

Slide 1 of 25

Title Slide: Postsecondary Education Quick Information System (PEQIS)

Slide 2 of 25

This module introduces users to the Postsecondary Education Quick Information System (or PEQIS). The module highlights past survey topics, describes the survey design and sampling frame, explains how data were collected and processed, and explains how PEQIS data were weighted and the imputation process used for missing data. It also explains the survey estimation and limitations. Along with describing the downloadable data files and documentation that are available, this module includes an explanation of how to interpret the record layout. The module also provides answers to frequently asked questions, and explains the publications that are associated with PEQIS data.

Throughout the module, you will be able to access the various resources described by clicking the underlined screen text on each slide.

Slide 3 of 25

The Postsecondary Education Quick Information System (or PEQIS) was established in 1991 to quickly collect limited amounts of policy-relevant information from a nationally representative sample of postsecondary institutions or a census of state higher education agencies on topics of national importance. Questionnaires are pretested and generally each survey is limited to three pages of questions, which limits the response burden to about 30-45 minutes per respondent.

Policy analysts, program planners, and decision makers in postsecondary education frequently need data on emerging issues. It is not always feasible for NCES to use its large, recurring surveys to provide such data.

To date, 18 PEQIS surveys have been completed

Slide 4 of 25

On this slide you can see the titles of the nine PEQIS surveys that are available for download by the year they were administered.

Slide 5 of 25

PEQIS panels are derived from previously recruited samples and are nationally representative. The PEQIS panel was originally selected and recruited in 1991–92. In 1996, 2002, 2006, and 2011, the PEQIS panel was reselected to reflect changes in the postsecondary education universe that had occurred since the original panel was selected. Approximately 1,650 postsecondary education institutions are included in the PEQIS.

Postsecondary Education Quick Information System (PEQIS)

Eligible institutions include 2-year and 4-year (including graduate-level) institutions that are both Title IV eligible and degree-granting, and are located in the 50 states and the District of Columbia.

Slide 6 of 25

The most recent PEQIS, the 2011 PEQIS panel, was constructed from the 2009-10 IPEDS Institutional Characteristics file.

The 2011 PEQIS sampling frame was stratified by instructional level (4-year or 2-year), control (public, private nonprofit, or private for-profit), highest level of offering (doctor's/first-professional, master's, bachelor's, or less than bachelor's), and total enrollment, to create 43 primary strata. Within each of the stratum, institutions were sorted by region (Northeast, Southeast, Central, or West) and by whether the institution had a relatively high combined enrollment of American Indian/Alaska Native, Asian/Pacific Islander, Black, or Hispanic students. The sample of 1,650 institutions was allocated to the strata in proportion to the aggregate square root of the total enrollment; institutions with a primary stratum were sampled with equal probabilities of selection.

Slide 7 of 25

As an example, we'll use the 2012-13 PEQIS survey, "Services and Support Programs for Military Service Members and Veterans."

This survey used the 2011 PEQIS panel as its sample. For the 2011 PEQIS, eligible institutions included 2-year and 4-year (including graduate-level) institutions that were both Title IV eligible and degree-granting, and were located in the 50 states and the District of Columbia.

Slide 8 of 25

The 2011 PEQIS sampling frame was stratified by instructional level (4-year or 2-year), control (public, private nonprofit, or private for-profit), highest level of offering (doctor's/first professional, master's, bachelor's, or less than bachelor's), and total enrollment to create 43 primary strata.

Slide 9 of 25

Within each of the strata, institutions were sorted by region (Northeast, Southeast, Central, or West) and by whether the institution had a relatively high combined enrollment of Black, Hispanic, Asian/Pacific Islander, or American Indian/Alaska Native students. Institutions were allocated to the strata in proportion to the aggregate square root of total enrollment. Institutions within a primary stratum were sampled with equal probabilities of selection. About 1,650 institutions were included on the 2011 PEQIS panel and were part of the "Services and Support Programs for Military Service Members and Veterans at Postsecondary Institutions, 2012-13" survey.

