
INSTITUTIONAL RESEARCH COUNCIL

MEETING NOTES AND ATTACHMENTS

STATUS OF IR COUNCIL PROJECTS

IR DATABASE

Todd Schmitz discussed the URRs role as a guinea pig in the new “dimensional modeling” initiative that is part of the broader UITS Business Intelligence initiative. Starting with the degree completions file, URR will be re-building all of its census files structures within this new model. The degree completion data set should be available in early summer.

DEFINITIONS/STANDARDS – HR AND OTHER

Todd Schmitz described efforts within the HR area to develop more consistent standards and definitions for the census files. Kathy Burton described how a subgroup is working to identify definitions used for common internal and standard external reports at IUPUI and Bloomington. Vic Borden also mentioned recent attention to issues related to definitional standards that have emerged from President McRobbie’s request for a common admissions activity report representing all campuses. Issues in this arena include both data extraction logic and admissions process schedule and milestones across campuses. Linda Shepard asked whether it would be possible to align the reports around campus admissions and enrollment milestones. This request represents one in a series in which the President is seeking executive level information in a common format. IR Council members will need to collaborate closely to figure out how to address current differences in reporting standards across campuses.

REPORTING TOOLS AND INFO RESOURCES – UITS BI INITIATIVE

Todd Schmitz described the early efforts of a BI Task Force established under the new IU IT plan, which is examining the status of BI tools and resources comprehensively from the back to front end.

DISCUSSION ISSUES

HIGHER EDUCATION OPPORTUNITY ACT (HEOA) – IMPLICATIONS FOR CAMPUSES

Vic Borden provided the Council with two handouts to summarize efforts at IU to address the extensive compliance requirements under HEOA. Attachment 1 is a “Summary of HEOA” matrix developed for and being used by the IU HEOA Task Force, which is headed by Judy Palmer and includes various subgroups that are focusing on key compliance issues. Attachment 2 is a helpful summary of reporting and disclosure issues developed by the National Association of College and University Attorneys. It includes a set of links to further resources. HEOA includes significant increases in information that must be posted on campus web sites. The task force will consider ways to reduce the burden on campuses for maintaining this information, and for ensuring compliance, and for maintaining some level of consistency across IU campuses while accommodating campus-specific interests and needs.

IPEDS CHANGES

Significant changes have been and will be made to IPEDS reporting to comply with HEOA as well as other significant initiatives. Todd Schmitz provided handouts addressing:

- A summary of changes required to comply with HEOA (Attachment 3)

- The impact of new definitions on the reporting of Student-Faculty ratios (Attachment 4 - an HEOA requirement)
- Changes to the classification of doctoral degrees including the elimination of the first professional degree category (Attachment 5)
- Efforts to comply with the new race/ethnicity reporting requirements, which revolve around the two-question format, that first determines Hispanic status and then asks for “all that apply” among a set of slightly revised categories (Native Hawaiian and Pacific Islander separated from Asian) (Attachment 6)

IU NSSE TASK FORCE

Based on a presentation by NSSE leadership to the president, provost and campus chancellors, a task force has been established to consider ways in which IU can better leverage NSSE results at the campus and university level. Vic Borden provided the group with handouts related to the group’s charge (Attachment 7) and background on the use of NSSE among IU campuses (Attachment 8)

IU H.S. MARKET SHARE ANALYSIS

Ty Cruce described to the Council efforts that have followed from initial interest that several campus enrollment officers expressed in H.S. market share data that UPIRA provided in past years. Based on these interests and the availability of Trendalyzer visualization software through Google, Ty and graduate assistant Nick Hillman have developed a system for depicting “Prospects in Motion.” Ty provided the Council with a preview of the system that he and Nick would be presenting the next day at the Indiana AIR conference. He also provided the Council with a handout (Attachment 9) summarizing the project. Based on interests expressed by members of the group, Ty will continue his development efforts by first completing the Bloomington implementation and then extending the model to other campuses.

OTHER BUSINESS

COLLEGE BOARD SAT SCORE REPORT DATA

Following up from participation of all IU campuses in the SAT validity study and ACES report, Ty Cruce reported to the Council how he discovered that IU campuses could obtain for free more comprehensive data from the SAT Score Report for campus-based research (Attachment 10). Ty described the data currently available through IUIE and asked about interest in obtaining the more comprehensive information from the College Board. Interest was expressed by Council members for his following through on this.

ENROLLMENT PROJECTIONS

John Novak suggested that the next IR Council meeting include as a topic the processes surrounding the development and subsequent use of enrollment projections in the IU budget development process.

TITLE 1 – GENERAL PROVISIONS

Topic	Description	Effective Date	IU Offices Impacted/Contacts for Implementation	Preliminary Impact Assessment	Group Member Assignment
<p>Drug and Alcohol Abuse Prevention</p> <p>Section 107 (HEA Section 120), Drug and Alcohol Abuse Prevention</p>	<p>Requires an institution of higher education, in its biennial review, to determine the number of drug and alcohol-related violations and fatalities that have occurred on the institution’s campus or as part of the institution’s activities and that are reported to campus officials.</p>	<p>Next biennial review</p>	<p>Dean of Students/Enrollment Services Officer</p>		<p>Paul Sullivan</p>
<p>Transparency in College Tuition for Consumers</p> <p>Section 111 (HEA 132)</p>	<p>Requires the Secretary of Education to publish six lists, by institutional category:</p> <ul style="list-style-type: none"> • 5% with highest tuition and fees for most recent year • 5% with highest net price for most recent year • 5% with the largest percentage increase in tuition and fees over most recent three years • 5% with largest percentage increase in net price over most recent three years • 10% with lowest tuition and fees for most recent year • 10% with lowest net price for most recent year <p>Requires schools that appear on list(s) of institutions with the greatest percentage increases in net price or tuition and fees to submit to the Secretary a description of the major areas in the institution’s budget with the greatest cost increases, an explanation of cost increases, and a description of the steps the institution will take to reduce costs in those major areas.</p> <p>Requires the Secretary to report annually on the College Navigator Web site, in charts for each State, comparisons on the percentage change in spending by such State per full-time equivalent student at all public schools in such State, for each of the five most recent</p>	<p>Beginning July 1, 2011</p>	<p>N/A unless selected</p>		<p>Jim Kennedy Jennifer Stephens Vic Borden Steve Keucher</p> <p>-----</p>

Topic	Description	Effective Date	IU Offices Impacted/Contacts for Implementation	Preliminary Impact Assessment	Group Member Assignment
	<ul style="list-style-type: none"> Specifies that a school shall, to the maximum extent practicable, make the required textbook information, including ISBN information, available on its Internet course schedule in a manner of the school's choosing. Requires schools to publish a link to this information in its written course schedule. The law also encourages schools to disseminate information to students about school programs that would help students save money on textbooks, such as rental programs or buy-back programs. <p>Campus bookstores will need to know these requirements so they and the campus can provide the required information as best meets the needs of the campus.</p>			is often difficult to get faculty to identify required textbooks as early as the point of registration.	Roland Cote Mary Beth Myers V
In-state Tuition for Armed Forces Members, Spouses, and Dependent Children Section 114 (HEA Section 135)	Public institutions must charge in-state tuition rates for a member of the armed services on active duty for more than 30 days whose domicile or permanent duty station is in the state. The same benefit is also extended to the service member's spouse and dependent children, and must be continued for as long as the student maintains continual enrollment at the institution, even if the duty station changes.	Periods of enrollment after July 1, 2009	Campus Bursars	Minor Must ascertain exactly how this differs, if at all, from current policy.	Jim Kennedy Jennifer Stephens
Loan Information to be Disclosed and Model Disclosure Form for Institutions Participating in the Direct Loan Program	<ul style="list-style-type: none"> Requires the Secretary to provide each institution of higher education participating in the William D. Ford Direct Loan program with a completed model disclosure form including the same information for Federal Direct Stafford loans, Federal Direct Unsubsidized Stafford loans and Federal Direct PLUS loans made to, or on behalf of, students attending the school as is required on such forms for loans described in Section 151(3)(A). Requires schools participating in the Direct Loan program to make the information the Secretary provides available to 	After disclosure is provided by ED	Campus Financial Aid Offices (web publishing)	Minor	Jim Kennedy Jennifer Stephens Jim Kennedy Jennifer Stephens

Topic	Description	Effective Date	IU Offices Impacted/Contacts for Implementation	Preliminary Impact Assessment	Group Member Assignment
	students attending or planning to attend the school and their families.				

TITLE II – TEACHER PROFESSIONAL DEVELOPMENT

Topic	Description	Effective Date	IU Offices Impacted/Contacts for Implementation	Preliminary Impact Assessment	Group Member Assignment
Quantifiable Goals Sec 206, Teacher Development	Must annually develop goals for increasing the number of high need teachers	Aug 2008	Campus Education Schools	Jill D. Shedd- Assistant Dean for Teacher Education reports each campus currently submits a Title II report with cert test pass rates that meets this standard. Has concerns about definitions of 'high need.' From email- <i>As to the "quantifiable goals" requirement, we do not have a formal process for setting these goals and monitoring progress. Could you advise me whether you have received information as to the form and/or process to be documented? Also, have you received information that defines "high need" teachers? We certainly can set those goals and a monitoring process will be</i>	Jill Shedd
Report Card	Adds responsibility that institutions report pass rate percentage on state licensure and certification tests	Aug 2008	Campus Education Schools		Jill Shedd

Topic	Description	Effective Date	IU Offices Impacted/Contacts for Implementation	Preliminary Impact Assessment	Group Member Assignment
Title IV, Part B, sec 422(a)	FFEL and DL interest rates are capped at 6% for active duty service members.		Loan servicers		N/A
Sec 437	<p>Requires any institution that requires students, who are current or retired members of the Armed Forces, and has their attendance interrupted by a call to active duty to subsequently reapply for readmission at the conclusion of active duty to justify this requirement in writing to the Secretary and establishes a standard process for these students to re-enroll in the same academic standing. This process modeled after the process established for service members to return to employment after serving on active duty.</p> <p>Establishes that a student veteran who is determined unemployable due to a service-connected condition shall be considered permanently disabled for the purpose of discharging their federal loans.</p>		Campus Registrars		Roland Cote Mary Beth Myers
Federal PLUS Loans Section 424. Federal PLUS Loans.	<p>Specifies that parent PLUS borrowers begin repayment not later than 60 days after disbursement. Includes provisions from ECASLA that allow parents to choose to defer payments on a PLUS loan until six months after the date the student ceases to be enrolled at least half-time.</p> <p>Student PLUS borrowers begin repayment six months after the borrower ceases to carry at least one-half of a full-time academic workload.</p>	Aug 2008	DL Servicer		N/A
Requirements for Disbursement of Student Loans	Beginning on October 1, 2011, institutions with cohort default rates of less than 15% (was 10%) for the previous three fiscal years may disburse loans in a single installment for any period of enrollment that is not more than 1 semester. The cohort default rate threshold for early disbursements for first-time borrowers is also increased to 15% for the previous three fiscal years.	Oct 2011		No change for IU	N/A
Unsubsidized	Students enrolled in coursework necessary for enrollment in a	Aug 2008	Campus FAOs	Minor	Jim Kennedy

