

# Practical Uses of IPEDS Data

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# ASA IPEDS Research

- ▶ NEA
- ▶ AFT
- ▶ AASCU
- ▶ Bill & Melinda Gates Foundation
- ▶ Community College Research Center
- ▶ NPEC Research Papers
- ▶ IPEDS HR Data Quality Study

# IPEDS-HR

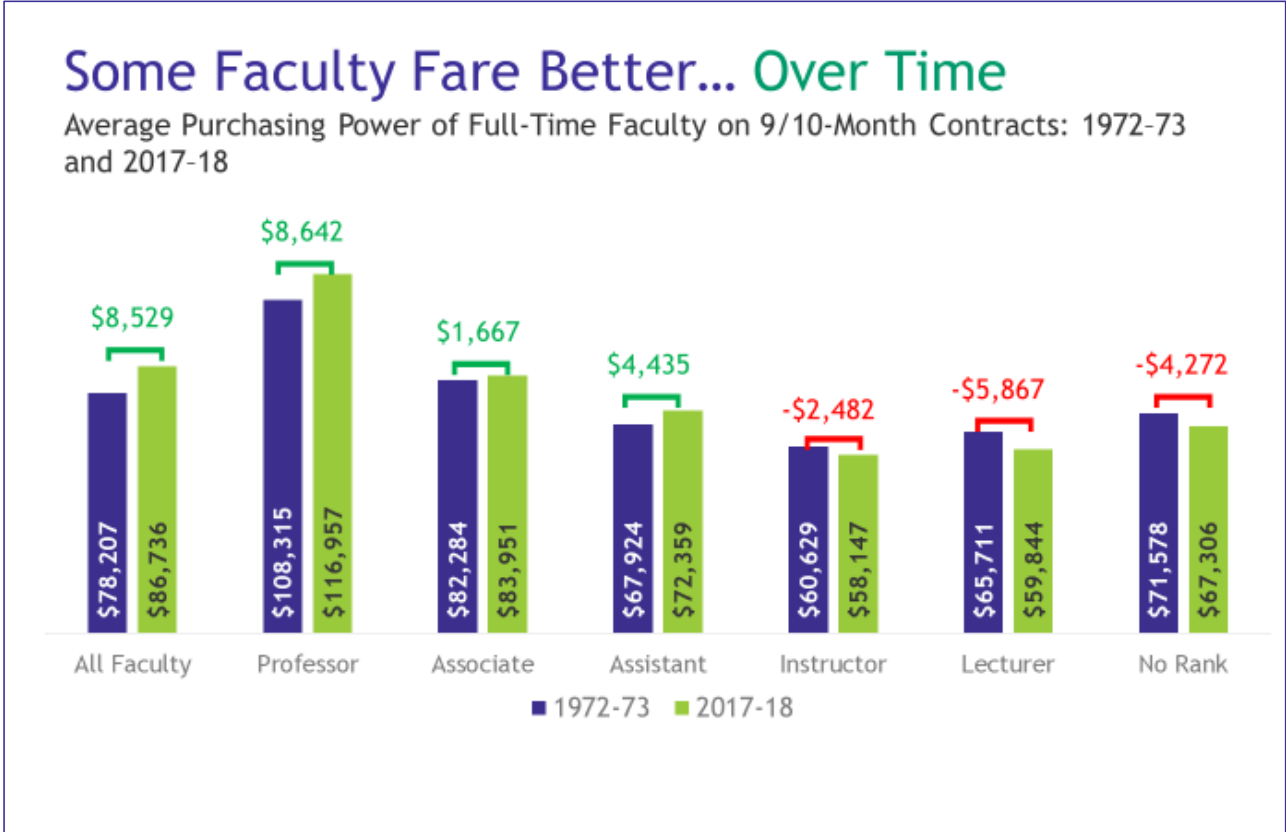
Analysis of faculty/staff composition & salaries for publications/presentations

NEA Higher Education Advocate  
VOL. 37, NO. 1 MAY 2019  
THE SPECIAL SALARY ISSUE 2019

## Faculty PAY

Feeling flush? This year's special salary issue, a project of NEA Higher Ed, shows the purchasing power of an average, full-time faculty member in the U.S. in 2017-2018 reached its highest point in five decades. But these gains have not been applied evenly. Because of limitations in the data available, this report focuses on full-time faculty salaries. Contingent and adjunct faculty, who represent the majority of U.S. faculty, are far less likely to earn a living wage. Women continue to earn less than male colleagues, although the difference is closing in some ranks and sectors. Faculty at historically black colleges and universities (HBCUs) also are seeing a growing gap between their salaries and those at other land-grant institutions. But what the report also shows clearly is that there is a path to repairing these disadvantages. It's your union. Faculty at unionized institutions earn more, on average, than those at non-unionized institutions—and they can control the terms of their working conditions. Now is the time to organize.

