

Advisory Committee on Information Resources
July 12, 2005
9:30 a.m.

Members Present

Ms. Mim Armour
Ms. Betty Boatwright
Ms. Kim Davis
Ms. Nancy Floyd
Dr. Tom Higerd
Mr. Mac Kirkpatrick
Dr. Carol Lancaster
Ms. Shelly Lang
Ms. Chris Mee
Dr. James Myers
Dr. Charlene Wages
Ms. Catherine Watt

CHE Staff Present

Ms. Camille Brown
Ms. Julie Carullo
Ms. Alyson Goff
Ms. Sherry Hubbard
Ms. Lane Jeselnik
Mr. Rao Korrapati
Ms. Rene' Perry
Dr. Mike Raley
Ms. Stephanie Reynolds
Ms. Sandra Rhyne
Ms. Karen Wham
Dr. Karen Woodfaulk

Other Institutional Personnel

Ms. Stacy Boyd
Ms. Jackie Brooks
Ms. Bridget Burless
Ms. Debbe Daughtry
Dr. Martha Davis
Ms. Mary Gunn
Ms. Jodi Herrin
Ms. Lucy Hinson
Dr. Braden Hosch
Ms. Shirley Jackson
Ms. Star Kepner
Mr. Chris Marino
Dr. Martha Moriarty
Ms. Sandra Morris
Ms. Phyllis Myers
Mr. Tom Nelson
Mr. Charles Parker
Ms. Rose Pellatt
Ms. Jennifer Pruitt
Ms. Tina Reid
Ms. Camille Roberge-Myers
Ms. Mary Beth Schwartz
Dr. Jacqueline Skubal
Ms. Yvette Alston Smith
Ms. Anna Strange
Ms. Sheryl Turner-Watts
Mr. Robert Wannamaker

The Advisory Committee on Information Resources (ACIR) met in the conference room of the Commission on Higher Education on July 12, 2005 at 9:30 a.m. Ms. Brown called the meeting to order. Ms. Brown asked all the members present to introduce themselves. There were no corrections to the minutes from July 7th, 2004.

Ms. Brown turned the floor over to Ms. Lynn Metcalf, who presented the IPEDS workshop. Ms. Metcalf went over the IPEDS schedule for the year. Ms. Metcalf explained to new IPEDS coordinators that although the IPEDS web site stated enrollment could be submitted in fall or spring that South Carolina institutions must submit enrollment in the winter. Ms. Metcalf then gave an explanation for the IPEDS Caveats/Edit Explanations. She presented sample edit explanations and noted that it is very important to check explanations carefully and call the IPEDS help desk whenever necessary. If IPEDS has a problem their help desk will contact your institution's keyholder. So it is very important to keep your keyholder information up-to-date.

Next Ms. Metcalf discussed IPEDS noncompliance. All institutions that accept federal funding must complete the IPEDS surveys. Noncompliance with this requirement will result in huge penalties and fines. She further explained that compliance included filling in every box on every form required by IPEDS.

Next she discussed the major changes and frequent issues of institutional characteristics. Currently all schools must submit SAT/ACT scores. They have eliminated the 60% criteria. They are also no longer going to collect your accreditation information. A link will be placed onto the COOL website to the OPE website. She went to the COOL website and guided the group through that link. In the Institutional Characteristic survey for 2005-2006 a total column has been added for those institutions that do not have data by gender. IPEDS is also now requiring a preliminary early estimate of fall enrollment on the institutional characteristics. It is required this year. It is understood the early estimate and final fall enrollment reported later will probably be different. It is to be reported by level and status (full-time or part-time) and the totals will be calculated. Ms. Metcalf addressed the issue of reporting wrong information in the institutional characteristics (screening questions) and the ripple effects throughout all the IPEDS forms. For example, selecting the wrong calendar system makes it difficult to correct data. So it is best to verify what is being entered before saving it.

Fall enrollment has changed by having another column added for degree-granting institutions. This will divide other degree/certificate seeking students into: transfer into the institution, other degree/certificate-seeking students and full-time/part-time. Ms. Brown stated that the public institutions will not have to fill that in – it can be generated from CHEMIS data and filled in for the institutions. This year, using CHEMIS data, the system will generate an FTE. An institution can go in and change the FTE if the generated FTE is not satisfactory. It should, however, be very close to the generated FTE. Ms. Brown stated that the technical colleges might want to re-evaluate their FTE because the CHEMIS data that will be uploaded to IPEDS does not include continuing education and should be included in the FTE.

