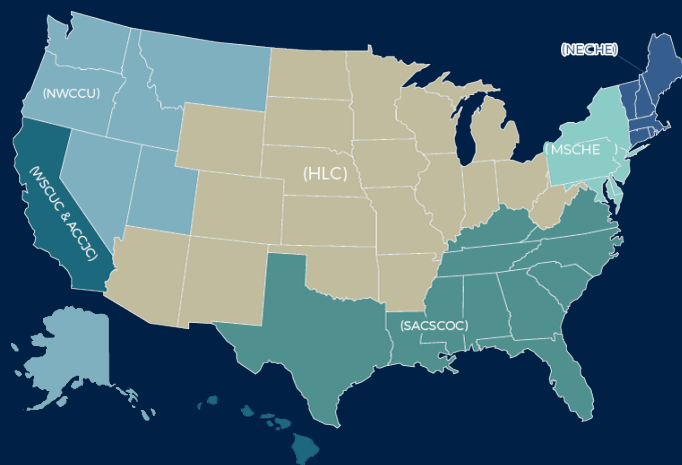


Reporting IPEDS Data to Accreditors



MSCHE – WSCUC – SACSCOC

Joseph Stankovich, Skidmore College

Deborah Lee, Concordia University Irvine

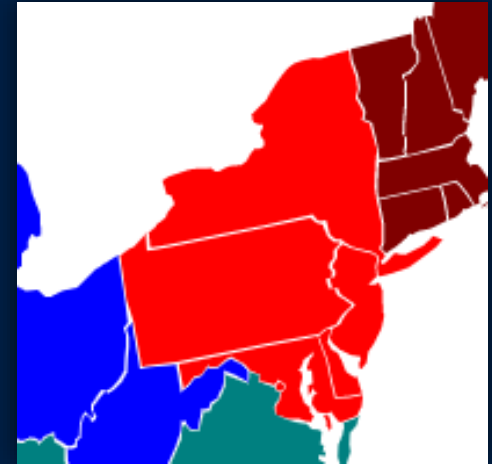
Carolyn Mata, Oglethorpe University & NCICU

This project has been funded, at least in part, with Federal funds from the U.S. Department of Education under contract number ED-IES-13-C-0056. The content of this publication does not necessarily reflect the views or policies of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

MSCHE

Joseph Stankovich
Skidmore College

About



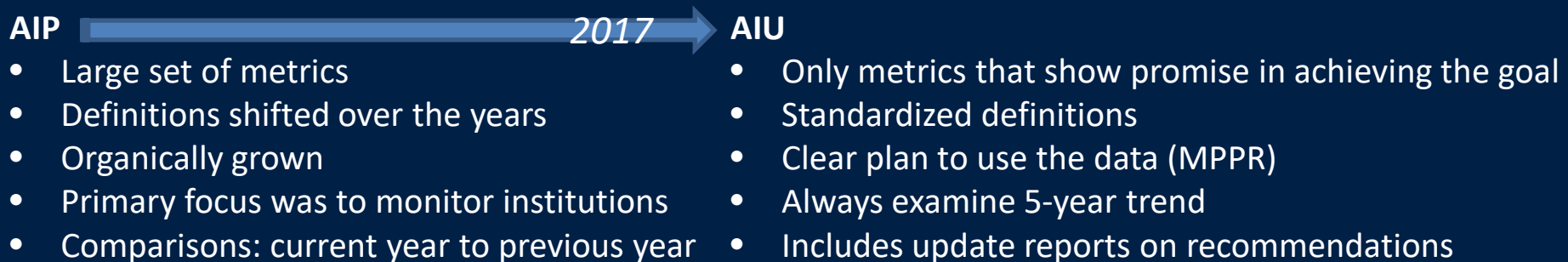
- Middle States Commission on Higher Education (MSCHE)
- Origins back to 1919
- The Mid-Atlantic Region regional accreditor
- Examines institutions as a whole, rather than specific programs
- Higher Ed institutions in DE, DC, MD, NJ, NY, PA, PR, and US Virgin Islands.
- Conducts business in 48 states; 2 U.S. Territories; 94 countries
- Will accept domestic applications beyond current geographic boundaries, effective immediately
- Accepting international applications beginning Jan 1, 2021

Accreditation Activities

- Self-Study Evaluation and On-Site Evaluation Visit
 - A “comprehensive review in the 8th year of the accreditation review cycle”
- Mid-Point Peer Review (MPPR)
 - Midway through the cycle
 - review accumulated financial data, student achievement data, and responses to Commission recommendations (if requested)
- Monitoring Activities
 - Annual Institutional Update (AIU)
 - a mechanism for ongoing monitoring
 - submit and verify key data indicators and upload required documents on an annual basis
 - Recommendations Response
 - Narrative responses to recommendations (if any); reviewed by peer evaluators in MPPR
 - Follow-Up Reports and Visits

Data Collection History

- Annual Institutional Profile (AIP) to Annual Institutional Update (AIU)
- Goal = accurate measurement of institutional health
 - Student Achievement
 - Financial Health



MPPR & AIU

- AIU data is used for MPPR (Mid-Point Peer Review)!
- MPPR
 - AIU provides peer reviewers context of the institution
 - Institutions provide comment on the data indicators
 - Institutions receive feedback from reviewers
 - Concern: No/minimal, Moderate, Serious – “in ability to meet the Commission’s standards, requirements,...”
 - Institutional Response

AIU Snapshot Report

2018 MPPR Data Report

Average MPPR Report Executive Summary

Institution Context ▾

Student ▾

Finance ▾

Unduplicated Fall Headcount

Full Time Equivalent Enrollment

12-Month Unduplicated Headcount



Metric Explanations

Category

Year

Explanation

Unduplicated Fall Headcount

2018

EXAMPLE: The University was aware that a demographic change was occurring throughout the region with a decline in traditional age college bound students. In addition, there is increased competition and discounting for students among numerous colleges and universities in the area. As a result of these external factors the university: Worked to right-size the faculty and staff through attrition (eliminating 29 faculty positions and 20 staff positions over the last five years Eliminated academic programs with low enrollment and little demand and added new programs with more demand Implemented, a new CRM system in admissions Contracting with a consulting firm to help with marketing, enrollment planning, and financial aid leveraging Opening new markets with associate degree options at the main campus Marketing to non-traditional, adult students including transfer students and veterans

