Outcome Measures

Overview

Outcome Measures Overview

Welcome to the IPEDS Outcome Measures (OM) survey component. The OM component collects award and enrollment data from degree-granting institutions on four undergraduate cohorts and eight undergraduate subcohorts at three status points: four-years, six-years, and eight-years after entry.

The four cohorts of degree/certificate-seeking undergraduates are:

- First-time, full-time entering (FTFT)
- First-time, part-time entering (FTPT)
- Non-first-time, full-time entering (NFTFT)
- Non-first-time, part-time entering (NFTPT)

For each cohort, two subcohort groups have been added to the OM component - Pell Grant recipients and Non-Pell Grant recipients - resulting in eight new undergraduate subcohorts.

Major Updates:

- Starting with the 2017-18 collection, all institutions must report on a **FULL-YEAR** cohort. The OM cohort year is 2009-10. The full-year cohort coverage period is July 1, 2009 - June 30, 2010.
- Institutions will establish their OM cohorts based on their subcohorts of entering Pell Grant recipients and Non-Pell Grant recipients. Institutions should first identify their entering degree/certificate-seeking undergraduates during July 1, 2009 - June 30, 2010 and place each student in the appropriate subcohort. Each student should be reported only once.
- A new, third status point of four years after entry has been added to OM component.
- For each status point, institutions will report the highest type of award conferred to a student for each subcohort. The three award categories are certificates, associate's degree, and bachelor's degree. The awards are mutually exclusive within each status point.
- Institutions should report exclusions for the entire eight year period only on the "Establishing Cohorts" screen. Additional exclusions cannot be reported on the status point screens (i.e., four-years, six-years, or eight-years after entry).
- IPEDS will ask for an estimated time it took to complete the OM component. Include in that estimate the time to review instructions, research data sources (i.e., coordinate with IT and Student Aid offices), complete and review the component, and submit the data.

Data Reporting Reminders:

All reporting institutions will report on the entering cohort year: **2009-10 (July 1, 2009 - June 30, 2010).**

- Four-year status point was as of **August 31, 2013**
- Six-year status point was as of **August 31, 2015**
- Eight-year status point was as of **August 31, 2017**

Reporting Tips:

Carefully read each OM FAQ before reporting your institution's data. There are new FAQs regarding the major updates to OM 2017-18 collection, such as academic reporters now reporting on a full-year cohort, summer sessions starting prior July 1, reporting awards at different status points, and Pell Grant and Non-Pell Grant recipient subcohorts.

Remember: All institutions are required to report transfer-out student data. Refer to FAQ #33 for more information.

Resources:

To download the survey materials for this component: Survey Materials

To access your prior year data submission for this component: Reported Data

If you have questions about completing this survey, please contact the **IPEDS Help Desk at 1-877-225-2568**.

Establishing Cohorts

Establishing Cohorts
2009-10 Entering Undergraduate Cohort
(July 1, 2009-June 30, 2010: Full Year)

Directions: Begin by identifying your entering degree/certificate-seeking undergraduates for the full year of July 1, 2009 - June 30, 2010. Then report each student under one of the eight subcohorts (Pell or Non-Pell Grant recipients FTFT, FTPT, NFTFT, NFTPT). Each entering student should be reported only once. The four cohorts and total entering students will be calculated based on your subcohort reporting.

NOTE: Once a student is in the cohort, the student remains in the cohort, even if the student's attendance status changes (i.e., full-time to part-time, or vice versa) or if the student drops out, transfers out, or transfers back into the institution during the eight-year period. However, adjustments can be made to the cohort for allowable exclusions, which include the death of a student, permanent disability, military deployment, or service on an official church mission or with a foreign aid service of the Federal government. Exclusions are for the **ENTIRE** eight years for the entering 2009-10 cohort.

Degree/Certificate-Seeking Undergraduate Students	2009-10 cohort	Exclusions to 2009-10 cohort	Adjusted 2009-10 cohort
First-time entering			
Full-time			
Pell Grant recipients			
Non-Pell Grant recipients			
Part-time			
Pell Grant recipients			
Non-Pell Grant recipients			
Non-First-time entering			
Full-time			
Pell Grant recipients			
Non-Pell Grant recipients			
Part-time			
Pell Grant recipients			
Non-Pell Grant recipients			
Total Entering			
Pell Grant recipients			
Non-Pell Grant recipients			

Award Status at Four Years

Award Status at Four Years After Entry
2009-10 Entering Undergraduate Cohort
(July 1, 2009-June 30, 2010: Full Year)

Directions: From the adjusted 2009-10 cohort, report the number of students who earned an award by four years after entry for each subcohort. If a student earns multiple awards, report only the highest award conferred to the student by the status point (August 31, 2013).

Undergraduate Students	Adjusted 2009-10 cohort	Number of students conferred an award by your institution (Highest Award by August 31, 2013)			Total number of adjusted cohort that received an award from your institution	Percent of adjusted cohort that received an award from your institution
		Certificates	Associate's	Bachelor's		
First-time entering						
Full-time						
Pell Grant recipients						
Non-Pell Grant recipients						
Part-time						
Pell Grant recipients						
Non-Pell Grant recipients						
Non-First-time entering						
Full-time						
Pell Grant recipients						
Non-Pell Grant recipients						
Part-time						
Pell Grant recipients						
Non-Pell Grant recipients						
Total Entering						
Pell Grant recipients						
Non-Pell Grant recipients						

Award Status at Six Years

Award Status at Six Years After Entry
2009-10 Entering Undergraduate Cohort
(July 1, 2009-June 30, 2010: Full Year)

Directions: From the adjusted 2009-10 cohort, report the number of students who earned an award by six years after entry for each subcohort. If a student earns multiple awards, report only the highest award conferred to the student by the status point (August 31, 2015).

Undergraduate Students	Adjusted 2009-10 cohort	Number of students conferred an award by your institution (Highest Award through August 31, 2015)			Total number of adjusted cohort that received an award from your institution	Percent of adjusted cohort that received an award from your institution
		Certificates	Associate's	Bachelor's		
First-time entering						
Full-time						
Pell Grant recipients						
Non-Pell Grant recipients						
Part-time						
Pell Grant recipients						
Non-Pell Grant recipients						
Non-First-time entering						
Full-time						
Pell Grant recipients						
Non-Pell Grant recipients						
Part-time						
Pell Grant recipients						
Non-Pell Grant recipients						
Total Entering						
Pell Grant recipients						
Non-Pell Grant recipients						

Award and Enrollment Status at Eight Years

Award and Enrollment Status at Eight Years After Entry
2009-10 Entering Undergraduate Cohort
(July 1, 2009-June 30, 2010: Full Year)

Directions: From the adjusted 2009-10 cohort, report the number of students who earned an award by eight years after entry for each subcohort. If a student earns multiple awards, report only the highest award conferred to the student by the status point (August 31, 2017).

