Graduation Rates for 2-year institutions reporting on a fall cohort (academic 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, NOT the academic year length in parentheses. The academic year length is meant only to provide context.

Changes to reporting for 2024-25:

The following changes were implemented for the 2024-25 data collection period:

- Removed the Gender Unknown or Another Gender than Provided Categories question.

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

Establishing cohort

Establishing cohorts

Based on your institution's response to the predominant calendar system question (Section 1 - Part B, Question 4) on the Institutional Characteristics survey component from the IPEDS Fall 2024 data collection,	
Your institution reported to the GR survey component as having the following number of students who did not complete, but were still enrolled at your institution:	Fall Cohort (Fall 2021)
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

Cohort of full-time, first-time degree/certificate-seeking undergraduate students

Please review the data in the initial cohort column and re-enter the cohort data making any necessary corrections for omissions, erroneous reporting, or where better information regarding race/ethnicity or gender is available. Institutions must continue to report using the new race/ethnicity categories. For information and assistance with this, please visit the IPEDS Race/Ethnicity Information Center.

Men

Screen 1 of 5	Cohort year 2021	
	Initial cohort	Revised cohort
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 5	Cohort year 2021	
	Initial cohort	Revised cohort
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		

Completers within 150%

Cohort of full-time, first-time degree/certificate-seeking undergraduate students

In the columns below, report the status of the 2021 cohort of full-time, first-time degree/certificate-seeking undergraduate students listed in Column 10. Those who completed their program within 150% of normal time as of August 31, 2024 should be reported in either Column 11 or 12, depending on the length of the program completed.

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

Men

Screen 2 of 5	Cohort year 2021			
	Cohort	Cohort 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)	
	(Column 10)	(Column 11)	(Column 12)	(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 2 of 5	Cohort year 2021			
	Cohort	Cohort 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)	
	(Column 10)	(Column 11)	(Column 12)	(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				

Transfers/exclusions

- In the columns below, report the status of those students in the 2021 cohort of full-time, first-time degree/certificate-seeking undergraduate students listed in Column 10 who did not complete a program as of August 31, 2024.
- 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 cohort in Column 45. The ONLY allowable categories for this column are:
  students who died or became totally 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.

Cohort of full-time, first-time degree/certificate-seeking undergraduate students

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

Men

Screen 3 of 5	Cohort year 2021					
	Cohort	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 5	Cohort year 2021					
	Cohort	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						
Total in prior year (men and women)						

Completers within 100%

- In the columns below, report the status of those students in the 2021 cohort of full-time, first-time degree/certificate-seeking undergraduate students who completed their program within 100% of normal time to completion.
- Those who completed their program within 100% of normal time should be reported in either Column 55 or 56, depending on the length of the program completed.

Cohort of full-time, first-time degree/certificate-seeking undergraduate students

Screen 4 of 5	Cohort year 2021				
	Revised cohort	Exclusions	Cohort students who completed their program within 100% of normal time to completion		Total completers within 100% (Column 55 + 56)
			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)	
			(Column 55)	(Column 56)	(Column 57)
Total men + women					

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, and the number of students that completed a certificate or degree within 150% of normal time to completion.

- 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 full-time, first-time, degree/certificate-seeking cohort

Cohort of full-time, first-time degree/certificate-seeking undergraduate students

Screen 5 of 5	Cohort year 2021		
	Number of students in cohort	Total exclusions	Number of students that completed within 150% of normal time to completion
	(Column 10)	(Column 45)	(Column 29)
Full-time, first-time, 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 2025.

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 Rates Full Instructions - 2-Year Institutions

Purpose of the Survey

Changes in Reporting

General Instructions

- Reporting Period Covered
- Context Boxes

Coverage

- Who to Include
- Who to Exclude

Where to Get Help for Reporting

Where the Reported Data Will Appear

Uploading Files to the IPEDS Data Collection System

Reporting Directions

- Reporting Individuals by Racial/Ethnic Categories
- Establishing Cohorts
- Completers within 150% of Normal Time to Completion
- Non-completers
- Completers within 100% of Normal Time to Completion
- Pell recipients and recipients of a subsidized Direct Loan who did not receive a Pell Grant

Calculation of Graduation and Transfer-out Rates

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.

Top▲

Changes in reporting for 2024-25

The following changes were implemented for the 2024-25 data collection period:

- Removed the Gender Unknown or Another Gender than Provided Categories question.

Top▲

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, 2021 (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, 2021 and August 31, 2022 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, 2024.

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.

Top▲

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 those students who entered the institution between September 1, 2021 and August 31, 2022, 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

Top▲

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.

Top▲

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

Top▲

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

Top▲

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.

Top ▲

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 (Part B, Question 4) on the IC survey component of the IPEDS Fall 2024 data collection, according to the following rules:

1. 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, 2021 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.
2. 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, 2021 and August 31, 2022, 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.

Report each student only once.

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 2021 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 - 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.

Top ▲

Completers within 150% of Normal Time to Completion

Report each student only once.

Report the status of the 2021 cohort of degree/certificate-seeking undergraduate students as of 150% of normal time to completion for their program or August 31, 2024 (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 degree/certificate-seeking students. Do NOT include part-time students or students who transferred into your institution.

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.

Revised Cohort (Column 10) – The data in this column are carried forward from the "Establishing Cohort" screen for your reference.

Completers of programs of less than 2 academic years (or equivalent) (Column 11) - Enter the number of students 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 years but less than 4 academic years (or equivalent) (Column 12) - Enter the number of students 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.

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

Top▲

Non-completers

Report each student only once.