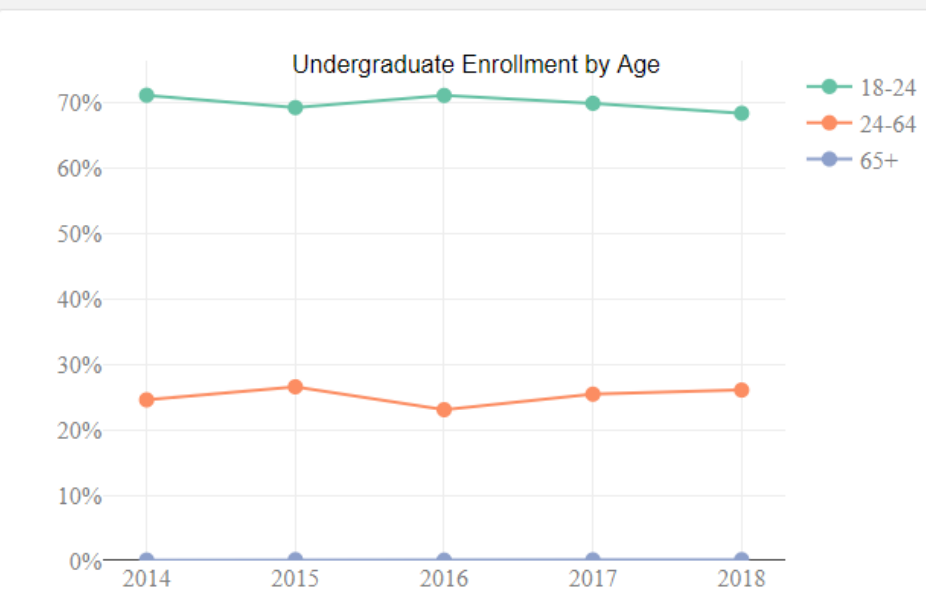
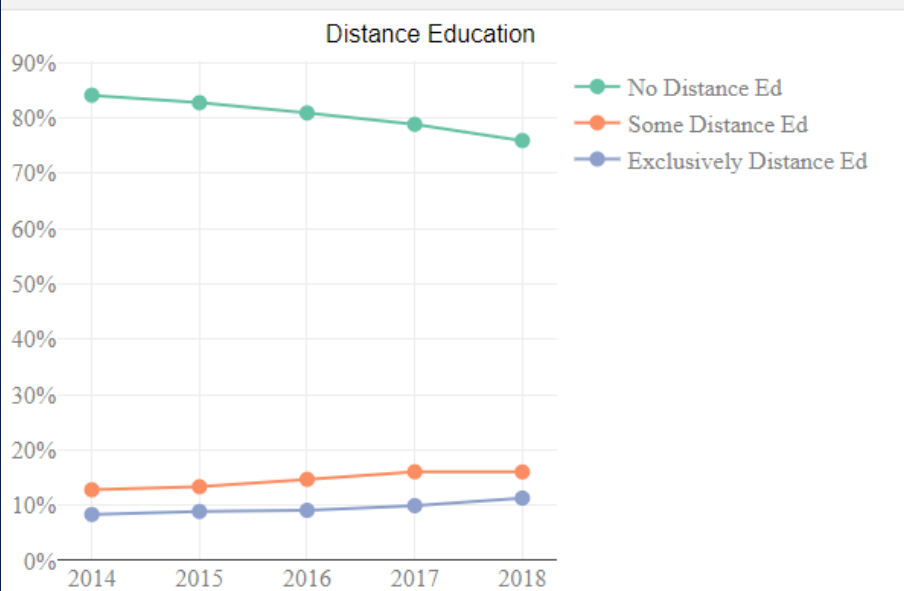
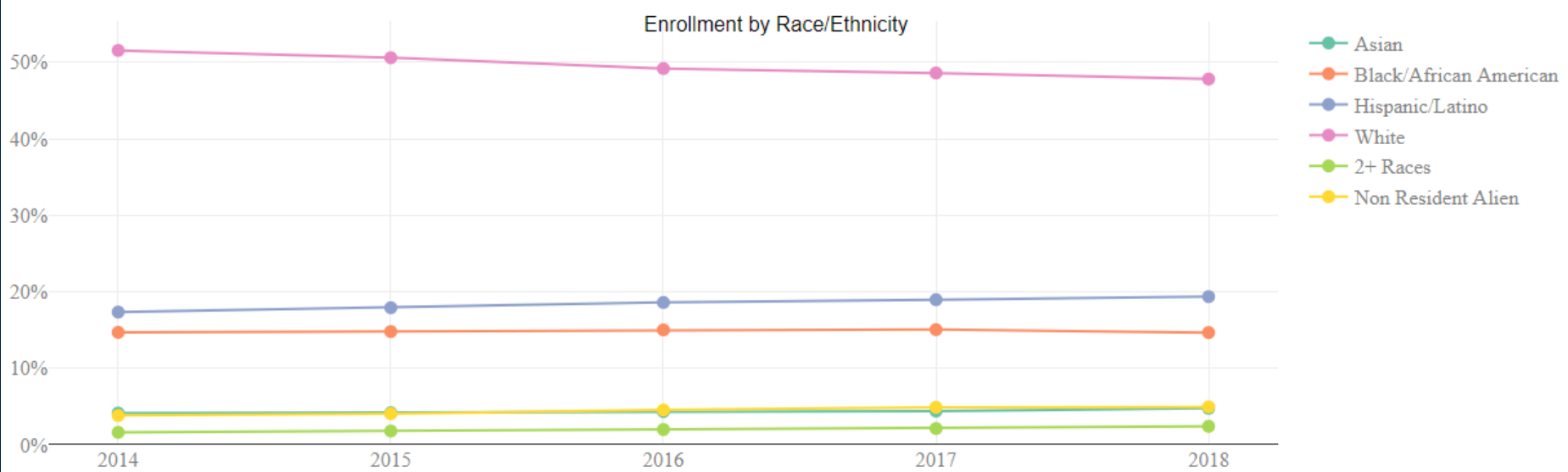
FTE Enrollment

2018

This is a sample report

[1] "The above explanations are required only when a significant change occurs (either positive or negative)."