For students that did not receive an award from your institution, report the number of students who are still enrolled at your institution, and then report the number of students who had enrolled at another institution over the eight year period.

Undergraduate Students	Adjusted 2009-10 cohort	Award Status at Eight Years After Entry					Enrollment Status at Eight Years After Entry				
		Number of students conferred an award by your institution (From Entry through August 31, 2017)			Total number of adjusted cohort that received an award from your institution	Percent of adjusted cohort that received an award from your institution	Number of students who did not receive an award from your institution (From entry through August 31, 2017)				Percent of adjusted cohort that did not receive an award, but are still enrolled at your institution and enrolled at another institution after leaving your institution
		Certificates	Associate's	Bachelor's			Number still enrolled at your institution	Number who enrolled at another institution after leaving your institution	Number of students whose subsequent enrollment status is unknown	Total number who did not receive an award from your institution	
First-time entering											
Full-time											
Pell Grant recipients											
Non-Pell Grant recipients											
Part-time											
Pell Grant recipients											
Non-Pell Grant recipients											
Non-First-time entering											
Full-time											
Pell Grant recipients											
Non-Pell Grant recipients											
Part-time											
Pell Grant recipients											
Non-Pell Grant recipients											
Total Entering											
Pell Grant recipients											
Non-Pell Grant recipients											

You may use the space below to provide context for the data you've reported above. These context notes will be posted on the College Navigator website, and should be written to be understood by students and parents.

Prepared by

The name of the preparer is being collected so that we can follow up with the appropriate person in the event that there are questions concerning the data. The Keyholder will be copied on all email correspondence to other preparers.

The time it took to prepare this component is being collected so that we can continue to improve our estimate of the reporting burden associated with IPEDS. Please include in your estimate the time it took for you to review instructions, query and search data sources, complete and review the component, and submit the data through the Data Collection System.

Thank you for your assistance.

This survey component was prepared by:

○	Keyholder	○	SFA Contact	○	HR Contact
○	Finance Contact	○	Academic Library Contact	○	Other

Name:

Email:

How many staff from your institution only were involved in the data collection and reporting process of this survey component?

Number of Staff (including yourself)

How many hours did you and others from your institution only spend on each of the steps below when responding to this survey component?

Exclude the hours spent collecting data for state and other reporting purposes.

Staff member	Collecting Data Needed	Revising Data to Match IPEDS Requirements	Entering Data	Revising and Locking Data
Your office	hours	hours	hours	hours
Other offices	hours	hours	hours	hours

Outcome Measures

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Purpose of Survey

The purpose of the IPEDS Outcome Measures (OM) survey component is to provide the award and enrollment statuses of four degree/certificate-seeking undergraduate student cohorts and eight subcohorts at degree-granting institutions. Student completion awarded by the reporting institution are collected at the four-years, six-years, and eight-years status points after they entered the reporting institution. The enrollment status of students who did not earn an award is also collected at the eight-years status point.

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Changes in Reporting

For all degree-granting institutions, there are four new reporting changes to the 2017-18 Outcome Measure data collection. All institutions will report:

(1) on a full-year cohorts (e.g., July 1, 2009-June 30,2010),
(2) a Pell Grant and Non-Pell Grant recipients subcohort for each of the four OM cohorts (FTFT, FTPT, NFTFT, and NFTPT),
(3) a new 4-year status point; thus, there is a total of three status points (4-, 6-, and 8-years), and
(4) on the highest undergraduate award (i.e., certificate, associate's or bachelor's) for each status point.

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General Instructions

Reporting Period Covered

This OM component requests data on four cohorts of entering degree/certificate-seeking undergraduates enrolled in your institution during the cohort coverage period between July 1, 2009 and June 30, 2010. To report data on the four cohorts, institutions will report on eight subcohorts of undergraduates who either received a Pell Grant or did not during the OM coverage cohort period. Institutions are to report the award status of these students as of August 31, 2013 (Four-Years Status) and August 31, 2015 (Six-Years Status), and the award and enrollment status of these students as of August 31, 2017 (Eight-Years Status).

Context Boxes

Context boxes are provided to allow institutions to provide more information regarding survey component items. Note that some context boxes are posted on the College Navigator Website, which is the college search tool offered by NCES. NCES will review entries in these context boxes for applicability and appropriateness before posting them on the College Navigator Website; institutions should check grammar and spelling of their entries.

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Coverage

The Outcome Measures component collects data from degree-granting institutions on the following degree/certificate-seeking undergraduate student cohorts and subcohorts:

- First-time, full-time entering students
  - Pell Grant recipients
  - Non-Pell Grant recipients
- First-time, part-time entering students
  - Pell Grant recipients
  - Non-Pell Grant recipients
- Non-first-time, full-time entering students
  - Pell Grant recipients

    - Non-Pell Grant recipients
- Non-first-time, part-time entering students
    - Pell Grant recipients
    - Non-Pell Grant recipients

Each of the four cohorts will be calculated from the reported Pell Grant and Non-Pell Grant recipient subcohorts.

Who to Include in the Cohorts

All degree/certificate-seeking undergraduate students entering the institution (during the 12-month period as described in the "Reporting Period Covered" section above) should be reported in one of the subcohorts. All institutions will report using a **full-year cohort**, which counts all students who entered the institution between July 1, 2009 and June 30, 2010 (i.e., the coverage cohort year). For academic reporting institutions, report students who were enrolled through the term's Census Date for enrollment purposes. For program/hybrid reporting institutions, report students who were enrolled for at least 15 days in a program of up to, and including, one year in length, or 30 days in a program of greater than one year in length.

Students must be enrolled in courses creditable toward a degree, diploma, certificate, or other formal award. Include students enrolled in courses that are part of a vocational or occupational program, INCLUDING those enrolled in off-campus centers and those enrolled in distance learning/home study programs.

Be sure to include students taking remedial courses if the student is considered degree-seeking for the purpose of student financial aid determination.

A student who is designated as a member of a cohort remains in that cohort, even if the student:

- Started as either a full-time or part-time student and later changes enrollment intensity.
- Transfers to another institution.
- Drops out of the institution.
- Stops out of the institution.
- Has not fulfilled the institution's requirements to receive a degree or certificate.
- Went on a study abroad program the first year upon entering the institution.

Who to Exclude from the Cohort

DO NOT include students in the cohort who are:

- Enrolled exclusively in courses not creditable toward a formal award or the completion of a vocational program.
- Exclusively taking Continuing Education Units (CEUs).
- Exclusively auditing classes.
- Foreign students who are only taking coursework at a host institution (e.g., an American institution overseas), if these students are not enrolled at a U.S. institution.

