Graduation Rates for 4-year institutions reporting on a full-year cohort (program reporters)

Overview

Graduation Rates Overview

Welcome to the IPEDS Graduation Rates (GR) survey component. The GR component collects data on the cohort of full-time, first-time degree/certificate-seeking undergraduate students and tracks their completion status at 150% of the normal time to complete all requirements of their program of study. This information is collected to assist institutions in complying with the requirements of the Student Right-to-Know Act.

Data Reporting Reminders

- Report data to accurately reflect the time period corresponding with the IPEDS survey component, even if such reporting is seemingly inconsistent with prior-year reporting.
- Once a student is in the cohort, they remain in the cohort, even if their status changes to part-time or they drop out or transfer out of the institution. However, adjustments can be made to the cohort for allowable exclusions, which include the death of a student, total and permanent disability, military deployment, or service on an official church mission or with a foreign aid service of the Federal government.
- When reporting award levels for sub-baccalaureate certificates, determine program length by the number of credit or clock hours.

Changes to reporting for 2023-24:

The following changes were implemented for the 2023-24 data collection period:

- Rephrased "remedial education" terminology in survey materials to "developmental education," including Glossary terms
- Revised survey materials related to Gender Unknown or Another Gender reporting, including non-reporting for small cell size
- Revised FAQ with an additional note about verification of F-1 visa status for undocumented and DACA students
- Added FAQ regarding consistent reporting of awards in GR with those reported in the IPEDS Completions survey
- Added FAQ regarding including incarcerated students in reporting
- Revised FAQ regarding experimental site participants

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

Section I - Establishing cohorts

Establishing cohorts

Based on your institution's response to the predominant calendar system question (B3) on the Institutional Characteristics Header survey component from the IPEDS Fall 2023 data collection,	
your institution must report graduation rates data using a :	Full-Year Cohort (September 1, 2017 - August 31, 2018)
A fall cohort is used by institutions with standard academic terms (semester, trimester, quarter, 4-1-4). A full-year cohort is used by institutions offering primarily occupational/vocational programs and operating on a continuous basis.	

Reporting Reminder:

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

NOTE: Reporting using the new race/ethnicity categories is now mandatory. On this screen you will need to establish your 2017 cohort of full-time, first-time degree/certificate-seeking undergraduate students using the new race/ethnicity categories. For information and assistance with this, please visit the IPEDS Race/Ethnicity Information Center.

Men

Screen 1 of 2	Cohort year 2017
	Cohort
	(Column 01)
U.S. Nonresident	
Hispanic/Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Other Pacific Islander	
White	
Two or more races	
Race and ethnicity unknown	
Total men	

Women

Screen 1 of 2	Cohort year 2017
	Cohort
	(Column 01)
U.S. Nonresident	
Hispanic/Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Other Pacific Islander	
White	
Two or more races	
Race and ethnicity unknown	
Total women	

Total men + women	
Total in prior year (men and women)	

Section I - Establishing cohorts

- Incoming students seeking a bachelor's degree should be reported in Column 02. Column 03 will then be generated for you. Column 03 is meant to include any full-time, first-time entering students who were seeking a degree or certificate other than a bachelor's degree, such as an associate's degree or undergraduate certificate.
- If you have no changes to the preloaded data on this screen, click the "Save and Next" button to generate additional screens for reporting completers and transfers/exclusions.

Establishing cohorts

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

Men

Screen 2 of 2	Cohort year 2017		
	Cohort	Bachelor's or equivalent degree-seeking subcohort	Other degree/certificate-seeking subcohort (Cohort minus Bachelor's or equivalent degree-seeking subcohort)
	(Column 01)	(Column 02)	(Column 03)
U.S. Nonresident			
Hispanic/Latino			
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Other Pacific Islander			
White			
Two or more races			
Race and ethnicity unknown			
Total men			

Women

Screen 2 of 2	Cohort year 2017		
	Cohort	Bachelor's or equivalent degree-seeking subcohort	Other degree/certificate-seeking subcohort (Cohort minus Bachelor's or equivalent degree-seeking subcohort)
	(Column 01)	(Column 02)	(Column 03)
U.S. Nonresident			
Hispanic/Latino			
American Indian or Alaska Native			
Asian			
Black or African American			
Native Hawaiian or Other Pacific Islander			
White			
Two or more races			
Race and ethnicity unknown			
Total women			

Total men + women			

Section I - Establishing cohorts - Gender Unknown or Another Gender than Provided Categories

Section I - Establishing cohorts - Gender Unknown or Another Gender than Provided Categories

- The 'gender unknown' category is to report students for whom the institution does not know a gender.
- Institutions should not ask students that do not select a binary gender to allocate themselves to a binary gender category; it is up to the institution to allocate unknown students and students that indicate another gender into the binary categories throughout the forms where required. One method commonly used by institutions is to allocate these students to the binary categories required in other parts of the form using the proportion of men to women reported.

Is your institution able to report **another gender** for the 2023-24 data collection?
If you indicate 'No, my institution does not collect data on another gender,' leave the cells in the rows for **'Another gender'** blank (i.e., do not report 0). If you indicate 'No, some cells will have a value of less than 5 students,' your institution collects data on another gender, but some cells have a value of less than 5 students, do not report the data and leave the cells in the rows for 'Another gender' blank. If you indicate 'Yes', but no students identified as another gender, please enter '0'.

- ○ Yes
- ○ No, some cells will have a value of less than 5 students (do not report)
- ○ No, my institution does not collect data on another gender

Of the total students in the revised cohort, how many students did you allocate to a binary gender category (Men/Women) because their gender was unknown or another gender than the provided categories?

Undergraduate Students		Number of students	
		Current Year	Prior year
Grand total			
	Gender unknown (i.e., gender information is not known or not collected).		
	Another gender (i.e., gender information is known but does not fall into either of the mutually exclusive binary categories provided [Men/Women]).		
	Total of Gender unknown + Another gender		
	Total of Students for whom gender is known and falls into one of the mutually exclusive binary categories provided [Men/Women]		

You may use the box below to provide additional context for the data you have reported above. Context notes will be posted on the College Navigator website. Therefore, you should write all context notes using proper grammar (e.g., complete sentences with punctuation) and common language that can be easily understood by students and parents (e.g., spell out acronyms).

Section II - Bachelor's or equivalent degree-seeking subcohort - Completers within 150%

- In the columns below, report the status of the bachelor's degree-seeking subcohort of students listed in Column 10.
- Of the students in Column 10, those who attained a degree or certificate OTHER THAN A BACHELOR'S DEGREE within 150% of the normal time to complete the program as of August 31, 2023 should be reported in either Column 11 or 12, depending on the length of the program completed.
- Of the students in Column 10, those who attained a bachelor's degree or equivalent within 150% of normal time should be reported in Column 18.

Subcohort of full-time, first-time students seeking a bachelor's or equivalent degree

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

Men

Screen 1 of 4	Cohort year 2017				
	Bachelor's or equivalent degree-seeking subcohort	Subcohort students who completed their program within 150% of normal time to completion			Total completers within 150%
		Completers of programs of less than 2 academic yrs (or equivalent)	Completers of programs of at least 2 but less than 4 academic yrs (or equivalent)	Completers of bachelor's or equivalent degrees	
	(Column 10)	(Column 11)	(Column 12)	(Column 18)	(Column 29)
U.S. Nonresident					
Hispanic/Latino					
American Indian or Alaska Native					
Asian					
Black or African American					
Native Hawaiian or Other Pacific Islander					
White					
Two or more races					
Race and ethnicity unknown					
Total men					

Women

Screen 1 of 4	Cohort year 2017				
	Bachelor's or equivalent degree-seeking subcohort	Subcohort students who completed their program within 150% of normal time to completion			Total completers within 150%
		Completers of programs of less than 2 academic yrs (or equivalent)	Completers of programs of at least 2 but less than 4 academic yrs (or equivalent)	Completers of bachelor's or equivalent degrees	
	(Column 10)	(Column 11)	(Column 12)	(Column 18)	(Column 29)
U.S. Nonresident					
Hispanic/Latino					
American Indian or Alaska Native					
Asian					
Black or African American					
Native Hawaiian or Other Pacific Islander					
White					
Two or more races					
Race and ethnicity unknown					
Total women					

Total men + women					

Section II - Bachelor's completers by length of time to degree

Those students in the bachelor's or equivalent degree-seeking subcohort who attained a bachelor's degree or equivalent within 150% of normal time to completion, as reported on the previous screen, are listed in Column 18. In Column 19, report the number of these students who earned a bachelor's degree in 4 years. In Column 20, report the number of these students who earned a bachelor's degree in 5 years. Column 21 will be calculated for you.