AIU Snapshot Report



AIU Includes

- Student Achievement:
 - Retention, Graduation rates (150/200%; gender/race), Transfer rate, Loan default
- Financial Health:
 - Financial ratios
 - Financial uploads
- Enrollment:
 - Grad/UG, Full/Part, Fall/12-month, Race, Age, Pell, Distance Ed
 - FTE, %FTFT
- Additional Metrics (%):
 - Minority, Non-traditional, Part-time, Pell
 - Developmental, First Generation, Dual Enrollment

AIU Includes

Section	Subsection	Source Year
General Information	General Information	Academic year 2018-19
	Catalog	Most Recent Catalog Available
Enrollment	Fall Enrollment Headcounts	Academic year 2018-19
	Fall Enrollment Race-Ethnicity Percentages	Academic year 2018-19
	Fall Enrollment Age Percentages	Academic year 2018-19
	12-Month Enrollment	July 1, 2017 – June 30, 2018
	Distance Education Headcounts ¹	Academic year 2018-19
	Programs Offered	July 1, 2017 – June 30, 2018
Student Achievement	Retention Rates	Academic year 2018-19
	First-Time Full-Time Enrollment	Academic year 2018-19
	Graduation Rates 150%	Status of student as of August 31, 2018
	Graduation Rates 200%	Status of student as of August 31, 2018
	Graduation Rate by Gender	Status of student as of August 31, 2018
	Graduation Rate by Race / Ethnicity	Status of student as of August 31, 2018
Finance – IPEDS Source Year	General	Fiscal year 2017-18
	Financial Results	Fiscal year 2017-18
	Education and General Expenses	Fiscal year 2017-18
Finance – Most Recent	General	Most Recent Audited Financial Statement
	Financial Results	Most Recent Audited Financial Statement
	Education and General Expenses	Most Recent Audited Financial Statement
Finance – For Dues	Total Expenses and Deductions	Fiscal year 2017-18
Uploads	Most Recent Financial Audit Metrics	Most Recent Audited Financial Statement
	Financial Documents to Upload	Most Recent Audited Financial Statement

AIU – Items by Source

- IPEDS Finance – 30
- IPEDS Fall Enrollment – 29
- IPEDS Graduation Rates – 20
- IPEDS 200 Grad Rates – 5
- IPEDS IC-Header – 5
- IPEDS 12-month Enrollment – 3
- IPEDS Completions – 2
- IPEDS Financial Aid – 2

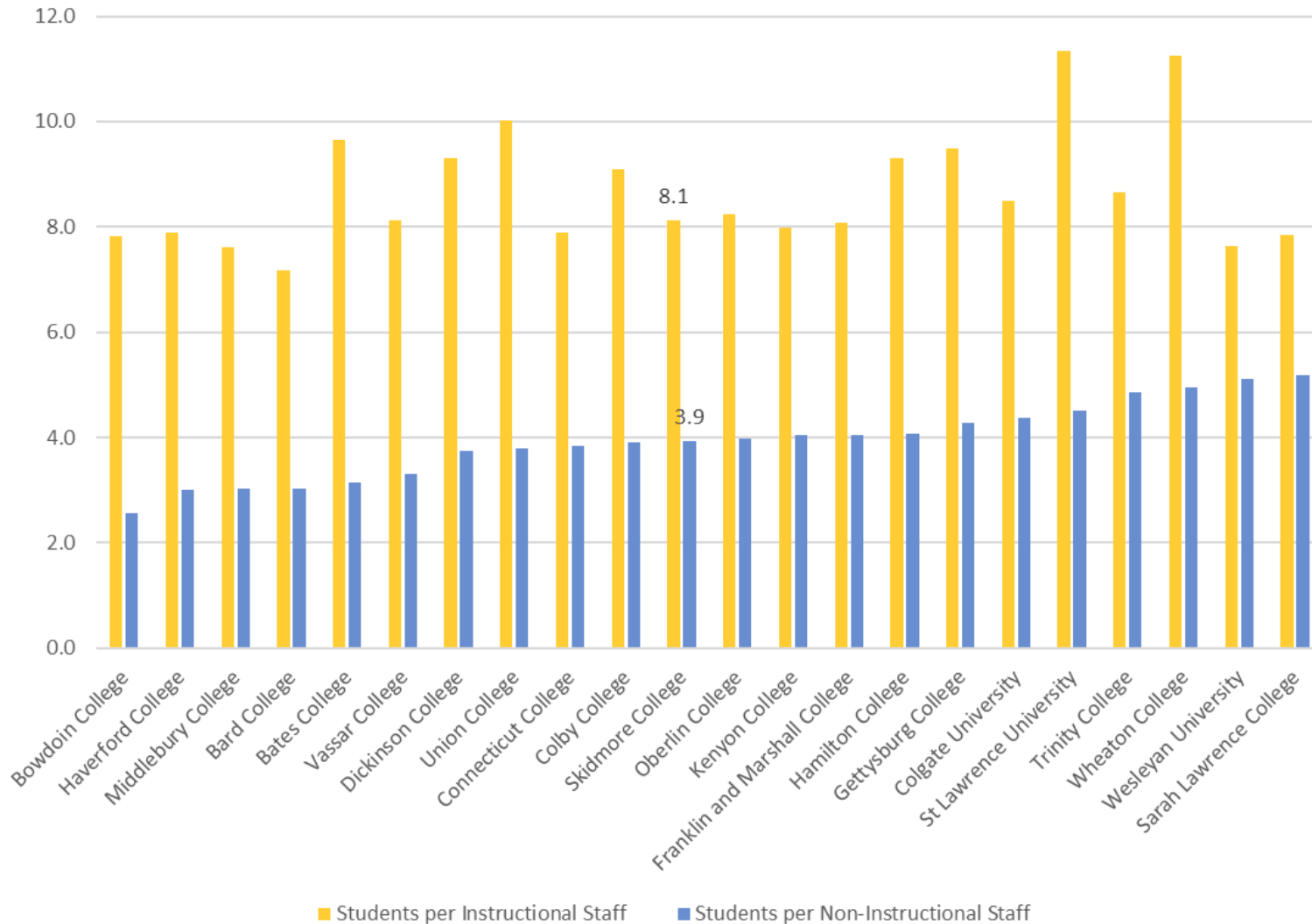
- College Scorecard – 1
 - Default Rate
- NSLDS – 1
 - First Generation
- Institution – 10
 - Correspondence, Developmental, Dual, Retirement, Debt Service, Bond Rating, etc.

