippi Institutions of Higher Learning
This workshop prepares individuals to accurately complete the Integrated Postsecondary Education Data System (IPEDS) Human Resources (HR) survey. It is designed for institutional research and human resources professionals, as well as other researchers or administrators who want to increase their understanding of these data. Topics include preparation of data to increase consistency within the survey, understanding of data definitions, classification of employees and alignment of employee function with Bureau of Labor Statistics Standard Occupation Classification codes, coordination of effort between stakeholders in and outside of an institution, and planning for efficacy of data beyond the IPEDS HR survey itself. Exercises cover classifying employees properly, preparing for and completing the IPEDS HR survey, and benchmarking with commonly used employee metrics.

9:00 a.m.–11:30 a.m.  New IPEDS Coordinator Training Session
Salon A
Gigi Jones, National Center for Education Statistics (NCES)
Tara Lawley, NCES
This training session will present an overview of IPEDS coordinator responsibilities and provide new coordinators with a framework for managing an IPEDS data collection cycle. An overview of key concepts and common pitfalls for each IPEDS survey component will be presented, and the functions of the data collection system of particular use to coordinators will be demonstrated.

1:15 p.m.–5:00 p.m.  IPEDS Student Financial Aid Training
Salon B
Donyell Francis, Technical College System of Georgia
This workshop provides foundational training for completing the IPEDS Student Financial Aid Survey, using an integrated approach to managing, storing, and extracting financial aid data required for survey completion. Topics include an overview of financial aid concepts and how they intersect IPEDS, how to effectively create frozen data files from enrollment and financial aid systems, how to use these files to answer the respective sections of the survey, and how the files can be leveraged to address additional reporting requirements such as the Common Data Set and internal reporting. The workshop concludes with exercises focused on how IPEDS financial aid data are used for external purposes as well as for internal benchmarking.
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<tr>
<td>8:00 a.m.–4:30 p.m.</td>
<td>Breakfast on Your Own</td>
<td>Business Center Foyer Area</td>
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<tr>
<td>9:00 a.m.–9:15 a.m.</td>
<td>Welcome and Introductions</td>
<td>Potomac Ballroom</td>
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<td>9:15 a.m.–9:30 a.m.</td>
<td>Opening Remarks</td>
<td>Potomac Ballroom</td>
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<tr>
<td>9:30 a.m.–10:45 a.m.</td>
<td>Integrated Postsecondary Education Data System (IPEDS) Workshop</td>
<td>Potomac Ballroom</td>
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<td>10:45 a.m.–11:00 a.m.</td>
<td>Break</td>
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<td>11:00 a.m.–12:00 p.m.</td>
<td>IPEDS Workshop (continued)</td>
<td>Potomac Ballroom</td>
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<td>12:00 p.m.–1:30 p.m.</td>
<td>Lunch on Your Own</td>
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<td>1:30 p.m.–3:00 p.m.</td>
<td>IPEDS Workshop (continued)</td>
<td>Potomac Ballroom</td>
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<td>3:00 p.m.–3:15 p.m.</td>
<td>Break</td>
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<td>3:15 p.m.–4:15 p.m.</td>
<td>The Education Trust’s Degree Attainment Project: A State-by-State Look at Racial Gaps in Degree Attainment and a Race-based Analysis of State Attainment Goals</td>
<td>Potomac Ballroom</td>
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<td>4:15 p.m.</td>
<td>Adjourn for the Day</td>
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<td>5:00 p.m.</td>
<td>Optional Informal Group Dinner Opportunities</td>
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*Meet in the hotel lobby if you wish to join a group.*
Gallup and Strada Education Network: Partnering to Give New Voice to Education Consumers

**Derek Redelman**, Strada Education Network

**Zac Auter**, Gallup Organization

Strada Education Network is partnering with Gallup Organization to help give voice to consumers of postsecondary education. Our signature project, the Education Consumer Survey, is talking to 350 U.S. adults per day, 350 days per year and, to date, has completed over 200,000 interviews. From this work, we are producing a series of reports that, thus far, have focused on consumers’ perceptions of their educational decisions, their sources of advice, their reasons for choosing their educational paths, and the importance of relevance (to both their work and their day-to-day lives). Future reports will allow us to examine consumer perceptions by state or major metropolitan areas. This presentation will provide an overview of our partnership, highlight our past findings, and provide a preview of work underway, including upcoming state reports. Please join us to learn and discuss how this new set of data—the voices of consumers themselves—can contribute to program development, to evaluations of educational quality, to state policy considerations, and more.

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**A Conversation on Higher Education Accountability**

**Robert Kelchen**, Seton Hall University

Colleges and universities are under increased pressure from all sides to improve their performance during a period of challenging student demographics and rising tuition prices. The federal government, state governments, accrediting agencies, rankings providers, and the general public are all proposing ways to hold colleges accountable for their performance, but these efforts often push colleges in multiple directions and rely on data of various levels of quality. Join Robert Kelchen, Assistant Professor of Higher Education at Seton Hall University and author of *Higher Education Accountability* (Johns Hopkins University Press), as he leads a conversation on the current state of higher education accountability, where it may be headed in the future, and the implications for people who produce and work with data on a regular basis.