Subcohort of full-time, first-time students seeking a bachelor's or equivalent degree

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

Men

Screen 2 of 4	Cohort year 2017				
	Bachelor's or equivalent degree-seeking subcohort	Completed bachelor's degree or equivalent within 150%	Subcohort students who attained a bachelor's degree or equivalent		
			Completed the program in 4 yrs or less	Completed the program in 5 yrs	Completed the program in 6 yrs
	(Column 10)	(Column 18)	(Column 19)	(Column 20)	(Column 21)
U.S. Nonresident					
Hispanic/Latino					
American Indian or Alaska Native					
Asian					
Black or African American					
Native Hawaiian or Other Pacific Islander					
White					
Two or more races					
Race and ethnicity unknown					
Total men					

Women

Screen 2 of 4	Cohort year 2017				
	Bachelor's or equivalent degree-seeking subcohort	Completed bachelor's degree or equivalent within 150%	Subcohort students who attained a bachelor's degree or equivalent		
			Completed the program in 4 yrs or less	Completed the program in 5 yrs	Completed the program in 6 yrs
	(Column 10)	(Column 18)	(Column 19)	(Column 20)	(Column 21)
U.S. Nonresident					
Hispanic/Latino					
American Indian or Alaska Native					
Asian					
Black or African American					
Native Hawaiian or Other Pacific Islander					
White					
Two or more races					
Race and ethnicity unknown					
Total women					

Total men + women					

Section II - Bachelor's or equivalent degree-seeking subcohort - Transfers/exclusions

- In the columns below, report the status of those students in the BACHELOR'S OR EQUIVALENT DEGREE-SEEKING SUBCOHORT listed in Column 10 who did not complete a program within 150% of normal time to completion.
- Report transfers-out who did not complete a program in Column 30. If the mission of your institution includes providing substantial preparation for students to enroll in another eligible institution WITHOUT having completed a program, you must report transfer-out data in Column 30. A school is required to report only on those students that the school knows have transferred to another eligible institution. A school must document that the student actually transferred. If it is not part of your mission, you may report transfer-out data if you wish.
- Report eligible exclusions from the subcohort in Column 45. The ONLY allowable categories for this column are:
  Students who died or became totaly and permanently disabled
  Students who left school to serve in the armed forces (or have been called up to active duty)
  Students who left school to serve with a foreign aid service of the Federal Government
  Students who left school to serve on an official church mission
- Column 52 [No longer enrolled] will be calculated for you. This includes students who have dropped out as well as those who completed in greater than 150% of normal time.
- If you do not have any values to report in either Column 30, 45, or 51, you must enter at least one zero in a field on this screen to continue.

Subcohort of full-time, first-time students seeking a bachelor's or equivalent degree

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

Men

Screen 3 of 4	Cohort year 2017					
	Bachelor's or equivalent degree-seeking subcohort	Total completers within 150%	Total transfer-out students	Total exclusions	Still enrolled	No longer enrolled
	(Column 10)	(Column 29)	(Column 30)	(Column 45)	(Column 51)	(Column 52)
U.S. Nonresident						
Hispanic/Latino						
American Indian or Alaska Native						
Asian						
Black or African American						
Native Hawaiian or Other Pacific Islander						
White						
Two or more races						
Race and ethnicity unknown						
Total men						

Women

Screen 3 of 4	Cohort year 2017					
	Bachelor's or equivalent degree-seeking subcohort	Total completers within 150%	Total transfer-out students	Total exclusions	Still enrolled	No longer enrolled
	(Column 10)	(Column 29)	(Column 30)	(Column 45)	(Column 51)	(Column 52)
U.S. Nonresident						
Hispanic/Latino						
American Indian or Alaska Native						
Asian						
Black or African American						
Native Hawaiian or Other Pacific Islander						
White						
Two or more races						
Race and ethnicity unknown						
Total women						

Total men + women						

Section II - Bachelor's or equivalent degree-seeking cohort - Pell recipients and a recipients of a subsidized Direct Loan who did not receive a Pell Grant

For each subcohort, report the number of students in the cohort, total exclusions for the cohort, the number of students that completed a bachelor's or equivalent degree within 150% of normal time to completion, and the total completers within 150%.

- Recipients of a Pell Grant and Recipients of a Direct Subsidized Loan that did not receive a Pell Grant are ***mutually exclusive***, that is, if a student is in one cohort, they cannot be in the other cohort.
  - The total of these 2 subcohorts must be less than the Bachelor's or equivalent degree-seeking cohort

Subcohort of full-time, first-time students seeking a bachelor's or equivalent degree

Screen 4 of 4	Cohort year 2017			
	Number of students in cohort	Total exclusions	Completed bachelor's degree or equivalent within 150%	Total completers within 150%
	(Column 10)	(Column 45)	(Column 18)	(Column 29)
Bachelor's or equivalent degree-seeking cohort				
Recipients of a Pell Grant (within entering year)				
Recipients of a Direct Subsidized Loan (within entering year) that did not receive a Pell Grant				
Did not receive either a Pell Grant or Direct Subsidized Loan (within entering year)				

Section III - Other degree/certificate-seeking subcohort - Completers within 150%

- In the columns below, report the status of the subcohort of students seeking other than a bachelor's or equivalent degree listed in Column 10.
- Of the students in Column 10, those who attained a degree or certificate other than a bachelor's degree within 150% of the normal time to complete the program as of August 31, 2023 should be reported in either Column 11 or 12, depending on the length of the program completed.
- Of the students in Column 10, those who attained a bachelor's degree or equivalent within 150% of normal time should be reported in Column 18.

Subcohort of full-time, first-time students seeking other than a bachelor's degree

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

Men

Screen 1 of 3	Cohort year 2017				
	Other degree/certificate-seeking subcohort	Subcohort students who completed their program within 150% of normal time to completion			Total completers within 150%
		Completers of programs of less than 2 academic yrs (or equivalent)	Completers of programs of at least 2 but less than 4 academic yrs (or equivalent)	Completers of bachelor's or equivalent degrees	
	(Column 10)	(Column 11)	(Column 12)	(Column 18)	(Column 29)
U.S. Nonresident					
Hispanic/Latino					
American Indian or Alaska Native					
Asian					
Black or African American					
Native Hawaiian or Other Pacific Islander					
White					
Two or more races					
Race and ethnicity unknown					
Total men					

Women

Screen 1 of 3	Cohort year 2017				
	Other degree/certificate-seeking subcohort	Subcohort students who completed their program within 150% of normal time to completion			Total completers within 150%
		Completers of programs of less than 2 academic yrs (or equivalent)	Completers of programs of at least 2 but less than 4 academic yrs (or equivalent)	Completers of bachelor's or equivalent degrees	
	(Column 10)	(Column 11)	(Column 12)	(Column 18)	(Column 29)
U.S. Nonresident					
Hispanic/Latino					
American Indian or Alaska Native					
Asian					
Black or African American					
Native Hawaiian or Other Pacific Islander					
White					
Two or more races					
Race and ethnicity unknown					
Total women					

Total men + women					

Section III - Other degree/certificate-seeking subcohort - Transfers/exclusions

- In the columns below, report the status of those students in the OTHER DEGREE/CERTIFICATE-SEEKING SUBCOHORT listed in Column 10 who did not complete a program within 150% of normal time to completion.
- Report transfers-out who did not complete a program in Column 30. A school is required to report only on those students that the school knows have transferred to another eligible institution. A school must document that the student actually transferred. If it is not part of your mission, you may report transfer-out data if you wish.
- Report eligible exclusions from the subcohort in Column 45. The ONLY allowable categories for this column are:
  Students who died or became totaly and permanently disabled
  Students who left school to serve in the armed forces (or have been called up to active duty)
  Students who left school to serve with a foreign aid service of the Federal Government
  Students who left school to serve on an official church mission
- Column 52 [No longer enrolled] will be calculated for you. This includes students who dropped out as well as those who completed in greater than 150% of normal time.
- If you do not have any values to report in either Column 30, 45, or 51, you must enter at least one zero in a field on this screen to continue.

Subcohort of full-time, first-time students seeking other than a bachelor's degree

- Report Hispanic/Latino individuals of any race as Hispanic/Latino
- Report race for non-Hispanic/Latino individuals only

Men

Screen 2 of 3	Cohort year 2017					
	Other degree/certificate-seeking subcohort	Total completers within 150%	Total transfer-out students	Total exclusions	Still enrolled	No longer enrolled
	(Column 10)	(Column 29)	(Column 30)	(Column 45)	(Column 51)	(Column 52)
U.S. Nonresident						
Hispanic/Latino						
American Indian or Alaska Native						
Asian						
Black or African American						
Native Hawaiian or Other Pacific Islander						
White						
Two or more races						
Race and ethnicity unknown						
Total men						

Women

Screen 2 of 3	Cohort year 2017					
	Other degree/certificate-seeking subcohort	Total completers within 150%	Total transfer-out students	Total exclusions	Still enrolled	No longer enrolled
	(Column 10)	(Column 29)	(Column 30)	(Column 45)	(Column 51)	(Column 52)
U.S. Nonresident						
Hispanic/Latino						
American Indian or Alaska Native						
Asian						
Black or African American						
Native Hawaiian or Other Pacific Islander						
White						
Two or more races						
Race and ethnicity unknown						
Total women						

Total men + women						

Section III - Other degree/certificate-seeking subcohort - Pell recipients and recipients of a subsidized Direct Loan who did not receive a Pell Grant

For each subcohort, report the number of students in the cohort, total exclusions for the cohort, the number of students who completed a bachelor's or equivalent degree with 150%, and the total completers within 150%.

- Recipients of a Pell Grant and Recipients of a Direct Subsidized Loan that did not receive a Pell Grant are ***mutually exclusive***, that is, if a student is in one cohort, they cannot be in the other cohort.
  - The total of these 2 subcohorts must be less than the other degree/certificate-seeking cohort

Subcohort of full-time, first-time students seeking other than a bachelor's degree

Screen 3 of 3	Cohort year 2017			
	Number of students in cohort	Total exclusions	Completed bachelor's degree or equivalent within 150%	Total completers within 150%
	(Column 10)	(Column 45)	(Column 18)	(Column 29)
Other degree/certificate-seeking cohort				
Recipients of a Pell Grant (within entering year)				
Recipients of a Direct Subsidized Loan (within entering year) that did not receive a Pell Grant				
Did not receive either a Pell Grant or Direct Subsidized Loan (within entering year)				

Prepared by

Prepared by

Reporting Reminders:

- 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

Summary

Graduation Rate Component Summary

The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your institution's Data Feedback Report (DFR). In addition, all data reported in IPEDS survey components become publicly available through the IPEDS Use the Data and appear as aggregated statistics in various Department of Education reports. College Navigator is updated approximately three months after the data collection period closes and DFRs will be available through the IPEDS Use the Data and sent to your institution's CEO at the end of 2024.