IPEDES – in future Accreditation

- Sources:
 - Student database (not collected by IPEDES, etc)
 - Survey data (NSSE, Alumni, Withdrawn, COACHE, etc)
 - AASHE, etc.
 - IPEDES
 - Peers and Aspirants

IPEDS – in future Accreditation

Student FTE per Instructional FTE & Non-Instructional FTE (Fall 2018)



WSCUC

Deborah Lee

Concordia University Irvine

WSCUC Overview

- WASC Senior College and University Commission
- WASC = Western Association of Schools and Colleges
- Formed in 1962
- 215 institutions; 10 international
- CHEA Recognized Scope Statement
 - Institutions of higher education in the US and internationally that offer the baccalaureate degree or above. (2020)

WSCUC Accreditation Processes

- Seeking accreditation
- Reaffirmation of accreditation
- Interim reports
- Annual reports
- Mid-cycle review
- Substantive change proposals
 - New degree program
 - Distance education
 - New locations
 - Change in length of degree program, etc.

WSCUC Annual Report

- Student Enrollment
- Student Demographics*
 - Fall enrollment figures by race, ethnicity, and gender
 - 6 year (150%) first-time, full-time freshman graduation rates by race, ethnicity and gender
- Student Success (Graduation Rate Dashboard)
- Financial Indicators
- Uploads

WSCUC GRD

- Measures retention and graduation rates
- Six data points are collected as part of the annual report
- Used as an element of a comprehensive analysis during the accreditation review process
- Accounts for all graduates
- Provides insight into the unit accumulation, redemption and abandonment patterns

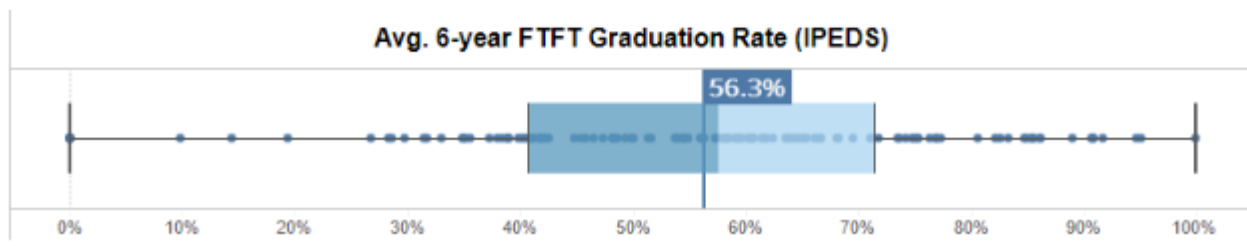
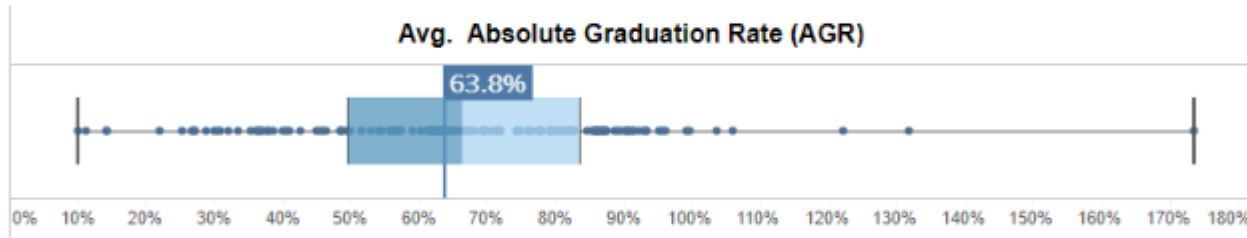
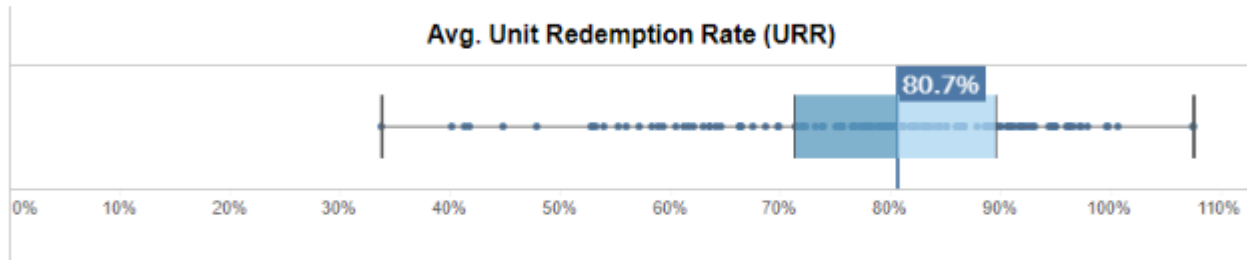
Comparative Tool

- Available on the [WSCUC Website](#)

Concordia University Irvine

Concordia University Irvine Year
(All)

The box and whisker plots show the total range of average values for undergraduate serving institutions. The colored markers indicate the total average rate for the selected institution, based on up to eight years of available data.



Concordia University Irvine

Concordia University Irvine

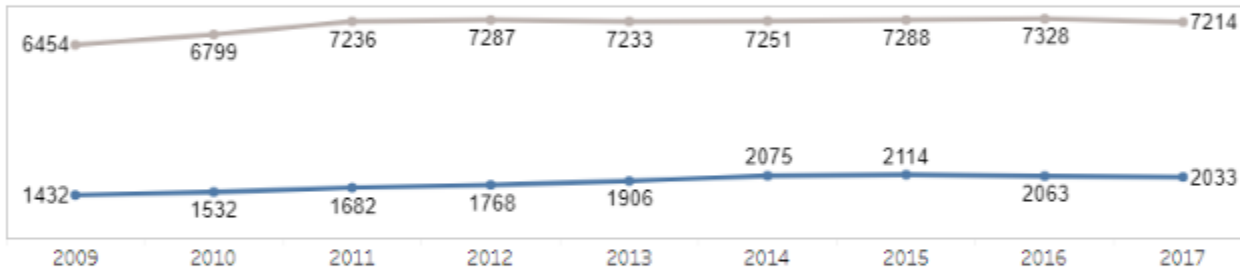
System Affiliation: (All) Enrollment: (All) Financial Structure: (All) Years to Display: (All)