For the 2005-06 year, IPEDS will be merging Employees by Assigned Position, Salaries and Staff in to one component with three sections. The sections will be determined by how you report on the EAP and IPEDS will carry forward as much data as possible to subsequent sections. Some institutions have difficulty reporting faculty because of the unclear definition of faculty. IPEDS has presented a solution by clarifying the definition of the term “faculty”. The faculty definition along with new form will be available on the IPEDS website the end of July.

IPEDS is also going to expand the definition of a medical school to include the comment that a medical school grants MD’s and OD’s. This will help eliminate generating reports for institutions that have medical type programs but are not medical schools.

Ms. Metcalf also addressed student financial aid questions and issues. NCES does not want included any aid that doesn’t fall into the four categories. Also institutions should reconcile their data so that the number of students on page one and two, should agree. The finance data can now be reported in winter or spring but must be locked by the end of spring. Because of so many problems, AIR is working on a tutorial for all IPEDS forms. A beta version of the tutorials can be found on AIR’s website at <http://www.airweb.org> .

Ms. Metcalf explained that frequently users have difficulty translating information from their financial statement to the IPEDS survey, report negative revenue or expense or report “0” discounts and allowances applied to tuition/fees. On the graduation rate survey, users frequently have trouble with reporting no completers (0% graduation rate) and all completers (100% graduation rate). There also is some confusion between athletic sub-cohorts and regular cohort. Whenever there is confusion, it is best to contact the IPEDS help desk and seek guidance.

There will not be a Peer Analysis System (PAS) workshop this year, unless enough interest is generated to put one together. New in PAS is in the College Affordability Index and the College Affordability Risk Indicator. Previously the system calculated a Peer group and now the Peer group can be uploaded by the institution. There are four new report templates available on the PAS system. There are also other tools available for use; the IPEDS Data Analysis System (DAS) is a table generator that creates tables using 2002 IPEDS data. This table generator is available for use at <http://www.nces.ed.gov.dasol/> .

Next the IPEDS unit record feasibility study was discussed. Ms. Metcalf informed the group that if the unit record data collection became a reality, NCES was considering using a bar code system to identify students.

Ms. Metcalf stated that IPEDS still is not giving a date when the codes will change for racial/ethnic categories.

The floor was opened to questions and Ms. Star Kepner asked how other institutions were responding when students left race blank on their application. Ms. Metcalf stated that the

new IPEDS categories were suppose to help alleviate that problem by providing more specific categories. Ms. Catherine Watt pointed out that there is a difference between other and unknown race. Right now there is no “other” category.

Ms. Metcalf then went over “Tips for New Keyholders”, see handout on web site. <http://www.che.sc.gov/Finance/Chemis/ACIRMain.htm>

There was a group discussion about the impact of the College Affordability Risk Indicator and how that will impact the colleges and universities.

Next Ms. Brown turned the floor over to Ms. Julie Carullo for a discussion on Performance Funding and Legislative Updates. Ms. Carullo pointed out that in June at the Commission Meeting there was a recommendation adopted by the commission to carry forward the scores that were approved in June for use in any allocation methodology that might be adopted for the coming year. The data would continue to be reported under CHEMIS, IPEDS and institutional effectiveness. There are a couple of pieces of data that are unique to performance funding and won't have to be reported this year. They are listed on the second page of the hand out. The recommendation adopted by the commission is related to the work that the presidents have been doing with revisions to the accountability process. They would like to place an emphasis on that work first and then get the legislature to make changes before we either have to make some changes to performance funding as we've been doing, or start on the path of a new accountability system.

Ms Carullo noted on the mission statements there has been a change. The institutions still need to report these to the commission for approval through academic affairs. In the July ACAP meeting the committee is considering recommendations to revise the policy on the approval process. Next Ms. Carullo discussed the state agency accountability report. The legislature sent out letters to the president's of each institution explaining that those reports would not have to be completed this year but the expectation would be that the institutions will report beginning next September. There was a question if training would be available to complete the reports. At this point, there has not been any training schedule; however, once the legislature decides exactly how they want the report, the Commission will share that information. The instructions should go out in June with the report being due in September. We hope to have more information by December of this year to share with the institutions. This report is separate from the report the governor requires that is based on activity of inventory for his development of the budget. The timeframe for that report is end of July or sometime in August.

Ms. Carullo moved to the next topic, legislative updates. See the handout labeled legislative updates on the web site <http://www.che.sc.gov/Finance/Chemis/ACIRMain.htm> . Topics discussed were the budget, the state electronic library, education and economic development act, regulatory relief, and research innovation centers. Other significant changes were changes in leadership in the house. On June 2, the House elected Representative Bobby Harrell as the new speaker beginning June 21. Dan Cooper was elected Chair of Ways and Means.