Please review your data for accuracy. If you have questions about the data displayed below or after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

Overall Graduation Rate	
Graduation Rate (%)	
Total number of students in the Adjusted Cohort	
Total number of completers within 150% of normal time	

Overall Transfer-out Rate	
Transfer-out Rate (%)	
Total number of students in the Adjusted Cohort	
Total number of transfers-out within 150% of normal time	

Graduation Rate for students pursuing Bachelor's Degrees	
Graduation Rate for Bachelor's Cohort (%)	
Total number of students in the Adjusted Cohort	
Total number of bachelor's degree completers within 150% of normal time	

Graduation Rates Full Instructions - 4-Year Institutions

Purpose of the Survey

Changes in Reporting

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- Reporting Period Covered
- Context Boxes

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- Who to Exclude

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- Reporting Individuals by Racial/Ethnic Categories
- Section I: Establishing and Revising Cohorts
- Section II: Bachelor's Degree Subcohort
- Section III: Other Degree/Certificate-Seeking Subcohorts

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Purpose of the Survey

The purpose of the IPEDS Graduation Rates survey component is to track given cohorts of full-time, first-time degree/certificate-seeking undergraduate students - as well as their completion status at 150% of the normal time to complete all requirements of their program of study - at postsecondary institutions. These data are collected to assist institutions in complying with the requirements of the Student Right-to-Know Act.

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Changes in reporting for 2023-24

The following changes were implemented for the 2023-24 data collection period:

- Rephrased "remedial education" terminology in survey materials to "developmental education," including Glossary terms
- Revised survey materials related to Gender Unknown or Another Gender reporting, including non-reporting for small cell size
- Revised FAQ with an additional note about verification of F-1 visa status for undocumented and DACA students
- Added FAQ regarding consistent reporting of awards in GR with those reported in the IPEDS Completions survey
- Added FAQ regarding including incarcerated students in reporting
- Revised FAQ regarding experimental site participants

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General Instructions

Reporting Period Covered

This survey component collects data on the cohort of full-time, first-time degree/certificate-seeking undergraduate students enrolled in your institution either (1) as of October 15, 2017 (or the institution's official fall reporting date) for institutions that offer a predominant number of programs based on standard academic terms (e.g., semesters, trimesters, quarters, or 4-1-4 plan); or (2) during the period between September 1, 2017 and August 31, 2018 for institutions that do not offer a predominant number of programs based on standard academic terms. Institutions are to report the status of these students as of August 31, 2023.

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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

Who to Include in the Cohort

Include all full-time, first-time degree/certificate-seeking undergraduate students entering the institution either during the fall term or during the 12-month period as described above. Include students enrolled in the fall term who attended college for the first time in the prior summer session and students who entered with advanced standing (college credits earned before graduating from high school).

For institutions that will report using a **full-year cohort**, count as entering students all students who entered the institution between September 1, 2017 and August 31, 2018, and 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.

Include all students enrolled for credit toward a degree, diploma, certificate, or other recognized postsecondary credential. 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 full-time students taking developmental courses if the student is considered degree-seeking for the purpose of student financial aid determination. 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
- Obtained a student visa to enroll at a U.S. postsecondary institution

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

- Becomes a part-time student
- 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 recognized postsecondary credential or the completion of a vocational program (i.e., non-degree/certificate-seeking students)
- Exclusively taking CEUs
- Exclusively auditing classes
- Enrolled part-time
- Transfers into the institution
- 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: (877) 225-2568
E-mail: ipedshelp@rti.org

Web Tutorials

You can consult the IPEDS Website's 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's 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 Use the Data portal
- IPEDS Data Feedback Reports
- College Affordability and Transparency Center Website

At the aggregate-level, data will appear in:

- IPEDS Data Explorer
- IPEDS Data Feedback Reports
- The Digest of Education Statistics
- The Condition of Education

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Uploading Files to the IPEDS Data Collection System

The *File Import/Upload* option is found under the Tools menu. In order to perform the upload you'll need to have a file formatted to specifications. Upload specifications are included with the survey materials found under the Help menu. There are three upload formats available for the Graduation Rates survey component:

- Fixed width file
- Key value file

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Reporting Instructions

Reporting Persons by Racial/Ethnic Category (1997 OMB)

This information is being collected in compliance with Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 and Sec. 421(a)(1) of the Carl D. Perkins Vocational Education Act. These instructions correspond with the Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education, published in the Federal Register on October 19, 2007.

Method of collection - Institutions must collect race and ethnicity information using a 2-question format. The first question is whether the respondent is Hispanic/Latino. The second question is whether the respondent is from one or more races from the following list: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. Institutions should allow students and staff to self-identify their race and ethnicity. For further details on the guidance for collecting these data, please see the full Federal Register notice.

Method of reporting aggregate data - Institutions must report aggregate data to the U.S. Department of Education using the NINE categories below. Racial/ethnic designations are requested only for United States citizens, residents, and other eligible non-citizens. Eligible noncitizens include all students who completed high school or a GED equivalency within the United States (including DACA and undocumented students) and who were not on an F-1 non-

immigrant student visa at the time of high school graduation. More information about other eligible (for financial aid purposes) non-citizens is available at https://studentaid.gov/understand-aid/eligibility/requirements/non-us-citizens.

- Hispanic or Latino, regardless of race

For Non-Hispanic/Latino individuals:

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Two or more races

In addition, the following categories may be used:

- U.S. Nonresident
- Race and ethnicity unknown

Racial/ethnic descriptions - Racial/ethnic designations as used in this survey do not denote scientific definitions of anthropological origins. The categories are:

- Hispanic or Latino- A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
- American Indian or Alaska Native- A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.
- Asian- A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- Black or African American- A person having origins in any of the black racial groups of Africa.
- Native Hawaiian or Other Pacific Islander- A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- White - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Other descriptive categories

- **U.S. Nonresident** - A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. Do not include DACA, undocumented, or other eligible noncitizens in this category. NOTE - U.S. Nonresidents are to be reported separately, in the boxes provided, rather than included in any of the seven racial/ethnic categories.
- **Race and ethnicity unknown** - This category is used only if the person did not select EITHER a racial or ethnic designation.

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Section I – Establishing Cohorts

Cohort Type

The method used to report graduation rates data on this survey is predetermined by your institution's response to the predominant calendar system question (B3) on the IC Header survey component of the IPEDS Fall 2023 data collection, according to the following rules:

- Institutions that offer a predominant number of programs based on standard academic terms (semesters, trimesters, quarters, or 4-1-4 plan) will report using a **fall cohort** of students. Institutions may use October 15, 2017 or the institution's official fall reporting date to determine the cohort. This should be the same reporting date used for the IPEDS Fall Enrollment survey.
- Institutions that do not offer a predominant number of programs based on standard academic terms (as defined above) will report using a **full-year cohort**. These institutions must count as entering students all those students who entered the institution between September 1, 2017 and August 31, 2018, and 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.

Establishing your Cohorts

Report each student only once.

Please complete all of Section I. Screens for Sections II and III will be generated based on the data reported in Section I.

Initial cohort - If you are reporting on a fall cohort, the information reported on full-time, first-time degree/certificate-seeking undergraduate student enrollment at your institution on the 2017 IPEDS Fall Enrollment survey will be preloaded in this column. If you did not respond to that survey, or if you are reporting on a full-year cohort, the column will be blank.

Revised cohort (Column 01) - Institutions have the option of revising their preloaded cohort if:

- there are eligible students who were omitted in the past
- students were reported who did not belong in the cohort (e.g., they were not actually first-time, or full-time)
- better information regarding race/ethnicity or gender is available for eligible students

Please review the data in the *Initial cohort* column (if applicable) and re-enter the cohort data in the *Revised cohort* column according to the 1997 racial/ethnic categories, making any necessary corrections for omissions, erroneous reporting, or where better information regarding race/ethnicity or gender is available. If your data do not appear in the *Initial cohort* column, please provide the enrollment data as requested in the *Revised cohort* column.

Establishing Subcohorts

For 4-year institutions, the cohort is divided into two subcohorts: (1) those students who upon entry are seeking a bachelor's or equivalent degree, and (2) those students who upon entry are seeking an undergraduate award other than a bachelor's degree. Institutions that do not determine degree intent upon entry should report all students as if they are bachelor's degree-seeking.

Bachelor's or equivalent degree-seeking subcohort (Column 02) –Of the revised cohort of students listed in Column 1, indicate the number of these students who declared intent to seek a bachelor's or equivalent degree upon entry. As indicated above, this should also include any students whose intent was not known. These data will be carried forward to Section II.

Other degree/certificate-seeking subcohort (Column 03) –This column represents the difference between the *Revised cohort* (Column 1) and the *Bachelor's or equivalent degree-seeking subcohort* (Column 2). The values in this column are calculated for you, and represent the number of students who declared intent to seek an undergraduate award other than a bachelor's level degree (e.g., an associate's degree or other recognized postsecondary credential) upon entry. These data will be carried forward to Section III.

Section I – Establishing cohorts – Gender Unknown or another gender than Provided Categories

Report how many students in the revised cohort you had to allocate to a binary gender category (Men/Women) because their gender was unknown or another gender than the provided categories (Men/Women). If your institution does not collect data on another gender, please select 'No, my institution does not collect data on another gender' to the question and leave the cells in the 'Another gender' row blank (do not input 0s). If you institution collects data on another gender, but some cells will have a value of less than 5 students, please select 'No, some cells will have a value of less than 5 students,' do not report the data and leave the cells in the rows for 'Another gender' blank. If you indicate 'Yes', but no students identified as another gender, please enter '0' in the appropriate row(s).

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Section II – Completers within 150% - Bachelor's or Equivalent Degree-Seeking Subcohort

Report each student only once.