Illustration: iPhor



# IPEDS-HR | Types of Analysis

- ▶ Salary & purchasing power trends and comparisons by gender, state, rank, institutional level & control, HBCUs, land grant institutions, unionized/non-unionized institutions
- ▶ Trends in composition of faculty & staff
- ▶ Erosion of tenure
- ▶ Trends in appropriations versus salaries, expenditures on instruction and other expenditure categories

## Some Faculty Fare Better... Land-Grant Institutions

Faculty purchasing power for Land Grant Institutions: 1995-96 to 2015-16



# IPEDS: All Surveys



MORE NEA WEBSITES

College and University Data Analysis System

# CUDAS

[Home](#) | [CUDAS Data](#) | [Help](#) | [Contact](#)

[www.cudas.org](http://www.cudas.org)

- ▶ Easy-to-use data search and reporting tool.
- ▶ Features peer grouping tool.
- ▶ Includes pre-created figures on key topics.
- ▶ Source: US Department of Education IPEDS data.

# CUDAS | 10-20 Years of Data

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Faculty salaries

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Institutional finances

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Non-instructional staff

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Enrollment

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Completions

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Student finances

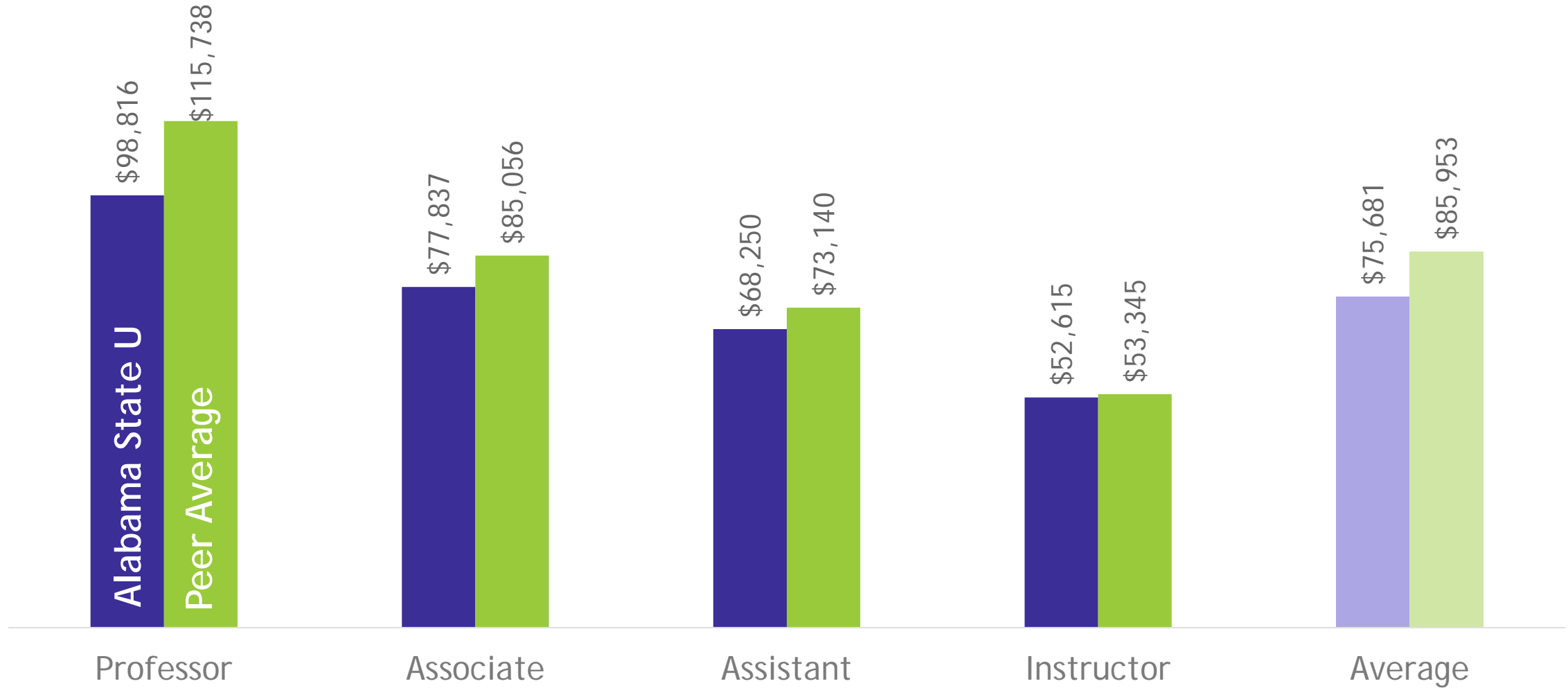
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Tenure

