

**Attention: Information No Longer Current
(Alert archived November 2011)**

Alert #21

Title: NCES Requests Comments Regarding Proposed IPEDS Changes

Prepared: May 2004

Note: The AIR Higher Education Data Policy Committee recommends that you share copies of this Alert with the individuals at your institution who are responsible for the IPEDS Institutional Characteristics, Employees by Assigned Position, Salaries, Fall Staff, Graduation Rates, Finance, and Completion surveys, and the IPEDS keyholder.

Summary

NCES has posted two documents containing proposed changes to IPEDS at:
<http://nces.ed.gov/ipeds/whatsnew.asp>.

Comments and suggestions on the issues and changes included in the document “Technical Review Panels #2, #3, and #5 - Recommend Changes in IPEDS Survey Collection Instruments” are to be submitted by May 20, 2004, to Susan.Broyles@ed.gov. The email subject line should read: Comments on TRP Suggestions for Changes to IPEDS.

Comments on the proposals in the second document, “Technical Review Panel #7 - Recommends Changes in First-Professional Degree Classification” are to be submitted to Jeff Weber at jweber@cpe.state.in.us by May 15, 2004. The subject line should read: First-professional TRP - Proposal comments. Copies of your email should also be sent to Susan Broyles at Susan.Broyles@ed.gov.

Current Status

During 2003 and early 2004, NCES convened several Technical Review Panel meetings to address various IPEDS issues. The panel participants made a number of suggestions for changing the IPEDS survey forms and for adding additional programs to the classification of first-professional degrees.

The proposed changes for the Institutional Characteristics (IC) Survey include revising the way information about accreditation is collected, specifying the time period covered for applications data, removing the threshold that determines whether institutions report SAT/ACT scores (thus requiring this information from all institutions), and eliminating most of the questions regarding special opportunities and student services. The major change proposed for the IC Survey is to

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add the collection of “early estimates” of fall enrollment data so they will be available prior to the official count collected in the spring.

It is suggested that NCES merge the Employees by Assigned Position, Salaries, and Fall Staff surveys into one large survey with three main sections. Additional changes to the employee data may include expanding the category of medical schools in the EAP component to include dental schools, veterinary schools, etc., and reinstating reporting of tenure status by rank in the Salaries component.

Proposed changes to the Enrollment Survey include collecting information on students who transfer into the institution, collecting residence of first-time students only from degree-granting institutions, and limiting the collection of information on the Total Entering Class to those institutions that use a fall cohort for reporting graduation rates and student financial aid.

It is suggested that less than 2-year institutions no longer report transfers out or breakdowns by gender and race/ethnicity in the Graduation Rate Survey (GRS), and that a line be added to the GRS to collect data on the number of students in the cohort who are still enrolled as of the status date.

The panels suggested making the Finance Survey available in the Winter and the Spring collection and no longer requiring private for-profit institutions to report Balance Sheet Information and Statement of Changes in Equity.

TRP Panel #7 suggested that NCES revise the definition of first-professional degree programs, and include additional degree programs from the Classification of Instructional Programs. The new definition would be:

An award that requires postsecondary study of the basic body of knowledge and skills required to function as an entry-level professional in certain fields specified for reporting purposes by the U.S. Department of Education. These awards require the completion of a program that meets all of the following criteria: completion of the program provides the academic prerequisites necessary for licensure in a recognized profession; the program requires at least 3 years of postbaccalaureate study; and the degree is awarded after a period of study such that the total registered time to degree, including both pre-professional and professional study, equals at least 6 full-time equivalent academic years.

Programs being considered for inclusion as first-professional include audiology, physical therapy, architecture, professional engineering (such as chemical, physical, electrical, and civil), occupational therapy, naturopathic medicine, clinical psychology, social work,

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acupuncture/traditional Chinese medicine, and certain business professions (such as financial planning, master of accounting, brokerage, actuary).

Implications for Institutions

The proposals include some changes that would decrease reporting burden for at least a subset of the reporting institutions while other changes may increase burden. These suggestions should be carefully reviewed by the individuals responsible for each of the IPEDS surveys. The IPEDS keyholder may wish to coordinate the institution's responses to NCES. .

Timeline

Comments and suggestions on the issues and changes to IPEDS must be submitted by **May 20, 2004**, to Susan.Broyles@ed.gov. The email subject line should read: Comments on TRP Suggestions for Changes to IPEDS.

Comments on the proposals in the document, "Technical Review Panel #7 - Recommends Changes in First-Professional Degree Classification" are to be submitted to Jeff Weber at jweber@cpe.state.in.us by **May 15, 2004**. The subject line should read: First-professional TRP - Proposal comments. Copies of your email should also be sent to Susan Broyles at Susan.Broyles@ed.gov.

Implementation dates for the proposed changes to IPEDS have not been specified. Pending receipt of comments from the higher education community and concurrence with this proposal, NCES would like to implement the new definition for reporting first-professional degree and enrollment information with the Fall 2005 data collection. As with all changes to IPEDS, the reporting in the first collection year would be optional, but reporting in the second year would be mandatory.

Additional Resources

Comprehensive information about IPEDS: <http://nces.ed.gov/ipeds>

Proposed changes to IPEDS: <http://nces.ed.gov/ipeds/whatsnew.asp>

Minor changes implemented in 2004-05 IPEDS collection:
<http://nces.ed.gov/ipeds/pdf/webbase2003/changes0405.pdf>

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Coordinated by the Higher Education Data Policy Committee. All opinions expressed herein do not necessarily reflect the official position of the Association for Institutional Research.

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