**Improving IPEDS Data Collection on High School Students Enrolled in College Courses**

**Jason Taylor**, University of Utah

**Donyell Francis**, Technical College System of Georgia

**Eric Godin**, Florida Department of Education

High school students enrolling in college courses (dual enrollment) is a growing phenomenon, but the Integrated Postsecondary Education Data System (IPEDS) has not evolved to adequately reflect this new reality. Existing IPEDS surveys do not accurately measure dual enrolled students nor the potential influence of first-time-in-college students who dual enrolled in high school. This session will review how IPEDS currently instructs institutions to report dual enrollment students and share findings from a recent National Postsecondary Education Cooperative (NPEC) paper. Panelists will engage in a discussion on IPEDS data collection related to dual enrollment and solicit feedback from attendees on how to improve IPEDS data collection on dual enrollment.
## CONCURRENT BREAKOUT SESSIONS

### Salons AB

**Unlocking the Power of Data by Connecting People, Policy, and Practice**

*Christine Keller, Association for Institutional Research*

Broader access to data and analytic tools has the potential to strengthen institutional decisionmaking and increase student success. However, data and technology are not enough. Improving higher education for the benefit of students requires the knowledge and insights of individuals, the exchange of innovative practices across boundaries, and federal and state policies that reinforce institutional priorities. This presentation will share ideas and strategies from the field designed to leverage opportunities, foster collaborations and learning, and advance policies for better student outcomes through the thoughtful use of data, analytics, and technology.

### Potomac Ballroom

**Distance Education Reporting in IPEDS**

*Abby Miller, ASA Research*

*Angela Bell, University System of Georgia*

*Dan Anderson, Arizona Board of Regents*

This session will engage attendees in a discussion of distance education trends and data, following the presentation of findings from a recent paper commissioned by the National Postsecondary Education Cooperative (NPEC). Specifically, NPEC of the Integrated Postsecondary Education Data System (IPEDS) commissioned Coffey Consulting, LLC, to analyze national distance education datasets and conduct interviews with institutional and state-level stakeholders in order to assess how well IPEDS reflects the current distance education landscape and what additional data or changes to the current survey instruments are needed. Recommendations from the paper as well as those from a subsequent Technical Review Panel will be presented, followed by discussion with the paper’s lead author and contributing state representatives. The paper’s recommendations reflect NPEC’s mission to promote the quality, comparability, and utility of postsecondary data for the postsecondary education community, consumers, and policymakers.

### Lunch on Your Own
1:15 p.m.–2:15 p.m.  
**CONCURRENT BREAKOUT SESSIONS**  
**Salons AB**  
The Lifetime Financial Returns to a College Degree  
Douglas Webber, *Temple University*  
Douglas Webber will present evidence on the average return to a college degree over a lifetime as well as the “risk” associated with investing in college. Risk is an important, but understudied, aspect of the payoff to college, particularly as the price of college has grown over time. The presentation will highlight results from several studies that extensively use IPEDS data to examine topics in the financing of higher education.

**Potomac Ballroom**  
Overcoming Barriers—Proposing Solutions  
David Troutman, *The University of Texas System*  
Stephanie Huie, *The University of Texas System*  
Erika McEntarfer, *U.S. Census Bureau*  
The recent higher education environment has led to questions about the value of a degree, the return on investment, and the rising cost of education. Unfortunately, past and current federal efforts—including the Higher Education Act (2008) and College Scorecard (2013), as well as the proposed PROSPER Act (2017) and College Transparency Act (2017)—will not solve the issues entirely. As a work-around, The University of Texas (UT) System and the U.S. Census Board’s Longitudinal Employer-Household Dynamics program have formed a 10-year partnership allowing a pathway for higher education institutions to access national program-level data on postgraduation earnings.

In addition to examining the history leading up to the collaboration, panelists will discuss the methodology for calculation of wages and for privacy protection, as well as the resulting public dataset called Post-Secondary Employment Outcomes (lehd.ces.census.gov/data/pseo_beta.html) and seekUT™, UT System’s free online tool that provides data to students and families on earnings by major for UT graduates (working throughout the nation) 1, 5, and 10 years after graduation (seekut.utsystem.edu).

2:15 p.m.–2:30 p.m.  
Break

2:30 p.m.–2:45 p.m.  
**IPEDS Evaluation**

2:45 p.m.–3:00 p.m.  
**Final Group Discussion—Questions and Comments**

Richard Reeves, *Branch Chief for IPEDS, Administrative Data Division of NCES*

3:00 p.m.  
Adjourn