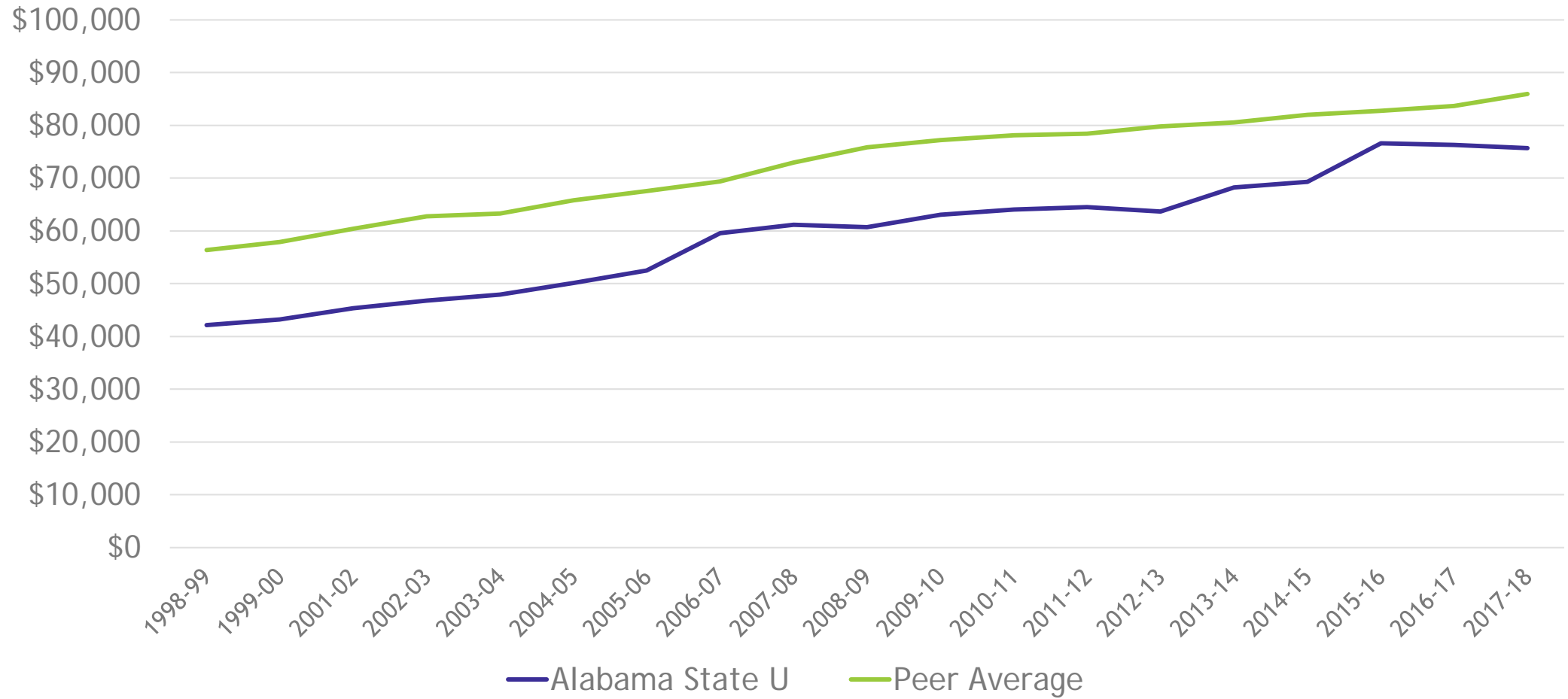
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Disinvestment indicator report