Topic	Description	Effective Date	IU Offices Impacted/Contacts for Implementation	Preliminary Impact Assessment	Group Member Assignment
Stafford Loan Limits	graduate or professional program, or students enrolled in a program that is necessary to attain a professional credential or certification to become a teacher, continue to be eligible for the loan limits for which they were eligible prior to the enactment of ECASLA. Undergraduate students pursuing coursework necessary for enrollment in an undergraduate degree or certificate program are eligible for the increased loan limit of \$6,000.				Jennifer Stephens
Loan Forgiveness	Creates a new Loan Forgiveness for Service in Areas of National Need program. Borrowers employed full-time in any of the following specified occupations/professions are treated as employed in an area of national need: early childhood educators; nurses; foreign language specialists; librarians; highly qualified teachers; child welfare workers; speech-language pathologists; audiologists; national service; school counselors; public sector employees; nutrition professionals; medical specialists; physical therapists; and superintendents, principals, and other (school) administrators; occupational therapists; and dentists. Teachers and other employees of educational service agencies who are employed in areas of national need as defined by this section are eligible for loan forgiveness on the same terms as others so employed.		DL Servicer / SLA		Jim Kennedy Jennifer Stephens
	The bill creates a new section in 428L to establish a Loan Repayment for Civil Legal Assistance Attorneys program to encourage qualified individuals to enter and continue employment as civil legal assistance attorneys. No borrower may receive more than \$6,000.		DL Servicer / SLA		Jim Kennedy Jennifer Stephens
Federal Work Study Title IV, Part C,	<ul style="list-style-type: none"> Amends the definition of “community services” to include responding to the needs of the community, which may include activities in preparation for and during emergencies and natural disasters. 	Aug 2008		Expands opportunity to meet 7% Community Service requirement	Jim Kennedy Jennifer Stephens

Topic	Description	Effective Date	IU Offices Impacted/Contacts for Implementation	Preliminary Impact Assessment	Group Member Assignment
	<p>loans to future students.</p> <ul style="list-style-type: none"> Prohibits administrative measures that weaken the program by reducing funds available to lend to students and clarifies that the Secretary can only assign defaulted Perkins loans to the Department when an institution has knowingly failed to maintain collection records. Annual Loan Limits - from \$4,000 to \$5,500 for undergrads and \$6,000 to \$8,000 for graduate and professional students. Aggregate Loan Limits - from \$20,000 to \$27,000 for undergrads who have completed two years of study, from \$40,000 to \$60,000 for graduate and professional students, and from \$8,000 to \$11,000 for all other students. Removes the requirement that borrowers of Perkins Loans request forbearance in writing and requires that the terms of forbearance agreed to by the borrower and the lending institution must be documented and recorded in the borrower’s file. Reduces the number of on-time, consecutive, monthly payments required for rehabilitation of a Perkins Loan from 12 to nine. 				<p style="text-align: center;"> ∨ Same as above</p> <p style="text-align: center;"> ∨</p>
Campus-Based Aid Fund Management	Permits schools, in addition to the current flexibility a school has, now to also be able to transfer up to 25 percent of their FSEOG allotment to the Federal Work Study program and transfer up to 25 percent of their Federal Work Study allotment to federal capital contributions for the Federal Perkins Loan Program.	2008-2009 AY			Jim Kennedy Jennifer Stephens
Need Analysis	<ul style="list-style-type: none"> Excludes the value of military housing or a military housing allowance from consideration as untaxed income or benefits in the need analysis formula, effective July 1, 2010. Allows financial aid administrators to use discretion to consider nursing home expenses, other medical-related expenses and dependent care expenses to adjust to a student’s expected family contribution. Allows financial aid administrators to use discretion to offer 	Aug 2008 and Jul 2010	SES, Campus FAOs	<p>Many of these provisions are dependent on additional clarification from ED.</p> <p>Others will present verification challenges</p>	<p>Jim Kennedy Jennifer Stephens</p> <p style="text-align: center;"> </p>

Topic	Description	Effective Date	IU Offices Impacted/Contacts for Implementation	Preliminary Impact Assessment	Group Member Assignment
	<p>unsubsidized Stafford loans to dependent students whose parents do not support them and refuse to complete a FAFSA.</p> <ul style="list-style-type: none"> • Authorizes the Secretary to issue regulations that allow the use of the second preceding tax year information to simplify the FAFSA and application process. This may include data sharing between the IRS and the Department of Education with the taxpayer’s permission. • Stipulates that students living in military housing or receiving a basic allowance for housing shall receive an allowance for board, but not for room, when determining the cost of attendance. • Changes CCRAA to clarify that the following students are considered independent; orphans, those in foster care, or wards of the court, or those that were orphans, in foster care, or a ward of the court at any time when the individual was 13 years old or older, or was immediately prior to attaining the age of majority, an emancipated minor or in legal guardianship as determined by a court. • Excludes any income earned from work under a cooperative education program at an institution of higher education when considering expected family contribution. • Excludes veteran’s education benefits from being counted as available financial assistance when determining eligibility for federal student financial aid, effective July 1, 2010. 			and many will increase students’ demonstrated need	<p style="text-align: center;"> ∨</p> <p style="text-align: center;">Jim Kennedy Jennifer Stephens</p> <p style="text-align: center;"> ∨</p>
Student Eligibility	Allows a student who has lost aid eligibility due to a drug conviction to regain eligibility for Title IV aid if the student successfully passes two unannounced drug tests conducted by a drug rehabilitation program.	Aug 2008			Jim Kennedy Jennifer Stephens
	Permits waiver of some eligibility requirements for students with certain cognitive disabilities so that they may receive aid under certain circumstances for the first time.	Aug 2008	Campus FAOs	Continuing Ed seeks to encourage enrollment from students with such disabilities.	Jim Kennedy Jennifer Stephens

Topic	Description	Effective Date	IU Offices Impacted/Contacts for Implementation	Preliminary Impact Assessment	Group Member Assignment
	Allows higher education institutions to admit students concurrently in high school as regular students	July 1, 2010	Admissions	Unclear if this makes students eligible for aid (ability to benefit provision for students who have not completed high school)	Jim Kennedy Jennifer Stephens
Financial Assistance Information for Students	Alters the requirement that schools disclose terms and conditions of FFEL and Direct Loans to include Perkins Loans.	Aug 2008	SLA	SLA – covered by current disclosures?	Jim Kennedy Jennifer Stephens
	After being notified by the Secretary that a student has lost aid eligibility due to a drug-related offence, schools must notify the student in a “reasonable and timely manner” in a “separate, clear, and conspicuous written notice” of the loss of aid eligibility and ways to regain eligibility.	Aug 2008	Campus FAOs	Method of notification by the Secretary will drive business process	Jim Kennedy Jennifer Stephens
	Requires schools to provide each student, upon enrollment, with a “separate, clear, and conspicuous written notice” that provides information on the penalties associated with drug-related offenses.	Aug 2008	This should not be left to FAO, general info disclosure to all students	Dean of Students Office, good fit with info included in printed and mailed student registration publication. Need detail on what constitutes ‘separate.’	Jim Kennedy Jennifer Stephens
	Increased loan exit counseling requirements	Aug 2008	DL Servicer	Campuses utilize DL provided tools	N/A
	Requires schools to disaggregate data on completion and graduation rates based on student gender, race/ethnicity, and receipt of a Pell Grant, receipt of specific federal loans but not a Pell Grant, and non-receipt of a Pell Grant or specific federal loans, but does not require disclosure of data if reporting would not yield statistically reliable information or would reveal personally identifiable information.	Aug 2008	Institutional Reporting		Vic Borden
Private Loan	Establishes gift ban, revenue sharing and applies restrictions for	Aug 2008			Jim Kennedy

Topic	Description	Effective Date	IU Offices Impacted/Contacts for Implementation	Preliminary Impact Assessment	Group Member Assignment
Provisions	school participation in an advisory capacity				Jennifer Stephens
	Mandates schools have a code of conduct and requires that officers, employees, and agents of institutions that have loan responsibilities are informed annually about the institution's code of conduct.	Aug 2008			Jim Kennedy Jennifer Stephens Judy Palmer
	Creates new disclosures for preferred lender arrangements, and increases lender responsibilities with regard to disclosures to borrowers. Lender must obtain a 'self-certification' from each borrower.	Aug 2008			Jim Kennedy Jennifer Stephens Judy Palmer

Information Dissemination and Certifications

Topic	Description	Effective Date	IU Offices Impacted/Contacts for Implementation	Preliminary Impact Assessment	Group Member Assignment
Institutional Information / Additional Disclosures to Students	Requires each institution to disclose information about plans to improve the academic program to current and prospective students.	Aug 2008	Academic Affairs?		Vic Borden John Applegate
	Requires schools to develop plans to detect and prevent unauthorized distribution of copyrighted material on information technology systems, including offering alternatives to illegal-downloading or peer-to-peer distribution of intellectual property.	Aug 2008	VP of Information Technology		Brad Wheeler
	Requires schools to implement procedures for managing reports of missing persons and notify on-campus residing students that the institution is required to notify a parent or guardian 24 hours after the time that the student is deemed to be missing.	Aug 2008	Campus Police, Student Affairs		Paul Sullivan
	Requires schools to make an annual fire safety report and requires the Secretary to make policies public, including the	Aug 2008	Risk Management and campus personnel		Paul Sullivan

Topic	Description	Effective Date	IU Offices Impacted/Contacts for Implementation	Preliminary Impact Assessment	Group Member Assignment
Section 825-826. Guidance on Mental Health Disclosures for Student Safety	installation of fire detection and prevention technologies in student housing, dormitories, and other buildings.		involved in fire safety		
	Requires schools to publicly disclose current credit transfer policies, including any criteria used to evaluate transfer of credit earned at another school, and a list of schools with which it has established an articulation agreement.	Aug 2008, Accreditors must confirm as part of accreditation reviews	Campus Admissions	Transfer policies are published, list exists but may not be published	
	Requires schools to notify the campus community in the event of a significant emergency and publish the procedures to immediately notify the campus community upon the confirmation of a significant emergency or dangerous situation, unless this would compromise efforts to contain the emergency. Requires schools to disclose a statement of current campus policies regarding immediate emergency response and evacuation procedures to notify the campus community of a significant emergency or dangerous situation that poses a threat to students or staff.	Aug 2008	Information technology staff, Campus Police		Paul Sullivan
	Adds four crimes to the list of crimes an institution must report	Aug 2008	Campus Police		Paul Sullivan
	Requires greater coordination between campus security and local law enforcement	Aug 2008	Campus Police		Paul Sullivan
	Requires institutions to disclose policies on all vaccinations	Aug 2008			Jim Kennedy Jennifer Stephens
	Requires schools to disclose information on the student body, diversity, the placement in employment and types of employment obtained by graduates, and the retention rate of certificate or degree-seeking, full-time undergraduate students.	Aug 2008	Institutional Research and Reporting, Vice President for Diversity, Equity and Multicultural Affairs, offices providing employment services		Vic Borden