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Where to Get Help with Reporting

IPEDS Help Desk

Phone: 1-877-225-2568
Email: ipedshelp@rti.org

Web Tutorials

You can also consult the IPEDS Website Trainings & Outreach page which contains several tutorials on IPEDS data collection, a self-paced overview of IPEDS tools, and other valuable resources.

IPEDS Resource Page

The IPEDS Website Reporting Tools page contains frequently asked questions, a link to data tip sheets, tutorials, taxonomies, information centers (e.g., academic libraries, average net price, human resources, race/ethnicity, etc.), and other valuable information.

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Where the Reported Data Will Appear

Data collected through IPEDS will be accessible at the institution- and aggregate-levels.

At the institution-level, data will appear in the:

- College Navigator Website
- IPEDS Data Center
- IPEDS Data Feedback Reports
- College Affordability and Transparency Center Website

At the aggregate-level, data will appear in:

- IPEDS First Looks
- IPEDS Table Library
- IPEDS Data Feedback Reports
- The Digest of Education Statistics
- The Condition of Education

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Reporting Instructions

I. Establishing Cohorts

OM has four cohorts: First-time, full-time (FTFT), First-time, part-time (FTPT), Non-first-time, full-time (NFTFT), and Non-first-time, part-time (NFTPT). OM has also eight subcohorts based on a student's Pell Grant recipient status. Students are reported only once in one of the subcohorts.

A. Report on a Full Year Cohort

1. Regardless of reporting type (i.e., academic, program, or hybrid), all institutions will report to OM using a **full-year cohort** of students. Do not use a fall cohort. Entering students are identified as those students who entered the institution between July 1, 2009 and June 30, 2010 - the coverage cohort year.
2. Determine if a student enters the OM cohort year based on official enrollment procedures. For academic reporters, include undergraduate students who were enrolled in your institution's official census date for their entering term (i.e., semester or quarter). For program/hybrid reporters, report students who were enrolled for at least 15 days in a program of up to, and including, one year in length, or 30 days in a program of greater than one year in length.

B. Determining Attendance Level

1. The cohort attendance level of students is determined on the first full term (i.e., semester or quarter) at entry. For example, if a transfer-in student entered an institution in the Spring term of the coverage cohort year as part-time, this student should be in OM's part-time, non-first-time cohort.
2. Degree/certificate-seeking undergraduate students who take a summer session preceding the start of OM coverage cohort year (July 1, 2009 and June 30, 2010) should be reported in the full year 2009-10 cohort. The cohort attendance level of a summer session student is determined by that student's immediate full-term enrollment. For example, a first-time student takes a summer session that starts May 31, 2009 and enrolls the following fall term as a full-time student. This student should be in OM's full-time, first-time cohort.

C. Pell Grant and Non-Pell Grant Recipient Subcohorts

1. Each OM cohort (FTFT, FTPT, NFTFT, and NFTPT) has two subcohorts of Pell Grant and Non-Pell Grant recipients. For each subcohort, report the number of students that received a Pell Grant and those that did not receive a Pell Grant (i.e., Non-Pell Grant recipients).
2. Students with disbursed Pell Grants during the OM coverage cohort year of July 1, 2009 and June 30, 2010 are reported in a Pell Grant subcohort.
3. Students who did not receive a disbursed Pell Grant during the cohort coverage period, but received a Pell Grant **AFTER** the coverage cohort year (i.e., July 1, 2010 to August 31, 2017) are excluded from a Pell Grant subcohort. Rather, report these students in a Non-Pell Grant subcohort.
4. Students, who were awarded but not disbursed a Pell Grant during the coverage cohort year, should be excluded from a Pell Grant subcohort, and reported in a Non-Pell Grant subcohort.
5. Students, who receive any other forms of student aid, but no Pell Grant during the coverage cohort year, should be reported in the Non-Pell Grant subcohort.

D. Exclusions to the 2009-10 Cohort (from entry through August 31, 2017)

Institutions may choose to exclude students who left your institution after the point of entry through August 31, 2017 for one of the following allowable reasons:

1. The student is deceased or is totally permanently disabled and thus unable to return to school.
2. The student left school to serve in the armed forces or was called to active duty. (DO NOT include students already in the military who transfer to another duty station.)
3. The student left school to serve with a foreign aid service of the Federal Government, such as Peace Corps.
4. The student left school to serve on an official church mission.

NOTE: Students who leave the institution for one of the reasons noted in 2, 3, or 4 above, but return prior to the status date of August 31, 2017, may be subtracted from the cohort.

E. Adjusted 2009-10 Cohort

For each cohort and subcohort, the adjusted cohort is calculated by subtracting the "Exclusions to 2009-10 cohort" from the "2009-10 cohort".

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II. Award Status at Four Years

For each subcohort of degree/certificate-seeking undergraduate students, report the number of students that received an award by four years after entering your institution. **Awards are mutually exclusive within each OM status points.**

All students entering in the 2009-10 full-year cohort should be reported in one of the eight subcohorts. **Report each student only once.**

The **adjusted 2009-10 Cohort** has been brought forward to this screen from the "Establishing Cohorts" screen. The adjusted cohort is calculated by subtracting the 8-year exclusions from the 2009-10 cohort.

Number of students conferred an award by your institution (highest award through August 31, 2013): From the adjusted 2009-10 cohort, report the number of degree/certificate-seeking undergraduate students who earned an award (i.e., certificates, associate's or bachelor's) by four years after entry for each subcohort. If a student earned multiple awards, count the student once and report the **highest** award conferred to the student by the status point (August 31, 2013).

Include non-degree awards in the "certificates" column. Report the highest award conferred by your institution at the 4-year status point even if the students are still enrolled at your institution or have transferred to another institution. DO NOT include graduate awards conferred to undergraduate students.

Total number of adjusted cohort that received an award from your institution: This column will calculate total number of highest awards conferred by your institution by the 4-year status point (August 31, 2013).

Percent of adjusted cohort that received an award from your institution by August 31, 2013: This column will calculate the proportion of entering students who received an award from your institution for each adjusted subcohort. This four-year award rate is derived from the *Total number of adjusted cohort that received an award from your institution* divided by *Adjusted 2009-10 Cohort*.

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III. Award Status at Six Years

For each subcohort of degree/certificate-seeking undergraduate students, report the number of students that received an award by six years after entering your institution. **Awards are mutually exclusive within each OM status points.**

All students entering in the 2009-10 full-year cohort should be reported in one of the eight subcohorts. **Report each student only once.**

The **adjusted 2009-10 Cohort** has been brought forward to this screen from the "Establishing Cohorts" screen. The adjusted cohort is calculated by subtracting the 8-year exclusions from the 2009-10 cohort.

Number of students conferred an award by your institution (highest award through August 31, 2015): From the adjusted 2009-10 cohort, report the number of degree/certificate-seeking undergraduate students who earned an award (i.e., certificates, associate's or bachelor's) by six years after entry for each subcohort. If a student earned multiple awards, count the student once and report the **highest** award conferred to the student by the status point (August 31, 2015).