Next Ms. Brown turned the meeting over to the scholarship group. Ms. Sherry Hubbard began by updating the group on the changes to the Palmetto Fellows Scholarship. The first change was Act 162 and the definition of eligible institutions. This change in legislation amends the eligibility to include Bob Jones University. The next change deals with eligibility criteria and how students qualify for the scholarship. The alternative criterion to qualify for the scholarship removes the rank and increases the SAT/ACT requirements (1400 SAT/32 ACT and 4.0 cumulative GPA). If the students are using rank as part of their criteria for qualifying for the Palmetto Fellows scholarship, they are now allowed to round the top six percent of class to be whole number of students when calculating percentage. (Rounding up)

Ms. Sandra Rhyne was introduced and discussed the changes in the LIFE scholarship. Act 162 also amended the definition of eligible institutions for the LIFE scholarship. This change in legislation amends the eligibility to include South University. The big change with LIFE scholarship amends eligibility criteria. The new eligibility criteria allow students to use grades from all eligible institutions in the GPA calculation for the LIFE scholarship. Eligible institutions will be regionally accredited public or private institution, both in-state or out-of-state, or an institution from which transfer credit is accepted. Grades that cannot be included in the GPA are remedial courses, continuing education, or non-degree courses. Also in the LIFE GPA handout are the steps on how to calculate the LIFE GPA. See the handout on our web site for details:

<http://www.che.sc.gov/Finance/Chemis/ACIRMain.htm> A question from the audience regarding GPA hours, “Is there a difference between attempted hours and GPA hours? Because we would not want to calculate a grade of ‘W’ into a student’s GPA, correct?” Ms. Rhyne agreed that there was a difference. Next Ms. Rhyne discussed another change in the LIFE scholarship which allows military personnel and their dependents to be eligible for the LIFE scholarship if they were residents of SC and if they paid SC income taxes during the majority of the years of service.

Ms. Karen Wham discussed the changes for the Lottery Tuition Assistance program. Act 48 of 2005 exempts certain students who are not eligible for Federal Financial Aid from completing the FAFSA; they only need to provide documentation that they are ineligible to receive federal aid.

In addition, Act 95, allows visual and hearing impaired or multi-handicapped students to receive the Palmetto Fellows, HOPE or LTAP funds to attend an out-of-state institution that specializes in the student’s impairment. This is the only circumstance where a student can take one of these scholarships out-of-state.

Next Ms. Brown went through a new procedure for uploading institutional facilities, faculty and course data. For complete instructions on this procedure, see the handout on our website. <http://www.che.sc.gov/Finance/Chemis/ACIRMain.htm> The old process will still work for a while.

Ms. Brown then led the discussion on the combining of the three faculty forms (fall staff, faculty/salary and EAP). Ms. Brown asked for the perspective of the group on the collection of the faculty data to help in the capturing of the EAP information. After some discussion amongst the group Ms. Brown had two suggestions. In looking at the faculty file layout and the definition of primary responsibility, on the codes for primary responsibility the only code that is not included is “Instruction combined with Research and/or Public Service”. Ms. Nancy Floyd pointed out that IPEDS preferred that the institutions not use that code (technically everyone they hire could go in that category). Ms. Brown’s other suggestion was to just add a flag to the faculty file to include the administrator, etc. The group decided to leave the definitions “as they are” and then revisit them when the IPEDS instructions are published and make an assessment at that point.

The next item of discussion involves some new enrollment edits. Ms. Brown proposed adding an edit that would check registration status 7 (special), 8 (transient), or 9 (high school student taking college courses) and a degree level must equal 14 (non degree seeking). Also if the registration status equals 4 (first time transfer), 5(readmit) or 6 (continuing) then degree level must not equal 14 (non degree seeking). The group agreed that there were no problems in adding these edits. The group then looked at the IPEDS changes to compare it with what is currently being reported. In the other degree/certificate seeking undergraduate’s category, the only change needed is to take the unclassified undergraduate, if they are degree seeking, and add them to this category. So they will no longer be reported in the non degree seeking undergraduate category. The only public institution affected will be SC State University. The group was agreeable to these changes also.

The question arose, “How does an institution differentiate from part-time Emeritus faculty and general part-time faculty?” It was decided that this needed to be differentiated and that some type of definition needed to be added to tenure.

Ms. Brown let the group know that the commission’s website would be new and updated soon.

Included in the handouts was an updated schedule for CHEMIS reporting dates for Fall, Spring and Summer. This was briefly reviewed.

The meeting adjourned at 11:50 a.m.