Slide 10 of 25

Typically, PEQIS surveys are self-administered questionnaires and respondents are offered the option of completing the survey by mail or via the Web, with telephone follow-up for survey nonresponse and data clarification. The questionnaires are pretested, and efforts are made to check for consistency in the interpretation of questions and to eliminate ambiguous items before fielding the survey to all institutions in the sample.

Although the surveys are designed to account for sampling error and to minimize nonsampling error, estimates produced from the data collected are subject to both types of error.

Slide 11 of 25

Data for PEQIS surveys are weighted to produce national estimates. The weights were designed to adjust for the variable probabilities of selection and differential nonresponse. For recent PEQIS surveys the weighted number of eligible institutions represents the estimated universe of approximately 4,380 Title IV eligible degree-granting institutions in the 50 states and the District of Columbia.

Slide 12 of 25

Item nonresponse rates for PEQIS surveys are typically very low, less than 1 percent for most items.

Missing data are imputed for the items with a response rate of less than 100 percent using a “hot-deck” approach to obtain a “donor” from which the imputed values are derived. Once a donor is found, it is used to derive the imputed values for the missing data. For categorical items, the imputed value is the corresponding value from the donor. For numerical items, the imputed value is calculated by taking the donor’s response for that item and dividing that number by the total number of students enrolled in the donor institution. This ratio is then multiplied by the total number of students enrolled in the recipient institution to provide an imputed value. All missing items for a recipient are imputed from the same donor.

Slide 13 of 25

Let’s again use the “Services and Support Programs for Military Service Members and Veterans at Postsecondary Institutions, 2012-13,” PEQIS as an example. Although item nonresponse was generally low, missing data were imputed for the 28 items with a response rate less than 100 percent. The missing items included both numerical data (e.g., the number of military service members and veterans, and dependents of military service members and veterans enrolled in the institution), as well as categorical data, (for example, how institutions provide information to students about programs and services available to military service members and veterans).

Slide 14 of 25

The missing data were imputed using a “hot-deck” approach to obtain a “donor” institution from which the imputed values were derived. Under the hot-deck approach, a donor institution that matched selected characteristics of the institution with missing data (the recipient institution) was identified. The matching characteristics included institution type, control, highest level of offering, region, and enrollment size.

In addition, relevant questionnaire items were used to form appropriate imputation groupings. Once a donor was found, it was used to derive the imputed values for the institution with missing data. For the numerical items, the imputed value was calculated by taking the donor’s response for that item and dividing that number by the total number of students enrolled in the donor institution. This ratio was then multiplied by the total number of students enrolled in the recipient institution to provide an imputed value. For categorical items, the imputed value was the corresponding value from the donor institution. Imputation flags are included in the data.

Slide 15 of 25

The PEQIS sample size permits limited breakouts by analysis variables. As the number of categories within any single analysis variable increases, the sample size within categories decreases, which results in larger sampling errors.

PEQIS survey data are based on complex sample designs that require the use of weights to compensate for variable probabilities of selection, differential response rates, and possible deficiencies in the sampling frame.

For information on properly analyzing NCES complex sample data, please review the two NCES Distance Learning Dataset Training (or DLDT) common modules “Analyzing NCES Complex Survey Data” and “Statistical Analysis of NCES Datasets Employing a Complex Sample Design” by clicking on the underlined screen text.

Slide 16 of 25

Although most questions on repeated surveys ask for similar information, the wording or organization of some questions differs to the extent that direct comparisons are not possible. These changes in question wording can be necessary to allow for more detailed information or to capture changes from years past. Some questionnaire items may contain limitations or wording problems that require modifications. In addition, new topics that are added to the surveys result in some of the older items being dropped because of space limitations.

Slide 17 of 25

PEQIS public-use data files and documentation are available on the NCES website. There are three types of files available including ASCII flat files, SAS files, and other documentation such as technical notes, the questionnaires, file layout and summary statistics for variables in the data files.

Postsecondary Education Quick Information System (PEQIS)

Flat files are ASCII text files that contain no formatting and have no column headers; however, they are convenient to use with statistical processing programs.