Include non-degree awards in the "certificates" column. Report the highest award conferred by your institution at the 6-year status point even if the students are still enrolled at your institution or have transferred to another institution. DO NOT include graduate awards conferred to undergraduate students.

Total number of adjusted cohort that received an award from your institution: This column will calculate total number of highest awards conferred by your institution by the 6-year status point (August 31, 2015).

Percent of adjusted cohort that received an award from your institution by August 31, 2015: This column will calculate the proportion of entering students who received an award from your institution for each adjusted subcohort. This six-year award rate is derived from the *Total number of adjusted cohort that received an award from your institution* divided by *Adjusted 2009-10 Cohort*.

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IV. Award and Enrollment Status at Eight Years

A. Award Status at Eight Years After Entry

For each subcohort of degree/certificate-seeking undergraduate students, report the number of students that received an award by eight years after entering your institution. **Awards are mutually exclusive within each OM status points.**

All students entering in 2009-10 full-year cohort should be reported in one of the eight subcohorts. **Report each student only once.**

The **adjusted 2009-10 Cohort** has been brought forward to this screen from the "Establishing Cohorts" screen. The adjusted cohort is calculated by subtracting the 8-year exclusions from the 2009-10 cohort.

Number of students conferred an award by your institution (highest award through August 31, 2017): From the adjusted 2009-10 cohort, report the number of degree/certificate-seeking undergraduate students who earned an award (i.e., certificates, associate's or bachelor's) by eight years after entry for each subcohort. If a student earned multiple awards, count the student once and report the **highest** award conferred to the student by the status point (August 31, 2017).

Include non-degree awards in the "certificates" column. Report the highest award conferred by your institution at the 8-year status point even if the students are still enrolled at your institution or have transferred to another institution. DO NOT include graduate awards conferred to undergraduate students.

Total number of adjusted cohort that received an award from your institution: This column will calculate total number of highest awards conferred by your institution by the 8-year status point (August 31, 2017).

Percent of adjusted cohort that received an award from your institution by August 31, 2017: This column will calculate the proportion of entering students who received an award from your institution for each adjusted subcohort. This eight-year award rate is derived from the *Total number of adjusted cohort that received an award from your institution* divided by *Adjusted 2009-10 Cohort*.

B. Enrollment Status at Eight Years After Entry

For the remaining students in your adjusted subcohorts who have not earned an award from your institution by August 31, 2017, report each of these students in the one of the enrollment status columns.

Number of students who did not receive an award from your institution (from entry through August 31, 2017):

Number still enrolled at your institution: Report the number of students still enrolled at your institution as of August 31, 2017. Do not include any students who have received an award by August 31, 2017. You may include students who you know are enrolling at your institution in the fall term immediately following August 31, 2017.

Number who enrolled at another institution after leaving your institution: Report the total number of students who transferred out of your institution without an award (i.e., a degree, diploma, certificate, or other formal award) and enrolled in another institution at any time from point of entry through August 31, 2017. You may include students who you know are enrolling at the other institution in the fall term immediately following August 31, 2017. Only include students for whom you have confirmed subsequent enrollment.

Number of students whose subsequent enrollment status is unknown: This column will be calculated by subtracting the sum of the *Number still enrolled at your institution,* the *Number who enrolled at another institution after leaving your institution*, and the *Total number of adjusted cohort that received an award from your institution (through August 31, 2017)* from the *Adjusted 2009-10* cohort.

Total number of students who did not receive an award from your institution: The total number of students who did not receive an award by August 31, 2017 will be calculated by summing three columns: *Number still enrolled at your institution*, *Number who enrolled at another institution after leaving your institution*, and *Number of students whose subsequent enrollment status is unknown*.

Percent of adjusted cohort that did not receive an ward, but are still enrolled at your institution and enrolled at another institution after leaving your institution: This column will calculate the proportion of students who are still enrolled at your institution as of August 31, 2017, or left your institution and subsequently became enrolled at another institution. The sum of the values from the *Number still enrolled at your institution* and *Number who enrolled at another institution after leaving your institution* are divided by *Adjusted 2009-10 Cohort*.