# A Picture is Worth a 1,000 Words ... Average Faculty Salaries, 2017-18



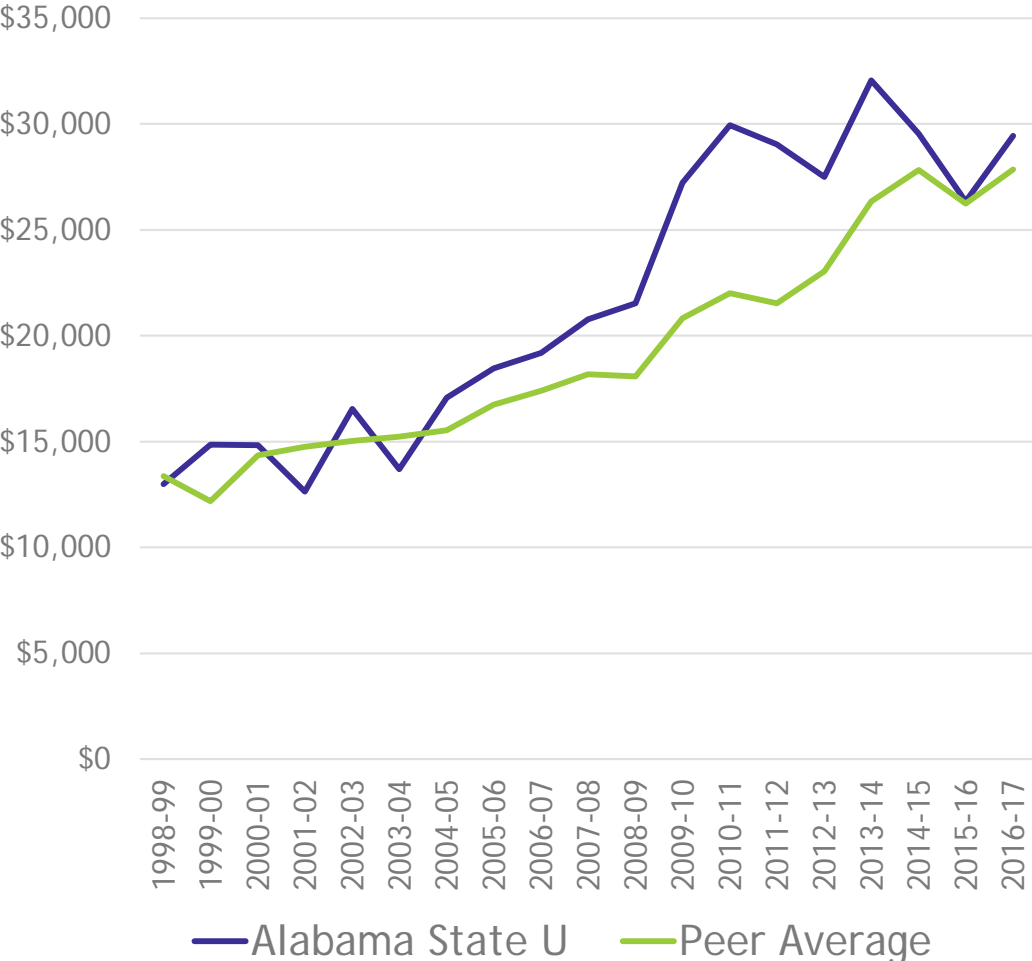
# Average Salary Trend



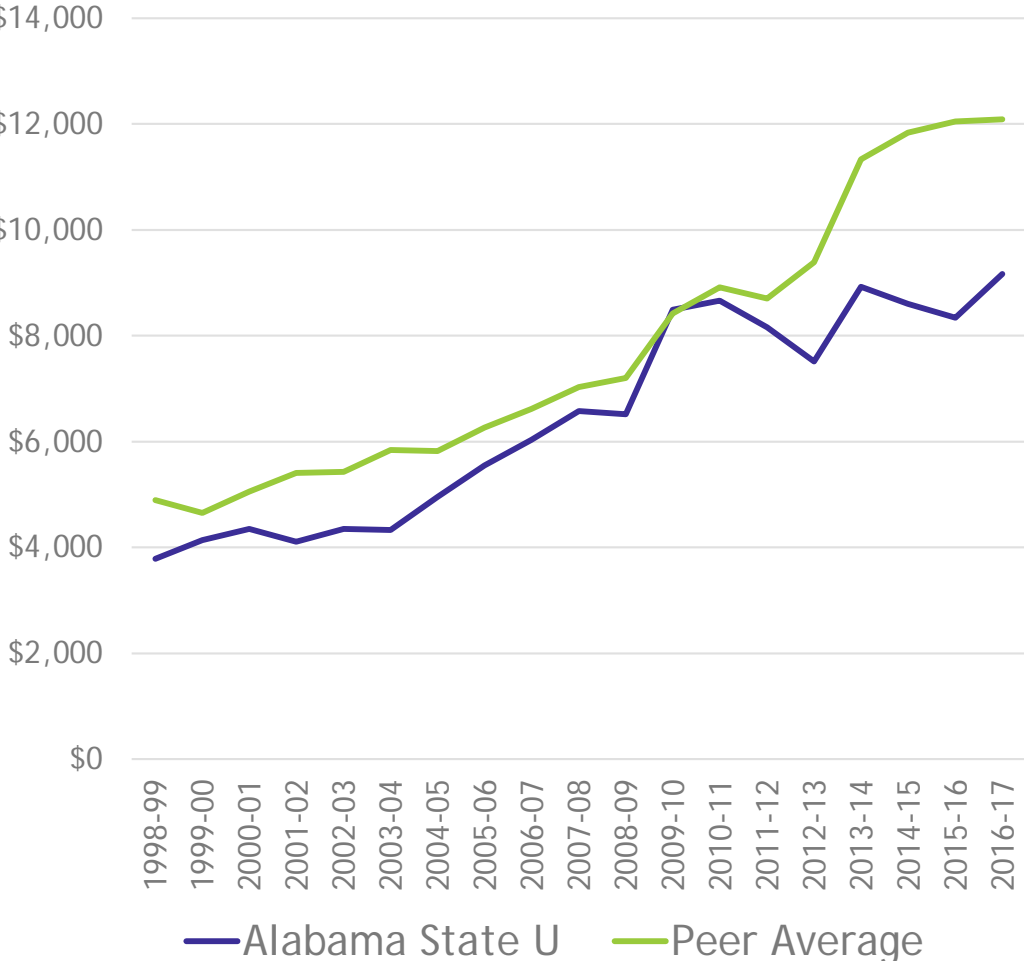


# Trends: Expenditures per Student

## Operating Expenditures/FTE



## Instructional Expenditures/FTE



# The AASCU Story

Taps into a compendium of IPEDS data to tell the association's story.

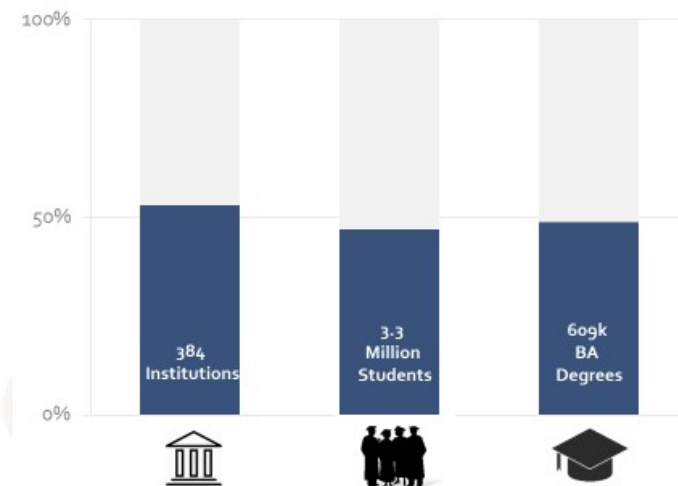
- Students (Pell, transfer, URM)
- Degrees, grad rates, outcomes
- Share of enrollments & degrees
- Finances (doing more with less; comparable student services expenditures)



•With a membership of 384 institutions and 37 system offices in the US and US territories\*, AASCU institutions comprise **53% of the nation's 725 public 4-year institutions**.

•AASCU institutions enroll 3.3 million undergraduate students, or **47% of the nation's public, 4-year undergraduate enrollments**.

•AASCU institutions award about 609,000 bachelor's degrees, or **49% of all bachelor's degrees awarded by public 4-year institutions**.



