

Integrated Postsecondary Education Data System (IPEDS) 2017-18 through 2019-20

Supporting Statement Part B OMB Paperwork Reduction Act Submission

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Submitted by:

National Center for Education Statistics
Institute of Education Sciences
U.S. Department of Education

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SECTION B. Description of Statistical Methodology

B.1. Respondent Universe

The primary universe of interest for IPEDS consists of approximately 7,300 institutions that are eligible to participate in Title IV student financial aid programs (according to IPEDS' most recent count). By law, these schools are required to respond to IPEDS (section 490 of the Higher Education Amendments of 1992 (P.L. 102-325). IPEDS allows other (non-title IV) institutions to participate on a voluntary basis. About 200 non-title IV institutions elect to respond, for a total of approximately 7,500 institutions submitting data to IPEDS. Title IV schools are shown by highest level of offering (4-year award or above, 2-year award, less than 2-year award) and by control (public, private not-for-profit, private for-profit):

**Table 47. Title IV Institutions in the IPEDS Universe
Estimated Counts for 2017-18 Collection**

	<u>Total</u>	<u>Public</u>	<u>Private, not-for-profit</u>	<u>Private, for-profit</u>
Total	7,500	2,050	2,000	3,450
4-year	3,200	750	1,700	750
2-year	2,200	1,050	200	950
Less than 2-yr	2,100	250	100	1,750

B.2. Statistical Methodology

There is no sampling done for any of the IPEDS survey components.

Because of the institutional compliance requirements outlined in sections A.1 and A.2, in Part A of this submission, sampling is not an option. This has been discussed at length at meetings of our Technical Review Panel, with other areas of the Department of Education, including the Office for Civil Rights, the Office of Postsecondary Education, the office of Federal Student Aid, and the Office of Vocational and Adult Education, and with other Federal Agencies such as Census, BEA and EEOC.

B.3. Methods to Maximize Response Rates

IPEDS response rates for institutions receiving federal financial aid are consistently 99.8% and higher. IPEDS targets the Title IV institutions (others may respond, but no follow-up is done) and the web-based survey system incorporates an automated e-mail module that automatically generates follow-up e-mail to "keyholders" (individuals appointed by the CEOs as responsible for IPEDS data submission). As shown in section A.16, Table 40, frequent communications occur with the institution over the course of the data collection to ensure compliance with this statutorily mandated collection. Follow-up e-mails are generated if the institution does not attempt to enter data or if, at two weeks and one week before closeout, the components are not locked. The CEOs of non-responding institutions are also contacted by standard mail and with follow up phone calls if, two weeks prior to closeout, the school has not entered any data. New institutions and institutions with new keyholders receive additional telephone and email prompts. This has proven to be very successful in past years. In addition, the names of institutions that do not respond to the IPEDS surveys, and a history of all regular contact with these institutions, is provided to the Federal Student Aid office for appropriate action.

B.4. Tests of Procedures and Methods

The data collection procedures and data items described in this submission have been tested in a number of ways. Most of the data elements requested have already been collected in previous IPEDS surveys and prior to that, similar data elements had been collected for over 20 years in HEGIS.

However, data quality is an overriding concern that NCES must continue to assess and evaluate. One approach is to assess relevant data from different IPEDS components and from different survey years to evaluate the consistency and reliability of reported data. These interrelationships among surveys and relationships over time were used to develop the automated tests used to edit each IPEDS data submission. Edit checks currently help to identify potential problems and provide opportunities to correct them early in the data collection. As the number of institutions that automate their responses to IPEDS increases, it becomes increasingly difficult to fully validate their responses. However, by implementing a web-based data collection effort that requires error resolution and correction *prior to* data submission, NCES has been gathering cleaner data in a more timely fashion. The web-based system still accommodates intermediate reporting units such as community college boards, state university systems offices, and corporate offices.

The web-based data collection method was tested in a successful pilot collection of Institutional Price and Student Financial Aid information in August 1999, and has been in full-scale implementation since the Fall of 2000. Throughout the implementation of the web-based system, as a result of discussions with data providers and associations that use the data, NCES has revised the data collection items, definitions, and instructions based on the recommendations of our constituents, and following appropriate public comment periods.

B.5. Reviewing Individuals

Listed below are individuals who have reviewed, in whole or in part, the IPEDS surveys, and/or participated in Technical Review Panel meetings charged with revising and refining the surveys and data items collected.

Representatives from the National Center for Education Statistics

Samuel Barbett, Mathematical Statistician
Allison Bell, Associate Research Scientist¹
Tiffane Cochran, Program Support Assistant
Christopher Cody, IPEDS Survey Director
Sarah Crissey, Research Scientist
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¹ Individual attended multiple Technical Review Panels at different times and in differing capacities, as a NCES representative and as a representative for another organization.

Thomas Snyder, Program Director, Annual Reports and Information
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Representatives from Associations, Postsecondary Institutions/Systems, and Other Federal Offices

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Brenda Albright, National Postsecondary Education Cooperative (NPEC)
Patrick Alles, Independent Colleges of Indiana and University of Indianapolis²
Gary Andeen, Oregon Alliance of Independent Colleges and Universities
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Eric Atchison, Mississippi Institutions of Higher Learning
Craig Bach, Kaplan University
Brenda Bailey, Minnesota State Colleges & Universities
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Allison Bell, HCM Strategists¹
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Heather Kelly, University of Delaware
Patrick Kelly, National Center for Higher Education Management Systems (NCHEMS)
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