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Term	Definition
Adjusted cohort	The result of removing any allowable exclusions from a cohort (or subcohort). For the Fall Enrollment component, it is the cohort for calculating retention rate; for the Graduation Rates component, this is the cohort from which graduation and transfer-out rates are calculated; and for the Outcome Measures component, these are the four cohorts (first-time, full-time; first-time, part-time; non-first-time, full-time; or non-first-time, part-time) for which outcomes rates are calculated at 4, 6, and 8 years.
Associate's degree	An award that normally requires at least 2 but less than 4 years of full-time equivalent college work.
Bachelor's degree	An award (baccalaureate or equivalent degree, as determined by the Secretary, U.S. Department of Education) that normally requires at least 4 but not more than 5 years of full-time equivalent college-level work. This includes all bachelor's degrees conferred in a 5-year cooperative (work-study) program. A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experience with their college studies. Also includes bachelor's degrees in which the normal 4 years of work are completed in 3 years.
Calculated value (CV)	Calculated value (CV) is used to designate fields that are generated (or calculated) based on data provided on other lines within the same part of a survey component. For example, a "balance" line or "other (detail)" line will be calculated as the difference between the total line and the sum of the remaining detail.
Certificate	A formal award certifying the satisfactory completion of a postsecondary education program.
Cohort	A specific group of students established for tracking purposes.
Degree	An award conferred by a college, university, or other postsecondary education institution as official recognition for the successful completion of a program of studies.
Degree/certificate-seeking students	Students enrolled in courses for credit who are seeking a degree, certificate, or other formal award. This includes students who: - received any type of federal financial aid, regardless of what courses they took at any time; - received any state or locally based financial aid with an eligibility requirement that the student be enrolled in a degree, certificate, or transfer-seeking program; or - obtained a student visa to study at a U.S. postsecondary institution High school students also enrolled in postsecondary courses for credit are not considered degree/certificate-seeking.
Exclusions	Those students who may be removed (deleted) from a cohort (or subcohort). For the Graduation Rates, Outcome Measures, and Fall Enrollment retention rate reporting, students may be removed from a cohort if they left the institution for one of the following reasons: death or total and permanent disability; service in the armed forces (including those called to active duty); service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions.
First-time student (undergraduate)	A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. This includes students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits or postsecondary formal award earned before graduation from high school).
Full-time student	Undergraduate: A student enrolled for 12 or more semester credits, or 12 or more quarter credits, or 24 or more contact hours a week each term. Graduate: A student enrolled for 9 or more semester credits, or 9 or more quarter credits, or a student involved in thesis or dissertation preparation that is considered full-time by the institution. Doctor's degree - Professional practice - as defined by the institution.
Full-year cohort	This is a group of students entering at any time during the 12-month period for tracking and reporting. For Graduation Rate (GR), a full-year cohort is from September 1 through August 31 and is used primarily by institutions that offer occupational programs of varying lengths. Students must be full-time and first-time to be considered in the cohort. For Outcome Measures (OM) component, all degree-granting institutions report on a full-year cohort from July 1 through June 30. Students are reported once in one of the four OM cohorts: first-time, full-time; first-time, part-time: non-first-time, full-time; or non-first-time, part-time.
Integrated Postsecondary Education Data System (IPEDS)	The Integrated Postsecondary Education Data System (IPEDS), conducted by the NCES, began in 1986 and involves annual institution-level data collections. All postsecondary institutions that have a Program Participation Agreement with the Office of Postsecondary Education (OPE), U.S. Department of Education (throughout IPEDS referred to as "Title IV") are required to report data using a web-based data collection system. IPEDS currently consists of the following components: Institutional Characteristics (IC); 12-month Enrollment (E12);Completions (C); Admissions (ADM); Student Financial Aid (SFA); Human Resources (HR) composed of Employees by Assigned Position, Fall Staff, and Salaries; Fall Enrollment (EF); Graduation Rates (GR); Outcome Measures (OM); Finance (F); and Academic Libraries (AL).
Outcome Measures (OM)	This annual component aims to improve the collection of student progression and completion data on a more diverse group of undergraduate students at degree-granting institutions. Award and enrollment statuses are collected on four cohorts (first-time, full-time; first-time, part-time; non-first-time, full-time; and non-first-time, part-time) and on eight subcohorts (based on Pell Grant recipient status) of degree/certificate-seeking students at three points of time (four-, six-, and eight-years after entering the institution).
Part-time student	Undergraduate: A student enrolled for either less than 12 semester or quarter credits, or less than 24 contact hours a week each term. Graduate: A student enrolled for less than 9 semester or quarter credits.
Pell Grant program	(Higher Education Act of 1965, Title IV, Part A, Subpart I, as amended.) Provides grant assistance to eligible undergraduate postsecondary students with demonstrated financial need to help meet education expenses.
Postsecondary award, certificate, or diploma (at least 1 but less than 2 academic years)	An award that requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 1 but less than 2 full-time equivalent academic years , or designed for completion in at least 30 but less than 60 semester or trimester credit hours, or in at least 45 but less than 90 quarter credit hours, or in at least 900 but less than 1,800 contact or clock hours.
Postsecondary award, certificate, or diploma (at least 2 but less than 4 academic years)	An award that requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 2 but less than 4 full-time equivalent academic years , or designed for completion in at least 60 but less than 120 semester or trimester credit hours, or in at least 90 but less than 180 quarter credit hours, or in at least 1,800 but less than 3,600 contact or clock hours.
Postsecondary award, certificate, or diploma (less than 1 academic year)	An award that requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in less than 1 academic year (2 semesters or 3 quarters), or designed for completion in less than 30 semester or trimester credit hours, or in less than 45 quarter credit hours, or in less than 900 contact or clock hours.
Subcohort	A predefined subset of the initial cohort or the revised cohort established for tracking purposes. Degree/certificate-seeking students in the bachelor's degree-seeking group in the Graduation Rates (GR) component and Pell-Grant, non-first-time, part-time students in the Outcome Measures (OM) component are examples of subcohorts.
Title IV institution	An institution that has a written agreement with the Secretary of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs (other than the State Student Incentive Grant (SSIG) and the National Early Intervention Scholarship and Partnership (NEISP) programs).
Transfer-in student	A student entering the reporting institution for the first time but known to have previously attended a postsecondary institution at the same level (e.g., undergraduate, graduate). This includes new students enrolled in the fall term who transferred into the institution the prior summer term. The student may transfer with or without credit.
Transfer-out student	A student that leaves the reporting institution and enrolls at another institution.
Transfer-preparatory program	A program designed specifically to provide a student with the basic knowledge needed to transfer into a higher level program. For example, this may be the first 2 years of a baccalaureate level program for which the institution does not offer an award, or 2 years of undergraduate study needed for entrance into a first-professional program, or 1 or more years of undergraduate study needed for entrance into health services fields.
Undergraduate	A student enrolled in a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate.

Outcome Measures

Click one of the following questions to view the answer.

General

1) Who is the best institutional representative to complete the Outcome Measures (OM) survey?
2) Will race/ethnicity and gender be required in future years?
3) Is the Outcome Measures survey component similar to the Student Achievement Measure (SAM) project?

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4) What is a "still enrolled" degree/certificate-seeking undergraduate student?
5) What is a "non-first-time" degree/certificate-seeking undergraduate student?
6) Are the Outcome Measures 4-years, 6-years and 8-years status points the same as Graduation Rates' 150% and 200% of normal time?

Cohorts

7) Does OM have two different cohort years for 4-year and 2-year institutions in the same fashion as Graduation Rates cohort years?
8) Should students who enter in the spring term (semester system) or winter and spring terms (quarter system) be included in the full-year cohort?
9) If we are reporting on a full-year cohort that enters between July 1 and June 30 (OM coverage cohort year), what happens if a student switches their attendance levels (e.g., full-time or part-time) during the OM coverage cohort year?
10) As an academic year reporting institution, I have a group of degree-seeking undergraduate students who took a summer session designed for entering students to earn college credit before enrolling in the next immediate full term (i.e., Fall semester or quarter). However, the start date of the summer session was prior to Outcome Measures coverage cohort year start date of July 1, which cohort year should these students be reported?
11) If the entering students were part-time students during a summer session, how should these students be included in OM?
12) I have a student that attended class for a day or a short portion of the term, should this student be included in the OM cohorts?
13) A student qualified as an exclusion during the 8 year time period, but received an award prior to the student's qualification, do I exclude this student from the cohort?

Degree-granting Status

14) If an institution was not a degree-granting institution in 2009-10, but later became a degree-granting institution, will that institution be required to complete the Outcome Measures survey component?

Degree-seeking and Non-degree-seeking Students

15) Should students be included in Outcome Measures cohorts if degree/certificate-seeking intent is not explicitly stated?
16) If I am an academic year reporter, how do I report students who enter my institution as non-degree/certificate-seeking students in the fall, but in the following spring term enroll as degree/certificate-seeking students?
17) If I am a program or hybrid reporter, how do I report students who begin at my institution as non-degree/certificate-seeking students, but the following year they become degree/certificate-seeking?
18) How do I report students who were non-degree-seeking at another institution and subsequently enrolled at my institution as degree/certificate-seeking students?