Report the status of the 2017 subcohort of bachelor's or equivalent degree-seeking students as of 150% of normal time to completion or August 31, 2023 (whichever was earlier) in terms of the number of completers by type of program completed. Report all students by race/ethnicity and gender.

Report only for full-time, first-time students who were seeking a bachelor's or equivalent degree upon entry. Do NOT include part-time students, students who transferred into your institution, or students who changed their program of study to a bachelor's level degree after their first semester.

Count completers only once and indicate the highest award level attained.

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.

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 this the equivalent of an associate's degree, thus completers of transfer-preparatory programs (although they do not receive a "recognized postsecondary credential") should be counted as completers of an at least 2 but less than 4 year program.

Similarly, institutions may count as completers those students who have successfully completed the first three years of a 3-2 program and are eligible to enter another institution to complete the program (provided the program is acceptable for full credit towards a five-year bachelor's degree, and qualifies a student for admission into the fourth year of a five-year bachelor's degree program). As with a transfer-preparatory program, these students should be counted as completers of an at least 2 but less than 4 year program.

In order to calculate a graduation rate that complies with Student Right-to-Know regulations, institutions may count as completers only those students who received their degree/certificate (or completed a transfer-preparatory program) within 150% of the normal time for program completion (normal time to completion is the amount of time necessary to complete all requirements for a program according to the institution's catalog). **Do not count as completers students who receive their degree from another institution.**

Note that completers should be reported in terms of the type of program completed, as defined by award level. For programs that are defined in terms of clock or credit hours, the program type may not be indicative of the actual calendar time a program takes to complete. For more information on program types, please consult the IPEDS Glossary.

Bachelor's or equivalent degree-seeking subcohort (Column 10) - The data in this column are carried forward from Section I for your reference.

Completers of programs of less than 2 academic years (or equivalent) (Column 11) - Enter the number of students in the bachelor's or equivalent degree-seeking subcohort who completed programs of less than 2 full-time equivalent academic years within 150% of normal time to completion. This includes awards, certificates, or diplomas of less than one academic year and of at least one but less than two academic years; or designed for completion in less than 60 semester or trimester credit hours, less than 90 quarter credit hours, or less than 1,800 clock hours.

Completers of programs of at least 2 but less than 4 academic years (or equivalent) (Column 12) - Enter the number of students in the bachelor's or equivalent degree-seeking subcohort who completed programs of at least 2 but less than 4 full-time equivalent academic years within 150% of normal time to completion. This includes awards, certificates, or diplomas of at least two but less than four academic years - or designed for completion in at least 60 but less than 120 semester or trimester credit hours, at least 90 but less than 180 quarter credit hours, or at least 1,800 but less than 3,600 clock hours - and associate's degrees.

Completers of bachelor's or equivalent degrees (Column 18) - Enter the number of students in the bachelor's or equivalent degree-seeking subcohort who completed a bachelor's degree or equivalent program within 150% of normal time to completion. *Note:* Completers of 3-year bachelor's degree programs should only be included if they completed the program within 4-1/2 years.

Total completers within 150% (Column 29) - This column is the sum of the previous three columns, and is calculated for you by the data collection system.

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Section II – Bachelor's Completers by Length of Time to Degree

Report each student only once.
Of those students in the bachelor's or equivalent degree-seeking subcohort who completed a bachelor's degree or equivalent program within 150% of normal time to completion you must provide additional information on the length of time it took them to complete their program. Include all baccalaureate level degrees, including 5-year bachelor's/cooperative programs and those bachelor's degrees in which the normal 4 years of work are completed in 3 years. Of the total number of completers of bachelor's or equivalent degrees within 150% of normal time listed in Column 18, provide the following breakout:

Completed the program in 4 yrs or less (Column 19) - Enter the number of students who completed a bachelor's degree or equivalent in 4 years or less. This should include all students who completed a bachelor's degree or equivalent by August 31, 2021.

Completed the program in 5 yrs (Column 20) - Enter the number of students who completed a bachelor's degree or equivalent in 5 years. This should include all students who completed a bachelor's degree or equivalent in the period from September 1, 2021 through August 31, 2022. Do NOT include students who completed their program in 4 years or less in this column.

Completed the program in 6 yrs (Column 21) - This column represents the difference between the number of completers of bachelor's degrees or equivalent within 150% of normal time (Column 18) and the sum of those who completed their program in 4 years or less (Column 19) and those who completed their program in 5 years (Column 20). This should include all students who completed a bachelor's degree or equivalent in the period from September 1, 2022 through August 31, 2023. This column is calculated for you by the data collection system.

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Section II – Non-completers - Bachelor's or Equivalent Degree-Seeking Subcohort

Report each student only once.
Report the status of the non-completers from the 2017 subcohort of bachelor's or equivalent degree-seeking students as of 150% of the normal time to completion for their program or August 31, 2023 (whichever was earlier). Report all students by race/ethnicity and gender.

Report only for full-time, first-time students who were seeking a bachelor's or equivalent degree upon entry. Do NOT include part-time students, students who transferred into your institution, or students who changed their program of study to a bachelor's level degree after their first semester.

Bachelor's or equivalent degree-seeking subcohort (Column 10) – The data in this column are carried forward from Section I for your reference.

Total completers within 150% (Column 29) - The data in this column are carried forward from page 1 of Section II for your reference.

Total transfer-out students (Column 30) - If the mission of your institution includes providing substantial preparation for students to enroll in another eligible institution without having completed a program, you must report the total number of students who transferred out of your institution (without earning a degree/award) within 150% of normal time to completion. Include students who transferred out of your institution and subsequently re-enrolled at another eligible institution. If it is not part of your mission, you may still report transfer-out data if you wish.

Total exclusions (Column 45)- Indicate the total number of students who left your institution within 150% of normal time to completion for their program (and have neither graduated nor transferred to another institution) due to one of the following documented reasons:

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

NOTE: Students who leave the institution for one of the reasons noted above, but return prior to the status date of August 31, 2023, may still be subtracted/excluded from the cohort during the calculation of graduation rates.

Still enrolled (Column 51) - Enter the number of students who were still enrolled at your institution as of 150% of normal time to completion for their program (or August 31, 2023 if 150% of normal time to completion had not elapsed by that time).

No longer enrolled (Column 52) - This column represents the difference between the bachelor's or equivalent degree-seeking subcohort (Column 10) and the sum of Columns 29, 30, 45, and 51. This column should include students who graduated from their program after 150% of normal time to completion

elapsed.

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Section II – Bachelor's or equivalent degree-seeking cohort - Graduation Rate for Pell recipients and recipients of a subsidized Direct Loan who did not receive a Pell Grant

Report each student only once.
Report the status of the 2017 subcohort of bachelor's or equivalent degree-seeking students as of 150% of normal time to completion or August 31, 2023 (whichever was earlier) in terms of the number of completers.

Report only for full-time, first-time students who were seeking a bachelor's or equivalent degree upon entry. Do NOT include part-time students, students who transferred into your institution, or students who changed their program of study to a bachelor's level degree after their first semester.

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.

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 this the equivalent of an associate's degree, thus completers of transfer-preparatory programs (although they do not receive a "recognized postsecondary credential") should be counted as completers of an at least 2 but less than 4 year program.

Similarly, institutions may count as completers those students who have successfully completed the first three years of a 3-2 program and are eligible to enter another institution to complete the program (provided the program is acceptable for full credit towards a five-year bachelor's degree, and qualifies a student for admission into the fourth year of a five-year bachelor's degree program). As with a transfer-preparatory program, these students should be counted as completers of an at least 2 but less than 4 year program.

In order to calculate a graduation rate that complies with Student Right-to-Know regulations, institutions may count as completers only those students who received their degree/certificate (or completed a transfer-preparatory program) within 150% of the normal time for program completion (normal time to completion is the amount of time necessary to complete all requirements for a program according to the institution's catalog). **Do not count as completers students who receive their degree from another institution.**

For each of two different subcohorts - Bachelor's or equivalent degree-seeking students and Other degree/certificate-seeking students, data will be collected on those students who were recipients of a Pell Grant and those students who were recipients of a subsidized Direct Loan that did not receive a Pell Grant.

Recipients are defined as those students receiving and using their Pell Grant or Subsidized Direct loan. These students must receive and use the award within their first year at the institution. If the student is a recipient of an award at a later point, they would not be included in one of the subcohorts.

Number of students in the cohort - The number of students in the bachelor's or equivalent degree-seeking subcohort will be preloaded from Section 1 of the GR form. Of those students, report the number of students who received a Pell Grant and the number of students who received a subsidized Direct Loan but DID NOT receive a Pell Grant. These two categories() will be mutually exclusive. The total of these two subcohorts must be less than or equal to the total of all students.

Total exclusions - The number of exclusions in the bachelor's or equivalent degree-seeking subcohort will be preloaded from Section II of the GR form. Of those students reported as exclusions, report the number of students who received a Pell Grant and the number of students who received a subsidized Direct Loan but DID NOT receive a Pell Grant. These two categories will be mutually exclusive. The total of these two subcohorts must be less than or equal to the total of all students.

Completed bachelor's degree or equivalent within 150% - The number of students in the bachelor's or equivalent degree-seeking subcohort who completed a bachelor's degree or equivalent program within 150% of normal time to completion will be preloaded from Section II of the GR form. Of those students reported as completers, report the number of students who received a Pell Grant and the number of students who received a subsidized Direct Loan but DID NOT receive a Pell Grant. This must be less than or equal to the Completers within 150% of normal time. The total of these two subcohorts must be less than or equal to the total of all students.

Total completers within 150% of normal time - The total number of students who completed their program within 150% of normal time to completion will be preloaded from Section II of the GR form. Of those students reported as completers, report the number of students who received a Pell Grant and the number of students who received a subsidized Direct Loan but DID NOT receive a Pell Grant. These two categories will be mutually exclusive. The total of these two subcohorts must be less than or equal to the total of all students.

