

# CDR LIAISONS/INSTITUTIONAL RESEARCHERS MEETING

Van Hise Hall, Room 1820

Thursday, April 3, 2008

10:00 – 2:30

## Summary

1. Welcome/Introductions
2. VSA (Voluntary System of Accountability) Update

The VSA timeline and list of campus contacts were reviewed. The deadline for implementing the cost calculator has been extended from 3 to 6 months. The deadline for submitting data to the National Student Clearinghouse (NSC) has been removed, but the deadline for reporting information based on NSC data remains the same.

One institution advocated for a systemwide cost calculator. The following drawbacks to this approach were discussed: (1) many UW's are considering use of UW-Madison's calculator, while other UW financial aid directors feel their situation is unique and that the calculator should be individualized for their campus, and (2) the CDR does not have the data necessary, e.g., campus housing, to populate the cost calculator. Another institution noted that the cost calculator provided by VSA requires PHP, which they do not use. Could UWSA host the cost calculator(s)? It was noted that Madison's cost calculator is also a PHP application. Technical staff clarified that the open-source MySQL software is also required for the VSA-supplied calculator, but that it and the PHP application(s) can be installed on any Unix server. This topic will be discussed at the next VSA teleconference (4/21/08).

The group discussed the graduation rates that are part of VSA; the rates use NSC to calculate a graduated "anywhere" rate. (In addition to the VSA requirement, UWSA leadership is interested in calculating a systemwide graduation rate based on this approach, for accountability reporting.) Three campuses are in the process of submitting the necessary degree data to NSC; others are up-to-date. Several potential problems were discussed regarding the VSA graduation rate data requirements:

- When downloading data directly from NSC, degree flags in some cases appear to be duplicated in successive terms.
- Will the VSA web application for calculating grad rates (projected for release in June or July), exclude vocational degrees/certificates such as cosmetology, truck driving, etc.?
- Some UWs have questioned the way that VSA plans to handle graduates from 2-year institutions in the graduation rate.
- Transfer student graduation rates depend heavily on when the student enters (fall, spring) and how many credits transferred; VSA's focus on fall transfer students may not provide useful comparative information.

This topic will be discussed at the next VSA teleconference (4/21/08), after which UWSA can provide feedback to VSA on these and other issues. Technical documentation provided by the NSC with the tool to calculate the graduation rate data may clarify these potential problems.

### 3. Advantage Wisconsin

The group reviewed the core strategies of the Advantage Wisconsin strategic framework. These strategies will shape the next version of the UW System accountability report. Among the issues is the degree to which the new version will emphasize broader state goals vs. the existing student-centric UW goals.

One institution asked about data sources for the High Paying Jobs strategy, since a common request is for the number of people employed in Wisconsin after graduation. Existing ACT Alumni survey data would be one source for this information. Another option would be to repeat a data-sharing arrangement with the Dept. of Workforce Development.

Accountability reports from other states are being examined as part of the transition to the next version of the accountability report. Some universities use a survey of non-completers (people who are no longer enrolled and didn't earn a degree). The group raised several comments on this type of survey:

- Operationalizing such a survey is challenging – how long must a student be gone before they are considered a non-completer vs. a short-term stop-out?
- Response rates tend to be poor for this type of survey (in the teens at one institution).
- This population is hard to contact, partly due to non-current address information.
- Students may return for additional credentials or education, so the question of intent is important when deciding who didn't complete.
- One institution's survey of non-returning freshmen found the number one reason was finances – many indicated they intended to come back but couldn't afford it at the time.
- Universities in Iowa did a similar type of study about 4 years ago.
- If the goal is more graduates, we should market "school is year round" – even if people go back home, they can take summer classes at an institution in their home town. One institution has made targeted efforts with one or two other UWs.
- UW-Extension's Adult Student Initiative invites non-completers back for a degree at a UW; institutions determine who is a stop-out and send the contact info to Extension. The pilot was deemed a success; however, there is no baseline for how much of this activity might have occurred within the Initiative.

The group reviewed the 10 Action Steps under Advantage Wisconsin, endorsed by the BOR. (Future accountability reporting will probably focus on the 7 core strategies, rather than the 10 action steps.) The action steps are being discussed at Provost meetings monthly, and also among the CBOs. Each action step has a small working group of Provosts/UWSA staff to move the step forward. The implementation of any given action step may vary from campus to campus.

### 4. Accountability

CDR Liaisons were thanked for the efforts in submitting the CDR, which is the foundation for much of the accountability report, *Achieving Excellence*. The accountability report has been posted to OPAR's web site: <http://www.uwsa.edu/opar/accountability/>

Progress on the 2008 NSSE survey was discussed. Several institutions reported low response rates, and complaints from students of the length of the NSSE and of being asked to complete too many surveys. NSSE has made slight changes to the fielding dates, which has made it difficult for some institutions to know when students will be contacted; this makes coordinating the timing of multiple surveys more difficult. Some institutions reported using incentives, such as random drawings for gift cards, to increase response rates, with mixed results. It was agreed that information from NSSE on the effectiveness of different types of incentives would be helpful.