Award Related Questions

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20) How would a student who transfers from a 4-year institution to a 2-year institution and then completes a lower-level degree/certificate be counted?
21) If a student earns multiple awards at my institution, do I count the higher award?
22) If a student transfers-in with an award from another institution, and then earns an award at my institution, which award do I count?
23) How do I count students seeking a second baccalaureate degree?
24) How should I report a student who left my institution and is known to have received an award at a subsequent institution?
25) Does transfer-prep count as an award?
26) Can stackable credentials count as an award?
27) Can institutions report graduate levels awards in OM?
28) Which award is higher between a certificate that is more than 2 years, but less than 4 years or an Associate's degree?

Counting Transfer-in and Transfer-out Students

29) How should I count transfer-in students?
30) Won't there be double counting of a student if two institutions are counting the same student who earned an award?
31) Are first-time or non-first-time students who transfer-out to another institution included in the non-first-time entering cohort of the transfer-in institution?
32) How do I report a degree-seeking student who starts out at my institution, transfers to another institution, but then returns to my institution within the 8-year timeframe?
33) Are institutions required to report transfer-out undergraduate students?

Students Without a High School Diploma or Equivalent

34) How do I count students in a dual enrollment program? What about students who received early admissions to my institution?
35) How do I count adult learners who do not have a high school diploma or equivalent, but are certificate-seeking students taking credit-bearing undergraduate courses?

Tracking Subsequent Enrollment

36) Are institutions required to subscribe to the National Student Clearinghouse (NSC) in order to obtain data needed to report the number of students that subsequently enrolled at another institution?

37) Can social media be used to confirm the enrollment at subsequent institutions?

38) What other resources are available to help me report on subsequent enrollment?

Subcohorts: Pell-Grant and Non-Pell Grant Recipients

39) Who is considered a "recipient" of a Pell Grant?

40) How are Pell Grant recipients reported in OM subcohorts?

41) What is a Non-Pell Grant recipient? What if I have students that did not get a Pell Grant, but received other forms of student aid?

42) Should my institution, which is participating as an experimental site, report high school students who have received a Pell Grant while taking college coursework?

43) For transfer-in students, do I need to track their Pell Grant awards prior to entering my institution (i.e., the Pell Grant was awarded by another institution)?

Answers:

General

1) Who is the best institutional representative to complete the Outcome Measures (OM) survey?

The individual who completes the Graduation Rates (GR), Graduation Rates 200 (GR200), Completions (C), and Student Financial Aid (SFA) survey components may be the best person to complete the Outcome Measures survey. This individual will most likely have to work closely with the registrar, enrollment managers, and student financial aid administrators.

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2) Will race/ethnicity and gender be required in future years?

There are currently no plans to collect race/ethnicity and gender for Outcome Measures because of the institutional burden and the federal need to obtain the data as soon as possible.

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3) Is the Outcome Measures survey component similar to the Student Achievement Measure (SAM) project?

OM is similar to SAM in that both have the same goal of measuring postsecondary success and progression of undergraduate students. However, the methodologies used to measure the outcomes are different. First, OM is part of the mandatory IPEDS collection compared to SAM's voluntary participation. Second, OM has 4 cohorts with 8 subcohorts and SAM has up to 7 cohorts. Lastly, the time points for SAM varies depending on the cohorts compared to OM's use of a standard 4-year, 6-year and 8-year time points for all cohorts. For more information on SAM, see http://www.studentachievementmeasure.org/resources.

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OM Terminology Clarified

4) What is a "still enrolled" degree/certificate-seeking undergraduate student?

For academic year reporters, a degree/certificate-seeking undergraduate student who is actively enrolled for credit at the institution during the most recent term (spring or summer) is considered still enrolled. For program and hybrid reporters, a still enrolled degree/certificate-seeking undergraduate is an undergraduate student who was enrolled for credit during the previous year.

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5) What is a "non-first-time" degree/certificate-seeking undergraduate student?

A non-first-time degree/certificate undergraduate student is new to your institution, but has prior postsecondary experience. This term will most likely refer to students who transferred-in during the entry year of the cohort. Transfer-in students may enter with or without credit.

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6) Are the Outcome Measures 4-years, 6-years and 8-years status points the same as Graduation Rates' 150% and 200% of normal time?

No, these are not the same. Graduation rates of 100%, 150%, and 200% of normal time are accumulated progress of time-to-degree. The 4-years, 6-years, and 8-years up-to-the-specified date snapshots used in OM provide the status of awards and enrollment at 4-, 6-, and 8-years after a cohort enters the institution. More specifically, OM counts the highest award conferred regardless of the length of time it took the student to complete the program relative to the "normal" time to complete. OM requires institutions to report the award/enrollment status for the student cohorts, and there are no specific reporting requirements as to how quickly an award must be earned. Do not equate or use Graduation Rates' "normal time to degree" as the same period of time for Outcome Measures' 4-, 6-, and 8-years status points.

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Cohorts

7) Does OM have two different cohort years for 4-year and 2-year institutions in the same fashion as Graduation Rates cohort years?

No. OM has only one cohort year for both 2-year and 4-year institutions. Furthermore, the OM survey forms for 2-year and 4-year institutions are the same. For the 2017-18 collection year, all degree-granting institutions, regardless of institution level, will report on undergraduate students who entered their institutions during the full year of July 1, 2009 - June 30, 2010. All institutions will report on a full-year cohort.

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8) Should students who enter in the spring term (semester system) or winter and spring terms (quarter system) be included in the full-year cohort?

Yes, these students must be included in a full-year cohort reporting if they entered anytime between the July 1, 2009 - June 30, 2010 cohort year.

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9) If we are reporting on a full-year cohort that enters between July 1 and June 30 (OM coverage cohort year), what happens if a student switches their attendance levels (e.g., full-time or part-time) during the OM coverage cohort year?

The attendance level is determined upon entering the institution. The student remains in the cohort even if there is a change in attendance levels in subsequent terms or years.

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10) As an academic year reporting institution, I have a group of degree-seeking undergraduate students who took a summer session designed for entering students to earn college credit before enrolling in the next immediate full term (i.e., Fall semester or quarter). However, the start date of the summer session was prior to Outcome Measures coverage cohort year start date of July 1, which cohort year should these students be reported?

For the 2017-18 collection year, these summer session students would be included in the 2009-10 OM cohort year because it is the first full term (i.e., Fall semester or quarter), which should be used to determine their inclusion.

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11) If the entering students were part-time students during a summer session, how should these

students be included in OM?

To determine the attendance level (i.e., full-time or part-time) for these students, identify the next immediate full term (i.e., Fall semester or quarter) that these students enrolled in during the July 1 to June 30 period. For example, if a part-time summer-session student enrolled in the immediate fall as a full-time student, that student would enter in one of the full-time student OM cohorts (i.e., first-time or non-first-time). If a student skipped the Fall term, but enrolled as full-time in the following winter quarter or spring terms as full-time, that student would also enter in OM as full-time.