Legend

Concordia University Irvine Other Institutions

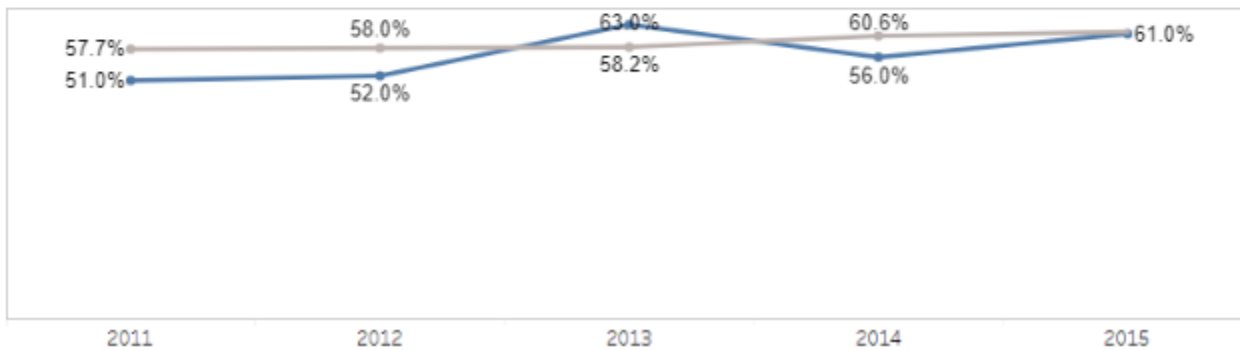
Select a Measure:

Enrolled Students Headcount



Select a Measure:

6-Year FTFT Graduation Rate (IPEDS)



Concordia University Irvine

Concordia University Irvine

System Affiliation

(All)

Enrollment

(All)

Financial Structure

(All)

Years to Display

(All)

Legend

Concordia University Irvine

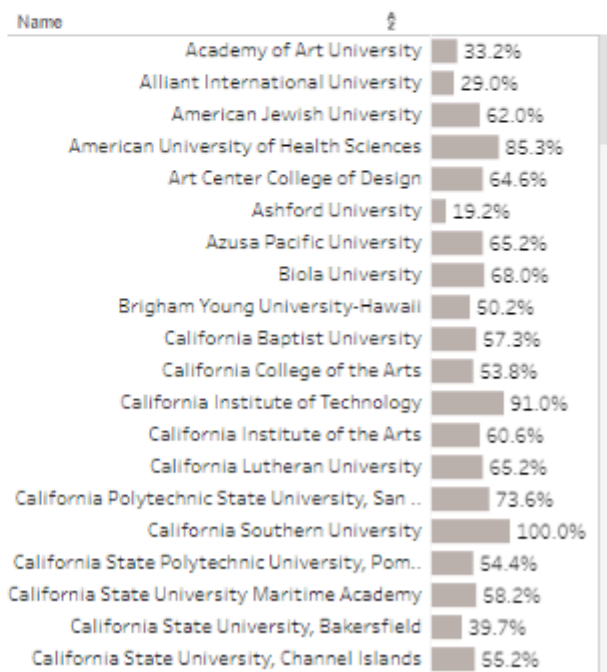
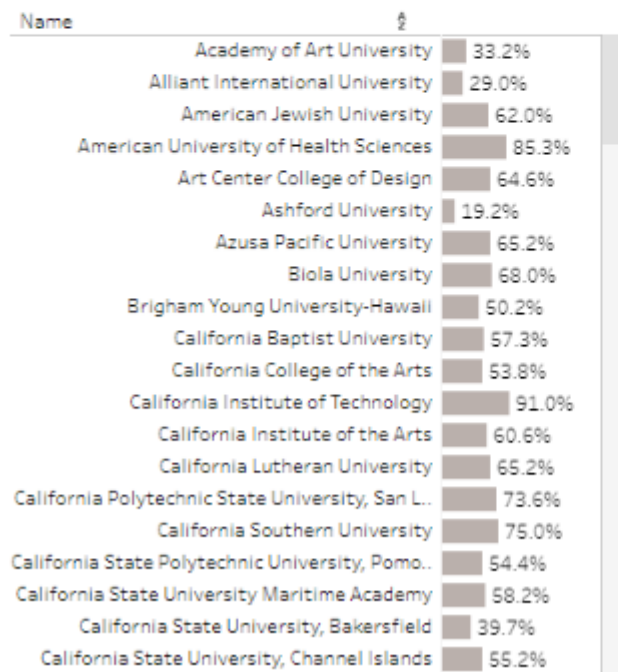
Other Institutions

Select a Measure:

6-Year FTFT Graduation Rate (IPEDS)

Select a Measure:

6-Year FTFT Graduation Rate (IPEDS)



WSCUC x IPEDS

Standards of Accreditation

- Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives
- Standard 2: Achieving Educational Objectives through Core Functions
- Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability
- Standard 4: Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement

WSCUC x IPEDS

The Institutional Report

- Educational Quality: Student Learning, Core Competencies, and Standards of Performance at Graduation
- Student Success: Student Learning, Retention, and Graduation
- Quality Assurance and Improvement: Program Review; Assessment; Use of Data and Evidence

WSCUC x IPEDS

How CUI uses IPEDS in addition to the Annual Report:

- Peer Comparison Reports
 - Cluster analysis based on IPEDS key indicators
 - Identifying institutions that select us as peers
- Data Feedback Report
- Retention and graduation rates
- Degree completions
- Program review

Key Takeaways

- WSCUC looks at student learning outcomes in addition to retention and graduation rates
- WSCUC wants institutions to go beyond demographic characteristics when reporting data
- IPEDS is critical for us to benchmark per CFR 2.10



Reporting IPEDS to SACSCOC

Carolyn Sloane Mata
Oglethorpe University & NCICU

SACSCOC

- The Southern Association of Colleges and Schools Commission on Colleges is the recognized regional accrediting body in the eleven U.S. Southern states and Latin America:

Alabama
Florida
Georgia
Kentucky

Louisiana
Mississippi
North Carolina
South Carolina

Tennessee
Texas
Virginia

- The Southern Association of Colleges and Schools Commission on Colleges has six core values. They are:

Integrity
Continuous Quality Improvement
Peer Review/Self Regulation

Accountability
Student Learning
Transparency

IPEDS, IPEDS, IPEDS....

