

Independent Institutions' Information Resources Committee
July 20, 2005
9:30 a.m.

Members Present

Mr. Dan Beasley
Dr. Erin Bentrin-Tapio
Ms. Carol Bickley
Mr. Glenn Blank
Ms. James Byrd
Ms. Dorothy Cheagle
Ms. Clarissa Davis
Mr. Randy Dill
Mr. Paul Garrett
Ms. Christine Goforth
Mr. Jack Hamilton
Mr. Brad Kauffman
Mr. Abu Khan
Ms. Cheryl Knight
Mr. Wayne Landrith
Mr. Rock McCaskill
Mr. Frank Mitchell
Ms. Diana O'Bryan
Ms. Susan Peck
Ms. Leticia Ramlal
Dr. Mary Gene Ryan
Ms. Judy Smith
Ms. Tracy Spires
Ms. Joyce Straiter
Mr. Dan Summy
Mr. Christopher Weldon

CHE Members Present

Ms. Camille Brown
Ms. Julie Carullo
Ms. Alyson Goff
Ms. Sherry Hubbard
Ms. Stephanie Reynolds
Ms. Sandra Rhyne
Ms. Karen Wham

The Independent Institutions' Information Resources Committee (IIIRC) met in the conference room of the Commission on Higher Education on July 20, 2005 at 9:30 a.m. Ms. Brown called the meeting to order. There were no corrections to the minutes from July 9th, 2004.

Due to a change in Ms. Lynn Metcalf's schedule, Ms. Brown immediately turned the floor over to Ms. Metcalf, to present 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 their 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. The help desk looks at all the caveats and explanations during their migration review of the data. If IPEDS has a question, their help desk will contact your institution's keyholder. So it is very important to keep your keyholder information up-to-date. Explanations need to be very detailed; explaining why the data is correct even if there is an error is needed.

Next, Ms. Metcalf discussed IPEDS noncompliance. All institutions that accept Title IV federal student aid 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. All schools must submit SAT/ACT scores. They have eliminated the 60% criteria. No longer will accreditation information be collected on institutional characteristics. A link will be placed onto the COOL website to the Office of Postsecondary Education (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, and it is understood the early estimated enrollment number will be different from the fall enrollment reported to IPEDS in the winter. It is to be reported by level and status (full-time and part-time) and the totals will be calculated. Ms. Metcalf addressed the effect of reporting wrong data in the institutional characteristics (screening questions). An inaccurate response to a screening question affects how data can be corrected. So it is best to verify what you are entering before you save it.

On fall enrollment a column is being 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. This year on fall enrollment, the system will generate an estimated FTE but an institution can change the FTE if the generated FTE is not satisfactory. It should, however, be very close to the generated FTE and only include credit bearing instructional activities.

For the 2005-06 year there will only be one human resources component versus the three that were to be completed in the past. IPEDS will be merging Employees by Assigned Position, Salaries and Staff in to one component with three sections. The sections will be determined by what is reported on the EAP. IPEDS will carry forward as much data as possible to subsequent sections. The new form and the instructions will be available on July 27th. Some of the problems were associated with the definition of faculty – they were inconsistent across sectors and across institutions. They are requiring you to use the IPEDS categories and definitions for faculty. They have also removed faculty salaries with less than 9 month contracts. That faculty data will still be counted but no salary data will be reported.

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

IPEDS will require institutions with fewer than 15 employees to complete a short staff survey.

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. (They report negative revenue or expense and report "0" discounts and allowances apply to tuition/fees.) The correct form to be used for private institutions is the FASB and public institutions use GASB. 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/> .

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.

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

At this time, Ms. Brown proceeded to give the group an update on CHE activities. CHE will be updating their firewall and implementing fax to email. From a software perspective, the automatic upload of data for the public institutions for three components

that the public institutions send us (facilities, course, and faculty) is almost ready. Public institutions send all their data via a text file which is easier to upload than an Excel file. The programming has begun for the Excel process of uploading a file and we hope to have it ready by spring. Disbursement data will be uploaded through the browser. Each representative introduced themselves and briefly discussed their current activities.

Next Ms. Brown turned the floor over to Ms. Julie Carullo for a discussion on Legislative Updates. The first thing she mentioned was the scholarship programs, specifically that there was not a lot of new money put into the need-based program. Tuition grant funding remained level for this year while the other scholarship programs did see increases in funding. See the handout labeled legislative updates on the web site <http://www.che.sc.gov/Finance/Chemis/ACIRMain.htm> . She pointed out that from a data perspective the institutions will probably be getting more requests for information on graduation rates. House bill 3155 touches on higher education because there will be some restructuring of teacher education programs and transfer between high school and college.

Also impacting the independent institutions is the Higher Education Excellence Enhancement program. This program started a few years ago and is funded with lottery funds. Initially, any of the institutions with 60% Pell Grant recipients were eligible for money. The legislation has narrowed the definition for that program and it now applies to independent colleges and universities who have 60% or more Pell Grant recipients and have had this level for the past 3 or 4 years.

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.

Ms. Brown asked Ms. Carullo to give the group some details on the virtual library. For several years the higher education community has been trying to get funding for a statewide electronic library that will provide access for campuses across institutions for different journals and database collection. It was funded initially with two million dollars the year before with non-recurring state funds. Funding for this project came from Lottery funds. Next year our hopes are to get the general assembly to put those funds for that program into recurring dollars so it can be an ongoing initiative. We know this greatly enhances all the libraries and allows from the smallest institution to the largest institution to access the same information and save a tremendous amount of money.

Ms. Carullo then went online and demonstrated the IPEDS data tools. She gave the group examples of how the institutions' IPEDS data is being used. She demonstrated how parents and students can access the COOL website and get valuable information regarding institutions. She also demonstrated some of the reports on the Peer Analysis system and how to download the report. Some of the groups using the IPEDS data are National Center for Education Management Statistics. This site is accessed by www.higheredinfo.org . The measuring up report that goes to congress every two years tries to give the nation a feel for where higher education is in terms of preparation of

students, affordability and accessibility as well as many other categories. Another group, the education trust, focuses is on graduation rates. www.collegeresults.org This site uses the IPEDS data to compare graduation rates broken down by your institution compared to the cohort institutions that were selected.

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 by the institution. Grades that cannot be included in the GPA are remedial courses, continuing education, or non-degree courses. In the LIFE GPA handout are 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 was taken from the audience regarding GPA hours, "If a student takes a course twice, do you count both attempts of the course in the GPA?" Ms. Rhyne stated that on the LIFE GPA it is dependent upon the policies of the institution. 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. There was a question regarding eligible institutions. Ms. Rhyne stated that the institution has to be regionally accredited.

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 filing 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 fund 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.

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 changed to compare it with what they currently do. 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 group was agreeable to these changes also.

Ms. Brown pointed out the form attached in the hand-outs to help with enrollment upload. The form is a spreadsheet for the institutions to fill in for Part E and F. Ms. Brown briefly went over what needed to be filled in on the spreadsheet.

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 11:45 a.m.