## The AASCU Reach

\*AASCU also has 3 international member institutions: University of the Bahamas; China Center for International Education Exchange; University of Guyana.

# Non-Instructional Staff | Infographic Report

On average, 17% of ESPs work part-time, but use of part-time staff is uneven across occupations.

- ▶ 1-in-3 academic affairs staff and 1-in-4 sales staff are part-time, which are higher than average.
- ▶ Fewer than 1-in-10 computer/engineering/science, business, and construction and maintenance occupations are part-time, which is much lower than average.

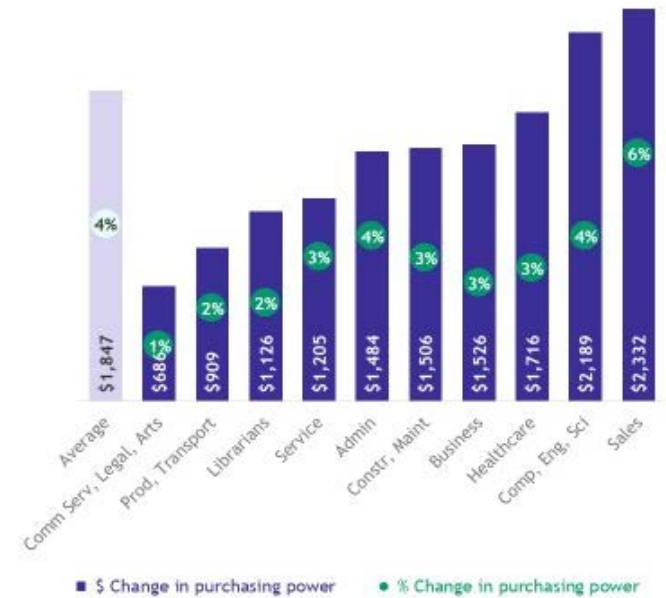


Source: ASA Research analysis of U.S. Department of Education, Integrated Postsecondary Education Data System, Fall Staff Survey data file, 2017.

Staff working in all ESP occupations have felt an improvement in purchasing power (salaries corrected for inflation) over the past 5 years.