- Annual Report Collection
- Student Completion Indicator
- Student Achievement 8.1 (website)

Why such a reliance on IPEDS?

IPEDS in Annual Report Collections

Financial Profile

Fields:	Hint	IPEDS Collection Year: 2019	IPEDS Collection Year: 2020
Total All Revenues (and Investment Return):	(IPEDs Part B, line 01)	\$46,850,661	
Instruction:	(IPEDs Part E-1, line 01, column 1)	\$9,576,158	
Research:	(IPEDs Part E-1, line 02, column 1)	\$0	
Public Service:	(IPEDs Part E-1, line 03 column 1)	\$0	
Academic Support:	(IPEDs Part E-1, line 04, column 1)	\$2,399,158	
Student Services:	(IPEDs Part E-1, line 05, column 1)	\$6,340,945	
Institutional Support:	(IPEDs Part E-1, line 06, column 1)	\$6,108,795	
Auxiliary Enterprises:	(IPEDs Part E-1, line 07, column 1)	\$3,392,689	
Net Grant Aid to Students:	(IPEDs Part E-1, line 08, column 1)	\$0	
Hospital Services:	(IPEDs Part E-1, line 09, column 1)	\$0	
Independent Operations:	(IPEDs Part E-1, line 10, column 1)	\$0	
Others Expenses And Deductions:	(IPEDs Part E-1, line 12, column 1)	\$0	

Enrollment Profile

Headcount

Using your institution definition, report your enrollment headcount for the 2019 fall term. When tabulating the total, include all non-degree students, wherever instruction occurs. This applies to students enrolled in course work delivered at the main campus, off-campus sites, branch campuses, and course work delivered electronically.

Fields:	Year: 2019
1. Total number of Full-Time Undergraduate Students -- Headcount :	1,328
2. Total number of Full-Time Post-Baccalaureate Students -- Headcount :	0
3. Total number of For-Credit, Part-Time Undergraduate Students -- Headcount :	57
4. Total number of For-Credit, Part-Time Post-Baccalaureate Students -- Headcount :	0
5. Total number of Students enrolled in non-credit courses -- Headcount :	13
6. Total Headcount (Total of lines 1-5) :	1,398

Graduation Rate

Graduation Rate

The purpose of the Graduation Rate is to track the cohorts of first-time, full-time degree/certificate-seeking undergraduates, as well as their completion status at 150% of normal time. Please provide the following information based on the most recent data reported to IPEDS (submission made between December 2018 and April 2019) on Completers within 150%:

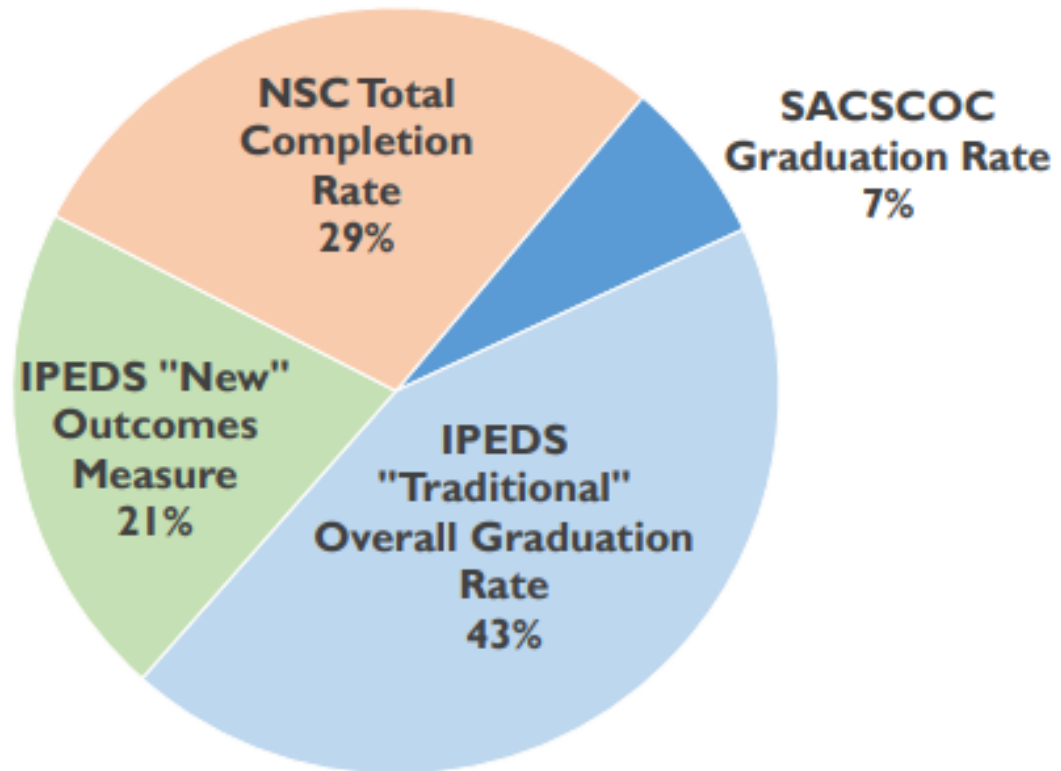
Fields:	Year: 2019
IPeds ID: 140696	
ASSOCIATE'S/TWO-YEAR PROGRAM	
Total Number of Students in the Cohort :	0
Total Number of Students Completed within 150% of time of degree :	0
Total transfers out:	0
BACCALAUREATE/FOUR-YEAR PROGRAM	
Total Number of Students in the Cohort :	277
Total Number of Students Completed within 150% of time of degree :	149
Total transfers out :	0

Student Completion Indicator

	SACSCOC Graduation Rate	IPEDS "Traditional" Overall Graduation Rate (GRRTTOT)	IPEDS "New" Outcomes Measure	National Student Clearinghouse (NSC) Total Completion Rate
TRACKED STUDENT COHORT	First-Time/ Full-Time	First-Time/ Full-Time	First-Time Full-Time <i>Part-Time</i> Non-First-Time (Transfer- <i>IN</i>) Full-Time <i>Part-Time</i>	First-Time Full-Time <i>Part-Time</i> + Transfer- <i>OUTs</i>
TRACKING & REPORTING TIMEFRAME	3 Years = Associate 6 Years = Baccalaureate	3 Years = Associate 6 Years = Baccalaureate	4/6 Years 8 Years	3/4 Years 6 Years
FOCAL CREDENTIALS	UG Degrees	UG Degrees Post-Secondary Certificates	UG Degrees Post-Secondary Certificates	UG Degrees Post-Secondary Diplomas & Certificates