Topic	Description	Effective Date	IU Offices Impacted/Contacts for Implementation	Preliminary Impact Assessment	Group Member Assignment
	Requires that the Secretary, no later than 90 days, provide guidance to clarify the role of the institution with respect to the disclosure of education records in situations where a student poses a significant risk of harm to himself/herself or others.				N/A
	Allows schools to comply with voter registration requirements by transmitting voter registration information electronically to students, provided that the electronic message only includes voter registration information.	Aug 2008	Registrars	IN is a motor/voter state, no fed requirement to push data, IU complies with state law	Judy Palmer Jim Kennedy
	When requested, institutions must disclose to the alleged victim of any violent crime or non-forcible sex offense the final results of any institutional disciplinary proceeding conducted against the alleged perpetrator of such crime or offense. The alleged victim's next of kin must be informed, if the alleged victim dies as a result of the crime.	Aug 2008			Paul Sullivan
Lobbying Section 119, Certification Regarding the Use of Certain Federal Funds	May not use HEA funds for any lobbying activities. Requires a new annual certification of compliance with lobbying restrictions.	Aug 2008		It is unknown how this will be collected	Doug Wasitis Jim Kennedy Judy Palmer
Endowment Reporting	Secretary of Education to design endowment report.	Aug 2008			Steve Keucher Jim Perin

Additional Programs Created by the HEOA

Topic	Description	Effective Date	IU Offices Impacted/Contacts for Implementation	Preliminary Impact Assessment	Group Member Assignment
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Topic	Description	Effective Date	IU Offices Impacted/Contacts for Implementation	Preliminary Impact Assessment	Group Member Assignment
Additional Programs	<ul style="list-style-type: none"> • Mathematics and Science Scholars Program: Establishes a new competitive grant program that authorizes the Secretary to award competitive grants to states. States would award \$8,000 scholarships to first undergraduate students who complete a rigorous high school program in math and science. States must match fifty percent of federal funds and may set priorities for the scholarships. The law authorizes appropriations of such sums as may be necessary fiscal year 2008 through fiscal year 2009. • Authorizes the Secretary to award competitive grants to nursing programs to expand faculty and facilities beginning in academic year 2008-09. • Establishes a Nurse Faculty Pilot Project (Capacity for Nursing Students or Faculty) which authorizes the Secretary to award competitive grants to fund scholarships and release time for nurses studying for advanced degrees with the intention of becoming faculty. Grants awarded under this section may be used to support partnerships with hospitals or health facilities to improve alignment between nursing education and healthcare delivery methods, fund release time for qualified nurses enrolled in the graduate nursing program and to provide scholarships to qualified nurses in pursuit of an advanced degree with the goal of becoming faculty members in an accredited nursing program. • Establishes a new program (American History for Freedom) that authorizes the Secretary to award competitive grants to schools to establish or strengthen programs that promote “(1) traditional American history; (2) the history and nature of, and threats to, free institutions; or (3) the history and achievements of Western Civilization.” The law authorizes appropriations for fiscal year 2008 through fiscal year 2013. • Establishes a new program (The Patsy T. Mink Fellowship Program) to award competitive grants to schools for 				

Topic	Description	Effective Date	IU Offices Impacted/Contacts for Implementation	Preliminary Impact Assessment	Group Member Assignment
	<p>fellowships to minorities and women seeking doctoral degrees with the intent of entering the professoriate. Fellowship awards should be given to individuals from groups who are underrepresented in doctoral degree programs, including minorities and women.</p> <ul style="list-style-type: none"> • Pilot programs to increase college persistence and success. Authorizes the Secretary to award competitive grants to institutions of higher education for scholarships and counseling services for low-income students with dependents. • Student Safety and Campus Emergency Management— Creates a new student safety and campus emergency grant program and allows funds to be used for the acquisition and installation of access control, video surveillance, intrusion detection, and perimeter security technologies. • Incentives and Rewards for Low Tuition—Authorizes the Secretary to award grants for low tuition to institutions of higher education for academic year 2008-09 and any succeeding academic year whose percentage increase in annual net tuition is equal to or less than the percentage change in the relevant Postsecondary Education Price Index (PEPI) for such academic year. The Secretary may also award grants to public institutions of higher education that have a net tuition that is in the lowest quartile of comparable schools or have a tuition increase of less than \$500 for a full-time undergraduate student. • Cooperative Education—Awards grants to schools or combinations of schools to encourage them to develop and make available work experiences for their students to prepare them for future careers and enable students to support themselves financially while in school. • Establishes a new grant program with the Secretary and EPA to encourage institutions to establish sustainability 				

Topic	Description	Effective Date	IU Offices Impacted/Contacts for Implementation	Preliminary Impact Assessment	Group Member Assignment
	<p>programs.</p> <ul style="list-style-type: none"> Creates a new scholarship program under FIPSE for dependent children and spouses of post 9/11 veterans killed or disabled in duty and current active duty military personnel. Establishes a grant process for centers of excellence for veteran students' success. Institutions are encouraged to develop model programs by coordinating services to address academic, financial, physical and social needs of veteran students. The Secretary will develop an evaluation and accountability plan to objectively measure the impact of these programs. 				

Related sites, summaries:

Final Bill http://help.senate.gov/Hearings/2008_07_29_E/KOS08400_xml.pdf

NACUBO <http://www.nacubo.org/x10818.xml?ss=pf>

ACE http://www.acenet.edu/e-newsletters/p2p/ACE_HEA_analysis_818.pdf

Dept of Ed <http://www.ed.gov/policy/highered/leg/hea08/index.html>

NCHELP <http://www.nchelp.org/elibrary/BudgetReconciliation&HEAReauthorization/2007HEALegislation/StatutoryMaterials/PL110-315%20NCHELPSummary.pdf>

Conf Committee, Joint Explanatory Statement http://help.senate.gov/Hearings/2008_07_29_E/Statement_of_Managers.pdf



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TOPIC:

THE HIGHER EDUCATION OPPORTUNITY ACT I: NEW REPORTING AND DISCLOSURE REQUIREMENTS FOR COLLEGES AND UNIVERSITIES

INTRODUCTION:

On July 31, 2008, Congress passed the first full reauthorization of the Higher Education Act of 1965, as amended (P.L. 105-244), since 1998. After more than five years of consideration, Congress approved the Higher Education Opportunity Act (P.L. 110-315) (“HEOA” or the “Act”) on an overwhelmingly bipartisan basis. The President then signed the Act into law on August 14, 2008. The Act imposes a substantial number of new reporting and disclosure obligations on institutions that participate in Title IV federal student financial aid programs. Unless otherwise specified in the Act, those reporting and disclosure requirements are applicable as of the date of enactment. It is expected that the Secretary of Education (the “Secretary”) will provide guidance in the near future on compliance with some of the new requirements; nonetheless, for those requirements that are effective upon the date of enactment (August 14, 2008), the obligation to comply commences upon the date of enactment as well.

Because the reporting and disclosure requirements are linked to an institution’s participation in the Title IV federal student financial aid programs, the Secretary is authorized to take administrative action, including the imposition of fines, against institutions that do not comply. The most severe penalty the Department could impose for failure to comply, however, is a limitation or termination of the institution’s participation in the Title IV financial aid programs.

This Note addresses, in general terms, the major new reporting and disclosure requirements included in the Act organized by general topic. (A separate Note, also published today, addresses the student lending specific reporting requirements. Thus, this Note will focus only on the new reporting and disclosure obligations that do not relate to student lending). Attached to this Note is a more detailed explanation of each new reporting and disclosure requirement of the HEOA on a section-by-section basis. *The two documents are meant to be used in conjunction with one another* – with the general overview presented in this Note and the specifics of each new reporting obligation set forth in the attachment. Appropriate hyperlinks to the relevant text in the attachment are provided for each section of this Note. At the conclusion of the Note are links to additional helpful resources. Neither this Note nor the attachment constitute legal advice. Counsel are encouraged to review the HEOA for its impact on their specific institutions.

DISCUSSION:

Some of the key new reporting and disclosure requirements imposed by the HEOA include: (1) drug and alcohol abuse prevention reporting; (2) costs and consumer information; (3) textbook information; (4) teacher preparation program disclosures; and (5) general institutional information for students.

Drug and Alcohol Abuse Prevention

Beginning on the date of enactment (August 14, 2008), institutions must include in their biennial review of

drug and alcohol programs the number of drug and alcohol-related violations and fatalities that occur on the institutions' campuses [\[1\]](#) or as part of the institutions' activities. They must also report the number and type of sanctions imposed as a result of drug and alcohol-related violations and fatalities that occur on their campuses or as part of their activities. See [HEOA § 120\(a\)\(2\)\(B\)](#).

Costs and Consumer Information Disclosures

In an effort to make more information available to students and consumers of higher education regarding the cost of attending specific institutions, Congress has mandated that, beginning on July 1, 2011, the Secretary publish lists with information provided by institutions regarding their tuition costs. See [HEOA § 132\(c\)-\(f\)](#). Specifically, the Secretary will publish six lists – the 5% of institutions with the highest tuition and fees, the 5% of institutions with the highest net price [\[2\]](#), the 5% of institutions with the largest increase in tuition and fees over the three most recent academic years, the 5% of institutions with the largest increase in net price over the three most recent academic years [\[3\]](#), the 10% of institutions with the lowest tuition and fees, and the 10% of institutions with the lowest net price. *Id.* Each of these lists will be broken down according to type of institution as follows: (1) four-year public institutions; (2) four-year private nonprofit institutions; (3) four-year proprietary institutions; (4) two-year public institutions; (5) two-year private nonprofit institutions; (6) two-year proprietary institutions; (7) less than two-year public institutions; (8) less than two-year private nonprofit institutions; and (9) less than two-year proprietary institutions. *Id.*

Any institution that is included either on the list of largest net increase in tuition and fees or largest increase in net price will be required to report to the Secretary on the reasons for the increases and steps being taken to reduce them. Further, institutions that appear on these lists for two or more consecutive years also will be required to report to the Secretary on the progress they are making on the steps identified in the previous year's report. See [HEOA § 132\(f\)](#).

To accompany these lists, the Secretary is also required to develop two cost calculators – one that institutions will be required to post on their websites that allows students to calculate the cost of attending that institution and one that allows students to calculate and compare the costs of attending several institutions. The calculator that institutions will be required to post on their websites must be developed within one year of the date of enactment (August 14, 2008) and must be made available by institutions within two years of its development. See [HEOA § 132\(h\)](#).

Further, the Secretary is required to make a host of new information about institutions available on the College Navigator website within one year of the date of enactment (August 14, 2008). That information, which is likely to be added to an institution's Integrated Postsecondary Education Data System ("IPEDS") reporting requirements, includes topics such as the institution's mission; placement test scores; the number of transfer students the institution accepts; the number of in-state, out-of-state and international students; the racial, gender, ethnic and disability composition of the institution; the institution's completion rate; student-faculty ratio; cost of attendance; the types and amounts of financial aid students at the institution receive; and campus safety information. See [HEOA § 132\(i\)-\(j\)](#).