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Section III – Completers within 150% - Other Degree/Certificate-Seeking Subcohort

Report each student only once.
Report the status of the 2017 subcohort of students seeking other than a bachelor's degree as of 150% of normal time to completion or August 31, 2023 (whichever was earlier) in terms of the number of completers by type of program completed. Report all students by race/ethnicity and gender.

Report only for full-time, first-time students who were seeking undergraduate degrees or certificates other than a bachelor's degree upon entry (within entering year). Do NOT include part-time students, students who transferred into your institution, or students who changed their program of study from a bachelor's level degree after the first semester.

Count completers only once and indicate the highest award level attained.

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.

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 this the equivalent of an associate's degree, thus completers of transfer-preparatory programs (although they do not receive a "recognized postsecondary credential") should be counted as completers of an at least 2 but less than 4 year program.

Similarly, institutions may count as completers those students who have successfully completed the first three years of a 3-2 program and are eligible to enter another institution to complete the program (provided the program is acceptable for full credit towards a five-year bachelor's degree, and qualifies a student for admission into the fourth year of a five-year bachelor's degree program). As with a transfer-preparatory program, these students should be counted as completers of an at least 2 but less than 4 year program.

In order to calculate a graduation rate that complies with Student Right-to-Know regulations, institutions may count as completers only those students who received their degree/certificate (or completed a transfer-preparatory program) within 150% of the normal time for program completion (normal time to completion is the amount of time necessary to complete all requirements for a program according to the institution's catalog). **Do not count as completers students who receive their degree from another institution.**

Note that completers should be reported in terms of the type of program completed, as defined by award level. For programs that are defined in terms of clock or credit hours, the program type may not be indicative of the actual calendar time a program takes to complete. For more information on program types, please consult the IPEDS Glossary. **Other degree/certificate-seeking subcohort (Column 10) -** The data in this column are carried forward from Section I for your reference.

Completers of programs of less than 2 academic years (or equivalent) (Column 11) - Enter the number of students in the other degree/certificate-seeking subcohort who completed programs of less than 2 full-time equivalent academic years within 150% of normal time to completion. This includes awards, certificates, or diplomas of less than one academic year and of at least one but less than two academic years; or designed for completion in less than 60 semester or trimester credit hours, less than 90 quarter credit hours, or less than 1,800 clock hours.

Completers of programs of at least 2 but less than 4 academic years (or equivalent) (Column 12) - Enter the number of students in the other degree/certificate-seeking subcohort who completed programs of at least 2 but less than 4 full-time equivalent academic years within 150% of normal time to

completion. This includes awards, certificates, or diplomas of at least two but less than four academic years - or designed for completion in at least 60 but less than 120 semester or trimester credit hours, at least 90 but less than 180 quarter credit hours, or at least 1,800 but less than 3,600 clock hours - and associate's degrees.

Completers of bachelor's or equivalent degrees (Column 18) - Enter the number of students in the other degree/certificate-seeking subcohort who completed a bachelor's degree or equivalent program within 150% of normal time to completion. *Note:* Completers of 3-year bachelor's degree programs should only be included if they completed the program within 4-1/2 years.

Total completers within 150% (Column 29) - This column is the sum of the previous three columns, and is calculated for you by the data collection system.

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Section III – Non-completers - Other Degree/Certificate-Seeking Subcohort

Report each student only once.
Report the status of the non-completers from the 2017 subcohort of students seeking other than a bachelor's or equivalent degree as of 150% of the normal time to completion for their program or August 31, 2023 (whichever was earlier). Report all students by race/ethnicity and gender.

Report only for full-time, first-time students who were seeking an undergraduate award other than a bachelor's level degree upon entry. Do NOT include part-time students, students who transferred into your institution, or students who changed their program of study from a bachelor's level degree after their first semester.

Other degree/certificate-seeking subcohort (Column 10) – The data in this column are carried forward from Section I for your reference.

Total completers within 150% (Column 29) - The data in this column are carried forward from page 1 of Section III for your reference.

Total transfer-out students (Column 30) - If the mission of your institution includes providing substantial preparation for students to enroll in another eligible institution without having completed a program, you must report the total number of students who transferred out of your institution (without earning a degree/award) within 150% of normal time to completion. Include students who transferred out of your institution and subsequently re-enrolled at another eligible institution. If it is not part of your mission, you may still report transfer-out data if you wish.

Total exclusions (Column 45)- Indicate the total number of students who left your institution within 150% of normal time to completion for their program (and have neither graduated nor transferred to another institution) due to one of the following documented reasons:

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

NOTE: Students who leave the institution for one of the reasons noted above, but return prior to the status date of August 31, 2023, may still be subtracted/excluded from the cohort during the calculation of graduation rates.

Still enrolled (Column 51) - Enter the number of students who were still enrolled at your institution as of 150% of normal time to completion for their program (or August 31, 2023 if 150% of normal time to completion had not elapsed by that time).

No longer enrolled (Column 52) - This column represents the difference between the other degree/certificate-seeking subcohort (Column 10) and the sum of Columns 29, 30, 45, and 51. This column should include students who graduated from their program after 150% of normal time to completion elapsed.

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Section III – Other Degree/Certificate-Seeking Subcohort - Pell recipients and recipients of a subsidized Direct Loan who did not receive a Pell Grant

Report each student only once.
Report the status of the 2017 subcohort of Other degree/certificate-seeking students as of 150% of normal time to completion or August 31, 2023 (whichever was earlier) in terms of the number of completers.

Report only for full-time, first-time students who were seeking Other degree/certificate. Do NOT include part-time students, students who transferred into your institution.

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.

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 this the equivalent of an associate's degree, thus completers of transfer-preparatory programs (although they do not receive a "recognized postsecondary credential") should be counted as completers of an at least 2 but less than 4 year program.

Similarly, institutions may count as completers those students who have successfully completed the first three years of a 3-2 program and are eligible to enter another institution to complete the program (provided the program is acceptable for full credit towards a five-year bachelor's degree, and qualifies a student for admission into the fourth year of a five-year bachelor's degree program). As with a transfer-preparatory program, these students should be counted as completers of an at least 2 but less than 4 year program.

In order to calculate a graduation rate that complies with Student Right-to-Know regulations, institutions may count as completers only those students who received their degree/certificate (or completed a transfer-preparatory program) within 150% of the normal time for program completion (normal time to completion is the amount of time necessary to complete all requirements for a program according to the institution's catalog). **Do not count as completers students who receive their degree from another institution.**

For each of two different subcohorts - Bachelor's or equivalent degree-seeking students and Other degree/certificate-seeking students, data will be collected on those students who were recipients of a Pell Grant and those students who were recipients of a subsidized Direct Loan that did not receive a Pell Grant.

Recipients are defined as those students receiving and using their Pell Grant or Subsidized Direct loan. These students must receive and use the award within their first year at the institution. If the student is a recipient of an award at a later point, they would not be included in one of the subcohorts.

Number of students in the cohort - The number of students in the Other degree/certificate-seeking subcohort will be preloaded from Section 1 of the GR form. Of those students, report the number of students who received a Pell Grant and the number of students who received a subsidized Direct Loan but DID NOT receive a Pell Grant. These two categories will be mutually exclusive. The total of these two subcohorts must be less than or equal to the total of all students.

Total exclusions - The number of exclusions in the Other degree/certificate-seeking subcohort will be preloaded from Section III of the GR form. Of those students reported as exclusions, report the number of students who received a Pell Grant and the number of students who received a subsidized Direct Loan but DID NOT receive a Pell Grant. These two categories will be mutually exclusive. The total of these two subcohorts must be less than or equal to the total of all students.

Completed bachelor's degree or equivalent within 150% - The number of students in the Other degree/certificate-seeking subcohort who completed a Bachelor's degree or equivalent within 150% of normal time to completion will be preloaded from Section III of the GR form. Of those students reported as completers, report the number of students who received a Pell Grant and the number of students who received a subsidized Direct Loan but DID NOT receive a Pell Grant. These two categories will be mutually exclusive. This must be less than or equal to the Total completers within 150%. The total of these two subcohorts must be less than or equal to the total of all students.

Total completers within 150% - The total number of students in the Other degree/certificate-seeking subcohort who completed their degree/certificate program within 150% of normal time to completion will be preloaded from Section III of the GR form. Of those students reported as completers, report the

number of students who received a Pell Grant and the number of students who received a subsidized Direct Loan but DID NOT receive a Pell Grant. These two categories will be mutually exclusive. The total of these two subcohorts must be less than or equal to the total of all students.

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Calculation of Graduation and Transfer-out Rates

Worksheets

Worksheets calculating the Student Right-To-Know and overall four-year average completion/graduation and transfer-out rates of full-time, first-time degree/certificate-seeking undergraduate students for the 2017 student cohort are provided as a convenience to the institution. In addition, the 4-year, 5-year, and 6-year graduation rates for the 2017 bachelor's or equivalent degree-seeking subcohort are provided for those institutions that are able to report bachelor's or equivalent completers by length of time to degree. Data previously reported by the institution are preloaded for use in these calculations.

Note that certain information from these worksheets will be displayed on College Navigator, as noted. Additional information relevant to the calculated rates may be entered in the context box provided, and will also be displayed on College Navigator.

Privacy Issues With Disclosure

Before using the worksheets for disclosure, please consider the following:

The Family Educational Rights and Privacy Act of 1974 as amended (1998) (FERPA) requires that institutions not disclose information where students could be identified.