Source: Alexei G. Matveev, Ph.D. (amatveev@sacscoc.org)

Selected Key Student Completion Indicator: Fall 2018 (% of Institutions, N=732)



Source: Alexei G. Matveev, Ph.D. (amatveev@sacscoc.org)

IPEDS in Student Achievement

SACSCOC 2018 Resource Manual for the Principles of Accreditation as it Relates to Peer Institutions

- **Standard 6.1 The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution. (Full-time faculty) [CR]**
 - Data such as number of faculty; number of students; faculty workloads (contractual and actual); proportion of courses taught by full-time faculty, part-time faculty, and graduate assistants; comparisons of peer institutions; student credit hours generated by full-time and part-time faculty.
- **Standard 6.2.b For each of its educational programs, the institution employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review. (Program faculty)**
 - Comparisons with peer institutions or with external benchmarks.
- **Standard 9.1 Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals, and (c) are based upon fields of study appropriate to higher education. (Program content) [CR]**
 - Comparative data with similar peer institutions.

SACSCOC 2018 Resource Manual for the Principles of Accreditation as it Relates to Peer Institutions

- **Standard 9.6 Post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs, and are structured (a) to include knowledge of the literature of the discipline and (b) to ensure engagement in research and/or appropriate professional practice and training. (Post-baccalaureate rigor and curriculum)**
 - If the institution has no comparable undergraduate programs, are there clear indications of more advanced content in the institution's graduate and post-baccalaureate programs when compared to peer institutions' undergraduate programs in similar subjects?
- **Standard 10.7 The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies.**
 - In developing policies related to the amount and level of credit awarded, how does the institution use the standards of professional organizations or the practices of peer institutions?



RESOURCE MANUAL
for The Principles of Accreditation:
Foundations for Quality Enhancement

SACS[®] COC[™]
Southern Association of Colleges and Schools
Commission on Colleges

Third Edition: 2018, First Printing

The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. (*Student achievement*) [CR]

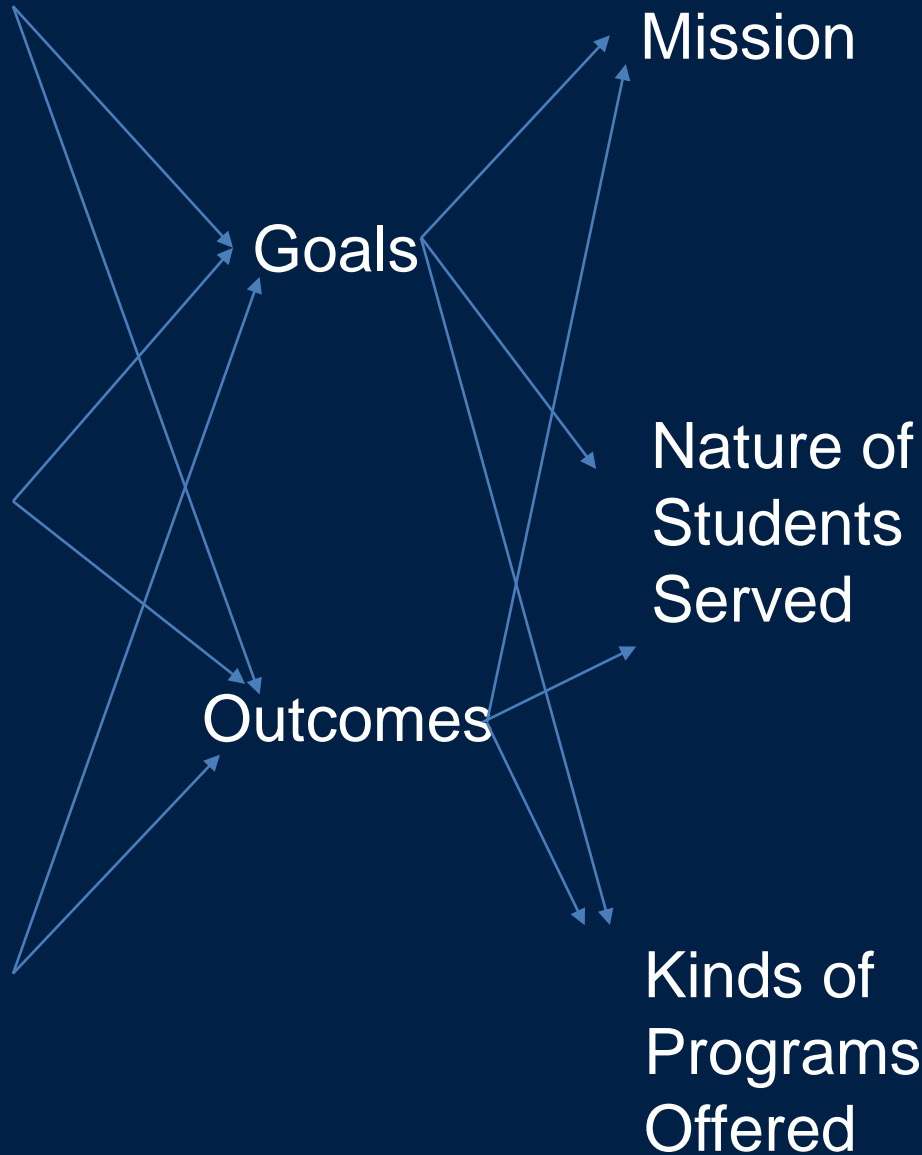
In accord with federal regulations, it is expected that the institution will demonstrate its success with respect to student achievement and indicate the criteria and thresholds of acceptability used to determine that success. The criteria are the items to be measured (and published); the thresholds of acceptability are the minimal expectations set by the institution to define its own acceptable level of achievement (i.e., a minimum target). The institution is responsible for justifying both the criteria it utilizes and the thresholds of acceptability it sets. The items measured and the thresholds of acceptability should be consistent with the institution's mission and the students it serves.