Textbook Information

During the drafting of the HEOA, student groups expressed concern that students did not have access to information that would allow them to seek out less expensive sources from which to acquire the required texts and supplemental material for their courses. In response, Congress included [Section 133](#) in the Act, which requires that institutions who receive Title IV financial aid funds disclose "to the maximum extent practicable" on their Internet course schedule the International Standards Book Number ("ISBN") and retail price for required and recommended textbooks and supplemental materials for each course listed on the schedule. [HEOA § 133\(e\)](#). If the ISBN number is unavailable, the institution must disclose the author, title, publisher and copyright date of the text or material instead. If it is not practicable to disclose either the ISBN number or the alternative information, the institution shall place "To Be Determined" on the schedule. *Id.*

If an institution also publishes a written course schedule, that schedule must note that the above information

is available on the institution's Internet schedule and must include the web address for the Internet schedule. See HEOA § 133(d)(2).

It is worth noting that the Act does not require institutions that do not have Internet course schedules to create them. But, it does "encourage" institutions to provide students information on programs that enable students to obtain their textbooks and materials at a reduced cost. HEOA § 133(f). These requirements become effective July 1, 2010.

Teacher Preparation Program Disclosures

Effective as of August 14, 2008, all institutions that offer either traditional teacher preparation programs or alternative routes to teacher certification (in short any institution that has a teacher preparation program) must provide annual reports to the Secretary. See [HEOA § 205\(a\)\(1\)](#). Those reports must include, among other things, information on the institution's ability to increase the number of teachers in shortage areas, the institution's ability to provide training that responds to local needs and classroom realities, student results on the state's teacher licensing examination (and whether the students completed a traditional or alternative means for obtaining the training necessary to take that examination); admission criteria for the institution's teacher training program disaggregated by gender, race, ethnicity and other factors; an explanation of whether the institution's teacher preparation program has been designated as low-performing by the state; and descriptions of activities the institution's teacher training program has undertaken to assist teachers with technology, special education instruction, and general education instruction. *Id.*

The HEOA also requires institutions that receive Teacher Quality Partnership Grants to provide, effective August 14, 2008, annual reports on the progress of the partnership toward meeting the objectives of the evaluation plan created by the institution when it applied for the grant. See [HEOA § 205\(a\)\(2\)](#).

Finally, the Act requires each state that receives money under any HEOA program to provide annual reports on its paths to teacher licensure, including its assessment mechanisms; whether its teacher preparation programs are successfully addressing areas of critical shortage in the state; and whether those programs align with the state's standards for challenging academic content. See HEOA § 205(b). This provision is also effective as of August 14, 2008.

General Institutional Disclosures to Students

Under Section 485 of the HEOA, any institution that receives funds under the HEOA must, as of August 14, 2008, provide a series of general institutional disclosures to students. Those disclosures include the institution's plans for improving its academic programs; its policies and sanctions concerning copyright infringement; the percentage of men, women, Pell Grant recipients and self-identified racial and ethnic minorities enrolled at the institution, retention, graduation, and placement data, graduate and professional program information for the institution's recent graduates, a fire safety report, transfer of credit policy, and the institution's policy on vaccinations. [HEOA § 485\(a\)\(1\)](#).

Copyright Infringement

Congress instituted a new requirement that institutions disclose to students their policies and sanctions related to copyright infringement. See HEOA § 485(a). That includes requiring institutions to publish an annual disclosure that "explicitly informs" students that unlawful distribution of copyrighted material, including peer-to-peer file sharing may subject them to civil or criminal penalties. *Id.* Further, institutions must provide students a summary of the penalties for violating federal copyright laws and a description of the institution's policies related to unauthorized peer-to-peer file sharing, including a description of the disciplinary actions taken against students who engage in unauthorized distribution of copyrighted material using the institution's computer system and network. *Id.* The summary and description do not appear to be required parts of the annual disclosure, but like the annual disclosure, are pieces of information that must be always available in accordance with section 485(a) of the Higher Education Act. *Id.*

Further, section 487(a) of the Act requires institutions, as a condition of their eligibility to participate in the Title IV programs, to certify that they have developed plans to “effectively combat the unauthorized distribution of copyrighted material, including through the use of a variety of technology-based deterrents.” The Act does not endorse any specific type of technology-based deterrent, but its accompanying report does identify a number of examples such as blocking student access, restricting bandwidth, and use of Audible Magic’s CopySense Network Appliance or Red Lambda’s “Integrity.” Institutions must also “to the extent practicable” provide alternatives to illegal downloading or peer-to-peer sharing of copyrighted material. HEOA § 487(a)(29). Both the section 485 and the section 487 requirements became effective on August 14, 2008.

Graduation Data

The Act makes some adjustments to the general graduation rate data that must be published, essentially allowing schools to exclude the period of non-enrollment for students serving in the Armed Forces, on official church missions, or serving with a foreign aid service of the federal government from their calculations. [HEOA § 485\(a\)\(4\)](#). These periods can only be excluded if, however, the students that fall into these categories comprise at least 20 percent of the institution’s undergraduate population. *Id.* For athletes, the Act now requires institutions to report their graduation data disaggregated by gender, race, ethnicity, Pell Grant status, and FFEL or Direct loan status. These requirements are effective as of August 14, 2008. *But, it is important to note that two-year institutions do not become subject to the athletics reporting requirement until at least the 2011-2012 academic year. See HEOA § 485(a)(7)(A).*

Campus Safety, Missing Students, and Drug Violations

The HEOA makes some adjustments to how institutions report on their campus security personnel. [HEOA § 485\(f\)\(1\)](#). It also adds several crimes to the list of crimes that must be reported as hate crimes and that must be reported according to type of prejudice. HEOA § 485(f)(1)(e). Further, the Act requires institutions to provide in their annual security report a statement of current campus policies regarding immediate emergency response and evacuation procedures. [HEOA § 485\(f\)\(1\)\(J\)](#). The Act also makes it a condition of eligibility, under the institution’s program participation agreement, that it disclose, upon written request, to any alleged victim of a crime of violence or nonforcible sex act the results of the institution’s disciplinary proceedings against the alleged perpetrator. HEOA § 487(a)(2). These requirements become effective August 14, 2008 except for the requirement related to crime victim disclosures, which takes effect with respect to any disciplinary proceeding conducted on or after August 14, 2009. HEOA § 487(a)(1)(B).

In addition to the campus crime reporting and policies institutions are already required to comply with, the HEOA requires, effective August 14, 2008, that institutions develop a missing student notification policy and procedures for on-campus residents. [HEOA § 485\(j\)](#). The policy must, among other things, allow students to designate a confidential contact to be notified if they are determined missing for more than 24 hours, notify students under 18 that their parents will be notified if they are missing for more than 24 hours, and advise students that law enforcement will be notified no later than 24 hours after a student is determined missing. *Id.*

In terms of drug violations, institutions are required to provide students upon enrollment a notice of the consequences of a drug conviction on their Title IV financial aid. If a student is subsequently convicted for a drug offense, the institution must notify him or her of the loss of his or her eligibility for federal financial assistance and how he or she may regain that eligibility. [HEOA § 485\(k\)](#). This requirement is effective August 14, 2008.

Fire Safety Information

Effective August 14, 2008, section 485 requires institutions that participate in Title IV and that maintain on-campus housing to publish an annual fire safety report and to keep a log in which they record all fires in on-campus student housing that occur throughout the year, including the nature of the fire, date, time and general location. [HEOA § 485\(i\)](#).

CONCLUSION:

The HEOA imposes a large number of new reporting obligations on colleges and universities. Although guidance is forthcoming from the Secretary on some of the new requirements, responsibility for compliance begins as of the date of enactment for the majority of new obligations, which become effective on that date. Counsel should work with their institutions to begin familiarizing themselves with the new reporting and disclosure requirements and developing systems for compliance. The possible penalties for non-compliance – limitation or loss of Title IV financial aid funds – are too great for institutions to delay.

[FOOTNOTES](#)

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RESOURCES:

- [Attachment: New Higher Education Opportunity Act Reporting and Disclosure Requirements by Section](#)

Statutes and Regulations:

- [The Higher Education Opportunity Act, P.L. 110-315](#)
- [Conference Report – H. Report 110-803 \(to accompany H.R. 4137\)](#)
- [Department of Education Federal Register Notice of Negotiated Rule-Making](#)
- [U.S. Department of Education Web Page on 2008 Higher Education Opportunity Act](#)

Other Resources:

- [The Higher Education Opportunity Act II: Student Lending-Related Reporting and Disclosure Requirements](#)
- [American Council on Education \(ACE\) Analysis of Higher Education Act Reauthorization](#)
- [Association of American Universities \(AAU\) Comparison of House and Senate Bills and Final Higher Education Opportunity Act](#)
- [National Association of Student Financial Aid Administrators \(NASFAA\) Summary of Higher Education Act](#)
- [Higher Education Act of 1965, as amended, Title IV Parts B, D, G and I with changes by Higher Education Opportunity Act of 2008 Inserted \(from National Council of Higher Education Loan Programs\)](#)

Permitted Uses of NACUANOTES Copyright and Disclaimer Notice

NACUA Home Page

(1) Changes to comply with requirements in HEOA

a) Collect data to calculate various net prices of attendance and multi-year tuition rates

HEOA requires the U.S. Department of Education to add to the College Navigator website:

- three years of average institutional net price of attendance for first-time, full-time aided students;
- the institutional net price of attendance for Title IV aid recipients by income category; and,
- a multi-year tuition calculator.

Not all of the data needed to meet these requirements are currently collected in IPEDS. If approved, the following data items will be collected beginning in the 2009-10 data collection. These changes were developed based on input from the IPEDS Technical Review Panel and comments received from the community over a 30-day comment period:

Changes to Institutional Characteristics Survey

Institutions will continue to report price of attendance for full-time, first-time undergraduate students as currently reported to IPEDS *except*:

- Tuition and required fees will be reported separately. This will be used in the multi-year tuition calculator.
- **Four** years of data rather than three will be reported, to align the price of attendance data with the SFA data, which lags one year. This will be used to calculate net price of attendance. For example, in Fall 2009, IC will collect price of attendance data for the following academic years:
 - 2009-10
 - 2008-09 (preloaded from prior year)
 - 2007-08 (preloaded from prior year)
 - 2006-07 (new – preloaded from prior year)
- For the most recent year of tuition data and required fees data, institutions will report if the amounts reported are guaranteed under a tuition guarantee plan. This will be used in the multi-year tuition calculator.

Changes to the Student Financial Aid (SFA) Survey

A number of additions will need to be made to the IPEDS SFA forms in order to collect the data necessary to calculate net prices of attendance required by HEOA. The changes are based on suggestions from an IPEDS Technical Review Panel that met to discuss how best to meet the HEOA requirements. These changes are summarized below.