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Glossary

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.
American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.
Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
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.
Bachelor's or equivalent degree-seeking subcohort	In the GR component of IPEDS, a cohort of students who were seeking a bachelor's or equivalent degree upon entry.
Black or African American	A person having origins in any of the black racial groups of Africa.
Cohort	A specific group of students established for tracking purposes.
Cohort year	The year that a cohort of students begins attending college.
Completers within 150% of normal time	Students who completed their program within 150% of the normal (or expected) time for completion.
Degree/certificate-seeking students	Students enrolled in courses for credit who are seeking a degree, certificate, or other recognized postsecondary credential. 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.
Fall cohort	The group of students entering in the fall term established for tracking purposes. For the Graduation Rates component, this includes all students who enter an institution as full-time, first-time degree or certificate-seeking undergraduate students during the fall term of a given year.
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 session, and students who entered with advanced standing (college credits or recognized postsecondary credential 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 clock 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 - full-time 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.
Graduation rate	The rate required for disclosure and/or reporting purposes under Student Right-to-Know Act. This rate is calculated as the total number of completers within 150% of normal time divided by the revised adjusted cohort.
Graduation Rates (GR)	This annual component of IPEDS was added in 1997 to help institutions satisfy the requirements of the Student Right-to-Know legislation. Data are collected on the number of students entering the institution as full-time, first-time, degree/certificate-seeking undergraduate students in a particular year (cohort), by race/ethnicity and gender; the number completing their program within 150 percent of normal time to completion; the number that transfer to other institutions if transfer is part of the institution's mission. Prior to 2007, institutions who offered athletically-related student aid were asked to report, by sport, the number of students receiving aid and whether they completed within 150 percent of normal time to completion. Now, these institutions only need to report a URL where the athletic data is located on their website, when available. GR automatically generates worksheets that calculate rates, including average rates over 4 years.
Hispanic/Latino	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
Initial cohort	A specific group of individuals established for tracking purposes. For the Graduation Rates (GR) and Outcome Measures (OM) components of IPEDS, the initial cohort is defined as the enrollment count before removing revisions and exclusions of all

	degree/certificate-seeking students who enter in either (1) the fall term of a given academic year, or (2) between September 1st and August 31st of the following year. For the GR component of IPEDS, the initial cohort is only for full-time, first-time students. For OM, all undergraduates are placed in one of four initial cohorts: full-time, first-time; part-time, first-time; full-time, non-first-time; and part-time, non-first 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).
Native Hawaiian or Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
Normal time to completion	The amount of time necessary for a student to complete all requirements for a degree or certificate according to the institution's catalog. This is typically 4 years (8 semesters or trimesters, or 12 quarters, excluding summer sessions) for a bachelor's degree in a standard term-based institution; 2 years (4 semesters or trimesters, or 6 quarters, excluding summer sessions) for an associate's degree in a standard term-based institution; and the various scheduled times for certificate programs.
Other degree/certificate-seeking subcohort	A subset of students belonging to a GR cohort who were seeking a degree or certificate other than bachelor's degree upon entry.
Race and ethnicity unknown	The category used to report students or employees whose race and ethnicity are not known.
Race/ethnicity	Categories developed in 1997 by the Office of Management and Budget (OMB) that are used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. The designations are used to categorize U.S. citizens, residents, and other eligible non-citizens. Individuals are asked to first designate ethnicity as: - Hispanic or Latino or - Not Hispanic or Latino Second, individuals are asked to indicate all races that apply among the following: - American Indian or Alaska Native - Asian - Black or African American - Native Hawaiian or Other Pacific Islander - White
Recognized postsecondary credential	A recognized postsecondary credential includes any credential that is recognized by the institution's appropriate governing body and received after completion of an academic program or that is awarded in recognition of an individual's attainment of measurable technical or industry/occupational skills necessary to obtain employment or advance within an industry/occupation. These technical or industry/occupational skills generally are based on standards developed or endorsed by employers or industry associations.
Revised cohort	Initial cohort after revisions are made. Cohorts may be revised if an institution discovers that incorrect data were reported in an earlier year.
Student Right-to-Know Act	Also known as the "Student Right-to-Know and Campus Security Act" (P.L. 101-542), which was passed by Congress November 9, 1990. Title I, Section 103, requires institutions eligible for Title IV funding to calculate completion or graduation rates of certificate- or degree-seeking, full-time students entering that institution, and to disclose these rates to all students and prospective students. Further, Section 104 requires each institution that participates in any Title IV program and is attended by students receiving athletically-related student aid to submit a report to the Secretary of Education annually. This report is to contain, among other things, graduation/completion rates of all students as well as students receiving athletically-related student aid by race/ethnicity and gender and by sport, and the average completion or graduation rate for the four most recent years. These data are also required to be disclosed to parents, coaches, and potential student athletes when the institution offers athletically-related student aid. The Graduation Rates component of IPEDS was developed specifically to help institutions respond to these requirements. See Graduation Rates for the current description of data collected.
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 (non-first-time entering) 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 reporting institution the prior summer session. The student may transfer with or without credit. For systems of coordinated institutions (multi-campus system), students are to be identified as transfer-in students upon entering an institution from another institution within the same coordinated system.
Transfer-out rate	Total number of students who are known to have transferred out of the reporting institution within 150% of normal time to completion divided by the adjusted cohort.
Transfer-out student	A student that leaves the reporting institution and enrolls at another institution. For systems of coordinated institutions (multi-campus system), students are to be identified as transfer-out students when leaving an institution to enroll into another institution within the same coordinated system.
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.
U.S. Nonresident	A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.
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.
White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Graduation Rates for 4-year institutions

Click one of the following questions to view the answer.

General

1) My institution has programs that operate on both a term basis AND a clock hour (continuing enrollment) basis. How do I choose which cohort to use for Graduation Rates (GR) reporting?
2) Why is it necessary for 4-year institutions to separate their entering cohort into two groups?
3) My institution does not have any information on the cohort you are requesting. Do I have to do anything this year?
4) When can I revise or adjust my cohort?
5) Do I need to track students every term?
6) Should my institution, which is participating as a U.S. Department of Education experimental site, include experimental site participants in IPEDS reporting?
7) In which race/ethnicity category do I report undocumented and DACA students?
8) Should awards in GR be consistent with those reported in the IPEDS Completions survey?

Cohort

1) What is a "first-time" student?
2) My institution has a very small cohort, sometimes only 4 or 5 students. Do I need to complete the GR survey?
3) How do I count a student who started in my original cohort, transferred to another institution (for which I have a confirmation of transfer), and then returned to my institution and is still enrolled?
4) Where do I place transfers INTO my institution?
5) How do I report students who are taking ESL (English as a Second Language) or developmental courses?
6) Are students in developmental courses included in the cohort?
7) If a student took only developmental courses last year and applies as a full-time degree/certificate-seeking student this fall, can I count the student as "first-time"?
8) What about non-credit enrollment, or students taking CEUs?
9) Are non-degree/certificate-seekers included?
10) How do I treat new entrants that receive credit for life experience?
11) Do I count students who have acquired credits through distance learning or correspondence as "first-time"?
12) How do I report students studying in consortium agreements?
13) Many of our students take courses during the summer at other schools; should these be considered transfers-out?
14) My initial cohort includes all full-time, first-time degree/certificate-seeking undergraduate students enrolled as of October 15 - the same as on my IPEDS Fall Enrollment survey. Now what happens to: stop outs, drop outs, students who enroll part-time after the first semester, or students who change programs?
15) If a student in my cohort obtains two undergraduate level degrees (e.g., AA and BA) within the 6-year period, can I count both completions?
16) I have a student who intended upon entry to complete a bachelor's degree, so he is included in my Section II - Bachelor's or equivalent degree-seeking subcohort. However, he does not complete his BA within the 6-year period, and instead completes an associate's degree along the way, and it was completed within 3 years. Where should I report him?
17) Which students should be included in 'another gender'?
18) Which students should be included in 'gender unknown'?
19) Should our institution resurvey students if we previously only collected binary gender categories?
20) Our institution uses the Common App to identify student gender, and the Common App only collected male and female. How should we report gender?
21) Should incarcerated students be included in GR cohorts?

Normal Time and Calculation of 150% of Normal Time

1) How do I calculate 150% of normal time to completion?
2) How do I report a student who has switched programs since entering the cohort?
3) How do I calculate 150% for students who stop out, or drop out, and then return and complete the program?
4) According to the Technical Amendment to the SRK, I can count as completers within 150% of normal time students who complete their program through August 31 of the 6th year; but what if the student does not receive the degree until our December graduation? Does this mean I cannot count them as completers?

Transfers-Out

1) Does my institution need to report transfers-out?
2) What kind of verification must I have to report a student as a transfer-out?
3) My school does not track transfers-out, and our limited budget does not allow us to set up a system to do so. Am I still in compliance with the requirements of the Student Right-to-Know Act, and am I still responsive to the GR survey, if I don't report transfers-out?
4) My institution is part of a coordinated system of institutions. If a student transfers out of my institution and goes to another institution within the coordinated system, can I count that student at my institution as a completer?

Other

1) Exactly what must be disclosed in order to be in compliance with the Student Right-to-Know Act?
2) Will completing the IPEDS Graduation Rates survey satisfy all of my requirements for the Student Right-to-Know Act?

3) My institution belongs to the NCAA; do I have to report graduation rates data to IPEDS? Do I also need to report to the Secretary of Education?

4) The number of students who could be considered for the adjustments to the cohort (allowable exclusions) at my institution is very small. Do I need to track these "leavers"?

5) What is a "transfer-preparatory program?"

6) My institution offers pre-med and pre-vet programs, but recognized postsecondary credentials are not given. What happens to these students?

7) My institution offers a PharmD program where students are accepted into the program after completing a 2 or 3 year program of undergraduate studies. What happens to these students?

8) How do I deal with "3/2" programs? My institution provides the first 3 years of an engineering program and our students matriculate to another university for the last 2 years of study and to attain their degree. Can we count these students as completers when they receive their degree from the second institution?

9) There is a provision for excluding students who leave the institution to join the Armed Forces. Is there a similar provision for excluding students who are already in the military but are transferred to another duty station?