## 5. CDR Updates

### a. Race/Ethnicity Changes

The group reviewed recent changes to race/ethnicity on the UW application, the subsequent guidelines finalized by the Dept. of Education, and the implications for future changes to the UW application: moving to a two-question format and removing “other” as an option for race.

Several issues were discussed:

- 1) Regarding the timing of the changes, the preference was for “Option 2,” Sept 2009, because of the need to modify the UW electronic application. Unfortunately, since PeopleSoft implementation and upgrade dates vary by campus, there is never a perfect time for change. A question was raised: Could the electronic UW application be modified to drop the “other” race category this year?
- 2) Since the new Federal guidelines do not require institutions to resurvey current students using the two-question format, UW institutions will likely have the option of whether or not to resurvey.
- 3) The new Federal guidelines separate Asians from the Native Hawaiian/Pacific Islander category. Resurveying will address this separation for current students, however, some students will remain in the combined category. If institutions are unable to determine whether students are Asian or Native Hawaiian/Pacific Islander, it was recommended that they be reported in the Asian category.
- 4) MILER can apply the current MAAD changes to the student CDR without difficulty. Implementation of the two question format will impact EPCS (the PeopleSoft application load program).
- 5) Options for reporting data, based on the two-question format, were also discussed. Some institutions advocated that OPAR report Unknowns separately from Whites to IPEDS and in other OPAR reports, e.g., retention.

### b. First Generation College Student Data Element

The application question says: “Has either of your parents earned a four-year college degree?” So “yes” means the student is “not first generation”. However, in the proposed MAAD/CDR data element, “yes” means the student “is first generation.” The data from the application is currently stored in PeopleSoft as a recruitment category at UW-Madison and UW-Milwaukee. EPCS will be adapted to load these recruitment categories for all PeopleSoft institutions and to distinguish “not first generation” from non-responses.

c. Incoming International Student Exchange Data Element

Many institutions have not been reporting the Incoming International Student Exchange data element in their CDR submission. Institutions were asked to review the handout, documenting how this data can be stored in PeopleSoft and provide feedback on whether this will work for them. The campus offices responsible for maintaining this info may differ from institution to institution.

d. Other

Updates to Financial Aid CDR: two new financial aid types (TEACH grant, Fund for Wisconsin Scholars grant).

Liaisons were reminded to review the Spring CDR Manual update, which will be released later this month. In particular, they were asked to review the section length data and CAC/UDDS table and provide updates to OPAR.

6. Round Robin

CDR Liaisons and Institutional Researchers from each UW institution and from OPAR updated the group on campus projects and analyses.

7. CIP (Classification of Instructional Program) Codes

In March, NCES requested proposals for new CIP codes. OPAR worked with campuses and submitted some proposals for new codes to NCES.

8. IPEDS

Spring 2007-08 surveys (Finance, Financial Aid, and Graduation Rate Survey) are available for review by IPEDS keyholders. Changes for 2008-09 and beyond have not been officially announced but are likely to include those submitted earlier this year for OMB (Office of Management and Budget) approval. Specific proposed changes include the race/ethnicity changes and the elimination of first professional programs as a category (professional enrollments and degrees will primarily move to a new doctorate-- professional practice category). Also, major changes are in store for the IPEDS finance survey. UW System Financial Admin staff are working to determine the impact of the proposed changes and to square with other annual financial publications. Minor changes will be made to the collection of financial aid (federal grants will be split into Pell vs. other federal grants, and federal loans will be reported separately from other loans).

The question arose: "Would an accrediting agency's requirement to designate a BS in Athletic Training (vs. just a BS) affect IPEDS reporting?" This would not affect IPEDS reporting as degrees are reported in major degree type categories (associate, bachelor's, master's, doctorate). This might require a change to the CDR degree name/code.

## 9. IAIS

Fall 2007 data has been loaded and is available for campus use. Past IAIS data have been reloaded to more adequately reflect changes to campus practices and correct some updates. The IAIS application has been upgraded and an email will follow on the upgrade procedures. The changes to the application are minor--some report layouts, titles, and footnotes.

OPAR staff, along with a small campus constituency, have been working on a method to come up with an alternative to the default Faculty Percent Effort (which replaced the Faculty Effort from the faculty survey) used to develop salary ratios to distribute costs across levels. One alternative presented and distributed at last year's CDR meeting was to replace the effort component with a SCH (Student Credit Hours) measure. A second suggested approach to using SCH would be to replace the entire cost allocation algorithm with SCH. This latter approach would change the theoretical underpinnings of IAIS and would need to be vetted with a wider group. However, to facilitate future direction and discussion, campuses will receive the comparison of all methods and are invited to review and provide feedback as this affects System allocation decisions.

## 10. Retention/Graduation

Retention reports are available on NetStorage as PDFs. The reports are based on the total (TMSA) population, and use student Social Security Number and Campus Student ID (CDR data element 2012) to track students. Any institutions wanting the reports in Excel format should contact OPAR.

The retention database views have been updated, and documentation is available on the OPAR web site, including examples of how to use the views:

<http://www.uwsa.edu/opar/cdr/views/index.htm>