Additions to 2009-10 SFA Forms to Calculate and Report Three Years of Average Institutional Net Price of Attendance			
	2008-09	2007-08	2006-07
Number of full-time, first-time degree/certificate-seeking undergraduates receiving grant aid from federal, state, and institutional sources. (Carried forward from screen #3 – number of students receiving any grant aid)	Carried forward	Preloaded from prior year, updatable	Report this value
Of these, what are their living arrangements?			
On-campus	Report this value	Report this value	Report this value
Off-campus with family	Report this value	Report this value	Report this value
Off-campus not with family	Report this value	Report this value	Report this value
Unknown	Calculated value	Calculated value	Calculated

			value
Total grant aid received by all full-time, first-time degree/certificate-seeking undergraduates from federal, state, and institutional sources. (Calculated and carried forward from screen #3 – number of students receiving any grant aid multiplied by average amount of grant aid received)	Calculated value, carried forward	Preloaded from prior year, updatable	Report this value

Additions to 2009-10 SFA Forms to Calculate and Report Average Institutional Net Price of Attendance by Income Categories

	Available		Available beginning in Spring 2011		Available beginning in Spring 2012 in Spring 2010	
	2008-09		Prior year data, collected in future years, preloaded		Prior year data, collected in future years, preloaded	
Income Level	Number of students receiving aid	Total grant aid received by these students	Number of students receiving aid	Total grant aid received by these students	Number of students receiving aid	Total grant aid received by these students
\$0-30,000	Report this value	Report this value	Preloaded, updatable	Preloaded, updatable	Preloaded, updatable	Preloaded, updatable
\$30,001-48,000	Report this value	Report this value	Preloaded, updatable	Preloaded, updatable	Preloaded, updatable	Preloaded, updatable
\$48,001-75,000	Report this value	Report this value	Preloaded, updatable	Preloaded, updatable	Preloaded, updatable	Preloaded, updatable
\$75,001-110,000	Report this value	Report this value	Preloaded, updatable	Preloaded, updatable	Preloaded, updatable	Preloaded, updatable
\$110,001 and more	Report this value	Report this value	Preloaded, updatable	Preloaded, updatable	Preloaded, updatable	Preloaded, updatable

NOTE: In Spring 2010, data for 2008-09 will be reported. In Spring 2011, data for 2009-10 will be reported, and data for 2008-09 will be preloaded. In Spring 2012, data for 2010-11 will be reported, and data for 2008-09 and 2009-10 will be preloaded. Institutions will be able to revise the preloaded data.

b) Revise collection of data for calculating student-to-faculty ratios

Changes were made to the Fall Enrollment survey in 2008-09 to meet the HEOA requirement to display institutions' student-to-faculty ratios on the College Navigator website by August 2009. During the collection of these data in 2008-09, the IPEDS Help Desk received comments from many institutional representatives suggesting ways to improve the methodology for calculating this measure. In addition, due to the timing of the two surveys that collect data needed to calculate the ratio, Human Resources and Fall Enrollment, some institutions were forced to revise, re-edit, and relock their Fall Enrollment survey after they had already completed and "locked" their data.

In response to this feedback, the following changes will be made to the methodology used in 2009-10:

- A single line item asking for the institution's student-to-faculty ratio will comprise Part F, with an accompanying worksheet to assist in calculating the ratio.
- Instead of reporting each of the components necessary to calculate the ratio, or having those components pre-populated from the Human Resources survey and prior sections of the Fall Enrollment survey as was done in the 2008-09 collection, institutions will now be asked to provide only their student-to-faculty ratio. A worksheet will be available to provide guidance on how to calculate the ratio. This will resolve issues involved with the "locking order" of the Human Resources and Enrollment components.
- The worksheet provided will allow institutions to subtract instructional staff teaching exclusively non-credit courses from their full- and part-time numbers of instructional staff. For institutions that have a large amount of non-credit activity (most often public two-year institutions), this will better align the student data with the instructional staff data being used in the ratio, thus improving data quality.
- The worksheet provided will allow institutions to add administrators and other professionals on campus who teach courses but who are not reported to IPEDS as instructors (since it is not their "primary function") to the instructional staff number used in their ratio. For many institutions, administrators and other professionals on staff teach courses throughout the year, and allowing those instructors to be included in the instructional staff number would improve data quality.

c) Incorporate Spring Supplement 2009 items into IPEDS beginning in 2009-10

Beginning in 2009-10, the items that were included in the one-time Spring Supplement 2009 (SS09) survey will be collected in IPEDS as indicated below:

New Location of SS09 Items Starting 2009-10	
Spring Supplement 2009 Item	New location in IPEDS components
<p>A) Please indicate the percent of all undergraduates enrolled in Fall 20XX who are formally registered with the office of disability services (or the equivalent office) at your institution as students with disabilities:</p> <ul style="list-style-type: none"> • 3 percent or less • If more than 3 percent: _____% 	<p>Institutional Characteristics form beginning in 2009-10</p>
<p>B)(i) For 4-year institutions, for the 20XX cohort of bachelor’s degree-seeking, full-time, first-time undergraduate students:</p> <ul style="list-style-type: none"> • Number of students in the cohort who completed their program within 200% of normal time (8 yrs) 	<p>A new survey component will be permanently added to the spring collection called Graduation Rates 200 (GR200); it will be separate from the regular GRS component so not to confuse the two different cohorts that are being reported on.</p>
<p>B)(ii) For less than 4-year institutions, for the 20XX cohort of full-time, first-time undergraduate students:</p> <p>a. Number of students in the cohort who completed their program within 100% of normal time</p>	<p>Beginning in 2009-10, GRS forms for less than 4-year institutions will be aligned with the 4-year GRS forms to include reporting on the GRS for 100 percent of normal time in addition to 150 of normal time.</p>
<p>b. Number of students in the cohort who completed their program within 200% of normal time</p>	<p>A new survey component will be permanently added to the spring collection called Graduation Rates 200 (GR200); it will be separate from the regular GRS component so not to confuse the two different cohorts that are being reported on. For 2009-10, this form will also collect the number of students who completed within 100% of normal time to make up for the one-year gap of adding the 100% data to the regular GRS form for <4-year institutions.</p>

IPEDS Fall Survey - Faculty/Staff Ratio Calculations

		Students			Faculty			Fall 2008			Fall 2007		
		Total	Grad/Prof	UG	Total	Grad/Prof	UG	Students	Faculty	Ratio	Students	Faculty	Ratio
BL	FT	35,742	5,663	30,079	1,682	92	1,590	30,594	1,695	18	35,253	2,005	18
	PT	4,612	3,065	1,547	341	26	315						
IUPUI	FT	18,857	3,964	14,893	758	43	715	17,067	955	18	19,349	1,166	17
	PT	11,443	4,913	6,530	763	43	720						
EA	FT	1,372	10	1,362	71	0		1,704	106	16	1,594	117	14
	PT	1,075	49	1,026	105	0							
KO	FT	1,349	41	1,308	80	0		1,718	106	16	1,890	116	16
	PT	1,341	109	1,232	77	0							
NW	FT	2,727	142	2,585	155	0		3,112	214	15	3,301	241	14
	PT	2,067	484	1,583	176	0							
SB	FT	4,106	209	3,897	235	0		4,849	316	15	5,102	367	14
	PT	3,606	747	2,859	242	0							
SE	FT	3,570	42	3,528	180	0		4,213	264	16	4,295	272	16
	PT	2,912	855	2,057	252	0							

Eliminate first-professional degree category

(IPEDS components affected: Institutional Characteristics, Completions, 12-Month Enrollment, and Fall Enrollment)

The revised categories for degrees are outlined in the table below:

Current Award Categories (Baccalaureate and above)	New Award Categories (Baccalaureate and above)
Bachelor’s degree	Bachelor’s degree
Postbaccalaureate certificate	Postbaccalaureate certificate
Master’s degree	Master’s degree
Post-master’s certificate First-professional certificate (Post-degree)	Post-master’s certificate(<i>Combines current post-master’s and first-professional certificates into one category.</i>)
Doctor’s degree	Doctor’s degree – research/scholarship Doctor’s degree – professional practice Doctor’s degree - other
First-professional degree	<i>Eliminated</i>

The new degree categories are defined as follows:

Doctor’s degree - research/scholarship - A Ph.D. or other doctor's degree that requires advanced work beyond the master’s level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree may include Ed.D., D.M.A., D.B.A., D.Sc., D.A., or D.M, and others, as designated by the awarding institution.

Doctor’s degree - professional practice - A doctor’s degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as “first-professional” and may include: Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (L.L.B. or J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic Medicine (D.O); Pharmacy (Pharm.D.); Podiatry (D.P.M., Pod.D., D.P.); or, Veterinary Medicine (D.V.M.), and others, as designated by the awarding institution.

Doctor’s degree - other - A doctor’s degree that does not meet the definition of a doctor’s degree - research/scholarship or a doctor’s degree - professional practice.

Master's degree - An award that requires the successful completion of a program of study of generally one or two full-time equivalent academic years of work beyond the bachelor's degree. Some of these degrees, such as those in Theology (M.Div., M.H.L./Rav) that were formerly classified as "first-professional", may require more than two full-time equivalent academic years of work.

Four components of the IPEDS collection will be affected by these changes: Institutional Characteristics, Completions, 12-Month Enrollment and the Fall Enrollment components. NCES will implement the new definitions and categories for reporting Institutional Characteristics and Fall Enrollment information with the 2008-09 data collection year. As with all changes to IPEDS, the first collection year would be optional, and in the second year use of the new definitions will be mandatory. For Completions and 12-Month Enrollment data there will be 2 optional years (2008-09 data collection, reporting on awards granted between July 1, 2007 and June 30, 2008, and 2009-10 data collection year, reporting on awards granted between July 1, 2008 and June 30, 2009), becoming mandatory the following year.

*****This means that the 2009-10 degree completions need to be configured/coded appropriately.***

Reporting Race and Ethnicity Proposal

Last Update: 03/24/2009

Currently in DSS we have one ethnicity per person with an associated ethnicity description, short description, a derived ethnicity, and derived ethnicity description found on the person table, and this affects approximately 200 data group tables and/or views (FA, SF, SR, ADM, IR, PSE, SIS, HRMS). The column names are listed below:

Column Name	Length
PRSN_PRM_ETHNIC_CD	1
PRSN_PRM_ETHNIC_DESC	30
PRSN_PRM_ETHNIC_SHRT_DESC	10
PRSN_DRVD_RPT_ETHNIC_CD	1
PRSN_DRVD_RPT_ETHNIC_DESC	30

These are the Peoplesoft values currently found in the person table:

Ethnic Code	Ethnic Description	Ethnic Short Description
1	White	White
2	Black/African American	Black
3	Hispanic/Latino	Hispanic
4	Asian	Asian
5	American Indian/Alaska Native	Am. Indian
6	Not Applicable (Alien)	NA (Alien)
7	Native Hawaiian/Oth Pac Island	Hawaiian
blank	(null)	(null)

The derived values are:

Derived Ethnic Code	Ethnic Description
1	White
2	Black/African American
3	Hispanic/Latino
4	Asian
5	American Indian/Alaska Native
6	NR-Alien
blank	(null)
(null)	Not Applicable
(null)	Other American
(null)	Refused to Answer
(null)	(null)

Due to changes in government collection requirements and required external reporting the following is being proposed for updates for ethnicity reporting. This proposal incorporates three sets of changes:

(1)

Retain the existing Peoplesoft ethnicity column and description values and add one additional value for cases where a non-Hispanic person claims more than one race.