Pell Grants/Subsidized Direct Loans

1) Who is considered a "recipient" of a Pell Grant or Subsidized Direct Loan?

2) If a student received their Pell Grant or Subsidized Direct Loan after their first year at the institution (July 1 - June 30), would they be counted as part of these subgroups?

3) If a student receives and uses their Pell Grant or Subsidized Direct Loan within their first year at the institution (July 1 - June 30), do they have to continue to receive this aid throughout their time at the institution to be counted as part of these subgroups?

General

1) My institution has programs that operate on both a term basis AND a clock hour (continuing enrollment) basis. How do I choose which cohort to use for Graduation Rates (GR) reporting?

Student Right-to-Know legislation states that institutions that offer a predominant number of programs based on a term basis (semester, quarter, or trimester) must calculate graduation and transfer-out rates using a fall cohort; otherwise, you must use a full-year cohort. The cohort used to report your institution's GR data is predetermined based on your response to the Calendar System question on the IPEDS Institutional Characteristics Header survey component.

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2) Why is it necessary for 4-year institutions to separate their entering cohort into two groups?

NCES requests that 4-year institutions that offer undergraduate awards other than a bachelor's degree define two distinct subcohorts: (1) students who upon entry intend to complete a bachelor's or equivalent degree, and (2) students who upon entry intend to complete an undergraduate award other than a bachelor's or equivalent degree. Students whose intent is unknown should be reported in the subcohort with those seeking a bachelor's or equivalent degree. By separating the cohort in this way, the graduation and transfer rates of the first group can be compared with those at like institutions, as well as with those at institutions offering only a bachelor's degree. Similarly, the rates of the second group can more easily be compared with those at 2-year institutions.

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3) My institution does not have any information on the cohort you are requesting. Do I have to do anything this year?

Student Right-to-Know legislation states that graduation rates reporting is mandatory for institutions that enrolled full-time, first-time degree/certificate-seeking undergraduate students during the relevant cohort year. If you did not enroll this type of student, or your institution was not in operation during the relevant cohort year, please report this information on the Institutional Characteristics Header survey component.

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4) When can I revise or adjust my cohort?

There is a difference between revising and adjusting a cohort. **Revising** a cohort means modifying the cohort data to reflect better information that has become available since the cohort was first reported in the relevant Fall Enrollment survey (e.g., you may now have more complete racial/ethnic information on the cohort). *Fall* cohorts may be **revised** by entering new data in the *Revised cohort* column on the data collection screen. **Adjusting** a cohort means subtracting any allowable exclusions from the revised cohort to establish a denominator for graduation rate calculation. Both fall and full-year cohorts are **adjusted** for you on the worksheet screens when calculating graduation and transfer-out rates.

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5) Do I need to track students every term?

No. You can set up your system to identify your cohort upon entry, and then, at the end of 150% of normal time to complete all requirements of the longest program, look back to see the status of those in the cohort. You will need to know when students in the cohort completed, but it is not necessary to compare or track these students from term-to-term.

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6) Should my institution, which is participating as a U.S. Department of Education experimental site, include experimental site participants in IPEDS reporting?

No, exclude experimental site participants from reporting.

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7) In which race/ethnicity category do I report undocumented and DACA students?

Undocumented and DACA students who completed high school or a GED equivalency within the United States and who were not on an F-1 non-immigrant student visa at the time of high school graduation are considered eligible non-citizens and their race/ethnicity should be reported using the seven race/ethnicity categories provided:

- Hispanic or Latino, regardless of race

For Non-Hispanic/Latino individuals:

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Two or more races

If a student's race/ethnicity is unknown, you can include them in the race/ethnicity unknown category. Note: If the institution cannot verify F-1 visa status for undocumented and DACA students at the time of high school graduation, the institution can assume that the status at the time of application was the same as the status at the time of high school graduation.

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8) Should awards in GR be consistent with those reported in the IPEDS Completions survey?

Yes. Awards must be recognized postsecondary credentials conferred as the result of completion of an academic or occupational/vocational program of study and should be consistent with awards reported in the IPEDS Completions survey. Refer to the Completions instructions for relevant inclusion and exclusion criteria.

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Cohort

1) What is a "first-time" student?

According to the IPEDS Glossary, a first-time student is "*A student who has no prior postsecondary experience attending any institution for the first time at the undergraduate level.*" This means that the student is first-time in terms of postsecondary education (or the student is not known to have attended another postsecondary institution). There are two exceptions: (1) students who attended any institution for the first time the summer prior to entering your institution in the fall term are to be counted as "first-time", as are (2) students who entered with advanced standing (college credits earned before graduation from high school).

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2) My institution has a very small cohort, sometimes only 4 or 5 students. Do I need to complete the GR survey?

Yes. You must **report** the data to NCES regardless of the cohort size. See the questions related to disclosure requirements under *Other* below for additional information.

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3) How do I count a student who started in my original cohort, transferred to another institution (for which I have a confirmation of transfer), and then returned to my institution and is still enrolled?

You should report the student as a transfer-out. For the purposes of the full-time, first-time cohort used for IPEDS graduation rates reporting, this action closes out their status in the cohort. Upon re-enrolling at your institution, the student would then be included in a subsequent, non-first-time cohort not collected through the IPEDS GR survey.

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4) Where do I place transfers INTO my institution?

The IPEDS GR survey does NOT collect information on transfers in. THESE STUDENTS SHOULD NOT BE INCLUDED IN ANY GR COHORT.

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5) How do I report students who are taking ESL (English as a Second Language) or developmental courses?

These students are not included in the cohort if their courses are not part of a program of study that leads to a degree, diploma, certificate, or other recognized postsecondary credential, and if they are not eligible for Title IV federal financial aid.

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6) Are students in developmental courses included in the cohort?

Use the same reasoning here that you use to determine who to report as degree/certificate-seeking in the IPEDS Fall Enrollment survey. If a student is degree/certificate-seeking for the purposes of qualifying for student financial aid, then they **must** be included in the GR cohort.

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7) If a student took only developmental courses last year and applies as a full-time degree/certificate-seeking student this fall, can I count the student as "first-time"?

No. The student does not qualify as "first-time" because they are known to have previously attended a postsecondary institution (yours or another school) even though they are entering with no credit.

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8) What about non-credit enrollment, or students taking CEUs?

Neither should be included in the cohort for graduation rates reporting.

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9) Are non-degree/certificate-seekers included?

Even though these students are enrolled for credit, if they are not seeking a degree/certificate, they should not be included in the cohort according to Student Right-to-Know regulations. Be sure to carefully review the definition of degree/certificate-seeking in the IPEDS Glossary.

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10) How do I treat new entrants that receive credit for life experience?

If the student has never enrolled in a postsecondary institution, they should be counted as "first-time."

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11) Do I count students who have acquired credits through distance learning or correspondence as "first-time"?

Since these students must have been previously enrolled in a postsecondary institution in order to obtain credit through correspondence or distance learning, they are not considered "first-time."

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12) How do I report students studying in consortium agreements?

Use the same reasoning here that you use to determine who to report in the IPEDS Fall Enrollment survey. For additional information on this topic, please refer to the IPEDS Data Tip Sheet related to Reporting Students for Institutions in Consortia.

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13) Many of our students take courses during the summer at other schools; should these be considered transfers-out?

No. Keep the students in the cohort since they return in the fall and continue their programs of study.

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14) My initial cohort includes all full-time, first-time degree/certificate-seeking undergraduate students enrolled as of October 15 - the same as on my IPEDS Fall Enrollment survey. Now what happens to: stop outs, drop outs, students who enroll part-time after the first semester, or students who change programs?

It looks like your cohort is defined correctly. Remember YOUR COHORT NEVER CHANGES. Students who stop out or drop out do not leave the cohort. They remain in the count; and if they complete their most recent program within 150% of normal time they should be reported accordingly. Students who switch to part-time status or to another program are not given extra time to complete, nor are they removed from the cohort. Report their status as requested.

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15) If a student in my cohort obtains two undergraduate level degrees (e.g., AA and BA) within the 6-year period, can I count both completions?

No, you may only count one. Please report the highest degree attained.

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16) I have a student who intended upon entry to complete a bachelor's degree, so he is included in my Section II - Bachelor's or equivalent degree-seeking subcohort. However, he does not complete his BA within the 6-year period, and instead completes an associate's degree along the way, and it was completed within 3 years. Where should I report him?

Count this student as a completer of an associate's degree (at least 2 but less than 4 year program) since that degree was completed within 150% of normal time. Remember, intent is not important when reporting your completers; what is important is whether or not they finished any program within 150% of normal time.

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17) Which students should be included in 'another gender'?

Students who self-identify as having a single binary gender identity (i.e., men or woman) should be reported in the appropriate binary gender category. Students who self-identify as having a gender identity that does not fall into either of the mutually exclusive binary categories provided (i.e., men or women) should be reported in the "another gender" category. Institutions are not limited to the options available for IPEDS reporting purposes and should determine the best way for their institution to collect and aggregate this information.
For some students, it may be challenging to place them in either a binary category or another gender. For example, for students that indicate they are transgender and provide a binary gender, institutions may ask the student whether they identify as transgender or as the binary gender they selected. If they identify as transgender, they would be reported in another gender. If they identify as a binary gender, they should be placed in the appropriate binary gender category.

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18) Which students should be included in 'gender unknown'?

Institutions should report all students who do not self-report a gender (i.e., missing data) as 'gender unknown'.
Students that selected a binary gender or another gender than the binary 'men' and 'women' category should not be included in gender unknown.

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19) Should our institution resurvey students if we previously only collected binary gender categories?

Institutions can resurvey students so that they can report an accurate number of students in the 'another gender' category. Institutions that cannot report the 'another gender' category can indicate they are not able to report these students using the radio buttons at the top of the screen. It is expected that institutions should be able to provide a count of 'gender unknown'.