Do not change a student's OM cohort designation should the student's attendance level change after the immediate full term during the OM coverage period.

If a student does not enroll in any full terms during the OM coverage period, the student is still counted in the 2009-10 OM cohort year and should be entered in one of the part-time OM cohorts (i.e., first-time or non-first-time).

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12) I have a student that attended class for a day or a short portion of the term, should this student be included in the OM cohorts?

At entry of the first full term (i.e., Fall semester or quarter), report these students if they have met your institution's official Census Date for being counted in enrollment, otherwise they should be excluded.

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13) A student qualified as an exclusion during the 8 year time period, but received an award prior to the student's qualification, do I exclude this student from the cohort?

Per the OM instructions on exclusions, institutions may choose to exclude students if they meet one of the allowable reasons: student is deceased or permanently and totally disabled, student left to serve in the armed forces or was called to active duty, student left to serve in a foreign aid service, or student left to serve on an official church mission. NCES recommends that institutions do NOT exclude students who had already earned an award because such information could better inform the public of an institution's completion rate. However, an institution may choose to exclude such a student.

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Degree-granting Status

14) If an institution was not a degree-granting institution in 2009-10, but later became a degree-granting institution, will that institution be required to complete the Outcome Measures survey component?

Yes. All degree-granting institutions are required to complete the OM survey component, including those that were non-degree-granting in 2009-10.

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Degree-seeking and Non-degree-seeking Students

15) Should students be included in Outcome Measures cohorts if degree/certificate-seeking intent is not explicitly stated?

The institution should try to determine, to the greatest extent possible, whether the student is degree/certificate-seeking. For example, students must be degree/certificate-seeking to receive federal student aid. Students who are eligible for federal student aid but decide not to receive aid are still considered degree/certificate-seeking and should be included in the appropriate Outcome Measures cohort. Students who are not eligible for federal student aid and who have not clearly stated their degree/certificate-seeking intent should be excluded from OM.

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16) If I am an academic year reporter, how do I report students who enter my institution as non-degree/certificate-seeking students in the fall, but in the following spring term enroll as degree/certificate-seeking students?

Include these students in your OM cohort because these students became degree/certificate-seeking at some point during the full-year cohort of July 1, 2009 - June 30, 2010.

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17) If I am a program or hybrid reporter, how do I report students who begin at my institution as non-degree/certificate-seeking students, but the following year they become degree/certificate-seeking?

For program or hybrid reporters, if during the OM coverage cohort year (July 1, 2009 - June 30, 2010) these students become degree/certificate-seeking students, include these students in the OM cohorts. If the students become degree/certificate-seeking after June 30, 2010, they should not be included in the 2009-10 cohort. Instead, include these students in the next OM cohort year for the next IPEDS collection cycle.

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18) How do I report students who were non-degree-seeking at another institution and subsequently enrolled at my institution as degree/certificate-seeking students?

Because these students entered your institution as degree/certificate-seeking, these students should be included in your institution's OM reporting in one of the non-first-time cohorts.

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Award Related Questions

19) What does "award" mean?

An award can be a degree (e.g., Associate's or Bachelor's), diploma, certificate or other formal award conferred by the reporting institution that would be included on the IPEDS Completions Survey. For OM reporting purposes, an award does not mean financial aid award.

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20) How would a student who transfers from a 4-year institution to a 2-year institution and then completes a lower-level degree/certificate be counted?

The 4-year institution would report this student from the appropriate OM subcohort as having left their institution without an award and subsequently enrolled at another institution. The 2-year institution would place this student in one of the non-first-time entering subcohorts and report the student's highest award conferred by the institution over the three status points.

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21) If a student earns multiple awards at my institution, do I count the higher award?

Yes, count the highest award received for each status point (4-yr, 6-yr, and 8-yr). Regardless of whether the student earns multiple awards at your institution, only one award is reported per student, per status point. For example, if a student earned a certificate and associate's degree by the end of 4 years, the institution would report only the associate's degree. If the same student continues enrollment at the institution and earns a bachelor's degree by year 7, the institution would report the associate's degree at the 6 year status point, but the bachelor's degree at the 8 year status point. The certificate award is never reported to OM in this example because it was not the highest award earned at any status point.

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22) If a student transfers-in with an award from another institution, and then earns an award at my institution, which award do I count?

Do not count awards conferred from another institution. Institutions should only report the awards conferred by their own institution.

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23) How do I count students seeking a second baccalaureate degree?

The answer depends on whether the student is seeking the second baccalaureate at the same institution or a different institution.

If the student is seeking a second baccalaureate at the same institution (Fall Enrollment counts these students as "continuing students"), do not reset the time period for this student or place him/her in a new cohort. OM wants to know when these students received their highest award (degree/certificate) at the same institution over a span of 8 years; therefore, the first baccalaureate would be reported, but not the second baccalaureate. Read another FAQ in "Award Related Questions" section regarding students earning multiple awards at the same institution.

If the student is seeking a second baccalaureate at a different institution from where the student received his/her first baccalaureate (Fall Enrollment counts these students as "transfer-in students"), then report these students as degree/certificate-seeking, non-first-time entering students (either full-time or part-time by Pell Grant status). These students have prior postsecondary experience, but are seeking a degree/certificate at the different institution.

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24) How should I report a student who left my institution and is known to have received an award at a subsequent institution?

At the 8-year status point, report such students in the "did not receive an award from your institution, but enrolled at another institution after leaving your institution" column. If your institution did not confer the award, your institution cannot report the award.

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25) Does transfer-prep count as an award?

Yes. As is also the case with the Graduation Rates component, the OM component has a provision that allows institutions to count students who have successfully completed a transfer-preparatory program as having received an award.

SPECIAL NOTE: In order to resolve a potential conflict between transfers-out and the mission of particular programs to prepare students for transfer to other institutions, institutions may count as completers those students who have successfully completed a transfer-preparatory program.

A transfer-preparatory program is defined in 34 CFR Student Assistance General Provisions, Section 668.8(b)(1)(ii), as "the successful completion of at least a 2-year program that is acceptable for full credit toward a bachelor's degree and qualifies a student for admission into the third year of a bachelor's degree program." The Secretary considers transfer-prep the equivalent of an associate's degree, thus completers of transfer-preparatory programs (although these students do not receive a "formal award") should be counted as having received an associate's degree for purposes of OM.

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26) Can stackable credentials count as an award?

Yes, stackable credentials can be counted, as long as the credentials meet the definition of an award. According to the Department of Labor, stackable credentials are "a sequence of credentials that can be accumulated over time to build up an individual's qualifications and help them to move along a career pathway or up a career ladder to different and potentially higher-payer jobs" (Source: TEGL 15-10, www.doleta.gov). Educause (Jan 27, 2014) explains these credentials as an institution-designed "pathway for students to acquire credentials along a trajectory that can lead to a baccalaureate and beyond but that has exit and entry points designed in a way to allow students to pick up wherever they left off en route to the next level of achievement."