Ethnic Code	Ethnic Description	Ethnic Short Description
1	White	White
2	Black/African American	Black
3	Hispanic/Latino	Hispanic
4	Asian	Asian
5	American Indian/Alaska Native	Am. Indian
6	Not Applicable (Alien)	NA (Alien)
7	Native Hawaiian/Oth Pac Island	Hawaiian
8	Two or More Races	2 or More
blank	(null)	(null)

In addition, new rules will be used to assign these values. If a person answers **Y** to “Do you consider yourself Hispanic/Latino of any race?” or selects 3-Hispanic/Latino, they will be coded as 3-Hispanic/Latino. For all others who select multiple races other than Hispanic/Latino, they will be coded as **8-Two or More Races**.

(2)

The derived values would be:

Derived Ethnic Code	Ethnic Description
1	White
2	Black/African American
3	Hispanic/Latino
4	Asian
5	American Indian/Alaska Native
6	NR-Alien
7	Native Hawaiian/Oth Pac Island
8	Two or More Races
blank	(null)
(null)	Not Applicable
(null)	Other American
(null)	Refused to Answer
(null)	(null)

Our current logic for determining non-resident alien would be retained based on individuals’ visa type. Non-resident alien supersedes all other ethnicity values. Otherwise, the same rules apply that are listed in number **(1)** above.

(3)

Add the following seven columns to the person table. The possible values are **Y** or **N**.

PRSN_ETHNIC_HISP_IND
PRSN_ETHNIC_DTL_WHITE_IND
PRSN_ETHNIC_DTL_BLACK_IND
PRSN_ETHNIC_DTL_HISP_IND
PRSN_ETHNIC_DTL_ASIAN_IND
PRSN_ETHNIC_DTL_AMIND_IND
PRSN_ETHNIC_DTL_PACISL_IND

The Hispanic indicator (PRSN_ETHNIC_HISP_IND) would contain the answer to the IPEDS reporting question “Do you consider yourself Hispanic/Latino of any race? Y/N”. This question is posed to people in the self-service application. If people do not answer this question, this will be set to **N**.

Any races that a person selects will be indicated with a **Y** in the appropriate detail indicators listed above.

If PRSN_ETHNIC_HISP_IND is set to **Y** then PRSN_ETHNIC_DTL_HISP_IND will also be set to **Y**.

Chancellors NSSE Task Force Update February 19, 2008

Statement of Task

NSSE is a valuable tool for assessing undergraduate college experience across several important dimensions. Each IU campus already uses NSSE, but with variations in sampling methods, frequency, content, and uses.

Should IU establish a university-wide policy or practice on the use of NSSE?

Specific Issues

I. Are there valuable campus-specific uses of NSSE that have not been consistently adopted?

A. Internal analysis:

- Northwest and South Bend post all NSSE-provided reports from recent years of NSSE participation in common format on campus institutional research websites;
- Kokomo includes links to Powerpoint presentations of NSSE results on teaching and learning website for the most recent administrations;
- IUPUI posts results from each year of NSSE participation on institutional research website, along with all other surveys conducted, and include internal analysis and school profiles; IUPUI also uses some NSSE indicators as campuses performance measures;
- Bloomington posted NSSE results from 2003-2006 on budgetary administration and planning site along with financial data summaries and RCM reviews, but have not posted since 2006;
- East and Southeast have not posted NSSE results, though East references NSSE in planning documents;
- Banta, Pike and Hansen have authored article about NSSE use at IUPUI for a book on NSSE by George Kuh and Bob Gonyea.

B. External reporting (including accountability systems):

- Five IU campuses (Bloomington, Kokomo, Northwest, IUPUI, South Bend) provide data to the USA Today NSSE database, which allows one to examine a school's benchmarks in comparison to others in Carnegie class;
- South Bend provided NSSE data to USNWR for the 2008 rankings issue and both South Bend and Northwest provided data in 2007. The data are not used in the rankings, *per se*, but are posted in summary form by institutional category;
- Kokomo includes several NSSE items in support of its participation in the Voluntary System of Accountability.

II. Are there valuable university-wide internal or external uses of NSSE?

A. Internal analysis

- UPIRA has used NSSE data to conduct university-wide analyses (such as a research brief on impact of working on performance and engagement) and specific research conducted by specific parties (such as research on Study Abroad and Residential Programs and Services);
- NSSE was referenced as a potential source of data related to campus and university diversity initiatives in the Enhancing Minority Attainment Diversity Planning project.
- As with the diversity initiative, NSSE data could be used for other university-wide assessment to explore progress toward and impact of initiatives For university-wide strategic initiatives (e.g. internationalization,);
- NSSE data can and has been linked to other data extracted from university records and other data sources for such both campus level (e.g., support program evaluation at IUPUI) and university-wide (e.g., analysis of work and academic performance/engagement) analyses
- When considering measuring the university as a whole, recognition must be given to problems of comparison because variability between campuses will mask any significant differences (campuses are generally benchmarked against a chosen comparison group or other institutions in their Carnegie Classification category);
- For university-wide comparisons, regional campuses may find each other to be relevant peers, but IUPUI and IUB are distinctive from the regional campuses and each other.

B. External reporting (including accountability systems)

- Use a common format for posting annual results (currently, Northwest and South Bend have the most in common);
- Create “IU Fact Book” pages out of NSSE benchmarks;
- Since most campuses already submit NSSE results to USA Today, all campuses may elect to do the same;
- If performance measures are set for university goals, relevant NSSE data may be used to measure goals (at suggestion of Stuart Green);
- Design customized NSSE measures as indicators of appropriate university-level goals, once articulated.

III. What role can NSSE play in prospective systems of accountability?

NSSE may serve as an indicator of the quality of student experience within the larger undergraduate process, and can be centerpiece of student accountability reporting for systems such as VSA. However, NSSE does not provide outcome measures and doesn't address other important aspects of the university mission such as student life, research, faculty work and life, campus climate.

IV-A. Therefore, is administration of NSSE something that each campus should be *required* to do? [IV-A and IV-B are questions for the task force members when we all meet]

IV-B. And if so, how much consistency should be required across campuses with respect to –

- Sampling methods
(should not be an issue because each campus must have a national sample included)
- Frequency of participation
- Content – “consortium” with peers vs. university
(since campuses are more comparable to other referents, consortium approach may not makes sense except for regional campuses that are comparable and for any university-wide goals that we want to benchmark and that don’t already have relevant questions on NSSE)
- Uses
 - External
 - Internal
- Other?

Background Materials

- Brief Summary Information
 1. IU campus participation in NSSE
 2. The “Web-presence of NSSE reports at IU campuses”
 3. 2009 cost and consortium information for IU campus participation
 4. IU campus NSSE contacts
 5. University-wide analyses using NSSE data
 6. Benefits of participating as a system
 7. IU campus NSSE results in US News & World Report
 8. NSSE items included in the VSA template
- Supplementary Readings
 1. The 2009 NSSE questionnaire
 2. UPIRA report on analysis of impact of work during first year of college
 3. Banta, Pike & Hansen, “The Use of Engagement Data in Accreditation, Strategic Planning, and Program Assessment”

BACKGROUND INFORMATION FOR IU NSSE TASK FORCE

IU CAMPUS PARTICIPATION IN NSSE

Campus	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Bloomington	X	X	X	X	X	X	X	X	X	X
IUPUI	X		X		X		X			X
East	X	X	X	X	X		X	X	X	X
Kokomo	X	X	X		X	X	X			X
Northwest	X	X	X	X	X	X	X			X
South Bend						X	X	X	X	X
Southeast	X	X	X		X					X

X=Participated

SAMPLING AND ADMINISTRATION MODE

Since 2004, we have information available on the types of sample and administration mode used by each campus.

SAMPLE:

- N** = national norm sample, required for administration and is used for all benchmarking
- R** = random oversample, so as to have more data for disaggregating based on within campus characteristics (e.g., schools, student demographics, etc.),
- T** = targeted oversample, which allows for analysis on specific groups of interests (e.g., minorities, students in housing, student participating in specific programs, etc.)

ADMINISTRATION MODE:

- Web-only** = Students receive all correspondence by e-mail and complete the Web version of the survey.
- Web+** = Students receive three pieces of correspondence by e-mail and are asked to complete the Web version of the survey. Upon the fourth contact, a sub-set of non-respondents are sent a paper copy of the survey and all remaining non-respondents are contacted via the Web.
- Paper** = Students receive a paper invitation to participate, a hard copy of the survey, and the option of completing a Web version of the survey

Campus	Sampling						Administration Mode					
	2004	2005	2006	2007	2008	2009	2004	2005	2006	2007	2008	2009
Bloomington	NRT	NRT	NRT	NRT	NRT	NRT	Web-only	Web-only	Web-only	Web-only	Web-only	Web-only
IUPUI	NRT		NRT			NRT	Web+		Web-only			Web-only
East	N		NR	NR	NR	NR	Paper		Web+	Web+	Web+	Web+
Kokomo	N	NR	NR			NR	Paper	Web+	Web+			Web+
Northwest	N	NR	NR			NR	Paper	Web+	Web+			Web+
South Bend		NR	NR	NR	NR	NR		Web+	Web+	Web+	Web+	Web-only
Southeast	N					NR	Paper					Web+

THE “WEB-PRESENCE” OF NSSE REPORTS AT IU CAMPUSES

Campus	Web Presence of NSSE
Bloomington	NSSE-provided reports of results from 2003 to 2006 included in old Budgetary Administration and Planning page (http://www.indiana.edu/~obap/). Not posted since coordination moved and the page is no longer linked to any IUB division
IUPUI	Results reported as part of “Result of Student, Staff, and Faculty Surveys” page (http://planning.iupui.edu/95.html), e.g., most recent results: http://www.imir.iupui.edu/newsite/surveys/reports/details/?GroupID=10&ID=56&sec=0 . Includes both NSSE-provided reports and internal analysis. A few items used in the campus performance indicators (e.g., Service Learning participation within Civic Engagement indicators: http://iport.iupui.edu/pi/ce/Capacity/). Report from one year participation in FSSE
East	Results not posted but referred to in reference to President’s retreat and a recent press release (http://www.iue.edu/mediarelations/?p=168).
Kokomo	Center for Teaching, Learning and Assessment, Assessment Resources page includes links to two PowerPoint presentations on NSSE data: one for faculty and one for staff (http://www.iuk.edu/~koctla/assessment/resources.shtml).
Northwest	NSSE-provided reports posted for all years within Institutional Research site: http://www.iun.edu/~oir/nsse/
South Bend	NSSE-provided reports posted for all years within Institutional Research site: http://www.iusb.edu/~iusboir/NSSE.shtml . Also includes FSSE results for one year (2005)
Southeast	Nothing found