The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. (*Student achievement*) [CR]

Identifies

Evaluates

Publishes



The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. (*Student achievement*) [CR]

Process for Developing 8.1 Metrics

1. Ground rules. Discuss 8.1 and compliance.
2. Determine what elements get at institution's mission, the nature of the students it serves, and the kinds of programs offered.
3. Pull the data for each of the elements for OU and peers.
4. Discuss the data to determine thresholds and targets.
5. Present the findings.
6. Discuss whether changes are warranted.
7. Present final document to Cabinet.
8. Host on website.

Elements

- Enrollment
 - Economic Diversity (Pell)
 - Race/Ethnicity Diversity
 - Age Diversity
- Student Performance
 - Graduation Rate
 - Retention Rate
 - Pell Graduation Rate
- Engagement
 - Experiences with Faculty
 - Learning with Peers
- Post-Graduate Outcomes
 - Employment or Continuing Education

Performance Levels

- The minimum performance level is the threshold above which a measure should be maintained.
- The target performance level is the established threshold to meet or surpass expectations -- essentially a benchmark.
- The actual performance level is the current level of performance in the defined measure.

Enrollment (Economic Diversity)

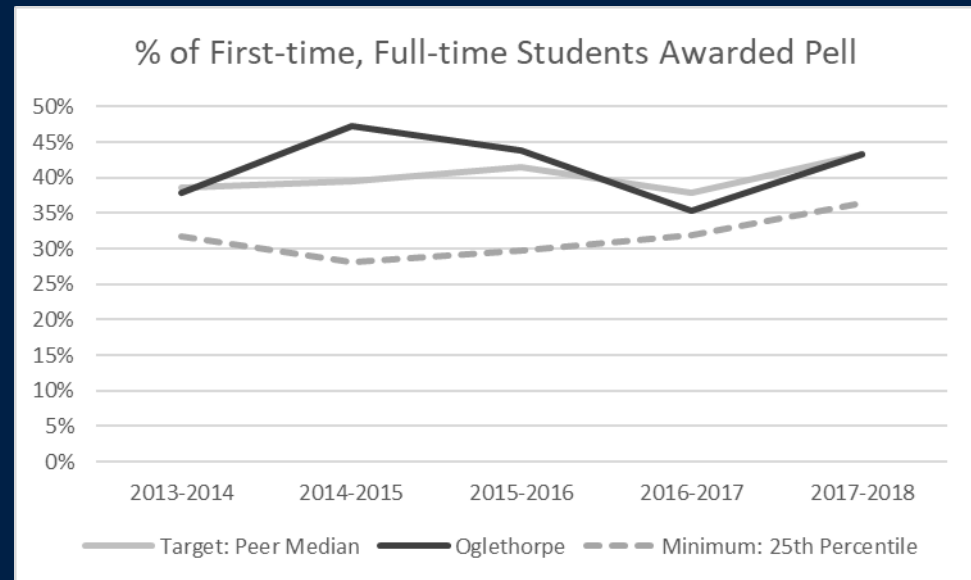
For Academic Year 2018-2019, 43% of first-time, full-time undergraduates attending Oglethorpe University were awarded Pell grants. Oglethorpe seeks to enroll a diverse population of students each year with regard to economic background. The mean new student Pell population at Oglethorpe's peers is 41%, and the median is 43%. In order ensure economic diversity, Oglethorpe would like to have an incoming cohort of students who are awarded Pell at a minimum is at the 25th percentile compared to peers, and a target the peer median.

Minimum: 25th percentile (currently 36% Pell)

Target: Peer median (currently 43% Pell)

Actual: 43% Pell

For the latest available data in 2017-2018, Oglethorpe met the minimum and achieved the target.



Student Performance (GR)

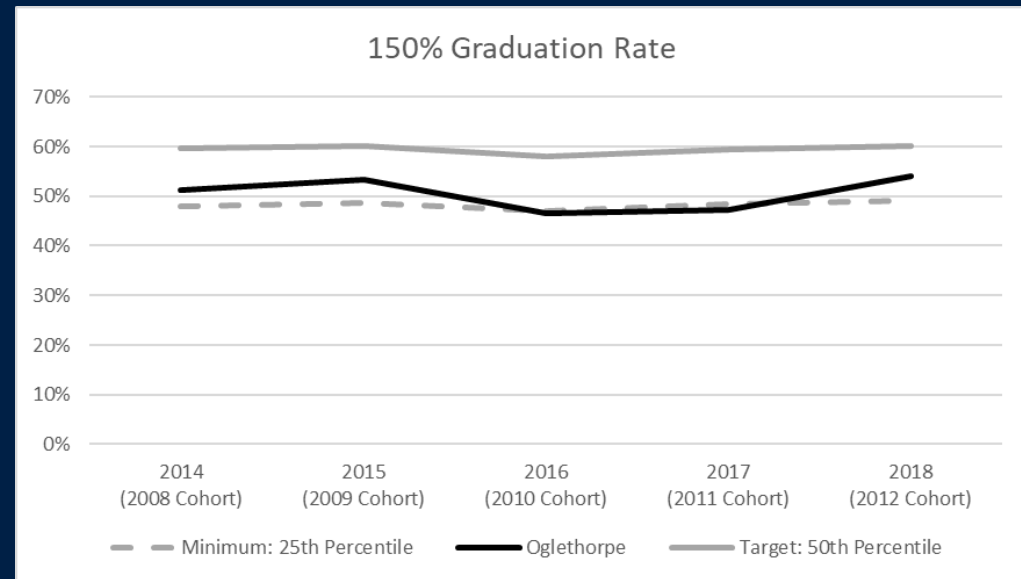
The six-year graduation rate represents students who enrolled as first-time, full-time students six years earlier and completed their undergraduate degrees within 150% of the traditional 4-year time frame. Over the last five years, Oglethorpe's graduation rate has ranged from 47% to 54%. Oglethorpe Peers have ranged from 29% graduation rate to 75% over that same time period. Oglethorpe sets its minimum threshold based on the 25th percentile and its target as being in the 50th percentile of its peers each year.

Minimum: 25th Percentile (currently 49%)

Target: 50th Percentile (currently 60%)

Actual: 54% Graduation Rate

For the latest available data in 2018, Oglethorpe met the minimum but missed the target.



Main Takeaway:

We couldn't do SACSCOC reporting
without IPEDS

Questions and Discussion