SAS files are formatted for analysis in SAS data analysis software; the readme.txt file in the documentation for each survey describes the function of the various SAS files.

Note that NCES does all it can to assure that the identity of data subjects cannot be disclosed. All direct identifiers, as well as any characteristics that might lead to identification, are omitted or modified in the dataset to protect the true characteristics of individual cases. Due to confidentiality legislation, users will need to obtain (or amend) an NCES Restricted-use data license to access more finely-grained micro data from some surveys.

Slide 18 of 25

For each variable, the record layout provides important information. The first column of the record layout file contains the variable name (e.g., SIZE). The second column indicates the type of variable (e.g., C H A R for character, or N U M for numeric). The third column of the record layout lists the column(s) associated with the variable in the survey dataset. And finally, the “Description” column provides a short explanation of the variable.

Slide 19 of 25

The following slides will provide several “frequently asked questions” from PEQIS users and the corresponding answers to help users understand what is available and what is beyond the scope of the PEQIS.

How can I access the survey data? To access PEQIS survey data, go to the Downloads page. If a dataset is available for public use, it can be downloaded directly from this website. Beyond the public-use datasets currently listed, though, public-use datasets from additional surveys may be forthcoming. Please contact the helpdesk at PEQIS@ed.gov for information on when new datasets are expected to be available. If you need restricted-use data, a Restricted-use license will be required.

Will a survey on a certain topic be administered again in future years? Most PEQIS surveys are only administered once. Some surveys, like surveys on distance education, though, have been conducted more than once in the past, but may or may not be conducted again in the future. You may contact the helpdesk at PEQIS@ed.gov to find out if a survey on a particular topic is planned.

Slide 20 of 25

Can I have analyses run for me? No, analyses are not provided by NCES. However, if the data are available on the Downloads page, you may obtain the data you wish to analyze.

Is it possible to have data tables computed online for PEQIS surveys? No, not at this time.

Postsecondary Education Quick Information System (PEQIS)

Who is represented in the survey samples? All PEQIS survey results are based on nationally representative samples, as opposed to samples that are drawn to be representative of individual states. Therefore, state-level estimates with PEQIS data are not available.

Slide 21 of 25

Can I get a list of institutions that gave a particular answer to a survey item, or find out how a particular institution responded? No. When the data were collected, institutions were assured that their survey responses would remain confidential.

Can I download and use PEQIS survey questionnaires? Yes. Survey questionnaires are in the public domain and may be found, when applicable, in the appendix section of the publication.

Who may request a survey? Surveys may only be requested by principal operating components of the U.S. Department of Education or agencies working on issues relevant to Department policymakers.

Slide 22 of 25

First Look Reports introduce new NCES data to the public. These reports are a collection of up to 15 pages of tables, presented with a brief introduction, one page of findings, and necessary technical notes that briefly describe the sample design and data collection. The Reports contain descriptive information and include selected findings from the surveys.

The findings are chosen to demonstrate the range of information available from the study rather than to discuss all of the data collected; they are not meant to emphasize any particular issue.

Many of the variables examined in the First Look Reports are related to one another and complex interactions and relationships are not explored in these reports.

Survey questionnaires are in the public domain and may be found in the appendix section of the report.

Initial reports are released less than one year from the end of data collection.

Slide 23 of 25

For questions about PEQIS, please refer to the Frequently Asked Questions (or, FAQ) page or email the PEQIS survey manager at PEQIS@ed.gov.

Slide 24 of 25

This module has introduced users to the Postsecondary Education Quick Information Survey (or PEQIS). The module highlighted past survey topics, described the survey

Postsecondary Education Quick Information System (PEQIS)

design, including sample design, sampling frame and data collection, and explained some limitations to keep in mind for analysis of PEQIS data. It also described the downloadable data files and documentation that are available, provided answers to frequently asked questions, and described available publications.

Slide 25 of 25

Important resources that have been provided throughout the module are summarized on this slide for your reference.

You may now click the exit button to return to the landing page.