2009 COST AND CONSORTIUM INFORMATION FOR IU CAMPUS PARTICIPATION

Campus	Total Cost	Participation	Sampling	Consortium	Targeted Oversample		
					Count	Per Student	Total
IU Bloomington	\$8,499.50	\$300	\$7,500	\$500	133	\$1.50	\$199.50
IUPUI	\$8,433.50	\$300	\$7,500	\$500	89	\$1.50	\$133.50
IU East	\$3,675.00	\$300	\$3,375				
IU Kokomo	\$3,875.00	\$300	\$3,375	\$200			
IU Northwest	\$3,875.00	\$300	\$3,375	\$200			
IU South Bend	\$5,100.00	\$300	\$4,500	\$300			
IU Southeast	\$4,800.00	\$300	\$4,500				

Campus	Consortium
IU Bloomington	Association of American Universities Data Exchange
IUPUI	
IU East	
IU Kokomo	Consortium for the Study of Writing in College
IU Northwest	
IU South Bend	Urban Universities
IU Southeast	
	American Democracy Project

IU CAMPUS NSSE CONTACTS

Campus	Contact	email	Office
Bloomington	Dr. Lisa Kurz	kurz@indiana.edu	Instructional Support Services
IUPUI	Dr. Michael Wince	mwince@iupui.edu	Info. Management and Institutional Research
East	Dr. Mary Blakefield	mblakefi@indiana.edu	Academic Affairs
Kokomo	Dr. Sharon Calhoon	scalhoon@iuk.edu	Center for Teaching, Learning and Assessment
Northwest	Ms. Kathryn Lantz	klantz@iun.edu	Institutional Research
South Bend	Mr. John Novak	jmnovak@iusb.edu	Institutional Research
Southeast	Dr. Larry Miles	larmiles@ius.edu	Institutional Research

UNIVERSITY-WIDE ANALYSES USING NSSE DATA

University Planning, Institutional Research and Accountability (UPIRA) received permission from each IU campus to collect and use response data from the NSSE campuses for relevant university-wide analyses. Campus contacts are notified every time such use is made

COMPLETED REPORTS

FYIU – Working During the First Year of College – Uses NSSE data, linked to student records, to explore the relationship between student employment, academic performance, and engagement (a copy is included in the supplemental items)

IN PROGRESS

IU Study Abroad – Links NSSE data to student records to study the characteristics of first-year students with different plans to study abroad and of seniors who self-report having studied abroad.

IU Bloomington Residential Programs and Services – Examining differences in first-year student engagement by residence type (e.g., living learning community, academic community, etc.)

UNDER CONSIDERATION

International Students – Have had preliminary discussion with Chris Viers about exploring engagement characteristics of international students at IU campuses, using NSSE responses linked to student records.

BENEFITS OF PARTICIPATING AS A SYSTEM

There is currently no extra or extra savings for participating as a system. It would require all campuses to participate in the same year (as they are doing this year) and would yield an additional set of campus reports, which would go to the system contact, as well as a system-level report and a composite dataset (saving UPIRA the trouble of collecting that information from each campus).

If we participate as a “System Consortium,” there would be additional costs but we would have the opportunity to ask additional common questions. However, this would preclude the campuses from continuing to participate in their current or other constortia.

IU CAMPUS NSSE RESULTS IN THE USA TODAY NSSE DATABASE

	Bloomington	IUPUI	East	Kokomo	Northwest	South Bend	Southeast
Participants	X	X		X	X	X	



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News » Education

http://www.usatoday.com/news/education/2007-11-04-nsse-how-to_N.htm

Searching for signs of engagement

Since 2000, the National Survey of Student Engagement has measured student involvement in key practices associated with learning, persistence and graduation. Each participating school receives scores for first-year students and seniors in five "benchmark" categories. To view the scores of schools that have agreed to share their NSSE data with USA TODAY, click on the map — or search by school name or type — and then click on the name of a school.

Search

BY REGION



Click a school for scores CLOSE

- Indiana University Bloomington (IN)
- Indiana University Kokomo (IN)
- Indiana University Northwest (IN)
- Indiana University Purdue University-Indianapolis (IN)
- Indiana University South Bend (IN)
- John Carroll University (OH)
- Judson University (IL)
- Kalamazoo College (MI)

BY INSTITUTION TYPE

- Doctorate-Granting Universities**
 - Research Universities (very high research activity)
 - Research Universities (high research activity)
 - Doctoral/Research Universities
- Master's Colleges and Universities**
 - Master's Colleges and Universities (larger programs)
 - Master's Colleges and Universities (medium programs)
 - Master's Colleges and Universities (smaller programs)
- Baccalaureate Colleges**
 - Baccalaureate Colleges (Arts & Sciences)
 - Baccalaureate Colleges (Diverse Fields)

Results

Indiana University Bloomington

Bloomington, IN
 Survey year: 2008
 Institution type: Research Universities (very high research activity)
 Public |

NSSE BENCHMARKS	First-year students		Seniors	
	This school	Institutional type avg.		
Level of academic challenge Definition	55.5	53.0	55.5	55.5
Active and collaborative learning Definition	42.7	39.9	48.5	47.2
Student-faculty interaction Definition	34.0	31.6	40.4	40.1
Enriching educational experiences Definition	29.6	29.2	42.6	43.3
Supportive campus environment Definition	60.7	59.5	56.0	55.4

By Ron Coddington, Anthony DeBarros and Chad Palmer, USA TODAY






[More about the NSSE survey](#)

[More information from NSSE](#)

How to make NSSE scores work for you

Updated 11/21/2008 4:26 PM | Comments 4 | Recommend 26 | E-mail | Save | Print | Reprints & Permissions | RSS

STUDENT ENGAGEMENT

- Database:** Search participating U.S. schools' scores | Full list 
- NSSE:** Assessing the undergrad experience
- Students:** College kids 'get away with' poor preparation | Schools must make extra effort to help transfer students adjust 
- Faculty:** Outside class, act as mentors and role models | Rethinking how they teach 
- High impact:** Internships, study abroad, community service enhance learning 
- Writing:** Deepens learning — and many students write 100-plus pages 

By **Mary Beth Marklein**, USA TODAY

Colleges and universities use the National Survey of Student Engagement to figure out how and where they can improve the undergraduate experience on their campuses.

But college-bound students can also learn from NSSE; it can help them evaluate whether a particular campus offers the kinds of experiences and opportunities that are known to benefit students.

POOR PREPARATION: Collegians 'get away' with it, survey finds
AUGUSTANA: Illinois college's faculty rethink how they teach
FACULTY: Play role outside class as mentors, models
NSSE: Assessing the undergraduate experience

NSSE works like this: The survey is sent to randomly selected first-year and senior students at participating colleges. The questions are related to desired outcomes of college and address five types of experiences, having to do with areas such as academic challenge or exposure to cultural activities, that research suggests any college-bound student ought to be looking for.

The 5 'benchmark' categories

FIND MORE STORIES IN: [Level](#) | [Contact](#) | [National Survey of Student Engagement](#) | [Challenging](#)

- Mix it
- Other ways to share:
- Yahoo! Buzz
- Digg
- Newsvine
- Reddit
- Facebook

IU CAMPUS NSSE RESULTS IN U.S. NEWS & WORLD REPORT

South Bend provided data for 2008 and South Bend and Northwest provided data for 2007

The data are offered in a detailed report that shows the frequency responses on 22 items for all schools in a specific category that provided data. For example, the extract below comes from the 32 page document that includes IU South Bend



National Survey of Student Engagement

Universities-Master's (Part1): Page 2
Surveyed in 2007

During the current school year about how often have you done each of the following:	Asked questions in class or contributed to discussions (%)				Worked with classmates outside of class to prepare assignments (%)				Participated in a community-based project as part of a regular course (%)				Discussed ideas from readings or classes with faculty outside of class (%)				Received prompt feedback from faculty on academic performance (%)			
	N	S	O	VO	N	S	O	VO	N	S	O	VO	N	S	O	VO	N	S	O	VO
Average for all schools:	2	28	33	36	7	35	34	24	54	29	11	6	29	44	18	10	5	32	44	18
Universities-Master's																				
Fresno Pacific University (CA)	1	23	30	46	2	43	39	17	26	44	18	11	31	35	17	17	2	26	41	31
Gardner-Webb University (NC)	0	15	35	50	13	38	32	17	55	30	10	6	29	40	18	12	4	25	50	21
Georgian Court University (NJ)	2	13	27	58	7	49	26	17	39	45	11	5	22	51	16	11	4	22	51	22
Graceland University (IA)	1	16	34	50	1	25	36	38	40	38	11	11	22	43	23	13	2	23	49	26
Hamline University (MN)	0	24	32	44	5	43	35	17	44	41	12	2	21	46	21	11	3	29	47	21
Holy Family University (PA)	0	14	41	45	10	54	23	13	47	46	6	2	22	53	18	7	10	18	46	26
Indiana University--South Bend	2	21	28	49	12	38	34	16	60	29	6	3	31	43	17	10	4	23	46	27
Loyola College in Maryland	1	20	32	47	4	24	46	26	43	35	15	7	21	47	22	10	3	24	55	18

NSSE ITEMS INCLUDED IN THE VSA TEMPLATE

Group Learning Experiences

- 1% of seniors worked with classmates on a group project
- 2% of seniors tutored or taught other students
- 3% of seniors spent at least 6 hours per week participating in co-curricular activities such as student organizations and intramural sports

Active Learning Experiences

- 4% of seniors spent at least 6 hours per week preparing for class
- 5% of seniors worked on a research project with a faculty member
- 6% of seniors participated in an internship, practicum, or field experience
- 7% of seniors participated in community service or volunteer work
- 8% of seniors participated in study abroad
- 9% of seniors made at least one class presentation last year

Institutional Commitment to Student Learning and Success

- 16% of seniors believe this institution provides support for student success
- 17% of seniors rated the quality of academic advising at this institution as good or excellent
- 18% of seniors reported that this institution provided help in coping with work, family and other non-academic responsibilities
- 19% of seniors reported working harder than they thought they could to meet an instructor's standards or expectations



Student Satisfaction

- 13% of seniors would attend this institution if they started over again
- 14% of seniors rated their entire educational experience as good or excellent
- 15% of seniors reported that other students were friendly or supportive

Student Interaction with Campus Faculty and Staff

- 20% of seniors believed that the campus staff were helpful, considerate, or flexible
- 21% of seniors believed that faculty are available, helpful, or sympathetic
- 22% of seniors reported that faculty members provided prompt feedback on their academic performance
- 23% of seniors discussed readings or ideas with faculty members outside of class

Experiences with Diverse Groups of People and Ideas

- 10% of seniors reported that they often tried to understand someone else's point of view
- 11% of seniors reported their experience at this institution contributed to their understanding people of other racial and ethnic backgrounds
- 12% of seniors often had serious conversations with students of a different race or ethnicity

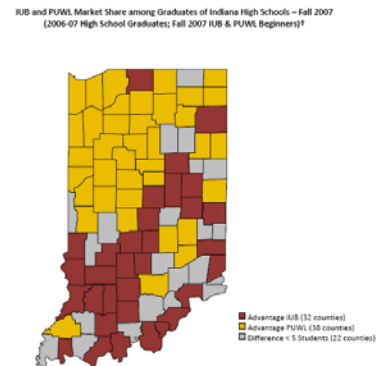
Prospects in Motion

A tool to visualize trends in IU’s market share of Indiana's college-bound students

Context: For past couple of years, UPIRA has been providing IUB with a county-level market share analysis, but this static report provides no time-series data for trend analysis, no capacity to drill-down to school-level analysis, and no additional contextual information for exploratory analysis.