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27) Can institutions report graduate levels awards in OM?

No. Institutions shall not report graduate level awards, including post-baccalaureate certificates, in OM. However, institutions that enroll undergraduates in a graduate program that requires 2 or 3 years of undergraduate work at their institution before being accepted into the graduate program (e.g., a Pharm.D. program) can count the 2 or 3 years of undergraduate work, which is seen as operating similarly to a transfer-prep program, but is the equivalent to an undergraduate certificate award.

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28) Which award is higher between a certificate that is more than 2 years, but less than 4 years or an Associate's degree?

In this example, Associate's degree is the higher award. The hierarchy of awards (from lowest to highest) is certificates, associate's degree, and bachelor's degree. For purposes of OM reporting, all certificates levels (i.e., less than 1 year; at least 1 year but less than 2 years; and at least 2 years, but less than 4 years) are aggregated together into the certificates reporting column.

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Counting Transfer-in and Transfer-out Students

29) How should I count transfer-in students?

At your institution, transfer-in students should be counted as non-first-time entering students in either a full-time or part-time cohort. The progress of transfer-in students should be tracked at the 4-, 6-, and 8-years after entering your institution.

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30) Won't there be double counting of a student if two institutions are counting the same student who earned an award?

Not necessarily. Institutions should report only awards conferred by their institution. Students who transfer into your institution and receive an award from your institution within the reporting period should be reported only by your institution. While there could be double counting, the institution sending the student to your institution would report the student only as a "student who enrolled at another institution after leaving your institution." Thus, the same student should not appear in the same cohort and outcome category for both institutions.

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31) Are first-time or non-first-time students who transfer-out to another institution included in the non-first-time entering cohort of the transfer-in institution?

Yes. If first-time or non-first-time students transfer into your institution and have never been previously enrolled in your institution, you should report them in the appropriate non-first-time entering subcohort.

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32) How do I report a degree-seeking student who starts out at my institution, transfers to another institution, but then returns to my institution within the 8-year timeframe?

Students should be counted in their original cohort only. If the student subsequently enrolls in another institution and returns to your institution within the reporting 8-year timeframe, the student should remain in their original cohort and should be reported in one of the two categories: 1) did not receive an award and still enrolled at your institution or 2) received an award from your institution.

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33) Are institutions required to report transfer-out undergraduate students?

Yes. Institutions are required to report transfer-out undergraduate students to the OM survey component, regardless if the institution has transfer-preparation as part of its mission. Unlike the Graduation Rates (GR) survey component, which is governed by the Student-Right-to-Know-Act, OM does not differentiate between institutions that do, or do not, have a transfer-preparation in their mission.

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Students Without a High School Diploma or Equivalent

34) How do I count students in a dual enrollment program? What about students who received early admissions to my institution?

Students who do not have a high school diploma or equivalent, but are enrolled in a high school diploma or equivalent program while taking college-credit coursework, are considered "non-degree-seeking" students. After the students have earned their high school diploma or equivalent, and subsequently enroll at a postsecondary, they are then considered "first-time" students. This guidance is the same for early-admission students. Until the high school student has received a high school diploma or equivalent, the student is not considered degree-seeking and is not included in any of the OM cohorts. In other words, these students do not enter an Outcome Measures cohort until after earning their high school diploma or equivalent.

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35) How do I count adult learners who do not have a high school diploma or equivalent, but are certificate-seeking students taking credit-bearing undergraduate courses?

Students, who are enrolled in college-credit coursework, but have not earned a high school diploma or its equivalent and do not plan on earning a high school diploma or its equivalent, should be included in OM if they are degree/certificate-seeking students.

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Tracking Subsequent Enrollment

36) Are institutions required to subscribe to the National Student Clearinghouse (NSC) in order to obtain data needed to report the number of students that subsequently enrolled at another institution?

IPEDS neither requires nor endorses institutions to subscribe to the NSC or any other third-party organization to help with reporting. However, IPEDS realizes that fee-based services can facilitate an institution's reporting of the Outcome Measures survey component.

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37) Can social media be used to confirm the enrollment at subsequent institutions?

Yes, however IPEDS neither requires nor endorses the use of social media (e.g., LinkedIn), which may help with OM reporting of enrollment at subsequent institutions. IPEDS strongly encourages institutions to use additional methods, such as alumni surveys, to verify and confirm subsequent enrollment.

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38) What other resources are available to help me report on subsequent enrollment?

For institutions that report student unit-record data to a coordinated-system office (e.g., coordinating board, system office, state department of higher education, board of regents/trustees, etc.), those offices may be a resource to help identify subsequent enrollment at another institution within that coordinated system.

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Subcohorts: Pell-Grant and Non-Pell Grant Recipients

39) Who is considered a "recipient" of a Pell Grant?

For the purposes of OM reporting, a Pell Grant recipient is a student who received a Pell which was also partially or fully disbursed upon entry (July 1, 2009 - June 30, 2010).

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40) How are Pell Grant recipients reported in OM subcohorts?

Noting that the OM cohort coverage period is July 1, 2009 - June 30, 2010, if at any time during the OM 2009-10 cohort year a student received a disbursed Pell Grant, this student should be counted in a Pell Grant subcohort. Do not include students in the Pell Grant subcohort if the student did not receive a Pell Grant during the OM cohort year, but received a Pell Grant subsequent to the OM 2009-10 cohort year. If a Pell Grant recipient does not continue to receive disbursed Pell Grants after the OM cohort year, the student remains in the OM Pell Grant subcohort because the student had a Pell Grant disbursed during the OM cohort year.

If a student received a Pell Grant as well as additional forms of student aid (i.e., Stafford/Direct loans, state or institutional loans/grant aid, scholarships, third party loans etc.) during the OM cohort year, this student should still be included in OM's Pell Grant recipient subcohort.

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41) What is a Non-Pell Grant recipient? What if I have students that did not get a Pell Grant, but received other forms of student aid?

For purposes of OM reporting, Non-Pell Grant recipients are students that did not receive a disbursed Pell Grant during the OM 2009-10 cohort year. Also, students that did not receive a Pell Grant during the OM cohort year, but received other types of student aid (i.e., Stafford loans, state loans or grants, institutional grants, scholarships, or third-party loans) would be reported in one of the Non-Pell Grant recipient subcohorts.

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42) Should my institution, which is participating as an experimental site, report high school students who have received a Pell Grant while taking college coursework?

If your institution is participating in the Pell Grant for high school students experimental site program, exclude these students from the OM reporting.

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43) For transfer-in students, do I need to track their Pell Grant awards prior to entering my institution (i.e., the Pell Grant was awarded by another institution)?

No. Tracking of the Pell Grant awards prior to entry at your institution is not necessary for OM reporting purposes.

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