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20) Our institution uses the Common App to identify student gender, and the Common App only collected male and female. How should we report gender?

Currently, the Common App only allows students to select male or female. Starting with the 2023-24 application cycle, the Common App will also allow 'Gender X or another legal sex' (more information can be found at https://www.commonapp.org/blog/common-app-update-gender-identity-questions-college-application). Institutions can resurvey students or indicate that they cannot currently report 'another gender'.

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21) Should incarcerated students be included in GR cohorts?

Yes. Include all incarcerated students who meet the cohort inclusion criteria listed in the survey instructions.

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Normal Time and Calculation of 150% of Normal Time

1) How do I calculate 150% of normal time to completion?

In order to calculate this, we must first define "normal time to completion". IPEDS has adopted the definition developed by the Joint Commission on Accountability Reporting (JCAR) as a definition of normal time. As such,

"normal time to completion" is defined as *"the amount of time necessary for a student to complete all requirements for a degree or certificate according to the institution's catalog. This is typically 4 years (8 semesters or trimesters, or 12 quarters, excluding summer sessions) for a bachelor's degree in a standard term-based institution; 2 years (4 semesters or trimesters, or 6 quarters, excluding summer sessions) for an associate's degree in a standard term-based institution; and the various scheduled times for certificate programs."* Let's look at some examples:

Many bachelor's degree programs are outlined as 4-year programs (8 semesters – typically fall and spring). Extending this to 150% (1.5 x 8) would be 12 semesters or **through the end of the spring term of the sixth year.**

Similarly, an associate's degree program that is advertised as a 2-year program (6 quarters - fall, winter, and spring, with no scheduled summer quarter) would extend to 9 quarters (1.5 x 6) or **through the end of the spring quarter of the third year.**

However, the Technical Amendment to the Student Right-to-Know Act redefined the cohort year to allow you to count completers through August 31 of the summer following the sixth year of a 4-year program (or the third year of a 2-year program).

Certificate programs must be handled somewhat differently. If a 900 clock hour course is advertised as taking 30 weeks to complete, the calculation of 1.5 x 30 equals 45 weeks **after the start date.** If the student completes within that 45-week period, they are within 150% of normal time.

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2) How do I report a student who has switched programs since entering the cohort?

If a student has switched programs, you will calculate 150% of normal time to completion based on his or her most recent program for reporting outcomes. However, the student's "clock" does not reset once they switch programs. He or she must still graduate, transfer, or qualify as an exclusion within 150% of normal time to completion starting from the date he or she first entered the cohort.

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3) How do I calculate 150% for students who stop out, or drop out, and then return and complete the program?

There is no difference in the calculation. The 150% of normal time calculation should be applied as of the student's initial start date, and is the same regardless of stop-out time. Some students may stop out for a term or two and still complete within 150% of normal time.

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4) According to the Technical Amendment to the SRK, I can count as completers within 150% of normal time students who complete their program through August 31 of the 6th year; but what if the student does not receive the degree until our December graduation? Does this mean I cannot count them as completers?

Technically you cannot count the completion until the degree has been conferred. If you "award" the degree upon completion of the program (i.e., an award date of, or prior to, August 31 is noted in the student's record) and simply allow the student to "pick up" their degree at the December ceremony, then you should be able to count the student as having completed within 150% of normal time.

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Transfers-Out

1) Does my institution need to report transfers-out?

The Student Right-to-Know legislation states that "An institution that determines that its mission includes providing substantial preparation for students to enroll in another eligible institution" must report transfers-out so that a transfer-out rate may be calculated for its full-time, first-time degree/certificate-seeking undergraduate students. Students to be reported as transfers are those who have NOT completed a program or graduated, so they cannot be counted as completers, but have subsequently enrolled in any program of an eligible institution for which the insititution provided substantial preparation. If the institution does not have such a mission, reporting of transfers-out is optional.

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2) What kind of verification must I have to report a student as a transfer-out?

None. All verification requirements were dropped from the regulations.

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3) My school does not track transfers-out, and our limited budget does not allow us to set up a system to do so. Am I still in compliance with the requirements of the Student Right-to-Know Act, and am I still responsive to the GR survey, if I don't report transfers-out?

As long as your institution does not include providing substantial preparation for students to enroll in another eligible institution as part of its mission, you do not need to set up a system to track transfers-out. However, if your institution does have such a mission, you must be able to track and report on transfers-out. (Applicable to Graduation Rates and Graduation Rates 200 only; requirements for Outcome Measures are different. Please review the Outcome Measures requirements separately.)

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4) My institution is part of a coordinated system of institutions. If a student transfers out of my institution and goes to another institution within the coordinated system, can I count that student at my institution as a completer?

No. Your institution may not count that student as completer because that student is considered a transfer-out student. Each reporting entity that has an IPEDS UnitID is recognized as an individual reporting institution for Graduation Rates purposes and can only report completers if that campus confers the award or degree.

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Other

1) Exactly what must be disclosed in order to be in compliance with the Student Right-to-Know Act?

Student Right-to-Know Act regulations state that an institution must annually prepare the completion or graduation rates of its full-time, first-time degree/certificate-seeking undergraduate students; and for institutions that determine that their mission includes providing substantial preparation for students to enroll in another eligible institution, the transfer-out rate of these students. In calculating these rates, an institution must count any students who have completed or graduated by the end of the 12-month period ending August 31 during which 150% of the normal time for completion or graduation from their program has lapsed.

Therefore, at a minimum, you must report and disclose your graduation and transfer-out rates (as of August 31 of the prior year). The Secretary urges institutions to disclose as much additional information as warranted to help consumers understand institutional mission, etc. Thus you should consider disclosing additional rates as well, such as rates for part-time students and possibly rates 8 or 10 years out, if your students typically take longer to complete.

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2) Will completing the IPEDS Graduation Rates survey satisfy all of my requirements for the Student Right-to-Know Act?

No. The IPEDS GR survey provides institutions with instructions, definitions, and a format for calculating graduation rates and transfer-out rates. It also provides institutions with a methodology so that there is some level of consistency in the way the rates are calculated. However, the SRK requires disclosure of these rates to students and prospective students. In addition, for schools that offer athletically-related student aid there are additional disclosure and reporting requirements. By completing the GR survey, you will have the rates you need to disclose, but you still need to make them available. The GR survey statisfies the reporting requirements ONLY.

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3) My institution belongs to the NCAA; do I have to report graduation rates data to IPEDS? Do I also need to report to the Secretary of Education?

Completing the IPEDS Graduation Rates survey through the web-based data collection system satisfies all of your reporting requirements to the Secretary of Education. However, the NCAA is now collecting their own data on graduation rates, separately from IPEDS. You will still need to report data to the NCAA. If you have any questions about these reporting requirements, you should contact the NCAA directly.

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4) The number of students who could be considered for the adjustments to the cohort (allowable exclusions) at my institution is very small. Do I need to track these "leavers"?

No. The allowable exclusions are provided for those institutions that may have a significant number of students who require longer to (or cannot) complete their programs for the reasons stated.

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5) What is a "transfer-preparatory program?"

This term 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 this the equivalent of an associate's degree, thus completers of transfer-preparatory programs (although they do not receive a "recognized postsecondary credential") should be counted as completers.

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6) My institution offers pre-med and pre-vet programs, but recognized postsecondary credentials are not given. What happens to these students?

Assuming that these are 2- or 3-year programs, count the students as completers of an "at least 2 but less than 4 year program" provided they complete within 150% of normal time.

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7) My institution offers a PharmD program where students are accepted into the program after completing a 2 or 3 year program of undergraduate studies. What happens to these students?

Students who complete the undergraduate portion of the program within 150% of normal time should be counted in the other degree/certificate-seeking subcohort (Section III) as completers of an "at least 2 but less than 4 year program". However, do not track their progress any further towards the PharmD since this is a first-professional degree, and thus not part of IPEDS GR reporting.

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8) How do I deal with "3/2" programs? My institution provides the first 3 years of an engineering program and our students matriculate to another university for the last 2 years of study and to attain their degree. Can we count these students as completers when they receive their degree from the second institution?

No, you should NEVER count a student as a completer when they receive their degree from **another** institution. Your job is done when they leave your school. If the student completed the first 3 years of a 3/2 program (within 150% of normal time) so that they are now ready to "transfer" in order to complete the remaining 2 years at another institution, then you should count the student as a completer of an "at least 2 but less than 4 year program." This works the same way as the "transfer-preparatory program" described above.

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9) There is a provision for excluding students who leave the institution to join the Armed Forces. Is there a similar provision for excluding students who are already in the military but are transferred to another duty station?

No, there is no such provision.

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Pell Grants/Subsidized Direct Loans

1) Who is considered a "recipient" of a Pell Grant or Subsidized Direct Loan?

For the purposes of the GR component, a recipient of a Pell Grant or Subsidized Direct Loan is a student who receives and uses that award (i.e., award is partially or fully disbursed) within their first year at the institution (July 1 - June 30).

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2) If a student received their Pell Grant or Subsidized Direct Loan after their first year at the institution (July 1 - June 30), would they be counted as part of these subgroups?

They would only be counted if they received and used their award within their first year at the institution (July 1 - June 30). If they received and used it at any later time, they would not be part of these subgroups. They would be part of the calculated row - "Did not receive either a Pell Grant or Subsidized Direct Loan".

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3) If a student receives and uses their Pell Grant or Subsidized Direct Loan within their first year at the institution (July 1 - June 30), do they have to continue to receive this aid throughout their time at the institution to be counted as part of these subgroups?

As long as the student receives and uses their aid within their first year at the institution (July 1 - June 30), they do not have to continue to be awarded that aid during their time at the institution to be counted as part of these subgroups.

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