IUB & PUWL Market Share Among Graduates of Indiana High Schools
(2006-07 High School Graduates, Fall 2007 IUB & PUWL Beginners)†

County	H.S. College-Bound Graduates (4-year)			Indiana University Bloomington		Purdue University West Lafayette	
	H.S. Graduates	Count	% of H.S. Grads	Count	% of College-Bound	Count	% of College-Bound
Adams	350	202	57.7%	12	5.9%	18	8.9%
Allen	3,942	2,817	71.5%	277	9.8%	268	9.5%
Bartholomew	693	541	78.1%	63	11.6%	62	11.5%
Benton	136	66	48.5%	3	4.5%	21	31.8%
Blackford	131	68	51.9%	5	7.4%	4	5.9%
Boone	635	462	72.8%	96	20.8%	108	23.4%
Brown	152	71	46.7%	16	22.5%	4	5.6%
Carroll	162	86	53.1%	3	3.5%	39	45.3%



Solution: Trendalyzer software acquired by Google and offered as freeware to develop Prospects in Motion

Population

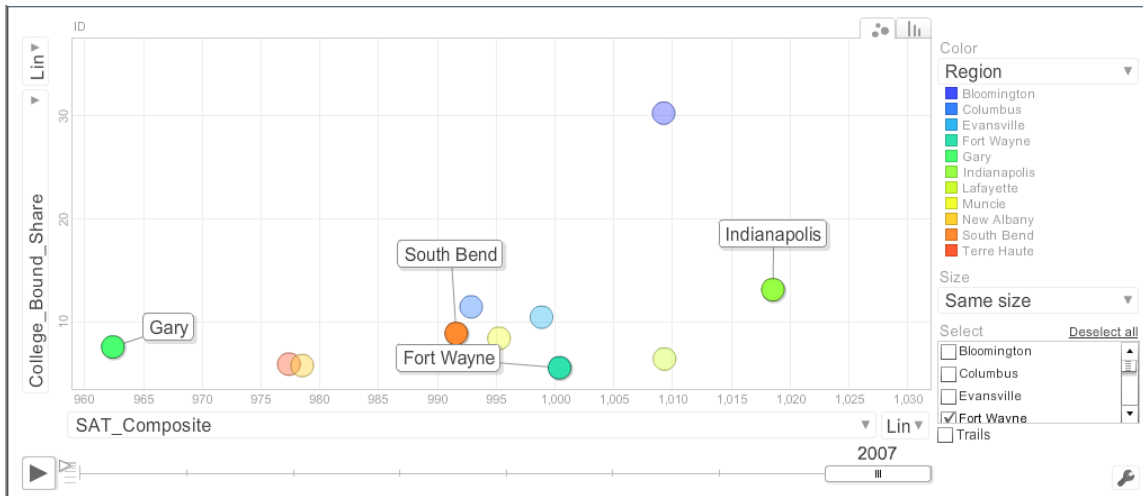
- High School
 - Active sometime between 1999-00 and 2007-08
 - Public traditional or charter school
 - Have graduating seniors
- Indiana Univ. Bloomington
 - First-time student at fall enrollment census, 2000-08
 - Graduated from Indiana public traditional or charter school

Data Requirements

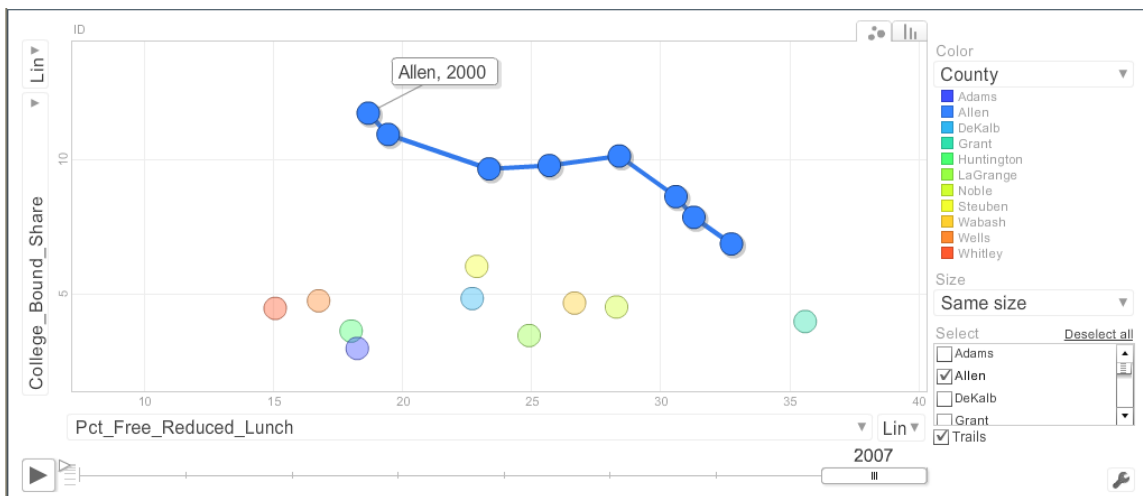
- Extracted 9 years of data from IDOE (1999-00 thru 2007-08)
 - Graduates (total, and four-year college-bound)
 - Enrollment (school total and 12th grade)
 - Test scores (SAT, ACT, ISTEP)
 - School enrollment by ethnicity
 - School enrollment by free/reduced lunch
 - Full-time equivalent teachers
- Created crosswalk (IDOE IDs → high school CEEB codes)
- Aggregated IUB first-time headcounts by IN public high school
- Aggregated all school-level data to county- and region-levels

Examples of Prospects in Motion

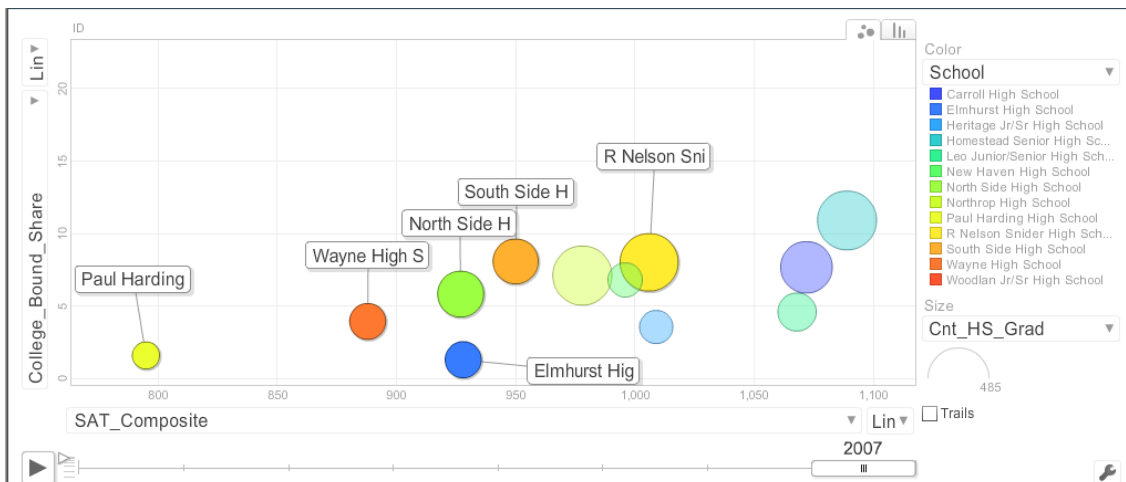
Region-level analysis of Indiana



County-level analysis of Fort Wayne Region (Economic Region 3)



School-level analysis of Allen County



Using Data from the SAT Score Report for Campus-Based Research

1. Summary of Score Report Contents:

- SAT Reasoning Test Scores (critical reading, mathematics, and writing)
- SAT Subject Tests Scores
- SAT Questionnaire Data
 - Socio-demographic (e.g., race, religion, first and best language, financial aid plans)
 - Academic plans (e.g., potential major, major certainty, degree goal)
 - High School course-taking (e.g., trigonometry, French, art, economics)
 - High school or community activities (e.g., honor society, community service, or part-time job)
 - High school sports (e.g., archery, badminton, rugby)
 - College preferences (e.g., type, size, setting, location)
 - Interest in college activities (e.g., study abroad, fraternity/sorority, or student government)

For complete contents of the SAT score report:

http://www.collegeboard.com/prod_downloads/sat/sat-college-score-data-layout.pdf

2. Examples of SAT Questionnaire Data in Current UPIRA Research:

- Report on Participation in Study Abroad at IU Bloomington. Linking SAT Questionnaire data with NSSE data for first-year students to examine the characteristics of students who have plans to study abroad while in college (SAT), and how these plans are altered by the first year experience (NSSE).
- NDIR Chapter on Predicting Involvement in Community Service: Linking SAT Questionnaire data with NSSE data for first-year students to examine the relationships between high school community service (SAT) and plans to participate in community service (SAT) with actual participation during the first year of college (NSSE).

3. Data Files

- ODS_PSE.PS_SAD_SAT_CD (Main)
- ODS_PSE.PS_SAD_SAT_CD_COL (College Activities)
- ODS_PSE.PS_SAD_SAT_CD_HS (High School Activities)
- ODS_PSE.PS_SAD_SAT_CD_STD (High School Subjects – Years of Study, Honors)

(Now also published in IUIE: Master Catalog → Student → Admissions → Admissions Data)

4. Limitations of using SAT Questionnaire Data for Research

- Not all available data from SAT Questionnaire loaded into IU system
- Not all SAT scores recognized by IU originate from SAT score reports (see table)

Table.
SAT Score Report Data Availability for Fall 2007 Beginners

		Submitting Valid SAT Scores		Submitting SAT Score Reports		SAT Score Reports Retrievable via ETS	
				ODS_PSE.PS_SAD_SAT_CD		College Board ACES	
4078 Beg		Count	%	Count	%	Count	%
BL	7,198	5,712	79.4%	4,283	59.5%	6,041	83.9%
IUPUI	2,952	2,388	80.9%	1,423	48.2%	2,067	70.0%
KO	436	324	74.3%	186	42.7%	315	72.2%
NW	719	518	72.0%	283	39.4%	460	64.0%
SB	1,072	826	77.1%	483	45.1%	770	71.8%
SE	883	615	69.6%	335	37.9%	578	65.5%
Total	13,260	10,383	78.3%	6,993	52.7%	10,231	77.2%
EA	329	177	53.8%	101	30.7%		

5. Solution? College Board’s free Admitted Class Evaluation Service (ACES)

- SAT score reports (even those not submitted to IU) for all matched SSNs (see table)
- Participate annually (and retroactively?)
 - Receive ACES SAT Validity Report
 - Receive data file for research (cannot be used for institutional reporting)