

A Longitudinal Study On The Number Of Graduates Of US Colleges And University Schools and College of Business Programs.

by

*Rick Weible, Division of Management and Marketing,
Marshall University, Huntington, WV 25755,
email - weible@marshall.edu, (304) 696-2673*

ABSTRACT

This paper examines the graduation rates for students majoring in business at U.S. colleges and universities. The numbers used in this report are based on graduation numbers reported to the US Department of Education.

INTRODUCTION

The US Department of Education collects all kinds of data about educational programs in the US. This research will use IPEDS completion data.

“The US Department of Education was created in 1980 by combining offices from several federal agencies. Its original directive remains its mission today — to ensure equal access to education and to promote educational excellence throughout the nation. The US Department of Education is dedicated to:

- Establishing policies on federal financial aid for education, and distributing as well as monitoring those funds.
- Collecting data on America's schools and disseminating research.
- Focusing national attention on key educational issues.

Prohibiting discrimination and ensuring equal access to education.”[7]

Under this mission the department of education collects statistics on most educational programs in the U.S. The department charged with statistical collection and analysis is the National Center for Education Statistics (NCES).

DATA COLLECTION

Technology Student Graduation Numbers

“One of the National Center for Education Statistics programs is the Integrated Postsecondary Education Data System (IPEDS). IPEDS, established as the core postsecondary education data collection program for NCES, is a system of surveys designed to collect data from all primary providers of postsecondary education. IPEDS is a single, comprehensive system designed to encompass all institutions and educational organizations whose primary purpose is to provide postsecondary education. The IPEDS system is built around a series of interrelated surveys to collect institution-level data in such areas as enrollments, program completions, faculty, staff, and finances.”[2]

IPEDS data is available for download at <http://nces.ed.gov/ipeds/pas/index.asp>. [9] This research will examine 10 years of program completions data for the academic years between 1994-95 and 2004-05. 2004-05 is the latest data available. 2005-06 data will begin collection in August 2006. Program completion records are reports from postsecondary schools listing the number of students completing each program the school offers. The programs are coded using CIP (Classification of Instructional Programs) codes. CIP codes were created in 1980 with updates in 1985, 1990 and 2000. When updates occur, a 3 year conversion period is permitted before reporting using the new codes is mandatory [8]. Goto <http://nces.ed.gov/pubs2002/cip2000/index.asp> to see 2000 CIP codes.

Between 1994-95 and 2003-04, over 2 million program completion records were submitted to IPEDS from over 7030 schools, see Table 1. One record is created for each program a school offers. Of these 54,470 are for computer related programs.

Table 1 – IPEDS Annual Submissions 1994-95 to 2003-04.

Year	Count
2004	219,638
2003	211,841
2002	398,944
2001	194,569
2000	173,137
1999	158,879
1998	201,825
1997	159,007
1996	158,885
1995	163,377
Total	2,040,102

To get an initial feel for the accuracy of the data reported to IPEDS, an examination of one southeastern US college of business internal undergraduate graduation counts was compared to the numbers reported by that University to IPEDS for 2002-2003. The results are shown in table 2.

Table 2. Data Verification – compare Official Graduation List to what is reported in IPEDs.

Program	MU Graduate List	IPEDs Data
Accounting	56	55
Economics	10	11
Finance	30	31
Management (includes Health Care)	106	106
MIS	62	62
Marketing	70	78
Totals	334	343

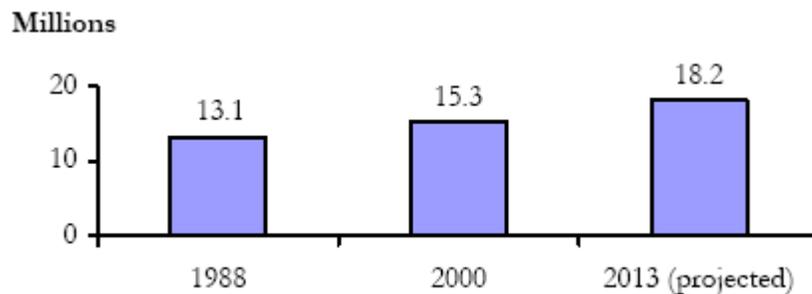
The totals in this table show a different of 9 or a 2.695% error rate for one year at this college. These errors need to be examined and explained. Is this an error on the part of the college or the University

reporting system? How is the data generated? Is either count very accurate? Does this represent the error rate for all of the data? Is it high or low? Is the error rate significant?

DEPARTMENT OF EDUCATION POST-SECONDARY ENROLLMENT PROJECTIONS

Between 2000 and 2013, total enrollment is projected to increase 19 percent, to 18.2 million, in the middle alternative projections; 15 percent, to 17.7 million, in the low alternative projections; and 23 percent, to 18.8 million, in the high alternative projections.

Figure A. Total enrollment in degree-granting institutions, with middle alternative projections: Selected years



SOURCE: U.S. Dept. of Education, NCES: [Integrated Postsecondary Education Data System \(IPEDS\)](#), "Fall Enrollment Survey," various years; and Enrollment in Degree-Granting Institutions Model. (See [reference table 10.](#)) [2]

During the 12 years between 1988 and 2000 enrollments increase by 2.2 million and thus this projection of a 2.9 million during this 13 year period.

RESEARCH QUESTIONS

What has been happening in enrollments in business programs?

Other research questions remain, please contact the author for a completed copy of the paper.

Can future enrollments be predicted?

ANALYSIS

This paper will explore these ideas.

SELECTED REFERENCES

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10. Enrollment Projections - <http://nces.ed.gov/programs/projections/>
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[1] IPEDS - <http://nces.ed.gov/ipeds/>
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APPENDIX A - Computer Related CIP (Classification of Instructional Programs) Codes used in the study

Broad areas of study are coded with 2 digit codes, which are then divided into more specific areas with 4 digit codes and finally specific programs are listed under 6 digit codes. Two (2) and 4 digit codes are used for aggregation of data. The 2 digit codes use are: 11 – Computer Sciences, 14, 15 – Engineering 30 – Math and Computer Science and 52 – Business. An example of a 6 digit code is 52.1201 – Management Information Systems, General. All results in this study are from the 6 digit codes in this list.