- ▶ On average, purchasing power among ESP staff increased \$1,857, or 4 percent, between the 2013\* and 2017 academic years.
- ▶ Staff working in community service, legal and arts professions experienced the smallest increase in purchasing power, both in percentage and dollars - \$686 dollars, or a 1 percent purchasing power increase.
- ▶ Staff in sales professions experienced both the largest percentage and dollar improvement in purchasing power - \$2,332, or 6 percent.
- ▶ Among healthcare staff - the highest paid among ESPs - both the percentage and dollar increase in purchasing power were slightly below average, \$1,716, or 3 percent.
- ▶ The lowest paid ESPs - those working in service occupations, also experienced purchasing power increases less than average among ESPs, \$1,205 and 3 percent.

\*2013 is the first year the US Department of Education collected salary data for ESP staff.  
Source: ASA Research analysis of U.S. Department of Education, Integrated Postsecondary Education Data System, Salary Survey data file, 2013 and 2017.



■ \$ Change in purchasing power    ● % Change in purchasing power

## Faculty Diversity Study

Relationship between change in faculty diversity and graduation rates.

## Disinvestment

Analysis of institutions' expenditure patterns as related to changes in governmental funding and other revenue sources; CUDAS report.

## Student Success Initiatives

Performance metrics & benchmarking; ID potential grantees.

# Additional Studies & Uses

# NPEC: Assessing the Capacity of IPEDS to Collect Transfer Student Data



Search IPEDS



## National Postsecondary Education Cooperative (NPEC)

[Mission/History](#)

[Members](#)

**[Products](#)**

### Products

2018

[The History and Origins of Survey Items for the Integrated Postsecondary Education Data System \(2016–17 Update\)](#) (PDF, 4.19 MB)

[Assessing the Capacity of IPEDS to Collect Transfer Student Data](#) (PDF, 1 MB)

[Making the IPEDS Students Financial Aid Survey Data Meaningful](#) (PDF, 0.54 MB)

[Suggestions for Improving the IPEDS Collection of Graduate Students Data](#) (PDF, 0.70 MB)

# Research Questions

? What undergraduate transfer data are currently available through IPEDS?

? How are undergraduate transfer students defined in IPEDS?

? How do institutions define and report undergraduate transfer students for internal purposes?

? What national data are needed to answer important questions about undergraduate student transfer?

? Are there other reliable sources of undergraduate transfer data?

? After documenting the national need for undergraduate transfer data and limitations of IPEDS, how can the current IPEDS data collection be improved?

# Methodology

## Scan of the relevant literature and datasets

- Emphasis on transfer student data
- IPEDS EF, GR, OM
- National completion initiatives
- Regional datasets

## Interviews with nine institutional and state stakeholders

- Semi-structured protocol
- Range of institution types, state agencies
- Recommended by external advisor

# Transfer Data Sources - IPEDS

GR	OM	EF
<ul style="list-style-type: none"><li>• <b><u>First-time, full-time</u></b>, degree-seeking students.</li><li>• Fall or full-year cohort</li><li>• Dual enrollment students not included.</li></ul>	<ul style="list-style-type: none"><li>• <b><u>First-time, full-time</u></b> degree/certificate-seeking entering students.</li><li>• <b><u>First-time, part-time</u></b> entering.</li><li>• <b><u>Non-first-time, full-time</u></b> entering.</li><li>• <b><u>Non-first-time, part-time</u></b> entering.</li><li>• Dual enrollment students not included.</li><li>• Full-year cohort beginning 2017-2018</li></ul>	<ul style="list-style-type: none"><li>• Undergraduate, degree/certificate-seeking, <b><u>first-time</u></b>.</li><li>• Undergraduate, other degree/certificate-seeking, <b><u>transfer-ins</u></b>.</li></ul>



# Transfer Data Sources - Definitions

	GR	OM	EF	NSC	BPS
<b>Transfer-in</b>	†	A degree/certificate undergraduate entering the institution for the first time but known to have previously attended a postsecondary institution. The student may transfer with or without credit.		Can be computed; no explicit definition.	†
	† Not applicable.				

# Transfer Data Sources - Definitions

	AACC VFA	SAM	CCA
Transfer-in	<ul style="list-style-type: none"> <li>•Earned postsecondary credits after HS at another institution, if enrolling for the first time at your institution.</li> </ul>	<p>Includes transfer-in students in reporting, but does not provide an explicit definition of transfer-in.</p> <p>Transfer-in cohort required for:</p> <ul style="list-style-type: none"> <li>•Full-time AA, BA seeking</li> <li>•Part-time AA/certificate</li> </ul> <p>Optional for:</p> <ul style="list-style-type: none"> <li>•Part-time BA seeking</li> </ul>	<ul style="list-style-type: none"> <li>•"Transfer at entry:" Previously attended a postsecondary institution.</li> <li>•With or without credit/degree award.</li> <li>•Does not include students entering with credit earned in high school.</li> </ul>