Report the status of the non-completers from the 2021 cohort of full-time, first-time degree/certificate-seeking undergraduate students as of 150% of the normal time to completion for their program or August 31, 2024 (whichever was earlier). Report all students by race/ethnicity and gender.

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

Revised Cohort (Column 10) – The data in this column are carried forward from the "Establishing Cohort" screen for your reference.

Total completers within 150% (Column 29) - The data in this column are carried forward from the "Completers within 150%" screen 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 above reasons, but return prior to the status date of August 31, 2024, 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, 2024 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 revised cohort (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.

Top▲

Completers within 100% of Normal Time to Completion

Report each student only once.

Report the status of the 2021 cohort of full-time, first-time degree/certificate-seeking undergraduate students who completed their program as of 100% of normal time to completion for their program or August 31, 2024 (whichever was earlier) in terms of the number of completers by type of program completed. **Note that this should be a subset of the students reported as completers within 150% of normal time reported earlier in this survey.**

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

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

Revised Cohort (Column 10) – The data in this column are carried forward from the "Establishing Cohort" screen for your reference.

Exclusions - The data in this column are carried forward from Column 45 – Total Exclusions of the "Transfers/Exclusions" screen for your reference.

Cohort students who completed their program within 100% of normal time to completion (Columns 55 and 56)

Completers of programs of less than 2 academic years (or equivalent) (Column 55) - Enter the number of students who completed programs of less than 2 full-time equivalent academic years within 100% 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.

Completed a program of at least 2 years, but less than 4 years within 100% (Column 56) - Enter the number of students who completed programs of at least 2 but less than 4 full-time equivalent academic years within 100% 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.

Total completers within 100% (Column 57) – This column is the sum of the previous two columns and is calculated for you by the data collection system.

Top▲

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 2021 cohort of first-time, full-time degree/certificate-seeking students as of 150% of normal time to completion or August 31, 2024 (whichever was earlier) in terms of the number of completers.

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

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.**

For the first-time, full-time degree/certificate-seeking cohort, 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 full-time, first-time degree/certificate-seeking cohort will be preloaded from 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 full-time, first-time degree/certificate-seeking cohort will be preloaded from 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.

Number of students completing within 150% or normal time - The number of students in the full-time, first-time degree/certificate-seeking cohort who completed within 150% of normal time to completion will be preloaded from 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.

Top▲

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 2021 student cohort are provided as a convenience to the institution. 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 Issue 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.

Top▲

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.
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 (DCGS)	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.
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.
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 Leveraging Educational Assistance Partnerships or LEAP, formerly State Student Incentive Grant or SSIG and the National Early Intervention Scholarship and Partnership or NEISP programs).
Transfer-in student	A degree/certificate-seeking undergraduate student entering the IPEDS reporting institution for the first time but known to have previously enrolled at a different postsecondary institution (not as a high school student). 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 who discontinues enrollment at the IPEDS reporting institution and enrolls at a different postsecondary 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 student	A student who is taking courses at the baccalaureate or below the baccalaureate level. These students may or may not be enrolled in undergraduate programs.
White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Graduation Rates for 2-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?
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?
17) If a student in my cohort obtains two undergraduate level awards (e.g., certificate in cosmetology and an AA) within the 3-year period, can I count both completions?
18) 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?
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"?
9) What is a "transfer-preparatory program?"
10) My school enrolls students on a monthly basis, so we will be using a full-year cohort. If my longest program is 9 months, how do I calculate 150% of normal time; and which cohort should I use?
11) Can I report students as completers if they left the institution to get a job in their field of study, but did not finish their program?
12) 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?

The 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 survey component.

Top ▲

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 survey component.

Top ▲

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.

Top ▲

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.

Top ▲

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.

Top ▲

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 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.

Top ▲

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.

Top ▲

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).

Top ▲

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.

Top ▲

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.

Top ▲

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.

Top ▲

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.

Top ▲

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.

Top ▲

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.

Top ▲

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

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

Top ▲

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.

Top ▲

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."

Top ▲

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."

Top ▲

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.

Top ▲

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.

Top ▲

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.

Top ▲

17) If a student in my cohort obtains two undergraduate level awards (e.g., certificate in cosmetology and an AA) within the 3-year period, can I count both completions?

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

Top ▲

18) Should incarcerated students be included in GR cohorts?

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

Top ▲

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.

Top ▲

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.

Top ▲

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.

Top ▲

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.

Top ▲

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.

Top ▲

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.

Top ▲

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.)

Top ▲

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.

Top ▲

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.

Top ▲

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.

Top ▲

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.

Top ▲

9) 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.

Top ▲

10) My school enrolls students on a monthly basis, so we will be using a full-year cohort. If my longest program is 9 months, how do I calculate 150% of normal time; and which cohort should I use?

Let's look at this one step at a time. First, schools with programs of less than 4 years are to report on the 2021 cohort. Therefore, you should look at those students who entered your institution between September 1, 2021 and August 31, 2022. Next, assuming the latest possible enrollment date would be August 31, 2022, 150% of 9 months following this date would extend to October 15, 2023 (13 1/2 months later). In order to complete the IPEDS GR survey, the first status date following this is August 31, 2024 and the report is due during the Winter 2024-25 data collection. So you are on track for reporting this cohort.

Top ▲

11) Can I report students as completers if they left the institution to get a job in their field of study, but did not finish their program?

No, you may not report these students as completers since they left the institution prior to completing their program.

Top ▲

12) 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.

Top ▲

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).

Top ▲

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".

Top ▲

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.

Top ▲