# Transfer Data Sources – Definitions

	GR	OM	EF	NSC	BPS
<b>Transfer-out</b>	<ul style="list-style-type: none"> <li>•Did not complete a program and transferred.</li> <li>•Report if mission includes providing substantial preparation for students to enroll elsewhere without completing.</li> <li>•Must document that the student transferred; required to report only students known to transfer to an eligible institution.</li> <li>•If not part of mission, transfer-out reporting is optional.</li> </ul>	<ul style="list-style-type: none"> <li>•Students who have not completed a program or graduated but have subsequently enrolled in any program of an eligible institution.</li> <li>•Report transfer out regardless if the institution has transfer prep as part of mission.</li> </ul>	†	Can be computed; no explicit definition.	<ul style="list-style-type: none"> <li>•Student leaves one institution (the origin) and enrolls at another institution (the destination) for four or more months consecutively without being concurrently enrolled at the origin institution.<sup>12</sup></li> <li>•Transfer status is checked at each follow-up.</li> </ul>

† Not applicable.

<sup>1</sup> This transfer definition does not consider whether course credits were accepted by the destination institution. Students who co-enroll in a second institution without leaving the first institution are not considered to be transfers.

<sup>2</sup> Derived from student-unit data that include information about the date of transfer, the destination program, the type and level of the destination institution, the direction of transfer (4-year to 4-year, 2-year to 4-year, etc.), the time between enrollments, number of transfers per year between follow-ups.

# Transfer Data Sources - Definitions

	AACC VFA	SAM	CCA
Transfer-out	<ul style="list-style-type: none"> <li>•A student enrolling and taking courses at another postsecondary institution after their last enrollment at your institution. The start date of the enrollment at the new institution does not matter.</li> <li>•What is reported: <i>Two-year outcome</i>: Number of students in the two-year cohort who have not earned a formal award (e.g., AA or certificate) from your institution by the end of two years but have evidence of transferring to another institution by the end of the second year. <i>Six-year outcome</i>: Number of students in the six-year cohort who have evidence of transferring to another institution by the end of their sixth year. Students who have not earned an award and those who earned a certificate or AA are considered to have transferred if there is an enrollment at another institution.</li> </ul>	<ul style="list-style-type: none"> <li>•BA Seeking: Transferred/graduated from one or more subsequent institution; transferred/are still enrolled at a subsequent institution.</li> <li>•AA/Certificate Seeking: Transferred to one or more subsequent institution (includes students who transferred and are still enrolled, graduated, or whose status is unknown).</li> <li>•What is reported: Six-year for full-time BA seeking and AA/certificate seeking cohorts; ten-year outcomes for part-time BA seeking cohorts.</li> </ul>	<ul style="list-style-type: none"> <li>•Number of students from two-year colleges who enroll at a four-year institution of higher education.</li> <li>•What is reported: Four-year outcomes.</li> </ul>

# Transfer Data Sources - Definitions

	WICHE	SREB	MHEC	NEBHE
Transfer-in	†	<ul style="list-style-type: none"> <li>• Entering undergraduates for fall terms.</li> <li>• Includes full-time and part-time, degree/certificate- and non-degree-seeking;</li> <li>• Includes students who initially attended the prior summer term and returned again in the fall.<sup>1</sup></li> </ul>	†	†
Transfer-out	†	<ul style="list-style-type: none"> <li>• Student who leaves the institution in which s/he is included in the cohort and enrolls at another institution.</li> <li>• Documented by fall of year 2 from the cohorts, within 150 percent of normal time.</li> </ul>	†	†

† Not applicable.

<sup>1</sup>Included in cohort, but not disaggregated in report.

# Transfer Data Sources

	GR	OM	EF	NSC	BPS
Disaggregate	<ul style="list-style-type: none"> <li>•Race/ethnicity</li> <li>•Gender</li> <li>•Gender and race/ethnicity</li> <li>•New in 2016: Pell Grant and Subsidized Stafford loan recipients.</li> </ul>	<ul style="list-style-type: none"> <li>•Pell Grant receipt (new in 2017-18).</li> <li>•Full- and part-time attendance (based on first term of attendance).</li> <li>•First-time versus non-first-time.</li> <li>•Data are collected for combinations of the disaggregations above, e.g., the number of first-time, full-time, Pell recipients can be analyzed.)</li> </ul>	Full- and part-time students.	<ul style="list-style-type: none"> <li>•Required: Enrollment Status; Date of birth; Class/level; First-time, full-time degree/certificate seeking undergraduate flag; Degree-seeking; Gender; Race/ethnicity; Program information.</li> <li>•Optional: Veteran's status; Pell Grant recipient; Remedial; Citizenship.</li> </ul>	All NPSAS demographics and background data elements are available.

# Transfer Data Sources

	AACC VFA	SAM	CCA
Disaggregate	<ul style="list-style-type: none"><li>•Race/ethnicity, gender, Pell Grant status, age, college-readiness, and full-time/part-time status.</li><li>•Main Cohort (all students new to the institution) and Credential Seeking Cohort.</li></ul>	<ul style="list-style-type: none"><li>•Full-time/part-time.</li><li>•BA v. AA/Certificate seeking.</li></ul>	<ul style="list-style-type: none"><li>•Race/ethnicity, gender, income (Pell Grant recipients), age group, attendance status.</li><li>•Degree type, discipline.</li><li>•Number of transfer credits (12 or fewer, 13 to 30, more than 30 credit hours but not an Associate's degree), completed an Associate's degree.</li></ul>

# Interview Findings

- ▶ Importance of Transfer Students & Data
  - ▶ Role of transfer in strategic plans and completion initiatives
  - ▶ Emphasis on transfer metrics and reporting
  - ▶ Specialized transfer programs, policies, and services



# Interview Findings: Sample Reporting

## ▶ Transfer-in by:

- ▶ Feeder/sending college.
- ▶ Student level, enrollment status, number of credit hours, associate degree completion.
- ▶ Student characteristics (race/ethnicity, international status, military status, first generation status, Pell Grant receipt, and residence).
- ▶ Number of credit hours BA completers earned from each community college.
- ▶ “Native” vs. junior-/sophomore-level transfer GPA, persistence, and completion.

## ▶ Transfer-out by:

- ▶ Enrollment and completion at receiving institution using NSC.
  - ▶ Major, articulation, GPA, dual credit, transfer-in status, number of credits transferred in, and receiving institution.
  - ▶ Transfer intent vs. transfer rates.
  - ▶ Out-of-state awards.
- ## ▶ Both (2/4-year partnership)
- ▶ Excess credits, credits accepted by the receiving institution, associate’s degrees awarded, course failure and success rates.

# Interview Findings: Transfer definitions

- ▶ Transfer-in varies by:
  - ▶ Number of credits: Two interviewees require minimum of 12 credits.
  - ▶ Dual enrollment: Two interviewees include students with dual enrollment credit in their transfer definition (if the student earned credits at a different college than the one in which they are enrolled after high school graduation).
- ▶ Transfer-out: Typically, no definition, or simply enrolling in another postsecondary institution. Tracked via NSC.
- ▶ Reverse transfer - 2 definitions:
  - ▶ Transferring from a 4-year to a 2-year institution, or
  - ▶ Retroactive awarding of an associate's degree.

# Interview Findings: IPEDS Transfer Feedback

- ▶ Mixed levels of satisfaction with student transfer representation in IPEDS.
- ▶ OM survey is a good start to tracking outcomes of transfer-in students.
- ▶ Waiting to use the OM survey until it is more established due to recent changes.
- ▶ Most interviewees rely on more detailed institutional or state-level transfer datasets.
- ▶ IPEDS not as useful for community colleges, “huge reporting burden.”
  - ▶ Perceived value may change with the addition/use of OM.

# Interviewee Recommendations: OM Changes

- ▶ Disaggregate non-first-time by:
  - ▶ Number of credits
  - ▶ Upper/lower division
  - ▶ Transfer vs. stop-out students
- ▶ Clarify data display:
  - ▶ Include information about the data source.
  - ▶ Clarify in Navigator whether the award received is at the same or a different institution.

# Interviewee Recommendations: Additional Transfer Data “Wish List”

- ▶ Transfer retention rates
- ▶ Financial aid receipt
  - ▶ native vs. transfer
  - ▶ average loans and debt at graduation
- ▶ Transfer admissions data
- ▶ 12-month enrollment: first-time, continuing, transfer
- ▶ GR: transfer rates
- ▶ EF transfer-in characteristics (age and residence) on Navigator

# Interviewee Recommendations: Broader Changes

- ▶ Classifying transient students:
  - ▶ When to remove from cohort
  - ▶ 4-year/non-degree student summer classes
- ▶ Institutional classifications
- ▶ Data dissemination/display (Navigator)
  - ▶ See College Portrait visual aids
- ▶ Dissemination of IPEDS transfer-related data
- ▶ Integrating data systems (Banner/Peoplesoft, NSC)
- ▶ Student Unit Record Data System
- ▶ Net price reports

# Transfer Recommendations

1. Clarify transfer-out definition (note students who earned credentials excluded).
2. Add transfer items to Admissions survey.
3. Further disaggregate OM non-first-time by number of credits.
4. Collect transfer-in and transfer-out by institution level (EF and GR).
5. Explore the possibility of a transfer-specific survey.

# Upcoming ASA NPEC papers

Admissions

Institutional Characteristics/IC Header





For Further  
Information

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